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OREGON LICENSURE FOR TEACHERS



WELCOME TO YOUR PERSONAL LICENSURE FOLDER AND MATERIALS

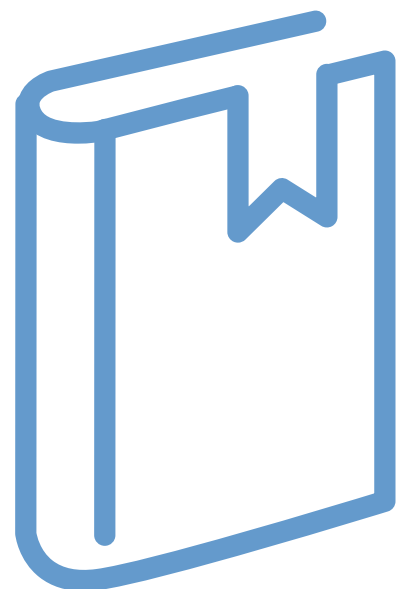
The Center for Great Public Schools at the Oregon Education Association (OEA) and the Teachers Standards and Practices Commission (TSPC) proudly offer this licensure folder and companion set of comprehensive documents explaining the licensing system for teachers in our state. It is our hope that teachers will be able to use this folder to store their personal licensure documents as well as any of our informational documents that can help them navigate their way to both licensure and employment success in Oregon.

The licensure documents are built to be collected and referenced only as needed. All of them will be available on both the OEA (www.oregoned.org) and TSPC (www.oregon.gov/TSPC) websites for those who wish to peruse and download them. As changes occur, we will revise the individual documents as needed so please be sure to check online for the latest version of each (published dates are included on each document and online).

The Contents Page inserted in this kit contains a list of licensure documents available in this collection. Please refer to the online collection for any new documents that are added to this list. The **Today's OEA** magazine (quarterly publication for members of the Oregon Education Association) routinely contains articles featuring the latest licensure news and tips. Archives of this magazine can be found at www.oregoned.org/communications.

OEA offers free **Licensure Workshops** on site to our local associations and districts (working in collaboration with our local associations) upon request. These are great opportunities for educators to come together to get detailed guidance and overview of Oregon licensure as well as an active Q & A on all things having to do with the processes and rules of our professional license. Contact your local association president or UniServ Consultant at www.oregoned.org/locations for more information on how to schedule a licensure workshop in your area.

In addition, the OEA Center for Great Public Schools offers the only **preparation workshop** available in the state for the **ORELA (NES) Elementary Education Exam (Subtests I and II)**. This three-hour workshop is scheduled throughout the year at our headquarters office at 6900 SW Atlanta Street in Tigard, Oregon and is free to OEA members and Student NEA members. Go to www.oregoned.org/orela to register online. If you would like to schedule a training in your local area or on your university or college campus contact Teresa Ferrer at Teresa.ferrer@oregoned.org.



TEACHER STANDARDS & PRACTICES COMMISSION

The Teachers Standards & Practices Commission (TSPC) is the licensing agency of all PK-12 educators in the state of Oregon. TSPC is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and operates as an **independent professional teacher standards board supported by the licensing fees of Oregon educators**. This 17-member commission is made up of the following: 8 teachers, 2 principals, 2 superintendents, 2 education prep-program representatives, 1 school board member and 2 public representatives.

In 1965 Oregon created the nation's first independent professional standards board in the nation that, like other professions, was led by licensed and prepared professionals rather than state boards or departments of education. As a result, the three states that began this transformation in the teaching profession (Oregon, California and Minnesota) advanced the notion of **teaching as an authentic profession led by licensed professionals who raise and promulgate professional competencies and standards for those entering and remaining in the profession**. Those standards ensure the public that only professionally trained and vetted educators who meet these professional standards may be licensed in Oregon.

The Teacher Standards and Practices Commission's three core functions are to maintain and improve performance in the education profession according to standards set for the profession by (1) approving teacher preparation programs offered by Oregon colleges and universities; (2) by licensing teachers, administrators and other personnel employed in Oregon schools; and (3) by taking disciplinary actions when educators commit crimes or violate Standards for Competent and Ethical Performance.

TSPC's mission is to establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students. In doing so it maintains the following five visions of performance:

- Establish high standards for educator preparation excellence and regularly review approved programs for delivery of adopted licensure standards.
- Provide leadership for professional leadership standards, including standards for: cultural inclusion, educator dispositions, and subject-matter competency.
- Provide timely, high quality services to licensees, higher education, and the public.
- Maintain and develop clear, concise and easy-to-understand administrative rules.
- Establish high standards for educator professional conduct and regularly communicate those standards to the field.



CENTER FOR GREAT PUBLIC SCHOOLS AT THE OREGON EDUCATION ASSOCIATION

The Oregon Education Association's Center for Great Public Schools (CGPS), an expansion of the work of the former Center for Teaching and Learning, is leading the way to establish OEA members as the driving force for education and professional excellence, quality teaching and learning, and innovation at every level of public education and in the public policy-making arena. The success of each and every Oregon student is central to the CGPS work.

Through its **Institute for Professional Skills and Practice**, the Center provides a continuum of support for members across their career in practice and leadership development through expanded professional learning and collaborative support, at the local level and statewide. A focus for this institute is professional learning, leadership development, and tools and resources to support quality teaching and learning; mentorship and peer assistance; educator evaluation; equity and diversity; special education as well as direct support for educators on licensure and advanced certification are some examples of this support.

The Center adds focus and capacity to drive educator-led innovation in the classroom, school building and public policy arenas. This work centers on practice informing education policy and research analysis to provide guidance and actively promotes and empowers educator voice in quality education efforts at the local, state and national levels. The goals of OEA's Center for Great Public Schools are:

■ **Engage and empower educators to lead on professional practice and education policy issues.**

- Organize networks of OEA professional practice leaders to support OEA members' professional learning, growth and leadership in practice and policy across the career Continuum (preservice thru retirement).

■ **Engage members in building a continuum of support for the education profession.**

- Create a center for quality education practice and research to support professional excellence across educators' careers.
- Create a center to provide active leadership and educator voice in education policymaking and programs at the local, state and national level.
- Work collaboratively with education stakeholders to improve the quality of learning for each and every student.

■ **Engage and empower educators to lead local quality education initiatives.**

- Partner with local education associations to advance educator-led efforts to support student learning.
- Equip local association leaders with the knowledge and skills to lead collaborative, decision-making processes and efforts focused on quality professional practice and conditions of teaching and learning.

This licensure folder, materials, workshops and advocacy are a direct result of the work of OEA's Center for Great Public Schools in collaboration with all other OEA centers and the Teacher Standards and Practices Commission.



PROFESSIONAL LICENSURE RESPONSIBILITIES & TIPS

Professional licensure is centered on the responsibility of the professional herself/himself. OEA understands that many aspects of licensure may be challenging and that is one reason we work hard to provide user-friendly materials, workshops and advocacy to assist our members to navigate these rules and procedures. However, the individual licensee is the one ultimately responsible for understanding and managing their many professional responsibilities, licensure being central to all. **Getting licensure right not only protects the license itself but also the ability of the licensee to continue to work and grow as an educator.** When OEA assists and advises its members in licensure matters we are interested in protecting both the maintenance of that educator's license **and** their job.

The following are some useful overall tips for licensure maintenance in Oregon (besides reading and referring to our Licensure Documents):

■ **KNOW YOUR LICENSE** (Visit the TSPC website at <http://www.oregon.gov/tspc/pages/index.aspx> to run a search):

- The specialty area(s) or endorsement(s)
- The renewal date
- Correspondence sent to you from TSPC
- Update on applications filed and submissions filed.

■ **KEEP IN ONE SAFE PLACE THE FOLLOWING** (perhaps your OEA Licensure Folder?):

- Your license
- The email and any attachments from TSPC that came with your license (contains requirements specific to your license). File it.
- Transcripts, score reports from ORELA/NES or PRAXIS tests
- CPD log and certificates/verification forms
- Copies of PEER forms (that districts send to TSPC verifying your teaching experience). Teachers do not routinely get these (except occasionally in a sealed envelope to submit with your application) but it can be helpful to verify that your experience was accurately reported. Request a copy of your PEER form from the district to keep in your records.

■ **WHEN RENEWING OR FILING A LICENSURE APPLICATION:**

■ Renew BEFORE your expiration date... we recommend at least 60 days before but no more than 6 months prior to your expiration date. If your application and fee are on file prior to your expiration date, you'll be granted a 120 grace period to give you time to submit everything and TSPC time to process the renewal.

■ Be sure all requirements are completed well in advance (including wrapping up all CPD requirements and reporting them to your district or OREPDC (link: <http://orepdc.k12.or.us/> if a substitute or otherwise not employed by a district.

■ Apply online and pay your fee with a credit or debit card before your renewal date. YOUR LICENSE AUTOMATICALLY BECOMES INVALID IF YOU DO NOT MEET THIS DATE. You can apply after the license expires, but late fees will be charged.

■ If you do not have a credit card, purchase a temporary, pre-loaded card at your bank to use for your application fee.

■ The district needs to submit the PEER form. MAKE SURE THAT THIS HAS BEEN DONE.

■ All official academic transcripts must be submitted directly from the university or college.

■ All official score reports for exams must be submitted directly from the testing company.

CONTACT US

For information specific to your license, emergency issues related to your license:

■ **TSPC**

PHONE:
(503-378-3586)
M-F 7:30-5:00 pm

EMAIL:
(contact.tspc@oregon.gov)

WEB:
(www.oregon.gov/TSPC)

OFFICE: 250
Division St. NE Salem,
OR 97301-1012

For rule clarification, Emergency issues related to your license:

■ **OEA**

EMAIL: (Teresa.
ferrer@oregoned.org)

PHONE:
(1-800-858-5505
#2108)

WEB:
www.oregoned.org

For emergency issues related to your job:

■ **OEA**

WEB (TO SPECIFIC OFFICE CONTACT):
(www.oregoned.org/locations)

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PROFESSIONAL LICENSURE RESPONSIBILITIES & TIPS

■ START EARLY ON ANY REQUIREMENTS THAT YOU HAVE FOR ADDITIONAL COURSEWORK, EXAMS & CPD REQUIREMENTS:

■ Exams need to be taken at the earliest opportunity (in case you need to retake them). Visit the website (<http://www.oregon.gov/tspc/Pages/Testing.aspx>) for the exam and access all prep materials and information to get started on studying EARLY. You need to understand the exam framework in order to assess where your content/skills gaps are and begin working on them.

■ Talk to other teachers who have passed this exam and find out what resources helped them.

■ Make sure that you are meeting the exact requirements that are placed on your license. Do not depend on what others tell you. (Refer to the filed email and attachments that you received with confirmation of your license. (Log on to "Educator Look Up" on the TSPC website to find any correspondence TSPC has sent to you.)

■ WHEN YOU CONTACT TSPC BY PHONE, TAKE NOTES AND THE NAME OF THE PERSON YOU ARE SPEAKING TO AND TIME OF DAY, FILE THIS.

■ TSPC experiences times of unusually high call volumes. Mondays tend to be a difficult day to reach them. Please be patient. They staff the phones from 7:30 am to 5:30pm most days. Please use their website (it has vastly improved since January 2016) to find simple answers (address, where to send things and a set of FAQs). If you're experiencing technical issues with eLicensing, use the online. tspc@oregon.gov email address.

■ PROCESSING TIPS:

■ When you send a document, it generally takes 3 to 5 business days for the document to appear in your file, wait a week to call for status. Once eLicensing is fully functional in Fall of 2016, that delay will be reduced or nearly eliminated.

■ Until the eLicensing system is completed, you can view documents received under the Educator Lookup from the TSPC homepage. Use the "supporting

documents" webpages to determine what you need to submit and compare that to what you see in Educator Lookup.

■ In some situations, it is very helpful to work with your district to resolve some licensure processing issues. Every district has a person who is directly connected to a TSPC staff person for assistance. The district may be able to get a faster answer or resolution to a licensure problem for you.

■ ELICENSING TIPS:

■ Forgot your username? Send an email to online.tspc@oregon.gov. Remember that if you've never accessed eLicensing, you must select the "Sign Up" button to create one. The online application is new as of January, 2016.

■ Do not create more than one username. If you're having trouble accessing the system, please contact online.tspc@oregon.gov for assistance.

■ Getting an "error" message? The systems developer suggests that you check your browser and network blocker settings. And even try accessing it from a different computer.

■ HELPFUL REMINDERS:

■ TSPC will soon make it possible for you to go to your online TSPC account to enter any address, email or name change (must have official documents to verify name change). Until then notify TSPC of these changes at contact.tspc@oregon.gov.

■ Answer all character questions honestly, with explanations when necessary.

■ Study the discipline standards of your professional license and maintain good professional judgement.

■ For most licenses, there is a 120-day grace period following your expiration date...IF... you apply online BEFORE your expiration date and all requirements are met. NOT holding a valid and **active** license can result in immediate removal from the classroom.

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■ [OAR 584-021-0105 Definitions: School Nurse Certificates](#) ■ [OAR 584-042-0021 Definitions: CTE Teaching Licenses](#)

■ [OAR 584-080-0002 Definitions: Administrative Licenses](#) ■ [OAR 584-200-0010 Definitions: General Provisions](#)

In order to successfully navigate Oregon licensure it is important to have an accurate understanding of the licensure vocabulary in our state. The following is not an inclusive list. More definitions can be found in **Oregon Administrative Rule 584-005-0005** on the TSPC website.

■ **“Administrators:”** Superintendents, assistant, deputy, or associate superintendents, principals, vice principals, assistant principals, associate principals, and such other personnel, regardless of title, whose positions require them to: (a) evaluate other licensed personnel; (b) discipline other licensed personnel; and (c) authorize out-of-school suspension or expulsion of students.

■ **“Charter School Registration:”** The process by which an unlicensed teacher or administrator has cleared the fingerprints and criminal background check by TSPC and is authorized to work as an educator in an established Oregon charter school.

■ **“CPD: Continuing Professional Development:”** Professional development that meets the requirements of OAR 584, Division 90 and enables an educator to be eligible for licensure renewal.

■ **“District Sponsorship:”** Licensure that requires sponsorship by the school district in cooperation with the applicant.

■ **“Endorsement:”** The subject matter or specialty education field in which the individual is licensed to teach.

■ **“Expired License:”** A license for which an application for renewal was not received by TSPC prior to the date of expiration stated on the license.

■ **“Fast-Track:”** Candidates who have completed an Oregon approved program, met all licensure requirements and are recommended by those programs have a fast-track processing of their application for the Preliminary License.

■ **“Instructional Assistant or Educational Assistant or Teaching Assistant:”** A non-licensed position of employment in a school district assigned to assist a licensed teacher in a supportive role in the classroom working directly with students.

■ **“Intern:”** A student of an approved institution who serves as a teacher, personnel specialist, or administrator under the supervision of the institution and of the school district in order to acquire practical experience in lieu of student teaching or supervised practica. Interns may receive both academic credit from the institution and financial compensation from the school district. Interns may serve as assistant coaches.

■ **“Major Traffic Violation:”** Includes driving while under the influence of intoxicants (ORS 487.540); reckless driving (487.550); fleeing or attempting to elude a police officer (487.555); driving while license is suspended or revoked or beyond license restrictions (487.560); or failure to perform the duties of a driver or witness at an accident (483.602).

■ **“NASDTEC jurisdiction:”** State licensing agencies for educators that are under the jurisdiction of the National Association of State Directors of Teacher Education and Certification.

■ **“National Board Certification:”** Advanced certification obtained through the National Board for Professional Teaching Standards (NBPTS).

■ **“Non-Provisional Teaching License:”** A non-provisional license indicates that a candidate or out of state teacher has fully met all requirements to hold an Oregon teaching license. (Oregon Non-Provisional Licenses: Preliminary, Professional, Teacher Leader License and Legacy Licenses as well as the following licenses that are phasing out: Basic, Standard, Initial I, Initial II and Continuing.

■ **“Oregon Educator Licensure Assessments (ORELA):”** Licensure tests adopted by the Commission in specified endorsement or licensure areas.

■ **“Out of State Licenses or Certificates:”** A certificate or license valid for full-time employment, at least equivalent to the Oregon license being requested, issued by one of the United States, a U.S. jurisdiction (American Samoa, Commonwealth of Northern Marianas, District of Columbia, Guam, Puerto Rico, and Virgin Islands), or the U.S. Department of Defense.

■ **“PEER form:”** Professional Educational Experience Report (PEER) form is completed by the district and submitted to TSPC at time of renewal to verify the specific teaching assignments/experience of the educator and completion of Continuing Professional Development (CPD) requirements for that licensure period.

■ **“Personal Qualifications:”** Personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator.

■ **“Personnel Service:”** A type of license issued to counselors, school psychologists, and school social workers.

■ **“PRAXIS:”** A series of licensure examinations for beginning educators produced and administered by Educational Testing Service (ETS) and adopted by TSPC as licensure examinations.

OREGON LICENSURE DEFINITIONS

■ OAR 584-005-0005 Definitions ■ OAR 584-010-0006 Definitions: Procedures for Approval

■ OAR 584-020 0005 Definitions: Competent & Ethical Performance of Oregon Educators

■ OAR 584-021-0105 Definitions: School Nurse Certificates ■ OAR 584-042-0021 Definitions: CTE Teaching Licenses

■ OAR 584-080-0002 Definitions: Administrative Licenses ■ OAR 584-200-0010 Definitions: General Provisions

■ **“Professional Development Units (PDU):”** A unit of standard-related activity that equals one clock hour of professional development and contributes to completion of an educator’s continuing professional development requirements. One (1) quarter hour of academic credit equals 20 PDUs and one (1) semester hour of academic credit equals 30 PDUs.

■ **“Provisional Teaching License:”** A provisional teaching license indicates that ALL of the Oregon requirements to hold a license have not yet been made. Outstanding requirements could be exams, equivalent preparation, or other relevant documentation.

■ **“Reinstatement:”** Restoration of the validity of a license which has expired, been suspended, or been revoked. (See, OAR 584-050-0015.)

■ **“Renewal:”** Extension of validity of a current license. An application for renewal must be submitted prior to the expiration date stated on the license.

■ **“Self-Contained Classroom:”** An assignment for teaching in grades preprimary through eight in which the teacher has primary responsibility for the full curriculum.

■ **“Supervisor of Licensed Personnel:”** A person assigned to a position which includes the on-the-job supervision or evaluation of licensed personnel.

■ **“Teacher:”** Includes all licensed or registered employees in the public schools, charter schools or employed by an education service district who have direct responsibility for instruction, coordination of educational programs or supervision or evaluation of teachers and who are compensated for their services from public funds. “Teacher” does not include a school nurse as defined in ORS 342.455.

■ **“Year of Experience:”** A period of at least eight consecutive months of full-time work or two consecutive years of one-half time or more while holding a license valid for the assignment unless defined differently in a specific rule.



OREGON TEACHING LICENSURE CHART

OAR 584-210-0030 Preliminary Teaching License ■ OAR 584-210-0040 Professional Teaching License ■ OAR 584-210-0050 Teacher Leader License

Tier One	Tier Two	Tier Three (Optional)
PRELIMINARY TEACHING LICENSE (PreTL)	PROFESSIONAL TEACHING LICENSE (ProTL)	TEACHER LEADER LICENSE (TLL)
<ul style="list-style-type: none"> ■ Three Year License ■ Unlimited renewal with CPD until you meet both of the following requirements: <ul style="list-style-type: none"> * the four year experience requirement * ONE of the Advanced Professional Education options 	<ul style="list-style-type: none"> ■ Five Year License ■ Renew continuously with CPD 	<ul style="list-style-type: none"> ■ Five Year License ■ Must complete CPD & <i>provide evidence of ongoing teacher leader activities...or... go back to ProTL.</i>

Tier One	Tier Two	Tier Three (Optional)
PRELIMINARY TEACHING LICENSE (PreTL)	PROFESSIONAL TEACHING LICENSE (ProTL)	TEACHER LEADER LICENSE (TLL)
<p>Requirements for the PreTL:</p> <ul style="list-style-type: none"> ■ No experience needed ■ Complete teacher education program (*6 yrs recency for in-state applicants) ■ Required exams (Basic Skills Exam eliminated) ■ BA/BS Degree ■ Fingerprinting check ■ Meet personal qualifications for Oregon licensure 	<p>Requirements for the ProTL:</p> <ul style="list-style-type: none"> ■ Meet requirements for PreTL. ■ Four years teaching experience: 135 contractual days (6 hrs per day) for one year ■ Evidence of advanced education (that occurred <i>AFTER</i> first non-provisional license). <p>Meet ONE of the following:</p> <ul style="list-style-type: none"> ■ Completion of an advanced degree that is related to educator improvement ■ Completion & recommendation of TSPC approved endorsement program ■ Completion & recommendation of TSPC approved specialization program ■ Completion of TSPC Advanced Licensure program ■ Completion of National Board Certification ■ Washington State Professional License or equivalent ■ Completion of an <i>Advanced Professional Development Plan (APDP) approved by the district (aligned with performance goals, improve practice, equal to at least 150 PDUs)</i> 	<p>Requirements:</p> <ul style="list-style-type: none"> ■ Met "effective" or "highly effective" evaluation criteria for two evaluation cycles previous to application as a foundation IN COMBINATION WITH ■ Portfolio of evidence of current & advanced professional leadership practices that hit 12 (<i>separate</i>) of 37 elements under <i>any</i> of the 7 domains of the Teacher Leader Standards verified by at least two colleagues & completed in the last five years previous to application.

The Preliminary License (PreTL) is the first full non-provisional entry license in Oregon that is valid for three years and can be renewed continuously with evidence of meeting Continuing Professional Development (CPD) requirements at renewal. The PreTL signifies that the educator is a novice teacher who has not yet met **BOTH** the advanced competencies **AND** experience requirements necessary to qualify for the Professional Teaching License (ProTL). Oregon teachers will remain at a novice status until they are able to obtain the ProTL.

Requirements for the Preliminary Teaching License:

In order to obtain the PreTL a teacher must verify **ALL OF THE FOLLOWING**:

- A.** Submission of complete and correct online application including payment of all fees.
- B.** Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator.
- C.** Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions).
- D.** Hold a bachelor's, master's or doctoral degree from a regionally accredited US institution or foreign equivalent approved by the TSPC Commission.
- E.** Completion of an accredited teacher education program in one of two ways:
 - a.** Out of State: completion of an out-of-state teacher education program and a valid non-provisional out-of-state license in another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction or
 - b.** Instate: Completion of a TSPC approved teacher education program within six (6) years of making application for the PreTL.
 - i.** If it has been more than six (6) years since the date of completion of a teacher education program the applicant must verify the following:
 - 1.** A passing score on the approved licensure exams associated with the endorsements held obtained within the last two years prior to application.
 - 2.** Completion of a pedagogy course that:
 - a.** Includes the word "pedagogy" or "methods" in the course title.
 - b.** Is at least three (3) quarter or two (2) semester hours.
 - c.** Is related to each endorsement held.
 - d.** Include verification that the course was completed within the last two years prior to application.
 - e.** Verified by official sealed transcripts from an accredited institution.
 - ii.** The TSPC Executive Director or Director of Licensure may accept alternative evidence of recent practice or professional development to satisfy this requirement.
- F.** Passing scores on all approved licensure exams associated with the endorsements held on the license.
- G.** Passing score on a TSPC Commission approved exam of US and Oregon civil rights laws and professional ethics.

Renewal of the Preliminary Teaching License:

In order to renew the PreTL, Continuing Professional Development (CPD) requirements must be completed. At least 75 PDUs must be verified at the time of renewal (up to an excess of 25 PDUs obtained in one licensure cycle can be carried over to the next). If the teacher is contractually employed with a school district or charter school, that verification takes place by the employer on the PEER form. If the teacher is not contractually employed, they must verify their CPD through orepdc.k12.or.us. (See **Continuing Professional Development** for details).

In order to move out of novice status, an Oregon teacher must complete all of the requirements for the ProTL. (See **The Oregon Professional Teaching License** for details).

FAQs:

What is my timeline before I must obtain my Professional Teaching License and be at the second tier of licensure? There is no timeline. You will be issued your Professional Teaching License as soon as TSPC has verification that you have met **BOTH** the advanced competencies **AND** experience requirements necessary to qualify for the (ProTL). (See **The Oregon Professional Teaching License** for details). You remain at novice status and can renew by meeting the Continuing Professional Development requirements until then (see **Continuing Professional Development** for details).

I am from out of state and want to skip the one year Reciprocal Teaching License and apply for the Preliminary Teaching License right away. Can I do that? An out of state applicant must meet all of the requirements for the Preliminary Teaching License **AND** the Reciprocal Teaching License in order to skip straight to the PreTL. (See **The Oregon Reciprocal Teaching License** for details).

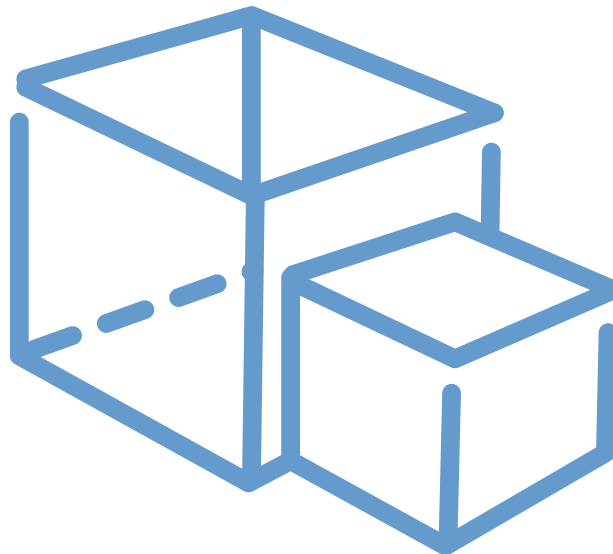
I have a copy of my score report for the licensure exams that I passed. Can I send a copy of that to TSPC to verify? No, you will need to contact the testing company and have them send an official score report to TSPC directly or, if you have one in a sealed envelope, you can send it to TSPC. Get in the habit of automatically requesting that score reports of any and all exams be sent directly to TSPC.

I have completed an approved Oregon program a while ago but have not passed the required endorsement exams. Can I apply for the Preliminary Teaching License as soon as I pass my exams? Oregon programs cannot recommend you for licensure until you pass your exams. If no more than six (6) years have passed since you completed all of the coursework and passed all of your exams, then return to the program to obtain a C-2 recommendation for licensure. This will allow you to apply for the Preliminary Teaching License. If more than six (6) years have passed then you are subject to the provisions listed above in E (b)(i).

(Transition) I have an (Initial I, Initial II, Basic) License and have not taught for four years. Do I apply for a Preliminary Teaching License? Yes, since you do not have four years of experience you would NOT qualify for the Professional Teaching License. But you also must meet either the Initial II requirements or one of the Advanced Professional Education options or in order to move to the ProTL.

(Transition) I have an (Initial I, Initial II, Basic) License and have taught for four years already. Should I apply for the Preliminary of Professional Teaching License? Each applicant for the ProTL will be evaluated to determine if they have met all of the requirements for that license. If you have the Initial I license and have also already met either the Initial II requirements or one of the Advanced Professional Education options you can apply for the ProTL. If you have any of the other licenses with four years of teaching experience, you should also apply for the ProTL and are likely to get it.

(Transition) I have a (Standard or Continuing) License. What License do I apply for? TSPC is automatically converting all Standard and Continuing Teaching Licenses over to a Professional Teaching License.



The Professional Teaching License (ProTL) is the second tier of licensure in Oregon that is valid for five years and can be renewed continuously with evidence of meeting Continuing Professional Development (CPD) requirements. This second stage of licensure validates that this is an experienced teacher who has successfully demonstrated an advanced level of educator knowledge, skills and dispositions.

Requirements for the Professional Teaching License:

In order to obtain the ProTL a teacher must verify **ALL OF THE FOLLOWING**:

- A.** Submission of complete and correct online application including payment of all fees.
- B.** Held or met all qualifications for the Preliminary Teaching License
- C.** Four full years of teaching experience in a public, private or alternative education setting that includes direct instruction to students.
 - a.** One full year of teaching experience equals 135 days of at least 6 hours per day of contracted teaching with an academic year.
 - b.** The required four years of teaching experience do not have to be earned consecutively.
 - c.** Substitute teaching does NOT qualify for teaching experience under this provision unless the educator is assigned to a single substitute assignment.
 - d.** Teaching experience can be in or out of Oregon but must be while on a valid, non-provisional license.
- D.** Completion of **ONE OF THE FOLLOWING** advanced education options **AFTER THE DATE OF THE ISSUANCE OF THE FIRST OREGON NON-PROVISIONAL LICENSE**:
 - a.** (Transition) Held or met all advanced education qualifications for the Initial II, or Basic Teaching License prior to January 1, 2016.
 - b.** Education-related regionally accredited advanced degree (master's or doctoral degree),
 - c.** TSPC approved endorsement program,
 - d.** TSPC approved specialization program,
 - e.** National Board Certification,
 - f.** Professional License from WA or other TSPC approved out-of-state advanced license,
 - g.** Other advanced program approved by the TSPC Commission,
 - h.** Other advanced assessment or coursework approved by the TSPC Executive Director or
 - i.** Advanced Professional Development (APD) Program verified by the contractual employing school district, education service district or charter school that meets **ALL OF THE FOLLOWING** criteria:
 - i.** Developed jointly with the applicant and employing district or public school.
 - ii.** Based on the employing school district evaluations of the applicant.
 - iii.** Aligned with annual performance goals of the applicant.
 - iv.** Specifically tailored to advance the applicant from novice to professional skill level.
 - v.** Made up of at least 150 Professional Development Units (PDUs).

Renewal of the Professional Teaching License:

In order to renew the ProTL, Continuing Professional Development (CPD) requirements must be completed. At least 150 PDUs must be verified at the time of renewal (up to an excess of 25 PDUs obtained in one licensure cycle can be carried over to the next). If the teacher is contractually employed with a school district or charter school, CPD verification is completed with the employer who then reports it to TSPC on the PEER form. If the teacher is not contractually employed, they must verify their CPD through orepdc.k12.or.us. (See **Continuing Professional Development** for details).

You can continuously renew the ProTL with CPD alone for the rest of your Oregon teaching career or, at any time, meet the requirements for the Teacher Leader License (TLL) which is an **optional** third tier of licensure.

FAQs:

What is the difference between Continuing Professional Development (CPD) and an Advanced Professional Development Program (APDP)? CPD is the process of completing ongoing professional growth activities that allow you to renew most licenses. These activities must be related to the national Learning Forward Standards and be verified by an employing district or through orepdc.k12.or.us. They can, but do not need to, include academic credit. (See **Continuing Professional Development** for details). An Advanced Professional Development Program is different in that it is used to qualify for the Professional License and must meet all of the requirements of a district approved APDP (see **Advanced Professional Development** for details). Activities counted for APD can also include some of the same academic credit or professional growth activities used for CPD as long as they meet the other APDP criteria.

I have my four years of experience and finished my master's degree in my teacher education program. Don't I qualify for the Professional? You do NOT. You may be able to verify the four years of teaching experience but cannot verify that your advanced degree was completed AFTER you were licensed in Oregon with your first non-provisional license. There are many other options to choose from in order to verify completion of an advanced education requirement option. Whatever option you choose must have been completed AFTER you obtained your first non-provisional Oregon license.

I have met one of the advanced education options required for the Professional Teaching License but only need one more year of teaching experience. What license should I apply for? You cannot obtain the ProTL until you have BOTH the required teaching experience and verification of completion of an advanced education requirement option. You must apply for the Preliminary License at this time. As soon as you have completed the full four years of teaching experience you can apply for the ProTL immediately or wait until just before your Preliminary License expires.

Do I have to do another advanced professional development plan or verify more teaching experience each time I renew my Professional License? When am I supposed to meet the requirements for the Teacher Leader License? Once you obtain your ProTL you no longer have to verify any further teaching experience or advanced coursework or assessments of any kind. You just have to complete your normal Continuing Professional Development requirements at each renewal. You do not have to qualify for the Teacher Leader License (third tier) unless you choose to. You could instead renew the ProTL over and over until the end of your career.

Can I meet the teaching experience requirement while working as a substitute? Can I also have the district verify my advanced professional development program to qualify for the Professional Teaching License? Generally substitute teachers cannot count substitute teaching as part of their verification of four full years of teaching, nor can they get a district to sign off on an APDP option to the Professional License. However if you are working for one district in a single assignment so that you meet the experience requirements listed under B(a) above you may count this experience and have it reported on a PEER form by the employing district. If, while under this kind of assignment, you are also subject to the same statewide teacher evaluation as all other contractually employed teachers and can complete all 150 PDUs required in a district sponsored APDP option, you would be able to use this route to the Professional License.

(Transition) I have at least four years of experience teaching and an older license. Do I automatically qualify for the Professional Teaching License? If you hold a Standard of Continuing Teaching License, your license will be converted to a Professional Teaching License. If you hold a Basic or Initial II, your licenses will be evaluated to see if you have met all of the experience requirements for the ProTL.



The Oregon Teacher Leader License (TLL) is an optional third tier license that is valid for five (5) years and can be renewed by completing Continuing Professional Development (CPD) requirements and documentation of ongoing teacher leader activities. This optional third tier of licensure validates that this is a professional educator who contributes to the profession and larger community while consistently advancing student growth and achievement. This license further signifies that the holder is a Teacher Leader who can provide educational leadership consistent with the Teacher Leader Standards adopted by the TSPC Commission (see ***Oregon Teacher Leader Standards*** for details).

You can apply for a TLL at any time that you qualify. If you are issued a TLL, your current Oregon license will expire on the same date that your TLL is issued, regardless of the expiration date.

In order to meet the requirements of this license, an educator must provide evidence of effectiveness and an advanced portfolio providing evidence of current professional leadership practice beyond the typical online licensure application. Your evidence of effectiveness and advanced portfolio will be reviewed by your education peers who serve as TSPC commissioners.

Because this license involves an intensive application and evaluation process, there is a pilot project for implementation of this processes outlined here that expires July 2017. This pilot is meant to test the fidelity to the standards, the rigor of the criteria and the reliability and validity of the evidence collected. The pilot may result in a new rules affecting the criteria, evidence and steps necessary to obtain this license.

Evidence of Effectiveness:

In order to verify effectiveness, an applicant for the TLL must submit evidence of two consecutive (employed) years of “effective” to “highly effective” evaluations within a summative evaluation cycle/s from an employing PreK-12 public school, charter school or education service district, while holding an Initial II, Continuing, Standard or Professional Teaching License so that:

1. All summative evaluation rubrics during these cycles are submitted with application.
2. The evaluations have been completed within five (5) years immediately preceding the application.
3. “Effective” and “Highly effective” equate to the top two differentiated evaluation levels as provided by the Oregon Department of Education’s ***Oregon Matrix Model for Educator Evaluation*** document.

Evidence of Current Professional Leadership Practice:

In order to verify evidence of current professional leadership practice, an applicant must submit an advanced portfolio so that:

1. The evidence aligns with the standards for the Teacher Leader License (see ***Oregon Teacher Leader Standards*** for details).
2. The current professional leader activities that you are submitting evidence of have occurred within five (5) years of the application for the TLL.
3. Documentation submitted as evidence of these standards must meet at least 12 out of 37 elements under the 7 domains of the adopted teacher leader standards.
 - a. The evidence submitted for each element must be verified as valid by at least two (2) professional colleagues (co-workers, supervisors or other professional peers) **and**
 - b. Evidence for each element must be unique and separate (May not reuse evidence for one element to support meeting another element.)

National Board Certification & Completion of Approved Teacher Leader Programs:

Applicants are able to use evidence collected for either National Board Certification or completion of an approved teacher leader program to build their advanced portfolio as long as they meet the standards listed above and completed either within five (5) years of the application.

Requirements of the Teacher Leader License:

In order to obtain the TLL a teacher must verify **ALL OF THE FOLLOWING**:

- A. Submission of complete and correct online application including payment of all fees.
- B. Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator.
- C. Completion of a background clearance (if not already cleared) as specified by TSPC (see TSPC website for detailed fingerprinting instructions).
- D. Hold a valid Oregon Professional, Initial II, Continuing or Standard Teaching License,
- E. Meet the evidence of effectiveness requirements (see above),
- F. Meet the evidence of the current professional leadership practices requirements (see above); **and**
- G. Submit (within one calendar month of a scheduled TSPC Commission meeting) the adopted Teacher Leader License Rubric and advanced portfolio with clear evidence that you have met 12 (out of 37) separate elements of the adopted teacher leader standards. TSPC Commission meetings are scheduled and posted on the TSPC website.

Renewal of the Teacher Leader License:

In order to renew the TLL a teacher must verify **ALL OF THE FOLLOWING**:

- A. Submission of complete and correct online application including payment of all fees,
- B. Completion of Continuing Professional Development (CPD) requirements. At least 150 PDU's must be verified at the time of renewal (up to an excess of 25 PDU's obtained in one licensure cycle can be carried over to the next); **and**
- C. Submission of evidence documenting ongoing teacher leader activities (mentoring, curriculum development, professional development support, etc.).

The holder of the TLL may elect to move to the default second tier to hold a Professional Teaching License when they no longer wish to verify ongoing teacher leader activities (both are five year licenses). If the holder of a TLL does not meet the renewal requirements they will be issued a Professional Teaching License.

The following teacher leader standards will be judged as **met or unmet** based on the evidence presented in the portfolio submission as determined by the state peer review (see **Oregon Teacher Leader License** for more details). Evidence for each element must be unique and separate **(May not reuse evidence for one element to support meeting another element.)**

Domain 1:

Understanding Adults as Learners to Support Professional Learning Communities: The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Element

A. Examples of utilizing group processes to help colleagues by:

- Working collaboratively to solve problems,
- Making decisions,
- Managing conflict, and
- Promoting meaningful change.

B. Examples of modeling effective skills by:

- Listening,
- Presenting ideas,
- Leading discussions,
- Clarifying, mediating, and identifying the needs of self and others in order to advance shared goals; and
- Professional learning.

C. Examples of employing facilitation skills by:

- Creating trust among colleagues,
- Developing collective wisdom,
- Building ownership and action that supports student learning.

D. Examples of striving to create an inclusive culture where diverse perspectives are welcomed in addressing challenges.

E. Examples of using knowledge and understanding of different backgrounds, ethnicities, cultures, and languages through promoting effective interactions among colleagues.

Domain 2: The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, including students of diversity, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Element

A. Examples of assisting colleagues in accessing and using research in order to select appropriate strategies to improve student learning.

B. Examples of facilitating the analysis of student learning data, including:

- Collaborative interpretation of results, and
- Application of findings to improve teaching and learning.

C. Examples of supporting colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues.

D. Examples of teaching and supporting colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

Element

- A.** Examples of **collaborating with colleagues and school administrators to plan professional learning** that is
- Team-based,
 - Job-embedded,
 - Sustained over time, and
 - Aligned with content standards, and linked to school/district improvement goals.
- B.** Examples of **using information about adult learning to respond to the diverse learning needs of colleagues** by identifying, promoting, and facilitating varied and differentiated professional learning.
- C.** Examples of **facilitating professional learning among colleagues.**
- D.** Examples of **identifying and using appropriate technologies to promote collaborative** and differentiated professional learning.
- E.** Examples of **working with colleagues** to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.
- F.** Examples of **advocating for sufficient preparation, time, and support for colleagues** to work in teams to engage in job-embedded professional learning.
- G.** Examples of **providing constructive feedback to colleagues** to strengthen teaching practice and improve student learning.
- H.** Examples of **using information about emerging education, economic, and social trends** in planning and facilitating professional learning.

Domain 4: The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

Element

- A.** Examples of **facilitating the collection, analysis, and use of classroom- and school-based data** to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.
- B.** Examples of **engaging in reflective dialog with colleagues based on observation of instruction, student work, and assessment data** and helping make connections to research-based effective practices.
- C.** Examples of **supporting colleagues' individual and collective reflection and professional growth** by serving in roles such as mentor, coach, and content facilitator.
- D.** Examples of **serving as a team leader to harness the skills, expertise, and knowledge of colleagues** to address curricular expectations and student learning needs.
- E.** Examples of **using knowledge of existing and emerging technologies to guide colleagues** in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe.
- F.** Examples of **promoting instructional strategies that address issues of diversity and equity** in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain 5: The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

Element

- A.** Examples of **increasing the capacity of colleagues to identify and use multiple assessment tools** aligned to state and local standards.
- B.** Examples of **collaborating with colleagues in the design, implementation, scoring, and interpretation of student data** to improve educational practice and student learning.
- C.** Examples of **creating a climate of trust and critical reflection** in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.
- D.** Examples of **working with colleagues to use assessment and data findings** to promote changes in instructional practices or organizational structures to improve student learning.

Domain 6: The teacher leader understands the impact that diverse families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

Element

- A.** Examples of **using knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community** to promote effective interactions among colleagues, families, and the larger community.
- B.** Examples of **Modeling and teaching effective communication and collaboration skills with families and other stakeholders** with a focus on
 - **Attaining equitable achievement for students of all backgrounds and circumstances.**
- C.** Examples of **facilitating colleagues'**
 - **Self-examination of their own understandings of community culture and diversity;** and
 - How they can **develop culturally responsive strategies** to enrich the educational experiences of students and achieve high levels of **learning for all students.**
- D.** Examples of **developing a shared understanding among colleagues of the diverse educational needs of families and the community.**
- E.** Examples of **collaborating with families, communities, and colleagues:**
 - To develop comprehensive strategies
 - To address the diverse educational needs of families and the community.

Domain 7: The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

Element

- A.** Examples of **sharing information with colleagues within and/or beyond the district** regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning.
- B.** Examples of **working with colleagues to identify and use research to advocate for teaching and learning** processes that meet the needs of all diverse students.
- C.** Examples of **collaborating with colleagues to select appropriate opportunities to advocate for the rights and/or needs of all diverse students,** to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members.
- D.** Examples of **advocating for access to professional resources, including financial support and human and other material resources,** that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.
- E.** Examples of **representing and advocating for the profession in contexts outside of the classroom.**

The Oregon Legacy Teaching License is a full non-provisional license that is valid for three (3) years and can be renewed continuously with evidence of meeting Continuing Professional Development (CPD) requirements. The Legacy Teaching License is issued to veteran teachers in order to recognize their long-term employment and experience in public schools and functions in the same way as a three (3) year Preliminary Teaching License.

Requirements & Renewal for the Legacy Teaching License:

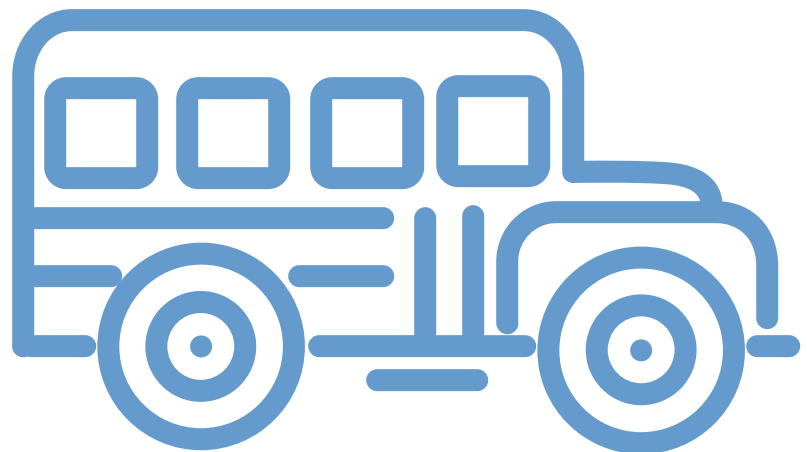
In order to obtain the Legacy License a teacher must verify **ALL OF THE FOLLOWING:**

- A.** Submission of complete and correct online application including payment of all fees.
- B.** Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator.
- C.** Completion of a background clearance (if not already cleared) as specified by TSPC (see TSPC website for detailed fingerprinting instructions).
- D.** Verify ONE OF THE FOLLOWING:
 - a.** Oregon Basic Teaching License (prior to 1999),
 - b.** Oregon Substitute Teaching License (based on a Basic or Standard License); or
 - c. ANY** non-provisional teaching license from a state with NADTEC jurisdiction (prior to 1999).

In order to renew a Legacy Teaching License, Continuing Professional Development (CPD) requirements must be completed. At least 75 PDUs must be verified at the time of renewal (up to an excess of 25 PDUs obtained in one licensure cycle can be carried over to the next). If the teacher is contractually employed with a school district or charter school, that verification takes place by the employer on the PEER form. If the teacher is not contractually employed, they must verify their CPD through orepcd.k12.or.us. (See **Continuing Professional Development** for details).

It is possible for teachers who qualify for the Legacy Teaching License to alternatively qualify for the Professional License (valid for five years) if, **at any time,** they can verify the following:

- A.** At least four years of teaching experience (One full year of teaching experience equals 135 days of at least 6 hours per day of contracted teaching with an academic year.)



The Emergency License allows a district to sponsor an educator, on an emergency basis, to teach who has not yet met all of the requirements for a valid non-provisional Oregon license in order to protect the district's programs or students. This license is meant for short term only licensure so that the educator can complete the outstanding licensure requirements and remain teaching legally. The Emergency License is non-renewable and not subject to a 120 day grace period past the expiration date. This license must be sponsored by an employing district that meets all TSPC requirements for district sponsorship below. The educator must complete all outstanding licensure requirements while holding this license and is responsible for applying for their Preliminary Teaching License in a timely manner in order to continue to teach in the assignment.

District Sponsorship for the Emergency License:

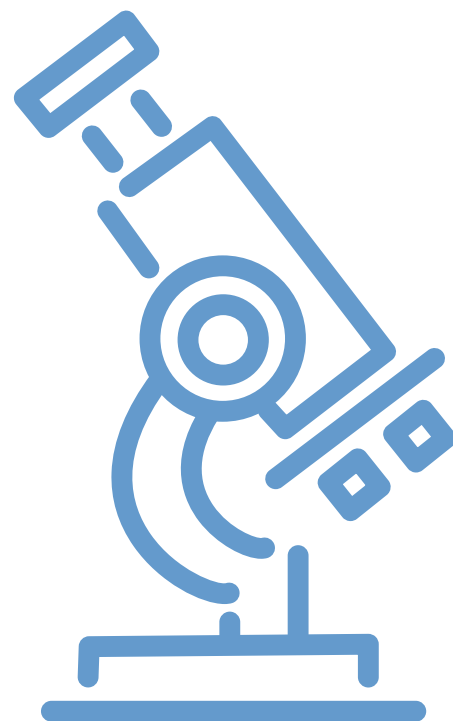
This license requires employing district sponsorship and generally expires on June 30 of the academic year it was issued (however the TSPC Executive Director or Director of Licensure may extend the license beyond that date at their discretion). In most cases this license will not exceed one year unless the district presents unusual extenuating circumstances. Generally, merely failing to meet licensure requirements does **NOT** constitute an emergency. The employing district must submit a letter properly meeting **ALL OF THE FOLLOWING**:

- A.** Description of extenuating circumstances that constitute the emergency and how the qualifications of the specific applicant will resolve the emergency.
- B.** Verification of the urgent circumstances that prevents hiring a suitable teacher who holds a non-provisional license for the assignment.
- C.** Assurance that the specific applicant will hold the Emergency License prior to holding the assignment.
- D.** Identification and request for the least amount of time necessary to meet the emergency needs of the district.

Requirements for the Emergency License:

In order to qualify for the Emergency License an applicant must be able to verify **all of the following**:

- A.** Successfully completing **all of the following**:
 - a.** Submission of complete and correct online application including payment of all fees.
 - b.** Provide the sponsorship letter from the district that satisfies all of the sponsorship requirements (above).
 - c.** Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions).
 - d.** If necessary, submit a resume, official transcripts or other evidence of qualifications if requested by the TSPC Executive Director.
- B.** Submission of an application for an Emergency License that does **NOT** fall within **any of the following**:
 - a.** Renewal applications within the 120 day grace period. (If you are an educator already in your grace period and cannot complete all of your outstanding requirements before the end of the grace period, you cannot be sponsored for this license.)
 - b.** New Oregon applicants (who have completed an Oregon approved program) who are eligible for Fast-Track processing (see **Oregon Licensure Definitions** for more details).
 - c.** Applicants who have failed to complete the renewal professional development requirements for their license.



The Oregon Restricted Teaching License is a three-year license (available only one year at a time) that qualifies an applicant, who has **NOT** completed an approved teacher education program, to teach in a PK-12 public school, education service district or charter school based on at least a bachelor's degree and substantial preparation in the target subject area(s) on the license. This license must be sponsored by an employing district that meets all TSPC requirements for district sponsorship below. The teacher must complete all requirements for a full non-provisional license within three years and verify that progress towards completion each year of the three year term of the license.

District sponsorship for the Restricted Teaching License:

The district must reapply for sponsorship of this license each year of the three year term. **This license expires on June 30 of the academic year it was issued.** This license cannot be issued and reissued without an employing district properly meeting **ALL OF THE FOLLOWING:**

- A.** To gain initial sponsorship for this license the district must submit a letter containing **all of the following:**
 - a.** Description of extenuating circumstances preventing the district from hiring a fully licensed teacher appropriate for the assignment and how the issuance of this Restricted Teaching License will protect the district programs or students.
 - b.** Explanation of how the qualifications of the specific applicant will resolve extenuating circumstances.
 - c.** Assurance that the specific applicant will hold the Restricted Teaching License prior to holding the assignment.
 - d.** Description of district plan to provide a mentor for this specific applicant and who that mentor will be.
 - e.** Description of the plan for how the specific applicant will make progress towards meeting the full requirements for a valid license within the first term (first year of three year license) of the Restricted Teaching License.
- B.** An application for reissue of this license at the end of the each term (end of year and end of year two) must contain another district letter containing **all of the following:**
 - a.** Description of extenuating circumstances necessitating this license still exist.
 - b.** Verification that the applicant still qualifies and is needed to remedy the circumstances.
 - c.** Verification of continued mentorship and update of name of mentor if necessary.
 - d.** Verification that applicant is on track to completing all requirements by end of last term (end of year three).

Requirements for the Restricted Teaching License:

The Restricted Teaching License cannot be issued or reissued unless an applicant is able to verify **ALL OF THE FOLLOWING:**

- A.** In order to qualify for an initial issuance of this license an applicant must complete **all of the following:**
 - a.** Submission of complete and correct online application including payment of all fees.
 - b.** Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator.
 - c.** Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions).

- d.** Hold at least a bachelor's degree from a regionally accredited US institution or foreign equivalent approved by the TSPC Commission.
 - e.** Passing score on a TSPC Commission approved exam of US and Oregon civil rights laws and professional ethics.
 - f.** Provide the sponsorship letter from the district that satisfies all of the sponsorship requirements.
 - g.** Never held any type of Restricted License in Oregon.
 - h.** Show substantial preparation in the target subject-matter area(s) by submitting official sealed transcripts and/or evidence of substantial related work experience.
- B.** In order to qualify for reissue of this license at the end of the each term (end of year and end of year two) must contain **all of the following:**
- a.** Submission of complete and correct online application including payment of all fees.
 - b.** Provide the sponsorship letter from the district that satisfies all of the sponsorship requirements for each reissue of this license.
 - c.** Evidence of admission, enrollment and progress in an Oregon approved teacher education program appropriate for the assignment with the following schedule:
 - i.** First reissue (end of first year on the Restricted Teaching License) must submit evidence of admission and enrollment (or pending enrollment) in an Oregon approved teacher education program appropriate for the assignment.
 - ii.** Second reissue (end of second year on the Restricted Teaching License) must submit evidence of completing **MORE THAN 50% of the required program** in order to qualify for the Preliminary Teaching License. Verification must come from the approved program itself.

Important note:

The Restricted Teaching License expires on June 30 of the academic year it is issued and is **not** subject to the 120 day grace period provision that allows your license to remain active for that term if the application is received before the expiration date. **It is very important therefore that the application for each year of the Restricted Teaching License be made at least 90 days or more prior to June 30 of each academic year.**

An applicant can apply for the Preliminary Teaching License at any time that all of the requirements have been met. However, if all of the requirements are not met before the end of the last term (end of third year), it is possible to apply for an Emergency License (with district sponsorship). If the Executive Director of TSPC determines that extenuating circumstances have prevented the applicant from completing the requirements within three years, an extension of up to one year under the Emergency License may be issued. Applicant must meet all of the requirements of an Emergency License (see **The Emergency License** for more details).

The Oregon Reciprocal Teaching License is a provisional license valid for one year and indicates that at least one or more requirements in order to hold a valid non-provisional license have yet to be completed or verified. At the end of the one year, the applicant must complete or verify whatever outstanding requirement they have been advised to complete in order to qualify for their first Preliminary Teaching License. This license is non-renewable and an Emergency License will NOT be issued if the applicant fails to meet the requirements for a non-provisional license. The Reciprocal Teaching license allows holders of valid, non-provisional licenses from other states to transition smoothly into teaching and being licensed in Oregon based on their out of state license and completion of outstanding requirements within a year.

If an applicant's out-of-state license has expired, they must first reinstate that license in order to qualify for the Reciprocal Teaching License. If an applicant fully qualifies for the Preliminary, Professional, Teacher Leader, Legacy or Substitute license they will be issued those licenses instead of the Reciprocal license. The applicant will be issued endorsements in line with their out-of-state endorsements if like endorsements exist in Oregon.

Requirements for the Reciprocal Teaching License:

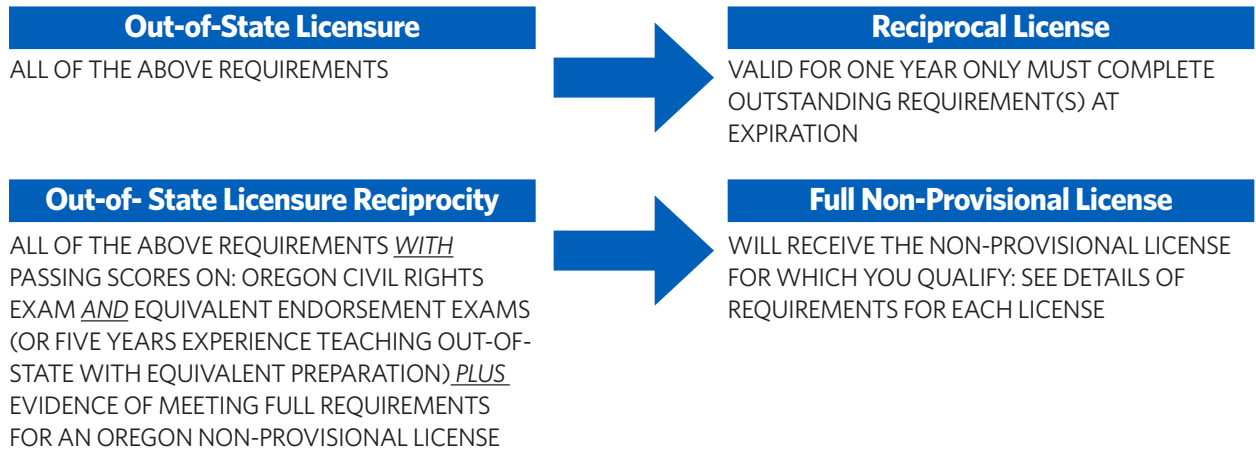
In order to obtain the Reciprocal Teaching License a teacher must verify **ALL OF THE FOLLOWING:**

- A.** Have never held an Oregon educator license, charter school registration or completed an Oregon approved educator education program.
- B.** Submission of complete and correct online application including payment of all fees.
- C.** Possession of the following personal qualifications for

licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator.

- D.** Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions).
- E.** Hold a bachelor's, master's or doctoral degree from a regionally accredited US institution or foreign equivalent approved by the TSPC Commission.
- F.** Completion of an out-of-state teacher education program and a valid non-provisional out-of-state license in another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction or
 - i.** The TSPC Executive Director or Director of Licensure may accept approved out-of-state alternative licensure routes to satisfy this requirement.
 - ii.** Must provide evidence of program and degree completion with official sealed envelope transcripts.

Out-of- state Entry into Oregon Teaching:



Reciprocity:

Full reciprocity is required in order to qualify for a non-provisional Oregon license without first holding a Reciprocal License. In order to qualify for full reciprocity for an out-of-state license and a direct route to a non-provisional Oregon license a teacher must meet the **ALL OF THE FOLLOWING:**

- A.** Applicant provides evidence of a passing score on the approved Oregon Civil Rights exam.
- B.** Applicant provides evidence of a passing score on any and all endorsements (subject areas) on the out-of-state license that was approved by the licensing agency in another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction.
 - a.** The TSPC Director of Licensure determines that the content of the out-of-state exam(s) is more similar than different than the Oregon approved exam(s).
 - i.** These exam requirements can be waived if the applicant can verify at least five years of teaching

experience of half time or more in the specific subject area(s) while properly licensed and endorsed in the target area(s).

- 1.** The out-of-state license must be valid for public or regionally accredited private schools in a NASDTEC jurisdiction.
- 2.** Teaching experience must have occurred prior to application in Oregon.
- 3.** TSPC Director of Licensure has discretion to count other evidence in order to waive additional requirements under this provision that may be redundant.

C. Applicant provides evidence that they meet all of the requirements of the non-provisional Oregon license they are applying for. (See **Oregon Preliminary Teaching License, Oregon Professional Teaching License, Oregon Teacher Leader License, Oregon Legacy License or The Oregon Substitute License** for more details.)

Substitute Teaching License:

An Oregon Substitute License is a three year license that allows the educator to replace a teacher who is temporarily unable to work in PreK-12 public school, charter school and education service districts. This license **alone** allows the teacher to substitute in **any** teaching assignment for no more than one academic year but does **not** authorize a full time contractual position. (All non-provisional Oregon license holders may also serve as substitutes on those licenses.)

Requirements & Renewal for the Substitute Teaching License:

In order to obtain the Substitute Teaching License an educator must verify **ALL OF THE FOLLOWING:**

- A.** Submission of complete and correct online application including payment of all fees.
- B.** Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator.
- C.** Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions).
- D.** Hold a bachelor's, master's or doctoral degree from a regionally accredited US institution or foreign equivalent approved by the TSPC Commission.
- E.** Passing score on a TSPC Commission approved exam of US and Oregon civil rights laws and professional ethics.
- F.** Provide documentation of **ONE OF THE FOLLOWING:**
 - a.** A valid, non-provisional teaching license in Oregon or other state under NASDTEC jurisdiction; or
 - b.** Completion of an approved Oregon teacher preparation program that resulted in eligibility for a non-provisional Oregon teaching license.

In order to renew the Substitute Teaching License an educator simply has to apply and make payment. There are no CPD, coursework, exam or work experience requirements. On July 2017, the TSPC Commission will determine if CPD requirements should continue to be waived for this license.

Restricted Substitute Teaching License:

An Oregon Restricted Substitute Teaching License is a license sponsored by an employing district that allows a person who has **not** completed a teacher education program to replace a teacher who is temporarily unable to work in PreK-12 public school, charter school and education service districts. This license allows the teacher to substitute in **any** teaching assignment for no more than ten (10) consecutive days in one single assignment but does **not** authorize a full time contractual position. The first Restricted Substitute Teaching License is valid for one year and subsequent renewals are valid for three years if sponsored by the same employing district.

Requirements & Renewal of the Restricted Substitute Teaching License:

In order to obtain the Restricted Substitute Teaching License an educator must verify **ALL OF THE FOLLOWING:**

- A.** Submission of complete and correct online application including payment of all fees.
- B.** Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator.
- C.** Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions).
- D.** Hold a bachelor's, master's or doctoral degree from a regionally accredited US institution or foreign equivalent approved by the TSPC Commission.
- E.** Passing score on a TSPC Commission approved exam of US and Oregon civil rights laws and professional ethics.
- F.** A letter directly from the employing district sponsoring the applicant explaining the need for this restricted license and assurance that the license is obtained before assigning the educator.

In order to renew the Restricted Substitute Teaching License, the employing district must once again submit a sponsorship letter as above and the educator must simply apply and make payment. There are no CPD, coursework, exam or work experience requirements. On July 2017, the TSPC Commission will determine if CPD requirements should continue to be waived for this license.

Requirements	Substitute Teaching License	Restricted Substitute Teaching License
Bachelor's Degree Required?	Yes — Bachelor's degree or higher	Yes — Bachelor's degree or higher
Teacher Preparation Program Required?	Yes	No
Subject Matter Endorsement or Exam Required?	No — Does not require a subject matter endorsement or subject matter exam.	No — Does not require a subject matter endorsement or subject matter exam.
District Sponsorship	No — district sponsorship is not required.	Yes — district sponsorship required
Term of License	Three years	One year: 1st license Three years: subsequent licenses if keeps same sponsoring district
Where can you substitute teach?	All public school districts.	All public school districts: <i>The license is not limited to the sponsoring district</i>
Length of substitute Assignments	May not exceed one academic year in one assignment	May not exceed 10 consecutive days in one assignment
Can you substitute in all subject areas?	Yes	Yes
Passage of Civil Rights and Ethics Test	Yes	Yes
Background Clearance	Yes	Yes
Continuing PDUs required for renewal?	No — but may be required after July 2017 if substitute shortage has improved.	No — but may be required after July 2017 if substitute shortage has improved.

A License for Conditional Assignment (LCA) allows an educator who holds a valid non-provisional license to teach outside of their field or endorsement area under the conditions described below as a misassignment. It must be sponsored by the employing district who meets all TSPC requirements for district sponsorship. A LCA may be authorized for a maximum of three (3) years for all endorsements that require completion of a full program and for one (1) year for all other endorsement areas. A LCA expires on June 30th following the date the LCA was issued. The teacher must complete all requirements for the target endorsement(s) in order to continue to teach in that endorsement area ever again.

Continuing to teach on an expired LCA **without adding the endorsement** or to teach in a misassignment as described below **without obtaining a LCA** is a violation of licensure law (both the assigning administrator and assigned teacher are then subject to TSPC discipline).

Misassignments Requiring a License for Conditional Assignment:

Any of the following constitute a misassignment and therefore necessitates a LCA in order for the assignment to be legal:

1. Teaching more than 10 clock hours per week outside of the endorsement(s) held by the educator,
2. Teaching for any amount of time in more than one subject outside of the endorsement(s) held by the educator **or**
3. Moving from one licensed area to another for which you do not hold a current valid license (teacher-administrator-school counselor-school psychologist).

District Sponsorship and Limitations of a License for Conditional Assignment:

An employing district must sponsor an educator for a LCA under **all** of the provisions below:

1. In order for a district to receive a LCA it must assure **all of the following**:

- a. Application is made by October 31 for the fall term or within two (2) weeks after the assignment has begun,
- b. A written agreement to provide professional assistance specific to the assignment for the educator during the first year of the LCA is submitted **and**
- c. The district has notified the educator for which the LCA is being sponsored of this license. (Failure to inform the educator will result in an invalid LCA and an illegal misassignment.)

2. A LCA cannot be "back-dated". Time spent in the misassignment is deducted from the allowable LCA total (one or three years).

3. The LCA is **not renewable** and is **not eligible for a 120 day grace period** beyond the expiration date.

4. The LCA is **not** a stand-alone license and its duration cannot exceed the expiration of the underlying license. In cases where there is a lapse in the underlying license, the LCA may be re-activated upon re-instatement of the underlying license.

5. A LCA is restricted to the sponsoring district unless a new district requests to transfer the educator under this LCA to a similar misassignment with time remaining on the license.

6. An educator with the following licenses are **not eligible for a LCA**:

- a. **Any** Restricted License,
- b. Limited Teaching License,
- c. American Indian Language License,
- d. Teaching Associates License,
- e. Career & Technical Education Teaching License,
- f. Substitute or Restricted Substitute Teaching License,
- g. Limited Student Services License,
- h. Exceptional Administrator License **or**
- i. International Visiting Teaching License.

7. An educator who does not currently hold a license with the endorsement(s) on the LCA but who **has once held any of the following** in the **target endorsements on the LCA** is **not** eligible for that **specific** LCA:

- a. License for Conditional Assignment,
- b. Restricted License **or**
- c. Out of state license.

8. An administrator, school counselor or school psychologist who has **NEVER** held a non-provisional license **to teach may not be issued a LCA to teach**.

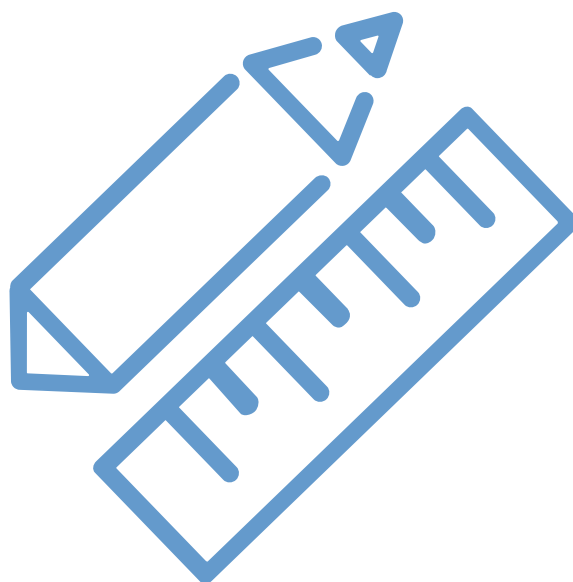
9. Applicants for a **LCA as an administrator** must hold a master's degree or above in education to qualify.

10. Applicants for a **LCA as a school counselor or school psychologist** must hold a bachelor's degree or above in the field of counseling or psychology.

Three Year License for Conditional Assignments:

A License for Conditional Assignment may be authorized for up to three years if the misassignment is in one of the endorsements that require **both** a passing score on a licensure exam **and** completion of a **full** approved program (see **Adding Endorsements** for details). The district and educator must apply for this license each year of the three year term. **This license expires on June 30 of each academic year it is issued and reissued.** This license cannot be issued and reissued without an employing district verifying **ALL OF THE FOLLOWING**:

1. The second year of the LCA will be issued upon application from the educator and district with evidence that some coursework has been completed towards adding the endorsement.
2. The third year of the LCA will be issued upon application from the educator and district with evidence that a substantial amount of coursework has been completed towards adding the endorsement or the new license.



The American Indian Languages Teaching License is a three year renewable license that allows the educator to teach in an Oregon PK-12 public school, education service district and charter school assignment in the American Indian language authorized by the license.

The holder of this license alone is not authorized to teach or substitute teach in any subject other than the American Indian language authorized by this license.

Tribal Sponsorship and Requirements for the American Indian Languages Teaching License:

In order to obtain this license an educator must submit and verify **ALL OF THE FOLLOWING**:

- A.** Submission of an official tribal letter of sponsorship for this license where the tribe certifies that this educator is qualified to teach the language of the tribe;
- B.** Passing score on the Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;
- C.** Submission of complete and correct online application including payment of all fees;
- D.** Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator; **and**
- E.** Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions).

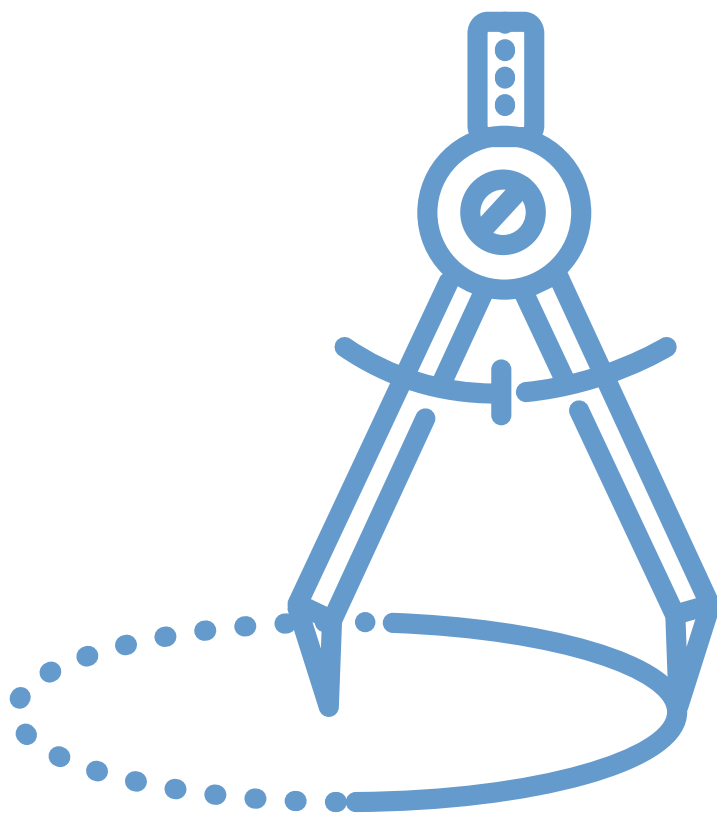
Renewal Requirements for the American Indian Languages Teaching License:

In order to renew this license at the end of each three year term the educator must complete **ALL OF THE FOLLOWING**:

- A.** Submit a letter from the original sponsoring tribe verifying continued competency to teach the tribal language;
- B.** Complete continuing professional development requirements as required for a three year license (see **Continuing Professional Development** for details); **and**
- C.** Submit a complete and correct online application including payment of all fees.

The Commission-adopted endorsements for the American Indian Languages Teaching Licenses are:

- American Indian Language: Cayuse / Nez Perce
- American Indian Language: Chinuk Wawa
- American Indian Language: Dee-ni
- American Indian Language: Ichishkiin
- American Indian Language: Klamath
- American Indian Language: Numu
- American Indian Language: Umatilla
- American Indian Language: Walla Walla
- American Indian Language: Other



The International Visiting Teacher License authorizes the educator to teach within the scope of the license only in an Oregon public PK-12 school, education service district or charter school that meets the sponsorship requirements for this license. **It is issued to educators who permanently reside in another country and who are participating in a cultural exchange of teachers and pedagogy strategies between Oregon and their home country.**

This license is a three-year license that needs to be renewed in one year increments according to the rules below.

District Sponsorship & Requirements for the International Visiting Teacher License:

In order to obtain this license an educator and a sponsoring district must submit and verify **ALL OF THE FOLLOWING:**

- The sponsoring district must submit a letter that specifies:
 - The grade level and subject(s) the applicant is being hired to teach;
 - The district's plans for supervision of this educator;
 - The district's plans to provide a mentor for this educator (specifically naming the mentor); **and**
 - Assurance that the district will obtain the license before assigning the educator to teach.
- The educator must NOT have ever held any Oregon license; **and**
- The educator must complete **ALL OF THE FOLLOWING:**
 - Submission of complete and correct online application including payment of all fees.
 - Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator.
 - Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions).
 - Provide evidence of a valid and current J-1 Visa;
 - Provide transcript evaluation or some other convincing evidence of the equivalent of a US baccalaureate or higher degree **and** proof of completion of a professional teacher education program in their country. (The transcript and other evidence will be evaluated for the endorsement area in which the educator is seeking.);
 - Provide a copy of the professional teaching credential from their country;
 - Provide evidence of three full years (not less than 27 months) of teaching in their country; **and**
 - Provide proof of participation in a Cultural Exchange Program in a J-1 Visa status monitored by the U.S. State Department. Proof of participation must include verification from the Designated Sponsor Organization monitored by the U.S. State Department.

Renewal Requirements of the International Visiting Teacher License:

This license is valid for one year and can be reissued up to two times for a total of three years. In order to renew this license at the end of each one-year interval the educator and sponsoring district must complete **ALL OF THE FOLLOWING:**

- The sponsoring district must submit a letter that verifies **ALL OF THE FOLLOWING:**
 - All assignments of this educator will remain within the scope of the license; **and**
 - A plan for supervision and mentorship remains in place.
- A PEER form (see **Oregon Licensure Definitions** for details) must be submitted by the sponsoring district to verify the exact assignments of this educator; **and**
- The educator must submit a complete and correct online application including payment of all fees.



The purpose of this license is to allow districts to assign non-licensed persons to teach in highly specialized subjects that are not covered by any Oregon approved endorsement. This license is valid for three (3) years, is renewable and is limited **ONLY** to these specific assignments in the sponsoring district. This license must be sponsored by an employing district who meets the requirements below.

District Sponsorship of a Limited Teaching License:

The sponsoring district must submit a statement to TSPC in order to obtain and renew this license that includes **ALL OF THE FOLLOWING:**

- A.** Explanation of district's need for instruction in this specialized subject area;
- B.** Description of how the applicant is uniquely qualified to teach this specialized subject area; **and**
- C.** Assurance that the district will limit the teaching assignment for this applicant to this specialized subject area only.

Requirements and Renewal of a Limited Teaching License:

The Limited Teaching License cannot be issued or reissued unless an applicant is able to verify **ALL OF THE FOLLOWING:**

- A.** In order to qualify for an initial issuance of this license an applicant must complete **all of the following:**
 - a.** Provide a statement from the sponsoring district that meets all TSPC requirements;
 - b.** Provide evidence of qualifications by either **one of the following:**
 - i.** Provide official sealed transcripts documenting an accredited associate's degree or its approved equivalent in objectively evaluated post-secondary education; **or**
 - ii.** Provide evidence of experience related to the intended subject of instruction that is substantially equivalent to at least two years of post-secondary education;
 - c.** Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;
 - d.** Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; **and**
 - e.** Submission of complete and correct online application including payment of all fees.
- B.** In order to qualify for reissue/renewal of this license at the end of the each term an applicant must submit **all of the following:**
 - a.** Provide another statement from the sponsoring district that meets all TSPC requirements;
 - b.** Complete Continuing Professional Development requirements and have it verified to TSPC through the district PEER form (see **Continuing Professional Requirements** for details); **and**
 - c.** Submission of complete and correct online application including payment of all fees.

Examples of Limited Teaching License assignment areas: (this is **not** an inclusive list)

- Pottery
- Dance
- Arabic
- Aviation
- Cosmetology
- Fire Science



Charter School Registration:

No person shall serve as a teacher in a public charter school in Oregon unless they hold a valid TSPC teaching license **or** are registered and part of the TSPC Public Charter School Registry. (You only need one or the other, not both to teach in an Oregon Charter School.) A charter school registration is valid for three years and is renewable. This registration must also be sponsored by an employing public charter school and cannot be transferred and used in another charter school. All charter school registrations will be subject to the same procedural rules as teachers who hold valid TSPC teaching licenses when it comes to the issuance, denial, continuation, renewal, lapse, revocation, suspension or reinstatements of licenses.

Requirements for a Charter School Registration:

In order to obtain a TSPC charter school registration there must be verification of **ALL OF THE FOLLOWING:**

- A letter of sponsorship from the employing charter school that includes a description of the specific teaching position the applicant will fill with the employing charter school plus an indication of the exact subjects the educator will be teaching;
- The state requires Fieldprint be used by all state agencies for fingerprinting processes. Occasionally, a Fieldprint location is not located within a reasonable distance of the applicant. In those cases, applicants may use the alternative methods. Consult the “fingerprinting” section on the TSPC website for more information on the Fieldprint and alternative fingerprinting methods.
- Transcripts of the applicant’s post-secondary education and evidence of other experience and qualifications relevant to the teaching position the applicant is seeking;
- A list of any professional licenses held; **and**
- A passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics unless these requirements have already been met through prior TSPC licensure.

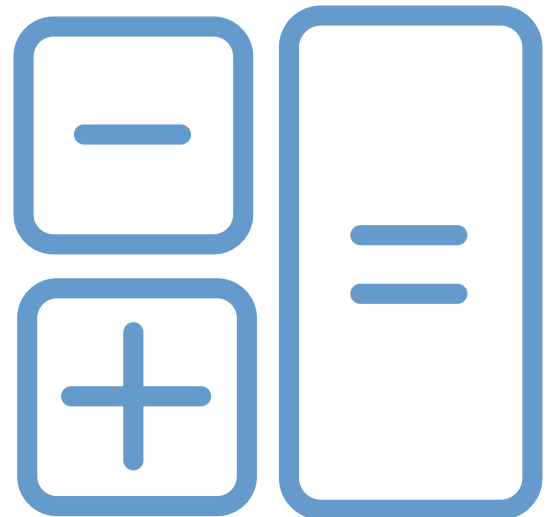
Online Teaching:

Any teacher employed by an Oregon school district to deliver an online course or program outside of the school district must hold a valid and active Oregon teaching license appropriate for the subject areas being taught.

An out-of-state teacher employed by an Oregon public school district to deliver an online course or program in or outside of Oregon must provide verification satisfactory to the Commission that the teacher holds a valid and active non-provisional teaching license from any (NASDTEC) jurisdiction (see **Oregon Licensure Definitions** for details) appropriate for the grade level and subject matter of the online course or program.

Any school district may contract with a post-secondary institution accredited by the Northwest Association of Colleges and Universities for online instruction in grades nine (9) through twelve (12) provided **ALL OF THE FOLLOWING** provisions are met:

- Be for a specific instructional assignment for which the district does not have appropriately licensed personnel either on staff or available to be placed on staff after a reasonably diligent search;
- Provide evidence that the person’s qualifications are appropriate for the assignment;
- Allow the person to teach no more than two high school units of credit or the equivalent per year; **and**
- Not be valid during a school closure, strike or summer session.



As new endorsements and exams are being approved or revised **be sure to make note of the date of this document.**

You can also refer to the 584 Oregon Administrative Rules (Division 220) for more detailed information on each endorsement and the TSPC website for the latest exams available at the test links provided.

The purpose of an endorsement on a teaching license is to indicate the subject areas (content knowledge) for which the educator is authorized to teach. New educators must meet the requirements for content **and** subject-specific pedagogical knowledge prior to receiving an endorsement. Experienced educators must meet the requirements for content knowledge only prior to receiving the endorsement. (See **Adding Endorsements** as well as OARs for each endorsement below for more details.) New endorsements may **only** be established through official Commission action at a meeting.

The link to find specific **ORELA-NES** Exams listed: <http://www.orela.nesinc.com/>
 The link to find specific **PRAXIS-ETS** Exams listed: <http://www.ets.org/praxis/or>

584-220-0020 Advanced Mathematics	ORELA-NES Mathematics
584-220-0025 Agricultural Science	PRAXIS-ETS Agriculture
584-220-0030 Art	ORELA-NES Art
584-220-0035 Biology	ORELA-NES Biology
584-220-0040 Business: Generalist	ORELA-NES Business Education
584-220-0045 Business: Marketing	PRAXIS-ETS Marketing
584-220-0050 Career Trades Generalist	PRAXIS-ETS Technology Education
584-220-0055 Chemistry	ORELA-NES Chemistry
584-220-0060 Drama (see section below)	
584-220-0065 Elementary — Multiple Subjects	ORELA-NES Elementary Education Subtests I & II
584-220-0070 English Language Arts	ORELA-NES English Language Arts
584-220-0075 English to Speakers of Other Languages	ORELA-NES English to Speakers of Other Languages (ESOL)
584-220-0080 Family and Consumer Studies	ORELA-NES Family & Consumer Sciences
584-220-0085 Foundational English Language Arts	ORELA-NES Middle Grades English Language Arts
584-220-0090 Foundational Mathematics	ORELA-NES Middle Grades Mathematics
584-220-0095 Foundational Science	ORELA-NES Middle Grades Science
584-220-0100 Foundational Social Studies	ORELA-NES Middle Grades Social Science
584-220-0105 Health	ORELA-NES Health
584-220-0110 Integrated Science	ORELA-NES General Science
584-220-0145 Library Media	ORELA-NES School Library Media Specialist
584-220-0150 Music	ORELA-NES Music
584-220-0155 Physical Education	ORELA-NES Physical Education
584-220-0160 Physics	ORELA-NES Physics
584-220-0165 Reading Intervention	PRAXIS-ETS Reading Specialist
584-220-0170 Social Studies	ORELA-NES Social Science
584-220-0175 Speech (Forensics)	PRAXIS-ETS Speech Communication
584-220-0180 Special Education: Generalist	ORELA-NES Special Education
584-220-0185 Special Education: Early Intervention	PRAXIS-ETS Early Intervention/Early Childhood
584-220-0190 Special Education: Deaf and Hard of Hearing	PRAXIS-ETS Hearing Impaired
584-220-0195 Special Education: Visually Impaired	PRAXIS-ETS Vision Impaired
584-220-0200 World Language: Chinese	ORELA-NES Chinese (Mandarin)
584-220-0205 World Language: French	ORELA-NES French
584-220-0210 World Language: German	ORELA-NES German
584-220-0215 World Language: Japanese (see section below)	
584-220-0220 World Language: Latin (see section below)	
584-220-0225 World Language: Russian (see section below)	
584-220-0230 World Language: Spanish	ORELA-NES Spanish

Endorsements without approved exams: Drama & World Languages (Japanese, Latin & Russian)

Adding an endorsement that does not have a related approved exam can only be added by completing an Oregon approved program for that endorsement. The program must recommend you at completion in order to add the endorsement. Go to this link to find an Oregon approved program for each: <http://www.tspc.state.or.us/programs>

If an Oregon teacher holds one of the following licenses they must complete the full requirements for each endorsement as outlined below. Specific guidance can be found in the administrative rules for each specific endorsement (see **Oregon Endorsements & Exams** for details). **Adding an endorsement at the same time as the renewal of the license will NOT require an additional cost above the cost of the renewal.**

In order for any non-provisional license holder to add **these endorsements below** they must complete **ALL of the following:** passing the related Oregon approved endorsement exam, completing the related Oregon approved program (securing the recommendation for the endorsement from that program) **and** submitting a complete and accurate application and fee:

Physical Education

- Art
- Drama
- Elementary Multiple Subjects
- English for Speakers of Other Languages (ESOL)
- Library Media
- Music
- Physical Education
- Reading Intervention
- ALL Special Education Endorsements
- World Language: Japanese, Latin and Russian

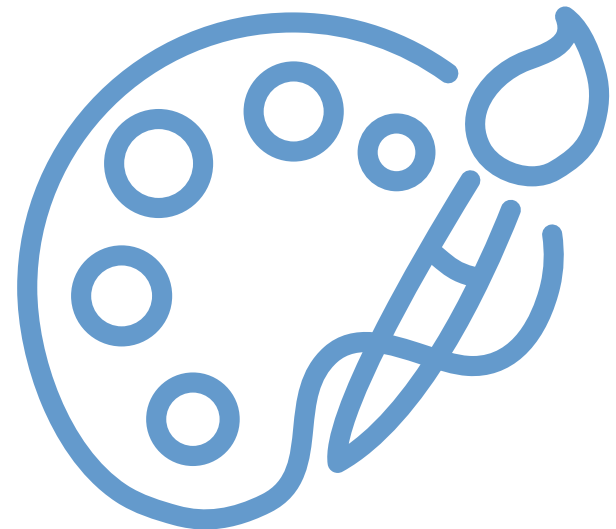
Preliminary License holders who wish to add an endorsement must do **all of the following:**

- A.** Demonstrate content knowledge by one of the following:
- a.** Passing score on the related Oregon approved endorsement exam **or**
 - b.** Verify completion of related Oregon approved coursework (the exact amount of credit required can be found in the administrative rule governing each endorsement: see **Oregon Endorsements & Exams** for details) in which at least 50% of the coursework was completed within five years of the application to add the endorsement.
- B.** Demonstrate pedagogical knowledge by **one of the following:**
- a.** Verify completion of a related Oregon approved program for this endorsement,
 - b.** Verify completion of a related Oregon approved pedagogy course of at least three (3) quarter or two (2) semester hours that has the word "pedagogy" or "methods" in the title **or**
 - c.** Verify completion of a supervised practicum in a public school setting (or a private school or post-secondary institution at the TSPC Executive Director or Director of Licensure's discretion) to include **all of the following:**
 - i.** A minimum of 60 clock hours of supervised teaching in the related endorsement area as verified by the district PEER form (see **Oregon Licensure Definitions** for more details).
 - A letter from the district verifying that: The practicum was supervised by a teacher holding a Professional, Teacher Leader or Legacy Teaching license with an endorsement in the applicant's requested endorsement area; and
 - The applicant has obtained the required pedagogy skills to teach the endorsement area. [Note: the supervisory teacher must support the verification of the applicant's skill level.]

C. Submission of complete and correct online application including payment of all fees.

Holders of the Professional, Legacy or Teacher Leader Licenses (licenses that require both teaching experience and advanced professional development) who wish to add an endorsement must do **all of the following:**

- A.** Demonstrate content knowledge by **one of the following:**
- a.** Passing score on the related Oregon approved endorsement exam **or**
 - b.** Verify completion of related Oregon approved coursework (the exact amount of credit required can be found in the administrative rule governing each endorsement: see **Oregon Endorsements & Exams** for details) in which at least 50% of the coursework was completed within five years of the application to add the endorsement.
- B.** Submission of complete and correct online application including payment of all fees.



A specialization is added to a license to indicate an educator has demonstrated exceptional knowledge, skills and related abilities in a specialized area, such as autism, bilingual, and early childhood. To obtain a specialization, an educator must complete a Commission-approved specialization program or requirements.

Specializations are differentiated from endorsements on the license in that specializations are NOT required to teach or work in the specialized area, whereas an endorsement is required to work in the subject or specialty area indicated by the endorsement.

An educator may not hold the title of “specialist” in any area recognized by the TSPC approved specializations unless they actually hold the specialization on their license.

The specialization will be added to the license along with the other endorsements on the license and be listed as a specialization. Once it is added to the license it can only be removed at the educator’s request.

If the specialization is added at the same time as a renewal there is no additional cost. If it is added to the license at any other time, the fee is \$140.

Oregon Approved Specializations:

Specializations that meet the program approval process by the TSPC Commission are listed below and are updated on the TSPC website: www.oregon.gov/TSPC

- Adaptive Physical Education Specialization
- American Sign Language Specialization
- Autism Spectrum Disorder (ASD) Specialist
- Bilingual Specialization
- Dual Language Specialization
- Early Childhood Specialization
- Elementary Mathematics Instructional Leader Specialization
- Talented and Gifted Specialization

Requirements for an Oregon Approved Specializations:

In order to add a specialization to a Preliminary, Professional, Legacy or Teacher Leader license an educator must verify **ALL OF THE FOLLOWING**:

- A.** Complete an approved specialization program and be recommended for that specialization by the approved program.
 - a.** At least 50% of the program must have been completed within five years of the application for the specialization.
- B.** Submit a complete and correct online application including payment of all fees.



In order to reinstate an expired Oregon non-provisional teaching license, an educator must complete **additional** Continuing Professional Development (CPD) requirements above what they already owe according to the chart below. (The CPD that they do submit must have occurred within five years of the application.) However, if an educator currently holds a valid, non-provisional license of some kind (administrator, for instance) and wishes to reinstate a **different kind** of TSPC license (teaching, for instance) the **CPD requirements for one license will allow both licenses to be issued (as long as they at least equal the number of PDUs required for the new license to be added).**

The following teaching licenses may **NOT** be reinstated but the educator can apply **instead** for the subsequent license indicated below if they meet the requirements for that license in addition to also meeting the reinstatement requirements.

Cannot be reinstated	Instead apply for
<ul style="list-style-type: none"> ■ Initial I ■ Basic ■ Initial II ■ standard ■ continuing ■ Initial & Reciprocal 	<ul style="list-style-type: none"> ■ preliminary ■ Preliminary, legacy or professional ■ professional ■ professional ■ professional ■ must meet requirements for Preliminary

Requirements for Reinstatement:

In order to reinstate a previously held Oregon non-provisional license you must complete the following:

Expiration period	Add'l. PDUs req'd.	Preliminary/Legacy	Professional
Less than one year	None	75 PDUs, 4 quarters, or 3 semesters	125 PDUs, 7 quarters, or 5 semesters
More than one year, less than two years	25 additional PDUs	100 PDUs, 5 quarters, or 4 semesters	150 PDUs, 8 quarters, or 5 semesters
More than two years, less than three years	50 additional PDUs	125 PDUs, 7 quarters, or 5 semesters	175 PDUs, 9 quarters, or 6 semesters
More than three years, less than four years **	75 additional PDUs	150 PDUs, 8 quarters, or 5 semesters	200 PDUs, 10 quarters, or 7 semesters
More than four years, less than five years	100 additional PDUs	175 PDUs, 9 quarters, or 6 semesters	225 PDUs, 12 quarters, or 8 semesters
More than five years, less than six years	125 additional PDUs	200 PDUs, 10 quarters, or 7 semesters	250 PDUs, 13 quarters, or 9 semesters
Expired for more than six years	150 additional PDUs	225 PDUs, 12 quarters, or 8 semesters	275 PDUs, 14 quarters, or 10 semesters

** Licenses that have been expired for three years or more must complete another fingerprint/background clearance.



TSPC believes that high quality and individualized continuing professional development for educators is essential in nurturing effective educational practice, supportive educational leadership practices and enriched student learning. *Continuing Professional Development (CPD)* is required to renew most teaching, administrative and personnel service licenses and all school nurses certificates. *Professional Development Units (PDUs)* are the clock hour per unit accounting of each professional development activity that an educator uses to meet the CPD requirement. *Advanced Professional Development (APD)* is **ONE** of the routes educators could use to be promoted to the Professional Teaching License (see **Advanced Professional Development** for details).

Educators are responsible for completing this requirement in order to renew and failure to do so does not generally constitute an “emergency” for purposes of qualifying for an Emergency License.

Continuing Professional Development (CPD) Requirements:

One PDU equals one clock hour of professional development. PDUs can also be collected through academic credit (see PDU conversion formula below). Educators are able to carry over up to an excess of 25 PDUs from one licensure cycle to the cycle immediately following it. Educators completing CPD requirements must complete **ONE OF THE FOLLOWING:**

A. Three (3) Year Licenses:

- 75 PDU accumulative total during the life of the three (3) year license;
- Academic college credit (undergraduate or graduate) so that each one (1) quarter hour of credit equals twenty (20) PDUs and every one (1) semester hour of credit equals thirty (30) PDUs; or
- Any combination of the two above that equals at least 75 PDUs.

B. Five (5) Year Licenses:

- 125 PDU accumulative total during the life of the five (5) year license;
- Academic college credit (undergraduate or graduate) so that each one (1) quarter hour of credit equals twenty (20) PDUs and every one (1) semester hour of credit equals thirty (30) PDUs; or
- Any combination of the two above that equals at least 125 PDUs.

C. Completing any of the following advanced certifications will waive CPD requirements for renewal **ONLY** for the renewal period during which the certification was completed **AND** the following renewal cycle:

- National Board of Professional Teaching Standards (NBPTS) Certification;
- National Association of School Psychologists (NASP) Certification;
- National School Counselor (NSCC) Certification;
- National Association of Social Workers (C-SSWS) Certification; or
- Association of Speech, Hearing and Audiology (ASHA) Certification.

Licenses Requiring CPD for Renewal:

- Preliminary Teaching License (can alternatively renew with Advanced Professional Development (APD));
- Preliminary School Counselor License;
- Professional Teaching, School Counselor, School Psychologist or School Social Worker Licenses;
- Five Year Career & Technical Education and CTE II Teaching License;
- Teacher Leader License;
- Legacy Teaching;
- Limited Teaching and Student Services Licenses
- American Indian Language Teaching License

Licenses that do NOT require CPD for Renewal:

- Substitute or Restricted Substitute License
- Reciprocal, Emergency & Restricted Teaching Licenses
- Career & Technical Education I Teaching License
- License for Conditional Assignment (LCA)
- Teaching Associate License

Special Notes:

- Educators holding School Nurse Certificates will also need to submit a current nursing license from the Oregon State Board of Nursing in order to renew their TSPC School Nurse Certificate.
- Educators holding Career & Technical Education licenses will also need to complete any continuing professional development requirements consistent with their formal CTE professional plan.

Verification of Continuing Professional Development:

To verify CPD at renewal educators must supply evidence through **ONE OF THE FOLLOWING:**

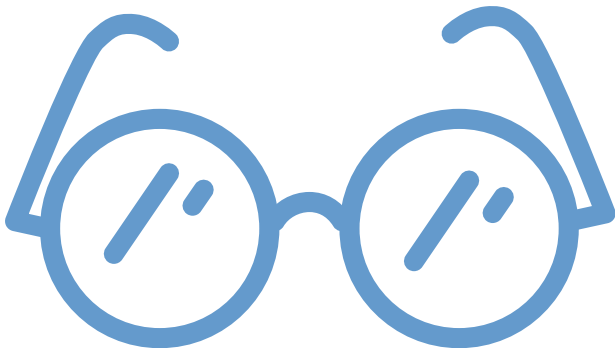
- If the **educator is contractually employed** with a public school, education service district or public charter school they must supply their employer with evidence of CPD completion **BEFORE** they apply for licensure renewal with TSPC. (The district will verify both their teaching experience and completion of CPD on the Professional Educator Experience Report (PEER) form.) **or**
- If the **educator is NOT contractually employed** with a public school, education service district or public charter school **or the educator is unable to obtain verification through their employing school district** they must have their CPD verified **BEFORE** they apply for licensure renewal with TSPC by submitting evidence to <http://orepdc.k12.or.us/>

Continuing Professional Development Standards:

CPD can be earned by learning activities that advance practice, leadership and professional knowledge and skills. CPD can occur through professional opportunities at the workplace or by attending workshops, conferences, professional boards (attending or serving), mentoring, etc. (Activities such as substituting, coaching, mentoring students, volunteering, etc., do **NOT** count towards meeting this requirement.)

All CPD activities must align to the following Professional Learning standards adopted by Learning Forward (2011):

- (a) Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- (b) Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who: develop capacity, advocate and create support systems for professional learning.
- (c) Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- (d) Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- (e) Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- (f) Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
- (g) Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.



Advanced Professional Development (APD) is **ONE** of the routes educators could use to be promoted to the Professional Teaching License. Using APD to advance to the Professional Teaching License requires verification by the employing district that meets the APD requirements listed below. Educators who hold either a Preliminary or Legacy Teaching License may use either CPD or APD to renew. However, these same educators can also use APD to advance to the Professional Teaching License **ONLY** if they are contractually employed by a public school district, education service district or public charter school.

Difference between CPD and APD:

Many professional development activities could be used to meet **both** CPD and APD requirements but it is important to note that **APD activities need to be focused directly on the criteria listed below in order to be used to advance to the Professional License**. Also APD can be used to renew the Preliminary or Legacy Teaching license but is **only an option for moving to the Professional License if the educator is contractually employed** with a public school, education service district or public charter school **and the educator can meet the teaching requirement for the ProTL**.

Professional Development Units (PDUs) are the clock hour per unit accounting of each professional development activity that an educator uses to meet the CPD requirement.

Advanced Professional Development

- collection of PDUs verifying completion of requirements
- can use academic credit as all or part of pdus
- allows only contractually employed educators with schools to renew preliminary & Legacy teaching licenses
- can only be verified by employing districts
- meets the ADP requirements listed below

Continuing Professional Development

- collection of PDUs verifying completion of requirements
- can use academic credit as all or part of pdus
- allows educators (contractually employed with schools or not) to renew most licenses
- can be verified by employing district or orepdc.k12.or.us
- meets the Learning forward standards (can include a wide array of activities)

Requirements for Advanced Professional Development:

One Professional Development Unit (PDU) equals one clock hour of professional development. PDUs can also be collected through academic credit (see PDU conversion formula below). Educators completing APD requirements must complete **ALL OF THE FOLLOWING:**

- A. Developed jointly with the applicant and employing district or public school;
- B. Based on the employing school district evaluations of the applicant;
- C. Aligned with annual performance goals of the applicant;
- D. Specifically tailored to advance the applicant from novice to professional skill level and
- E. Made up of at least 150 Professional Development Units (PDUs).

FAQson Advanced PDUs:

Q. When can a teacher earn advanced PDUs?

A. A teacher must earn advanced PDUs while they hold a Preliminary Teaching License or the former Initial I Teaching License.

Q. What is the difference between continuing PDUs and advanced PDUs?

A. Continuing PDUs are for renewal of the same license. Advanced PDUs are one way to move (advance) from the Preliminary to Professional Teaching license. Advanced PDUs are specifically tailored to meet the performance goals of the novice teacher.

Q. Is a teacher required to complete advanced PDUs?

A. No. The Advanced PDU program is one program option to move to the Professional Teaching License. A teacher may also choose to complete a master's degree, a doctorate, advanced licensure, endorsement, specialization or national certification program. The Advanced PDU program is the only program that a district or public school participates in and verifies.

Q. Is completing an advanced program the only requirement to move from the Preliminary to Professional Teaching License?

A. No. A teacher must also complete four full years of teaching experience.

Q. Are advanced PDUs used only for teaching licenses?

A. Yes. Advanced PDUs are currently only used for advancing from the Preliminary to Professional Teaching License. They are not used for personnel, CTE, or administrative licenses at this time.

Q. Are there different advanced PDU requirements for teachers who earned a bachelor's in teacher preparation vs. a master's?

A. No. Both bachelor's and master's prepared teachers have the same requirements to move from the Preliminary Teaching License to the Professional Teaching License.

Q. Who can sign (verify) the Advanced Professional Development Completion form (APD form)?

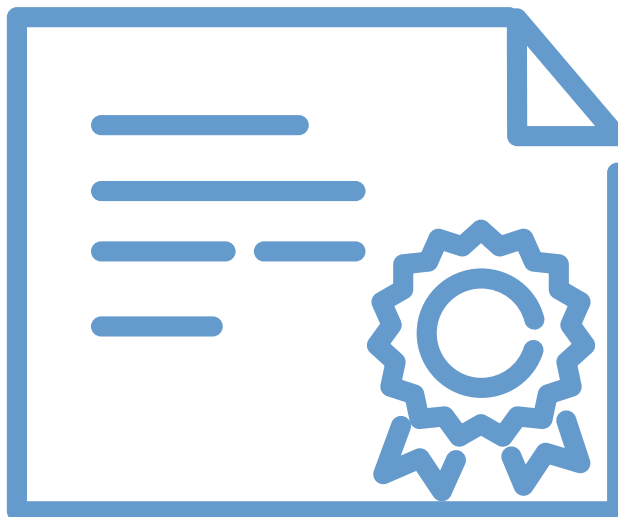
A. Only the superintendent or designee may sign the form certifying the applicant's completion of their advanced professional development program. The designee may be any district administrator who has enough knowledge about the candidate's advanced professional program to verify their completion. (For example, HR Directors, Directors of Professional Development, Principals, Vice-Principals, etc.) The candidate may not sign their APD form. It must be someone who can verify the successful completion of the Advanced PDU program.

Q. Can a TSPC partner ESD verify ADVANCED professional development program?

A. No. Only employing schools or school districts may verify Advanced PDUs. This is because the advanced professional development program is based on the individual needs of the novice teacher while working in a classroom setting. (**Note:** TSPC partner ESDs may verify completion of the advanced professional development program for their own employees.)

Q. Does a district need to send any other information besides the APD form to verify completion of Advanced Professional Development Program?

A. No. The APD is the only required form. However, for system integrity reasons, the district may be asked to provide additional evidence for the advanced PDUs. The evidence may include a list of the completed advanced PDUs and how the advanced professional development program aligned with the applicant's personal performance goals.



A teacher of record holds a valid TSPC license and is assigned according to the scope of their license or under the provisions of a License for Conditional Assignment (see **License for Conditional Assignment** for details).

No person should be designated as a “teacher of record” unless they are responsible for one or more of the following five areas of responsibilities.

Teacher of Record Responsibilities:

The following are examples of specific tasks within each of the five areas of responsibilities held by a Teacher of Record (this is NOT an inclusive list of tasks): [See: OAR 584-210-0020 *Scope and Responsibilities of Teachers of Record.*]

■ Plans instruction:

- (a) Selects or writes learning goals that are based upon district objectives, Oregon Board of Education directives, and the physical, mental and emotional maturity of the students;
- (b) Determines the current achievement level of each student with respect to the learning goals;
- (c) Establishes objectives for a unit of instruction, formulates daily lessons and evaluates students’ attainment of learning goals;
- (d) Adapts appropriate unit and lesson plans for exceptional learners and for students from varying cultural, social, and linguistic backgrounds;
- (e) Selects and organizes instructional materials and equipment for the units of instruction;
- (f) Designs culturally responsive instructional activities for all students to achieve unit and lesson objectives; **and**
- (g) Estimates the time required for direct instruction, students’ practice and application, and evaluation of student learning.

■ Establishes a classroom climate conducive to learning:

- (a) Communicates classroom rules and behavioral expectations based upon the level of development of students and laws governing student rights and responsibilities;
- (b) Applies principles of inclusivity, equity, racial justice, and least restrictive environment as appropriate for students;
- (c) Recognizes the effects of the physical, social, and emotional climate of the students’ homes, living arrangements and community on student motivation and behavior;
- (d) Encourages appropriate behavior and provides meaningful reinforcement when it occurs;
- (e) Monitors student conduct and takes appropriate action when misbehavior occurs, ensuring student safety and emotional well-being;
- (f) Interacts thoughtfully, professionally and courteously with students, colleagues, and parents and resolves conflicts in an unbiased and equitable manner;
- (g) Uses classroom time effectively to provide maximum time on learning tasks;
- (h) Manages instructional transitions; **and**
- (i) Coordinates the use of parent volunteers, student assistants, and other support personnel to achieve instructional objectives.

■ Implements plans for instruction:

- (a) Organizes students to engage in planned learning activities;
- (b) Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished;
- (c) Provides instruction using a variety of instructional techniques to achieve planned objectives;
- (d) Monitors the effectiveness of learning activities and modifies the pace and content of instruction as needed to achieve unit and lesson objectives; **and**
- (e) Uses techniques that promote critical thinking and problem-solving and that encourage divergent as well as convergent thinking.

■ Evaluates student achievement:

- (a) Selects and uses tests, observation, student interviews, and other formal and informal assessments to determine the extent to which each student has achieved the objectives of the lesson and unit of instruction;
- (b) Grades and records students’ progress, prepares anecdotal records, and reports achievement to students and parents;
- (c) Summarizes the data on student achievement in relationship to instructional objectives;
- (d) Uses data on student achievement to refine curriculum objectives and plan further instruction; **and**
- (e) Documents teaching effectiveness through assembling and analyzing samples of students’ work.

■ Appropriately directs instructional assistants:

- (a) Delegates specific instructional tasks to be performed for individual students or groups of students, in accordance with the skills and abilities of each instructional assistant;
- (b) Trains the assistant in the instructional tasks to be performed under the teacher’s supervision;
- (c) Supervises and assesses the performance of delegated instructional tasks and adjusts delegated tasks as necessary; **and**
- (d) Assumes full accountability for effectiveness and safety of tasks delegated to instructional assistants.

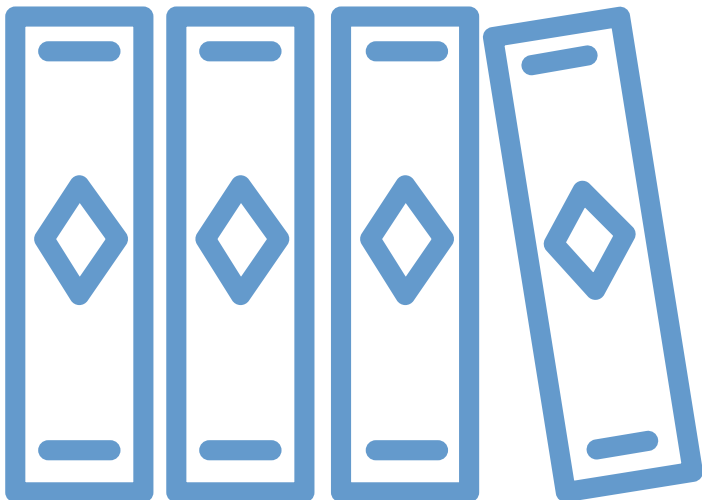
Improper Use of Teacher of Record:

Instructional assistants or administrators (who do NOT also hold a valid Oregon teaching license) **CANNOT** be assigned or designated as a teacher of record. An administrator or a teacher with a valid teaching license **CANNOT** be assigned or designated as a teacher of record unless they are, in fact, responsible for one or more of the five areas of responsibilities listed above. An instructional assistant **CANNOT** be assigned to instruct students, unless that instructional assistant is receiving ongoing and regular assistance and supervision by the duly licensed teacher of record who is the principal planner of all instruction and assessment of the students. An administrator may not “supervise” a classified employee or an instructional assistant in any situation that grants credit, assigns grades or otherwise assumes the duties of a professional teacher.

Both administrators who assign or teachers who work as a teacher of record under any of the improper scenarios described above will be subject to TSPC investigation and possible sanction under OAR 584-020-0040(4)(c) or (i).

342.173 Effect of employing certain persons; sanctions; rules. Any school district or education service district that employs any person not properly licensed or registered by the Teacher Standards and Practices Commission, or licensed by the commission but not assigned in accordance with rules of the commission, shall be subject to sanctions imposed by the commission. A sanction must be imposed according to rules adopted by the commission and is effective unless:

- (1) The assignment is made with justification satisfactory to the commission.
- (2) The person is employed as a teacher by a post-secondary institution that is accredited by the Northwest Commission on Colleges and Universities, or its successor, and that has a contract with a school district under which the person is teaching at the high school level. The contract shall be approved by the Teacher Standards and Practices Commission, including criteria for a person’s qualifications under paragraph (b) of this subsection. The contract shall:
 - (a) Be for a specific instructional assignment for which the district does not have appropriately licensed personnel either on staff or available to be placed on staff after a reasonably diligent search;
 - (b) Provide evidence that the person’s qualifications are appropriate for the assignment;
 - (c) Allow the person to teach no more than two high school units of credit or the equivalent per year; and
 - (d) Not be valid during a school closure, strike or summer session.
- (3) The person is teaching an online course originating outside this state. [1965 c.100 §353; 1975 c.278 §2; 1977 c.635 §10; 1979 c.307 §2; 1981 c.469 §1; 1981 c.663 §4; 1987 c.401 §1; 1987 c.503 §1a; 1989 c.150 §1; 1989 c.162 §1; 1989 c.493 §1; 1991 c.67 §83; 1991 c.710 §2; 1991 c.780 §§22,23; 1997 c.383 §12; 2013 c.1 §39; 2015 c.245 §10]



Atypical assignments are miscellaneous assignments that fall outside of the approved endorsement areas held on Oregon licenses. Anyone with a valid and active non-provisional Oregon license that holds at least one approved endorsement area can legally hold any of the atypical assignments described here. A TSPC license is not required to teach in a private regular or private alternative education program.

Restrictions to Atypical Assignments:

- Administrator and personnel service licensees who do **NOT** hold a teaching license may not hold an atypical assignment.
- A teacher may not hold one of these atypical assignments as a “Teacher of Record” unless they are actively engaged in direct instruction with students. (Failure to honor this restriction may result in discipline.)
- A teacher may not hold an atypical assignment in subject areas that are within the scope of an approved endorsement area (and thus require the endorsement or a License for Conditional Assignment). Examples of prohibited subject areas include:
 - Jazz band (within music endorsement)
 - Swimming (within PE endorsement)
 - African History (within Social Studies endorsement)

Examples of Atypical Assignments:

(not an exclusive list)

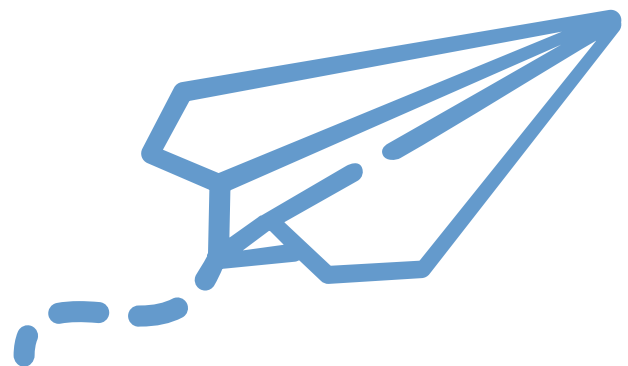
- A.** Discreet non-core academic assignments (that do **NOT** fall within the scope of an approved endorsement):
 - a. Computer education
 - b. Personal finance
 - c. Outdoor education
 - d. World Language (other than Chinese, French, German, Japanese, Latin, Russian & Spanish)
 - e. Study skills
 - f. Talented & Gifted offerings
 - g. Career & Technical education offerings outside of CTE programs approved by the Oregon Department of Education
 - h. Work study/career education
 - i. Photography
 - j. Leadership/student government
 - k. SAT/ACT preparation
- B.** Coaching assignments: Requires a valid, non-provisional Oregon teaching license if:
 - a. Occurs during the school day **and**
 - b. Involves any class time for credit.
- C.** Teachers on Special Assignments (TOSA): Can be used in a supportive or leadership role to other teachers or programs. Cannot be used to serve as an administrator for **ANY** of the following:
 - a. Evaluation of licensed personnel;
 - b. Discipline of licensed personnel; **or**
 - c. Authorization of out-of-school suspension or expulsion of students.

D. Driver’s Education Assignments: Must hold the appropriate Oregon motor vehicle operator’s license and meet the requirements as a behind-the-wheel instructor set forth by the Oregon Department of Transportation.

E. Public Alternative Education Assignments: Open for assignment to any educator who holds a valid, non-provisional Oregon license on any endorsement.

F. Public Charter School Assignments: Must hold a valid, non-provisional Oregon teaching license or a TSPC charter school registration to teach in a public charter school. School must meet the following provisions:

- a. Oregon licensed teachers can teach outside the scope of their endorsements.
- b. For non-virtual charter schools, 50% of the staff must hold Oregon teaching licenses.
- c. For virtual charter schools, 95% of the staff must hold Oregon teaching licenses.



120 Day Grace Period:

Licenses are expired and invalid **on the expiration date** of that license. Educators may not teach on an expired license. Most licenses will have a 120 calendar day grace period immediately following the expiration of that license **ONLY IF** a licensure application and fee have been submitted **BEFORE** the expiration date. During that 120 day grace period the educator is allowed to teach under the scope of their license.

The following licenses **ARE NOT ELIGIBLE** for a 120 day grace period:

- Emergency License
- International Visiting Teacher License
- Restricted Teaching License
- Restricted Substitute License
- License for Conditional Assignment

If an educator fails to renew their license and allows it to lapse for more than six months, the educator will be required to reinstate the license. Reinstatement involves additional fees (see **Oregon Teaching Licensure Fees** for details) and additional requirements (see **Reinstatement of Licensure** for details).

If an educator applies for renewal of license after it expires but before six months has passed, the educator will be required to pay late fees. The late fee increases for every month passed the expiration date.

Expedited Service:

Expedited service is priority processing of a license, registration or certificate within two working days after receiving a complete and correct application and fee. There are only two circumstances where expedited service is available: **Employing district request or Military spouse/domestic partner applications.**

These are the steps that must occur **in this sequence** for expedited service to be granted:

- 1.** Educator submits a complete and correct licensure application with fees and evidence of all completed requirements submitted.
- 2.** District submits request for expedited service. (If this request precedes the educator's application the expedited service request is null and void.)
 - a.** District must submit a statement of need describing the urgent situation requiring the expedited service.
 - b.** District may be asked to provide evidence to support the need for expedited service.

The following circumstances **ARE NOT ELIGIBLE** for expedited service:

- Renewal applications within the 120 day grace period.
- Unless the processing did not occur within the 120 day grace period and all late and expedited fees are paid.

Military spouses or domestic partners are eligible for expedited service without a district request if **ALL OF THE FOLLOWING** applies:

- A.** Hold a current license from another state;
- B.** Can verify that they are the spouse or domestic partner of an active military member of the Armed Forces of the United States who has been subject to a military transfer to Oregon within 12 months prior to the application;
- C.** Submission of complete and correct online application including payment of all fees (Reciprocal and Expedited Service Fees);
- D.** Possession of the following personal qualifications for licensure in Oregon: at least 18 years of age, good moral character and mental and physical health necessary for employment as an educator;
- E.** Completion of a background clearance as specified by TSPC (see TSPC website for detailed fingerprinting instructions);
- F.** Hold a bachelor's, master's or doctoral degree from a regionally accredited US institution or foreign equivalent approved by the TSPC Commission; **and**
- G.** Completion of an out-of-state teacher education program and a valid non-provisional out-of-state license in another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction or
 - i.** The TSPC Executive Director or Director of Licensure may accept approved out-of-state alternative licensure routes to satisfy this requirement.
 - ii.** Must provide evidence of program and degree completion with official sealed envelope transcripts.



To assure that the following fees are current please refer to the fee schedules provided online at www.oregon.gov/TSPC.

All fees are submitted online by credit card and, because they pay for evaluation services, are non-refundable. Checks or cash payments are not accepted.

Fingerprinting/Background Clearance Fee: \$57 for educators who have never held an Oregon license or their license has expired for three years or more.

Late Fees: \$40 per month or partial month, not to exceed \$200, if application and all fees are not submitted prior to the expiration date.

Online Portal Fee: \$10 on top of licensure fee.

The following charts are organized to list fees according to type. Non-provisional licenses stand alone and have met all Oregon requirements and provisional licenses require employing district sponsorship.

Certificates and Registrations

Fee Type	Jan. 1, 2016
Charter School, teacher registration/ School Nurse, (emergency certificate)/ School Nurse, (professional certificate)	First registration: \$140 Renewal: \$140

Non-provisional licenses

Fee Type	Effective Jan. 1, 2016
American Indian Language	First Oregon License: \$140 Renewal: \$140
Career and Technical Education <i>CTE I, CTE II, Five-Year</i>	First license: \$140 CTE I Renewal: \$ 50 CTE II Renewal: \$140 CTE Five-Year Renewal: \$140
Legacy Teaching/Preliminary Teaching/Professional Teaching/Substitute/Teacher Leader	First Oregon License: \$140 Out-of-State: \$190 Renewal: \$140
Reciprocal Teaching	Out-of-State: \$190
School Counselor Preliminary, Professional, Legacy, and Reciprocal* <i>* Non-renewable</i>	First Oregon License: \$140 Out-of-State: \$190 Renewal: \$140
School Psychologist Preliminary, Professional, Legacy, and Reciprocal* <i>* Non-renewable</i>	First Oregon License: \$140 Out-of-State: \$190 Renewal: \$140
School Social Worker Preliminary, Professional, Legacy, and Reciprocal* <i>* Non-renewable</i>	First Oregon License: \$140 Out-of-State: \$190 Renewal: \$140



The following charts are organized to list fees according to type. Non-provisional licenses stand alone and have met all Oregon requirements and provisional licenses require employing district sponsorship.

Provisional Licenses (Require District Sponsorship)

Fee Type	Effective Jan. 1, 2016
Career and Technical Education (CTE) Career and Technical Education (CTE) Restricted Substitute	First license: \$140 Renewal: \$140
Emergency School Counselor/ Emergency School Social Worker/ Emergency Teaching	First license: \$140
Extension to provisional license	\$50
International Visiting Teacher	Out-of-State: \$190 Renewal: \$ 50
License for Conditional Assignment (LCA)	First license: \$140 Reauthorization: \$ 50
Limited Student Service/Limited Teaching/Restricted Substitute/ Teacher Associate	First license: \$140 Renewal: \$140
Restricted School Counselor/ Restricted School Social Worker/ Restricted Teaching	First license: \$140 Reissue: \$ 50

Miscellaneous

Fee Type	Effective Jan. 1, 2016
Endorsements/Specializations	To add when license is obtained, renewed, or reinstated: <i>No additional fee</i> To add to an existing license (not at the time of renewal): \$140
Expedited service	\$149 <i>Only available to districts and military spouses.</i>
Extension to provisional license	\$50
Gold-seal paper license	\$50 <i>Available for current licenses only.</i>
Non-sufficient funds fee	\$25
<ul style="list-style-type: none"> ■ Revoked license, registration, or certificate reinstatement ■ Reinstatement of an <i>expired</i> license, registration, or certificate ■ Reinstatement of a <i>revoked</i> license, registration, or certificate 	\$340 <i>This includes the \$140 application fee.</i> <i>The background clearance fee, if required, is additional.</i>
<ul style="list-style-type: none"> ■ Reinstatement of a <i>suspended</i> certificate, license or registration ■ Suspended certificate, license or registration reinstatement 	\$290 <i>This includes the \$140 application fee.</i> <i>The background clearance fee, if required, is additional.</i>

Effective Jan. 19, 2016, teacher education students must apply for licenses and pay online. The online process will generate fingerprinting instructions that direct applicants to use Fieldprint. It is possible to still submit a paper fingerprint card and handler sheet under limited circumstances. (See the Instructions When Fieldprint is Unavailable below.)

For applicants without a valid license, fingerprints are valid for three years from the fingerprint clearance date. For individuals with a valid Oregon license, fingerprints are valid from the fingerprint clearance date onward as long as a valid license is maintained. If the licensee allows the license to lapse, the fingerprints remain valid for three years from the date the license expired.

Requirements for Fingerprinting:

Oregon law requires the following applicants to be fingerprinted:

- **Student teachers:** For first placement in a field experience after admission to an Oregon approved educator-preparation program;
- **Educators:** For first time Oregon licensure or registration;
- **School nurses:** For first time Oregon certification;

■ **Expired license, registration, or certificate holders:** For reinstatement of a license, registration, or certificate that has been expired for more than three years prior to the date of application;

■ **Out-of-State student teachers in Oregon schools:** For first placement in a field experience in any Oregon public school if completing an educator preparation program by an out-of-state provider.

Fingerprinting ABCs:

- A.** Complete the eLicensing application. (See Step 1, below, for important directions.)
- B.** Within five to seven days, TSPC will send an email with codes and instructions.
- C.** You can then contact the nearest Fieldprint office for an appointment!

Step	Who	What
1a	Applicant for licensure, registration, or certificate	1a. Applicant submits an application (which includes a background clearance) and payment through eLicensing. Cost = \$57 (The fee is paid through eLicensing. Checks are not accepted.) Note: Additional application fees will apply. ETA = TSPC will email codes and instructions within 5-7 days.
1b	Applicant for student teaching or practicum	1b. Applicant submits an application and payment through eLicensing. In eLicensing, the license category to select for fingerprinting is: "Clinical Practices," NOT "Teacher." Cost = \$57 (The fee is paid through eLicensing. Checks are not accepted.) ETA = TSPC will email codes and instructions within 5-7 days.
2	TSPC	Fingerprinting quick tips! Important notice: The applicant will receive an email from TSPC, which contains codes and instructions the applicant needs to proceed, within 5-7 days. TSPC emails instructions to the applicant for accessing <i>FieldPrint</i> . The email will consist of the following required information: FieldPrint Agency Code: XXXXXXXXXXXXXXXXXXXX Billing Code: xxxxxx ORI: xxxxxx OCA: Txxxxxx (TSPC account ID)

Step	Who	What
3	Applicant	In eLicensing, select “Clinical Practices” for the licensing category. After TSPC emails the required codes to the applicant: The applicant schedules a fingerprinting appointment through the Fieldprint website and pays the required fee (currently \$12.50).
4	Fieldprint	After the fingerprinting process is complete, Fieldprint sends an image of the prints to the Oregon State Police (OSP) for processing through both the Federal Bureau of Investigation (FBI) and Oregon State Police databases.
5	OSP	Just remember: A-B-C! A. Complete the eLicensing application. See Step 1, below, for important directions. B. Within five to seven days, TSPC will send an email with codes and instructions. C. You can then contact the nearest Fieldprint office for an appointment! <i>Results will be available on the Educator Look Up website after approximately two weeks. You will not receive a notification when the results are added...So, be sure you check back!</i> OSP forwards the results electronically to TSPC. This process is taking approximately two weeks , with some clearing faster and some taking longer.
6	TSPC	TSPC records the results as part of the application process. It is the applicant's responsibility to monitor their record to determine when the background check results are complete.
7	Applicant, school district, or program designee	Background check results are available on the TSPC Educator Lookup website after approximately two weeks. After the applicant's background check has cleared, the date of clearance is displayed. Applicants: Please check with your district or program provider to determine how your institution verifies your compliance with fingerprinting laws. Applicants must clear the background check before beginning a clinical experience

FAQs:

Where are Fieldprint offices located?

A list of Fieldprint locations can be found here: http://fieldprintoregon.com/SubPage_2col.aspx?ChannelID=290

I had a background check conducted elsewhere. Can TSPC transfer and use those results?

A criminal background check conducted by any former employer, licensing board, or by the Oregon Department of Education **does not** satisfy these requirements. Federal Bureau of Investigation (FBI) rules allow fingerprinting to be done specific to the institute for which they are taken and specifically prohibit sharing of this information between institutions.

What crimes can lead to revocation or denial of an Oregon license, charter school registration, or permission to student teach?

See the list of crimes in statute: http://www.oregon.gov/tspc/Documents/crimes_list.pdf

Use this link if a Fieldprint location is **NOT located within a reasonable distance of the applicant.** When alternate instructions are needed, the following items will be required: <http://www.oregon.gov/tspc/Pages/Fingerprinting.aspx#Who>

Addresses:**IT IS VERY IMPORTANT TO MAINTAIN CURRENT MAILING AND EMAIL ADDRESSES WITH TSPC.**

TSPC uses the last known (most recently updated) mailing and email address when corresponding with and mailing any special notices and gold-sealed paper licenses to Oregon educators. Educators must notify TSPC of any change in both their personal mailing and email address. Failing to do so can prevent that educator from receiving critical notices regarding their license and, in those cases, TSPC cannot be held responsible for any consequence or action resulting in this lack of notice.

These address changes can be made via the online TSPC user account at the TSPC website: www.oregon.gov/TSPC

Name Changes:

An educator must notify TSPC of an official name change within 90 days of the change either by mail (in writing with required documents) or via the online TSPC user account at the TSPC website (above) with uploaded required documents.

Name change notice must include **ALL OF THE FOLLOWING:**

- Educator's former and new name;
- TSPC User Account #;
- Date of Birth; **and**
- **ONE** of the following:
 - Employing superintendent's signature on a PEER form verifying name change;
 - Official sealed transcripts from a regionally accredited institution verifying name change;
 - An official passport verifying name change;
 - An official government issued marriage certificate/license (signed by a government official and including filed date, stamp, seal or other notation showing that the document has been filed with a government agency);
 - A record of domestic partnership signed by a government official including filed date, stamp, seal or other notation showing that the document has been filed with a government agency;
 - A US city, county or state court issued divorce decree, judgment of dissolution of marriage, annulment of marriage decree, judgment of dissolution of domestic partnership or annulment of domestic partnership;
 - A government issued death certificate of spouse, that includes connection to your current full legal name (signed by a government official and including a stamp verifying the filing of the document);
 - A US city, county or state court issued legal name change decree; or
 - Oregon Driver's License, Permit or ID change (must visit TSPC office in Salem so that they can inspect this document: TSPC cannot accept copies);
 - Military ID card, Common Access Card and Uniform Services ID & Privilege card (including all branches of military personnel and dependents, not including Merchant Marines);
 - Other US state, US territory, District of Columbia, Canadian or US Department of State driver license, instruction permit or identification card;
 - Oregon Concealed Weapon permit, Concealed Handgun license; or
 - Tribal identification card issued by a federally recognized tribe.

If an educator is reverting to a previous name held on their Oregon license, they must submit this change in writing with former and new name, user account #, birthdate and one of the above verifying documents that does NOT have to include an official court document.



Standards of an ethical and competent nature are set in rule for all Oregon licensed educators. When a complaint against an educator is filed with the Teacher Standards and Practices Commission (TSPC) per Oregon state law, an investigation is initiated by TSPC. Upon completion of a TSPC investigation, the commission weighs the facts and circumstances of the case determined through the investigative process against these standards.

These standards are related to a teacher's performance as an educator but there are other criteria (list of crimes that result in automatic revocation, 60 day notice violations, etc.) that can spur an investigation and discipline on a teacher's license (see **TSPC Discipline** for more details).

The Competent Educator:

The educator demonstrates a commitment to:

- (1) Recognize the worth and dignity of all persons and respect for each individual;
- (2) Encourage scholarship;
- (3) Promote democratic and inclusive citizenship;
- (4) Raise educational standards;
- (5) Use professional judgment; and
- (6) Promote equitable learning opportunities.

A competent teacher demonstrates these four basic competencies:

■ **Curriculum and Instruction**

(1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual. (2) The competent teacher demonstrates: (a) Use of state and district adopted curriculum and goals; (b) Skill in setting instructional goals and objectives expressed as learning outcomes; (c) Use of current subject matter appropriate to the individual needs of students; (d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and (e) Skill in the selection and use of teaching techniques conducive to student learning.

■ **Supervision and Evaluation**

(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities. (2) The competent teacher demonstrates: (a) Multiple ways to assess the academic progress of individual students; (b) Skill in the application of assessment data to assist individual student growth; (c) Procedures for evaluating curriculum and instructional goals and practices; (d) Skill in the supervision of students; and (e) Skill in differentiating instruction.

■ **Management Skills**

(1) The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students. (2) The competent teacher demonstrates skills in: (a) Establishing and maintaining classroom management that is conducive to learning; (b) Using and maintaining district property, equipment, and materials appropriately; (c) Using and maintaining student records as required by federal and state law and district policies and procedures; (d) Using district and school business and financial procedures; and (e) Using district lawful and reasonable rules and regulations.

■ **Human Relations and Communications**

(1) The competent educator works effectively with others —Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students. (2) The competent teacher demonstrates: (a) Willingness to be flexible in cooperatively working with others; and (b) Skill in communicating with administrators, students, staff, parents, and other patrons. (3) The competent administrator demonstrates: (a) Skill in helping students, staff, parents, and other patrons to learn about the school, the district and its program; (b) Skills in communicating district and school goals to staff and the public; (c) Willingness to be flexible in cooperatively working with others; and (d) Skill in reconciling conflict.

The Ethical Educator:

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

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

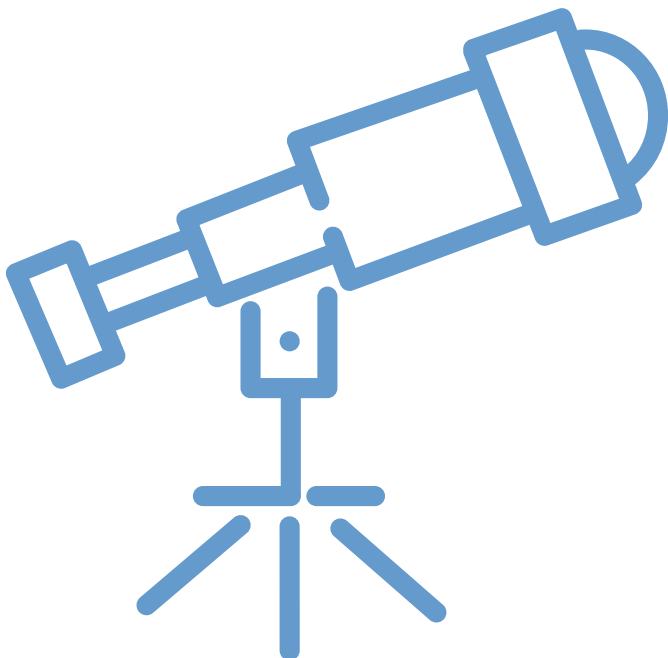
- (a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
- (b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
- (c) Maintain an appropriate professional student-teacher relationship by:
 - (A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - (B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - (C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
 - (D) Honoring appropriate adult boundaries with students in conduct and conversations at all times.

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

- (a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
- (b) Conduct professional business, including grievances, through established lawful and reasonable procedures;
- (c) Strive for continued improvement and professional growth;
- (d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
- (e) Not use the district's or school's name, property, or resources for noneducational benefit or purposes without approval of the educator's supervisor or the appointing authority.

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

- (a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
- (b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
- (c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.



TRANSITION FROM OLD TO NEW LICENSES

OAR 584-200-0005 Transition to New Licensure System

Effective January 1, 2016 all new licensure rules supersede previous rules. Educators with old or current licenses may not be issued any of the new licenses until they apply for reinstatement* or renewal.

Endorsements: A newer, streamlined list of endorsements replaces any previous endorsements held on older licenses (see **Oregon Teaching Endorsements & Exams** for more details.) With the exception below, all previously held endorsements are held within the new list of endorsements.

- Multiple Subjects-Middle Level Endorsement **is abolished.**
- Holders of any single subject endorsement (at high school level) and specialty areas are now authorized PK-12 and therefore there is no need to hold the multiple-subjects middle level endorsement to teach that specific subject at the middle school level.
- If a holder of this endorsement has been assigned and taught multiple subjects (self-contained) for four full years or more (verified by a PEER form) then they will be issued an Elementary Multiple Subjects endorsement in their new license.
 - If an educator has between 1-4 full years of experience then, with district sponsorship, they may obtain an Emergency License or License for Conditional Assignment to gain the total four full years required to add this endorsement.
 - If a holder of this endorsement has been assigned and taught a single subject at the middle school (that they do not also hold a high school level endorsement in) for four full years or more (verified by a PEER form) then they will be issued a Foundational endorsement in that specific single subject. A Foundational endorsement allows them to teach that specific single subject PK-9 only.
 - If an educator has between 1-4 full years of experience then, with district sponsorship, they may obtain an Emergency License or License for Conditional Assignment to gain the total four full years required to add this endorsement. An educator who previously held a multiple subjects middle level endorsement may add the Foundational English Language Arts, Foundational Math, Foundational Social Studies or Foundation Science with a passing-score on the subject-matter test. They do not need to meet pedagogy requirements to add the foundational endorsements.
- **Speech Language Pathology Endorsement:**
 - All current Speech Language Pathology endorsements will be renewed as Special Education: Communication Disorders endorsements.
 - As of July 1, 2016 **NO NEW** teaching licenses with SPED: Communication Disorders endorsements will be issued. (All existing teaching licenses with this endorsement will be able to continue to renew and teach under this license.)

Authorizations: As of July 1, 2015 all authorizations held on previous licenses are replaced with a new comprehensive authorization defined below:

- High School single subject endorsements and all specialty areas (SPED, Music, PE, Art, ESOL, Reading, etc.) become PK-12 authorized according to the NCES codes tied to their endorsements (see **Oregon Licensure Definitions** for more details). This means they can deliver instruction in all areas for which they are endorsed at any level PK-12.
- Early Childhood or Elementary multiple subject self-contained endorsements become PK-9 authorized according to the NCES codes tied to multiple subject self-contained endorsements.
- Middle Level multiple subject endorsements are held to the previously stated provisions detailed above.

Initial I Licenses: Initial I license holders must qualify for either a Preliminary or Professional license when they go to renew or reinstate* their license **in order to continue to teach**. Initial I License holders will qualify for a Professional Teaching License upon renewal or reinstatement only when they meet **BOTH of the following:**

- Four full years of teaching experience in a public, private or alternative education setting that includes direct instruction to students; **and**
- Completion **AFTER THE DATE OF THE ISSUANCE OF THE FIRST OREGON NON-PROVISIONAL LICENSE** of **EITHER OF THE FOLLOWING:**
 - **ONE OF THE** Advanced Professional Education options required of the Professional Teaching License (see **Oregon Professional Teaching License** for details); **or**
 - Completion of the requirements for either the Initial II or Continuing Licenses under old rules as advised when they were issued their Initial I license.

TRANSITION FROM OLD TO NEW LICENSES

OAR 584-200-0005 Transition to New Licensure System

If a person with an Initial I teaching license does **NOT** meet the **four full years of teaching experience requirement** for the Professional License requirements detailed above, they must complete **any** the following in order to **qualify for a Preliminary Teaching License** instead:

- Completion of at least 90 PDUs of continuing professional development (see **Continuing Professional Development** for more details); **or**
- Completion of renewal requirements as advised under the Initial I license (completion of at least 4.5 quarter hours or 3 semester hours of graduate credit germane to teaching from an accredited institution while holding the Initial I license); **or**
- Completion of Initial II or Continuing Teaching License requirements as advised under the Initial I license; **or**
- Completion of ONE OF THE Advanced Professional Education options required for the Professional Teaching License (see **Oregon Professional Teaching License** for details).

Initial II: Qualified applicants who were issued an Initial II license prior to July 1, 2015 are considered to have already completed the Advanced Professional Education requirement for the Professional Teaching License. If they **also can verify** (through PEER forms) that they have **four full years of teaching experience** in a public, private or alternative education setting that includes direct instruction to students, then they will be issued a **Professional Teaching License** when they go to renew or reinstate* their license.

Initial II holders who **CANNOT verify the four full years of teaching experience** will be issued a **Preliminary Teaching License** instead. Until and unless an applicant is able to verify the four full years of teaching experience they cannot obtain the Professional Teaching License. The PreTL can be renewed over and over again with CPD (see **Oregon Preliminary Teaching License** for more details).

Standard Licenses: On January 1, 2016, all standard licenses were converted to Professional Teaching Licenses. Qualified holders of Standard Teaching License will be reinstated as Professional Teaching Licenses.

Continuing Licenses: On January 1, 2016, all continuing teaching licenses were converted to Professional Teaching Licenses. Qualified holders of Continuing Teaching License will be reinstated as Professional Teaching Licenses. In addition, a Continuing Teaching Licensee will be issued instructions on how to qualify and apply for the Teacher Leader License.

Basic Licenses: Qualified applicants who were issued a Basic license prior to July 1, 2015 are considered to have already completed the Advanced Professional Education requirement for the Professional Teaching License. If they **also can verify** (through PEER forms) that they have **four full years of teaching experience** in a public, private or alternative education setting that includes direct instruction to students, then they will be issued a **Professional Teaching License** when they go to renew or reinstate* their license.

Basic license holders who **CANNOT verify the four full years of teaching experience** will be issued a **Legacy Teaching License** instead (unless they request a PreTL). Until and unless an applicant is able to verify the four full years of teaching experience they cannot obtain the Professional Teaching License. The Legacy Teaching License can be renewed over and over again with CPD (see **Oregon Legacy Teaching License** for more details).

*Reinstatement: Old licenses will no longer be reinstated. Instead an educator must qualify for one of the new existing licenses. If that person has not held an Oregon license for more than one year then additional reinstatement requirements must be met (see **Reinstatement of Licensure** for more details).

