NCATE/TSPC SITE VISIT
October 31-November 4, 2009

INFORMATION AND EXHIBITS FOR OREGON TEACHER STANDARDS AND PRACTICES COMMISSION

EDUCATOR LICENSURE PROGRAMS

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Introduction

Located in downtown Portland, Oregon, Portland State University (PSU) is the only public university in the state that is located in a major metropolitan city. With 25,000 students, it has the largest overall enrollment, both undergraduate and graduate, of any university in the Oregon University System. PSU awards bachelor’s, master’s, and doctoral degrees and is accredited by the Northwest Commission on Colleges and Universities. The university is composed of seven different schools and colleges, of which the Graduate School of Education is the second largest. More information about the university and its history can be found at this website: http://wapedia.mobi/en/Portland_State_University#1.

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

Our vision is to be an internationally recognized urban university known for excellence in student learning, innovative research, and community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond.

Engagement describes Portland State's collaborative approach to the exchange of knowledge and resources with local, regional, national, and global partners for mutual benefit of students, faculty, and the community. Engagement among faculty, students, and the community contributes to learning and scholarship that is globally relevant and regionally focused. The following themes guide our efforts and direct our resources:

- Provide civic leadership through partnerships
- Improve student success through engaged learning experiences
- Achieve global excellence through innovative scholarship and pursuit of diversity and internationalization goals
- Enhance educational opportunity in the Portland Metropolitan Region
- Expand resources and improve effectiveness.
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### DIVISION 65

**ENDORSEMENTS FOR INITIAL AND CONTINUING TEACHING LICENSES**

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The institution has designated a unit which has full responsibility and authority for operation of the program.

(1) The organization's authority is clearly outlined.
(2) Allocation of resources is adequate for operation of the unit.
(3) The unit has established written policies and procedures to guide its operation for curriculum, students, faculty and resources.
(4) A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing License.

Portland State University has designated the Graduate School of Education (GSE) as the unit that has full responsibility and authority for the operation of educator preparation programs for licensure in the state of Oregon. The dean of the GSE is the head of the unit and is responsible to the president and provost of the university for the fiscal and organizational integrity of the college. The dean is assisted by an Associate Dean for Academic Affairs, an Associate Dean for Outreach, a Director of Licensure, and a Budget and Personnel Manager. As the organization chart shows, the unit consists of four academic departments, the Continuing Education unit, and the university’s Child Development and Family Services program.

The unit in-load budget is just over $7 million and nearly double that amount when self-support programs are taken into account. The resources are sufficient to support unit programs, and is comparable to other similar units on campus. The budget increased substantially from FY 2008 to FY 2009 as significant pay raises were made available to faculty and staff. Unfortunately, the budget has been reduced in FY 2010 due to state budget cuts. The tuition the unit receives as a percentage of that generated is equivalent to that of other units on campus (with the exception of Engineering which receives a disproportionately large amount of tuition back). The expenses per student credit hours (SCH) follows a similar pattern.

The GSE has established written policies and procedures to guide its operation for curriculum, students, faculty and resources. These are published in the annual PSU Bulletin, online Policy Handbook, Instructor Handbook, program handbooks, and other materials.

Evidence:
GSE Organizational Chart
Graph: 2008 Tuition Received as a Percentage of Tuition Generated by School/College
Graph: 2008 Expenses Per SCH by School/College
Interview with the Dean
PSU Bulletin
Policy Handbook
Instructor Handbook
GTEP Student Handbook
**Consortium**

A consortium advises the unit on development, evaluation, and improvement of the program.

1. The consortium consists of equal representation of teachers appointed by school district organizations that represent teachers in bargaining matters, public school administrators, students in the program and faculty from the institution. In addition, representatives from the community may be appointed with attention given to under-represented groups.

2. The consortium has written by-laws that govern its operation.

3. The consortium meets at least twice each year to review and evaluate the program, activities and annual reports and receives written response from the unit regarding recommendations.

The Portland State University Consortium for Professional Education serves as an advisory body to the GSE in reviewing, evaluating, and making recommendations on the design, implementation, evaluation, and improvement of programs leading to licensure. The consortium consists of equal representation of teachers, public school administrators, students in the program and PSU faculty. Written by-laws *(Articles of Agreement)* govern its operation. The consortium meets three times each year (Fall term, Winter term, and Spring term) to review and evaluate the program, activities and annual reports and receives written response from the unit regarding recommendations.

**Evidence:**
- PSU Consortium Articles of Agreement
- Consortium membership list
- Minutes of Consortium meetings (I-drive)
- Interview with Consortium members

**Evaluating and Verifying Candidate Competency**

The unit has filed with TSPC a plan which has been reviewed by the consortium for assessing the competence of each candidate for licensure.

1. The plan includes both formative and summative assessments of competencies.

2. The plan outlines procedures, criteria, and timelines for the assessments.

3. The unit summarizes and analyzes assessment results with the results going to the consortium for recommendation.

The unit has filed with TSPC, and continues to update TSPC through its annual report, our plan for assessing the competence of each candidate for licensure. Formative components of the plan include programs of study and field experience evaluations (mid-term and final across multiple field experiences). Summative components of the assessment plan include state-required licensing exams and work samples (at least two). The unit also reports to and seeks feedback from the PSU Consortium on our assessment plan. The GSE also summarizes and reports candidate outcomes to the Consortium for their comment.

**Evidence:**
- PSU Annual Reports to TSPC
- GSE Assessment Plan
- Consortium minutes
584-017-0030  Evaluation and Improvement of the Program

The unit has filed with TSPC a plan which has been reviewed by the consortium for evaluation and improvement of the program.
(1) The plan includes long and short-term goals.
(2) The plan includes procedures and criteria to be used in evaluating the program with a timeline for collecting and analyzing data.
(3) The unit summarizes and analyzes evaluation results, with the results going to the consortium in order to make recommendations.

The GSE’s unit plan, with priorities and long- and short-term goals is summarized in our annual report to TSPC. The plan includes metrics (procedures and criteria) for evaluating the outcomes on each of the goals. The unit plan is shared with the Consortium for their recommendations.

Evidence:
GSE Unit Plan
PSU Annual Report to TSPC
Consortium minutes

584-017-0035  Dispute Resolution

The unit has procedures to resolve disputes in which there is disagreement on successful completion of the practicum.
(1) The unit has procedures to resolve cases in which the institution's supervisor and the school supervisor do not agree that the candidate demonstrated competence required for successful completion of the practicum.
(2) The unit has an appeal procedure for candidates who are denied recommendation for licensure.

The university supervisor, being a university faculty member, has the responsibility for entering a candidate’s grade for field experiences after consulting with the cooperating teacher (school supervisor). However, the university provides a process for appealing “prejudiced or capricious academic evaluation.” Details are in the “Appeals and Grievances” section of the PSU Bulletin (pp. 49-50). The GTEP Student Handbook also outlines a procedure to ensure fair treatment of students (“Insuring Fair Treatment of Candidates,” pp. 21-22).

Evidence:
PSU Bulletin
GTEP Student Handbook

584-017-0040  Waivers

An institution may petition the Commission for waiver of standards for licensure rules. A petition includes relevant information and specifies the reasons the institution is seeking the waiver.
(1) The petitioner is able to demonstrate that the request meets the intent of the standards or rules.
(2) Requirements in Oregon Revised Statutes are not to be waived.

On June 4, 2007 we requested waiver of OAR 584-017-0220(4)(b) the requirement that administrator candidates have evidence of three years experience as a licensed educator for
admission of one student in our Initial Administrator program. Vickie Chamberlain approved the request for waiver on June 6, 2007.

PSU also has petitioned the Commission for waiver of standards regarding private school and out-of-state field placement sites (OAR 584-017-0055). In each case the request met the intent of the rules and statutes.

Evidence:
Field Placement Office record of placement waivers

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<td>(1) An institution may grant a waiver of the student teaching requirements pursuant to OAR 584-017-0045(2) in the event a candidate for teacher licensure is unable to complete the student teaching timeline requirements contained within OAR 584-017-0180(3) due to an unforeseen disruption of school district operations.</td>
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<td>(2) In order to grant the waiver, the institution must submit a waiver to the Executive Director for approval pursuant to OAR 584-017-0040 which includes the following:</td>
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<td>(a) A stipulation that the conditions contained within OAR 584-017-0045(2) for each candidate waiver have been met;</td>
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<td>(b) Identity of the school district where the student teacher is placed; and</td>
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<td>(c) The number of candidates affected by the early closures.</td>
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<td>(3) The institution must report all the above information within the 2003-2004 annual report to TSPC.</td>
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<td>(4) Institutions who grant a waiver pursuant to this rule shall not be considered to have made a minor or major modification to their approved program for the 2003-2004 academic year.</td>
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<td>(5) The Executive Director shall provide the Commission with all requested and approved temporary waivers pursuant to this rule.</td>
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NA—PSU has not petitioned the Commission for waivers of student teaching requirements.

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<td>The liaison officer may waive part or all of the program for individual candidates when competency is otherwise demonstrated.</td>
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<td>(1) The candidate is able to demonstrate the knowledge, skills, and competencies required by the program.</td>
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<td>(2) The institution may waive the requirements for student teaching only if the applicant’s ability to foster pupils' learning has been established through work samples required by OAR 584-017-0185.</td>
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<td>(3) The unit has an appeal procedure for students who are denied waivers.</td>
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<td>(4) The candidate may appeal waiver decisions to the Commission after completing the unit's appeal procedure. The candidate, appealing the unit's waiver decision, must submit a complete application to the Commission.</td>
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The GSE has a petition process for course substitution if the candidate has taken a comparable course at PSU or another accredited institution. These petitions, supporting evidence, and record of program decision are kept in the candidate’s file. The GSE does not waive required courses based on any criteria other than course substitution.

Evidence:
CI Petition Course Substitution
SPED Petition for Course Substitution
Candidate file reviews
### Resources

The unit provides resources necessary to assure effectiveness and continuity of the program.

1. The unit provides financial support for the program to include facilities, equipment, technology, support personnel and other resources.
2. The unit provides support for professional development of faculty and school-based supervisors.
3. The unit has a written agreement from each school district that provides field sites.

With self-support revenues, the unit’s budget is sufficient to support unit programs, and is comparable to other similar units on campus. The GSE, housed in a building shared with the School of Business, is equipped with fiber optics and wireless technology. Facilities support candidates in meeting standards, including free access to an Internet wireless network throughout the building. All classrooms in the building are designed with “Smart System,” which includes a ceiling-mounted LCD projector for computer screen or video. Classroom facilities are adequate and well-maintained. Office space for faculty and staff is too often small or, in some cases, must be shared. There is no space currently available for growth.

The Metropolitan Instructional Support Laboratory serves as an instructional support facility for the Graduate School of Education at Portland State University. Our resources include computer labs, classroom space, curriculum collection, video and journal collections, audio-visual equipment check-out and support, and media production equipment and materials.

The unit’s technology expenditures rose by 135% from 2004 to 2008. The most significant increase took place in 2008 when we had our self-support dollars increased and we used some foundation funds. The allocation was reduced in 2009 due to budget cuts but it was still 60% above the 2004 level. These expenditures do not count the increased funds put into staff positions to support technology use. One full-time position was created and the Director of Technology position was increased from .5 FTE to 1.0 FTE. In addition, the unit received between $38,000 and $46,000 each year from the Office for Information Technology for staffing and administration of the MISL.

Professional development funds for faculty rose steadily from FY 2004 to FY 2008 from $55,022 to $210,392. Funds for professional development come from the net revenue generated through self-support programs, and when the unit was allowed to keep all of its net revenue beginning in 2007, we had considerably more funds for professional development. In 2009 the amount went down to $155,642 due to budget cuts, but this is still nearly three times the amount allocated in 2004 (GSE Faculty Travel Rev. 07.27.09).

Following state regulations, the GSE maintains contracts with over 150 partner districts and programs concerning placement of candidates in field experiences. These contracts are kept in the Office of Field Placements.

**Evidence:**
- MISL website and interview with Dave Bullock
- GSE Technology Expense-rev. 08.11.09
- GSE Faculty Travel Rev. 07.27.09
- List of school district contracts
Practica and Student Teaching

(1) The unit has a written agreement from each school district/agency that provides practica, student teaching and intern experiences.
   (a) The agreement includes a commitment to select and assign qualified supervisors and provide suitable opportunities and adequate financial support for field experiences.
   (b) The district agrees to assist the unit in evaluating work samples or portfolios and the success of candidates.
   (c) The unit has TSPC approval for each Oregon non-public school in which candidates are to be supervised. Criteria for supervisors must meet the standards for school-based personnel for the program 584-017-0070(2).
   (d) The unit has TSPC approval for each out-of-state public school in which candidates are to be supervised. Criteria for supervisors must meet the standards for school-based personnel for the program 584-017-0070(2).
(2) The unit shall submit to TSPC a completed and signed student teaching registration form, including fingerprinting cards, for each candidate prior to the date that the first practicum, student teaching or internship experience begins.

The GSE maintains written agreements with over 150 partner districts and programs concerning placement of candidates in field experiences. These contracts are kept in the Office of Field Placements. Communication with the districts makes clear the district’s responsibility to assign qualified supervisors (as defined in OAR 584-017-0070) and provide suitable opportunities and resources for the candidate to meet the field experience requirements. Cooperating teachers (school-based site supervisors) participate in evaluating candidates, both formatively, through classroom observation and mid-term evaluations, and summatively in three-way conferences with the candidate and university supervisor. Cooperating teachers provide feedback and assistance to candidates on their work samples. All non-public school sites are approved by TSPC and meet the standards for school-based personnel in 584-017-0070(2). The Office of Field Placements keeps record of TSPC approval for all non-public and out-of-state schools. The GSE follows TSPC procedures for student teaching registration, fingerprinting, and other requirements.

Evidence:
List of school district contracts
Sample school district contract
Characteristics of a Quality Mentor Teacher
Interview with Deb Miller Allen and Penny Jasso

Internship Agreements

The unit provides internship experiences in public and/or approved private school settings for the purposes of instruction, assessment of competency and integration of field work with academic study.
(1) The internship may be completed in lieu of student teaching or a supervised practicum.
(2) The candidate must have completed at least seventy-five percent of the program leading to the degree required for the initial license or be concurrently enrolled in a graduate program leading to the initial license.
(3) An internship is a minimum of one public school semester. The Executive Director of the Commission may approve a combination of student teaching and internship when extenuating circumstances exist.
(4) The candidate receives academic credit from the approved institution and financial compensation from the school district or education service district.

In Bilingual Teacher Pathways, School Counseling and other programs, internships may be completed in lieu of student teaching experiences. These are at least 10 weeks long and typically completed during the last term of the candidate’s program.
Evidence:
Internship agreement
Interviews with Penny Jasso, Lynda Pullen, and Lisa Aasheim

584-017-0060  Unit Personnel for the Program

| Evidence: | PEDS data for PSU 2004 to 2008  
|           | GSE Recruitment and Retention Plan for Faculty  
|           | Table 11 Faculty Qualifications  
|           | Faculty Orientation Schedule 2009  
|           | Preparing Supervisors and Cooperating Teachers for Their Roles  
|           | Faculty curriculum vitae |

The unit provides qualified campus-based faculty to conduct the program.
1. The unit has a plan to recruit and retain qualified faculty from diverse groups to assure representation of public school populations in accordance with equal employment opportunity laws and regulations.
2. Personnel have in-depth academic preparation and experience in their instructional fields.
3. Personnel have knowledge of the early childhood, elementary, middle or high schools.
4. The unit provides orientation and training to all personnel assigned to professional teacher education programs regardless of their individual roles and responsibilities, and shall keep them abreast of current state and program requirements.
5. The unit informs all faculty of the objectives and procedures of the program and their role in achieving the objectives.
6. Each faculty member assigned to professional education and methods courses has had, within the immediately preceding three years, an experience in supervising, consulting, teaching, research, or other appropriate involvement in contact with early childhood, or elementary, or middle or high school students and classroom teachers.
7. All institutional personnel who supervise field experiences have had a minimum of three years' teaching in early childhood, or elementary, or middle or high school and hold, or are eligible to hold, a license appropriate to the authorization level being supervised.

In accordance with equal employment opportunity laws and regulations, the unit has a plan to recruit and retain qualified faculty from diverse groups to assure representation of public school. As our PEDS data show, the proportion of minorities has increased in the last five years, reflecting the efforts of the university and the GSE to broaden the diversity of its faculty. Table 11 in the Institutional Report to NCATE shows the academic preparation and experience that our faculty bring to their positions. Table 11 also shows their experience in early childhood, elementary, middle or high schools. Orientation is provided to new faculty, both instructional and supervisory, every year.

Evidence:
584-017-0070  School-Based Personnel for the Program

| Evidence: | PEDS data for PSU 2004 to 2008  
|           | GSE Recruitment and Retention Plan for Faculty  
|           | Table 11 Faculty Qualifications  
|           | Faculty Orientation Schedule 2009  
|           | Preparing Supervisors and Cooperating Teachers for Their Roles  
|           | Faculty curriculum vitae |

The unit provides qualified school-based personnel for the program.
1. The unit has policies for supervision of practica and student teaching experiences that state the responsibilities of the institutional supervisor and the school based supervisor and administrator.
2. The unit selects qualified school based supervisors who have had two years' experience in early childhood, or elementary, or middle or high school immediately prior to supervision and/or instruction and who hold a valid license for current assignments.
The GSE follows Oregon rules for the selection of school-based supervisors (cooperating teachers). The policies for supervision and the roles of both the school-based and university supervisors are detailed in field experience materials (e.g., *GTEP Student Handbook*, *SPED STE Handbook*, *BTP Student Teaching Handbook*). Following state policy, the GSE will place candidates only with qualified school-based supervisors who have had at least two years' experience in early childhood, or elementary, or middle or high school (almost all have at least three) immediately prior to supervision and hold a valid license for their current assignment.

**Evidence:**
- GTEP Student Handbook
- SPED STE Handbook
- List of cooperating teachers

### 584-017-0075 Purpose of Teacher Licensure

> These rules establish a licensure program for teachers that support the Oregon Educational Act for the 21st Century (ORS Chapter 329) and is consistent with the redesign of teacher work to accomplish objectives for Oregon schools. This licensure program has the following characteristics:

1. The levels of licensure align with developmental levels of students. Licenses are issued for four levels: early childhood, elementary, middle level and high school. Teachers are authorized for broad assignments at each level to facilitate integration of curriculum and use of multi-disciplinary teams.
2. The curriculum of teacher preparation affirms the dignity and worth of all students and assists students from diverse cultural and ethnic backgrounds to meet State and district Standards.
3. Provisions are made for entry into teaching from a variety of backgrounds including: business and industry, teaching experience in other settings, as well as traditional four-year, five-year and fifth-year teacher education programs.
4. Continuing professional development (CPD) is integral to the entire licensure program. During the first year of teaching, CPD is promoted by assignment of a mentor teacher under the Oregon Board of Education Mentor Teacher Program (ORS 329.790 to 329.820). While holding the Initial Teaching License a teacher's professional development is fostered through one of three options leading to the Continuing Teaching License. Thereafter, individualized professional development plans are incorporated into requirements for the renewal of the Continuing Teaching License.
5. Oregon's licensure program is compatible with requirements of the National Board for Professional Teaching Standards, in accordance with ORS 342.121, and teachers are encouraged to seek voluntary national certification as evidence of exemplary professional development.

Candidates in GSE programs are prepared for licensure at one, and most often two, of four levels: early childhood, elementary, middle level and high school. Courses in each program reflect the grade-level focus of the program.

Course syllabi reveal the extent to which program curricula affirm the dignity and worth of all students. Work sample and practicum evaluations reflect an emphasis on assisting students from diverse cultural and ethnic backgrounds to meet state and district standards.

Candidates do enter our program from a variety of backgrounds, and the required successful completion of prerequisite courses ensures that all candidates enter with important background knowledge.

Continuing professional development is offered through our Continuing Education department (CE/ED).

PSU’s licensure programs are compatible with requirements of the National Board for Professional Teaching Standards, and the CI Master’s program (MA/MS) organizes its curriculum according to NBPTS standards.
**Evidence:**
Curriculum maps and course syllabi  
Standard 4 chapter of the Institutional Report to NCATE  
Work sample evaluations  
Field experience evaluations  
CE/ED catalogs  
CI Master’s curriculum map

**584-017-0080 Selection, Recruitment and Admission of Candidates**

| The unit attracts and admits qualified candidates to the program, giving special attention to the current personnel needs of schools and actively recruits under-represented groups.  
|  
| (1) The unit admits only those who meet entry standards and requirements.  
| (2) Each candidate has demonstrated aptitude and interest in working with school-aged children.  
| (3) Each candidate attests to possessing moral character necessary for licensure in Oregon. |

PSU attracts and admits qualified candidates to our programs. Special attention has been given to the needs in schools for math and science teachers, and is a focus area for two GTEP cohorts. Noyce scholarships bring math and science majors from the College of Liberal Arts and Sciences into GSE licensure programs. Three programs were created specifically to bring under-represented minorities into the GSE: the Bilingual Teacher Pathways (BTP) program, the Portland Teachers Program, and the Bilingual Special Educators program (BiSPED).

The GSE must comply with university standards for graduate admission and admits only those who meet entry standards and requirements. An entry requirement for all programs is enthusiasm for education and evidence of successful experience with school-aged children. Background checks, recommendations from references, and the candidates’ own written personal statements upon admission attest to their moral character and professional dispositions.

**Evidence:**
Noyce Scholarship website (www.pdx.edu/education/robert-noyce-scholarship-program)  
BTP website  
Portland Teachers Program website  
BiSPED brochure  
Review of admission files  
Recommendation rubrics  
Interview rubrics

**584-017-0085 Retention and Advising**

| The unit develops, publishes and implements procedures and criteria for making decisions on retention of candidates in the program.  
|  
| (1) Procedures and criteria to evaluate progress assure that only those qualified are retained.  
| (2) Opportunities are established for advising and counseling on personal and professional concerns.  
| (3) The unit shall collect data on admissions, retention, advising, supervision, transcripting of credits, and evidence of performance. Records shall be secure and comply with confidential and legal requirements to protect candidate rights and interests. |
Both the university and the GSE have policies and procedures for making decisions on the retention of candidates in the program, published in the *PSU Bulletin* and the *GSE Policy Handbook*. Each candidate is assigned an advisor who maintains office hours to provide guidance on academic and professional concerns. Instructors state their office hours on every syllabus. PSU’s Center for Student Health and Counseling (SHAC) provides confidential counseling for students who need assistance with personal problems and emotional challenges. The PSU Writing Center provides assistance to students who need help completing writing projects.

The Standard 2 section of the Institutional Report to NCATE describes the GSE’s system for collecting data on candidate performance. Office staff also maintain complete files on candidate admissions, retention, advising, and transcripts from other institutions for each candidate. The GSE also uses both Banner and Access data systems to keep information on candidates. Records are secure and comply with the legal requirements for confidentiality and the protection of candidate rights.

**Evidence:**

- PSU Bulletin: “Academic Standing” (p. 64)
- Faculty Office Hours listing
- SHAC website ([www.shac.pdx.edu/caps](http://www.shac.pdx.edu/caps))
- Writing Center website ([www.writingcenter.pdx.edu](http://www.writingcenter.pdx.edu))
- Standard 2 chapter of the Institutional Report to NCATE
- Inspection of candidate files

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**584-017-0090  Curriculum Design**

<table>
<thead>
<tr>
<th>The institution has an articulated program of studies based on a shared conceptual design that prepares effective educators consistent with the unit’s mission.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) A syllabus and a program description are submitted to TSPC for each professional course in the program.</td>
</tr>
<tr>
<td>(2) Each syllabus states the outcomes and activities of the course and the procedures and criteria for evaluating the achievement of students.</td>
</tr>
<tr>
<td>(3) The syllabi incorporate the knowledge and skills required for licensure and reflect contemporary curriculum for each of the authorization levels.</td>
</tr>
</tbody>
</table>

Each program in the GSE has a program of study that reflects our shared conceptual framework. (Discussion of the conceptual framework can be found in the Institutional Report to NCATE.) Syllabi and program descriptions were submitted to TSPC as part of the state’s program approval process. Each syllabus states the outcomes and activities of the course and the procedures and criteria for evaluating the achievement of students. Course objectives on the syllabi are tied to state and/or national standards, incorporate the knowledge and skills required for licensure, and reflect contemporary curriculum for each of the authorization levels.

**Evidence:**

- GSE Conceptual Framework
- Conceptual Framework chapter of the Institutional Report to NCATE
- Course syllabi
584-017-0100   Objectives for Initial Teacher License

The unit assures that candidates for an Initial Teaching License demonstrate knowledge, skills, and competencies in each of the five teacher functions.

1. Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:
   (a) Select or write learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;
   (b) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;
   (c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;
   (d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;
   (e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;
   (f) Design and adapt unit and lesson plans for exceptional learners, and for students with varying cultural, social, and linguistic backgrounds; and
   (g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.

2. Candidates establish a classroom climate conducive to learning and demonstrate they are able to:
   (a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;
   (b) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;
   (c) Employ equitable practices that are just and that support a least restrictive environment for all students;
   (d) Model and reinforce classroom social behavior that supports student learning and development;
   (e) Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;
   (f) Monitor student conduct, and take appropriate action when misbehavior occurs;
   (g) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;
   (h) Use classroom time effectively to provide maximum time for learning;
   (i) Manage instructional transitions decisively and without loss of instructional time;
   (j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and
   (k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.

3. Candidates engage students in planned learning activities and demonstrate they are able to:
   (a) Choose organizational structures appropriate for the objectives of instruction;
   (b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;
   (c) Implement instructional plans that employ knowledge of subject matter and basic skills;
   (d) Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;
   (e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent and well as convergent thinking; and
   (f) Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

4. Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:
   (a) Select and/or develop tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are valid and reliable to determine the progress of all students;
   (b) Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
   (c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;
   (d) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

5. Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:
(a) Be dependable, conscientious, and punctual;
(b) Meet work schedule demands;
(c) Be aware of the importance of dressing appropriately;
(d) Be aware of, and act in accordance with, school policies and practices;
(e) Understand the organizational culture and expectations that operate within a school and that impact students and student learning;
(f) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;
(g) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;
(h) Perform advisory functions for students in formal and informal settings;
(i) Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;
(j) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and
(k) Exhibit energy, drive and determination to become a professional educator.

Both work sample and field experience evaluations are organized according to Oregon standards for teacher licensure (Chapter 584, Division 17 of the Oregon Administrative Rules). Field experience evaluations focus on the competencies in each of the five teacher functions (OAR 584-017-0100). Initial teacher candidates are evaluated at midterm and end of each field experience according to these competencies, receiving a rating of unsatisfactory, emerging, proficient, or exemplary. Candidates may receiving emerging ratings in their first practica and at midterm, but all must have overall ratings of proficient or above in their final student teaching in order to receive a passing grade and be recommended for licensure.

Evidence:
Field experience evaluations
Work sample evaluations

584-017-0115 Early Childhood Education Authorization

The unit assures that candidates for an Early Childhood Education Authorization demonstrate knowledge, skills, and competencies in a pre-kindergarten, kindergarten or an elementary setting.
(1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students ages three through grade four within the cultural and community context of the teacher education institution and cooperating school districts.
(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in pre-kindergarten and elementary grades and which ensures that students learn to think critically and integrate subject matter across disciplines.
(3) Candidates document broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards by passing the commission-approved multiple subjects examination.
(4) Candidates complete student teaching or internship with students in grades pre-kindergarten through grade four. A practicum may substitute for student teaching if this is an additional authorization on an Initial, Initial I, Initial II or Continuing Teaching License.
(5) Special Education candidates may complete practica, student teaching, or internships in grades pre-kindergarten through grade four.

GSE teacher preparation programs assure that candidates for an Early Childhood authorization demonstrate knowledge, skills, and competencies specific to the age levels represented in a pre-kindergarten, kindergarten or primary setting. These competencies are evident in coursework, practica and student teaching, and a variety of formative and summative assessments. During
midterm and final field experience evaluations, the university supervisor, cooperating teacher, and candidate jointly determine that the candidate has demonstrated knowledge and skill in teaching the competencies specified for the Early Childhood authorization level.

**Evidence:**
Curriculum Maps: BTP, GTEP, EI/ECSE, SPED, IE2P
ECE Specialization Assessment Table Standards
Course syllabi
Candidate work samples (early childhood placements)
Interviews with faculty, program coordinators, candidates, cooperating teachers, university supervisors

### 584-017-0120 Elementary Authorization

<table>
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<th>Evidence:</th>
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<tbody>
<tr>
<td>Curriculum Maps: BTP, GTEP, EI/ECSE, SPED, IE2P</td>
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<tr>
<td>ECE Specialization Assessment Table Standards</td>
</tr>
<tr>
<td>Course syllabi</td>
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<tr>
<td>Candidate work samples (early childhood placements)</td>
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<tr>
<td>Interviews with faculty, program coordinators, candidates, cooperating teachers, university supervisors</td>
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</tbody>
</table>

GSE teacher preparation programs assure that candidates for an Elementary authorization demonstrate knowledge, skills, and competencies specific to the developmental levels represented in grades 3 through 8. These competencies are evident in coursework, practica and student teaching, and a variety of formative and summative assessments. During midterm and final field experience evaluations, the university supervisor, cooperating teacher, and candidate jointly determine that the candidate has demonstrated knowledge and skill in teaching the competencies specified for the Elementary authorization level.

**Evidence:**
Curriculum Maps: BTP, GTEP, EI/ECSE, SPED, IE2P
Course syllabi
Candidate work samples (elementary placements)
Interviews with faculty, program coordinators, candidates, cooperating teachers, university supervisors

### 584-017-0130 Middle Level Authorization

<table>
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<tbody>
<tr>
<td>Curriculum Maps: BTP, GTEP, EI/ECSE, SPED, IE2P</td>
</tr>
<tr>
<td>Course syllabi</td>
</tr>
<tr>
<td>Candidate work samples (elementary placements)</td>
</tr>
<tr>
<td>Interviews with faculty, program coordinators, candidates, cooperating teachers, university supervisors</td>
</tr>
</tbody>
</table>

The unit assures that candidates for a Middle Level authorization demonstrate knowledge, skills, and competencies in the middle level setting.

1. Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students in middle level education within the cultural and community context of the teacher education institution and cooperating school districts.
2. Candidates articulate and apply a philosophy of education which is appropriate to the students in middle level education and which ensures that students learn to think critically and integrate subject matter across disciplines.
3. Candidates document broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards by passing the commission-approved multiple subjects examination.
4. Candidates complete student teaching or internship with students in grades 3-8. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.
5. Special Education candidates may complete practica, student teaching, or internships in grades three (3) through eight (8).
education and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Candidates document broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards by passing the required Commission-approved multiple subjects examination.

(4) Candidates document in-depth knowledge of one subject matter or specialty endorsement appropriate to middle level teaching assignments by one or more of the following:
(a) Completing a college major in the subject matter or specialty endorsement;
(b) Passing the required Commission-approved test or tests, in the subject or specialty, including Basic Math;
(c) Passing the optional Commission-approved test in middle school Language Arts, Math, Social Studies or Science;
(d) Presenting evidence satisfactory to the Commission of specialized education.

(5) Candidates who have also passed the required Commission-approved multiple subjects examination may add subject-matter endorsements to the Initial Teaching License with middle-level authorizations by:
(a) Passing the high school level subject-mastery test, including Basic math. These endorsements authorize the candidate to teach the subjects through grade 12 so long as the candidate also holds the high school authorization; or
(b) Passing the middle school optional Commission-approved test in Language Arts, Social Studies or Science. These endorsements are only valid to teach the subject up through grade 9 in an elementary, middle or junior high school regardless if the candidate holds any high school authorizations.

(6) Candidates who have not passed the commission-approved multiple subjects examination, but hold middle-level authorizations in art; English for Speakers of Other Languages (ESOL); bilingual education/ESOL; music, physical education, adaptive physical education; reading or special education may add an endorsement by:
(a) Passing the Commission-approved test or tests, including the middle school tests in Language Arts, Social Studies or Science in the subject-matter endorsement; and
(b) Completing one of the following practical experiences in grades 5-9:
(A) A practicum of 2 semester hours or 3 quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement;
(B) Verification of one year of experience teaching the new subject-area at least one hour each day or the equivalent on either an optional assignment of ten hours or less or on an approved conditional assignment permit (CAP) as allowed by OAR 584-036-0081; or
(C) Five years of experience teaching the subject area in a public school or regionally accredited private school within a U.S. jurisdiction on a license appropriate for the assignment before holding any Oregon license.

(7) Candidates complete student teaching or internship with students in grades 5-9 in an elementary, middle, or junior high school. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

GSE teacher preparation programs assure that candidates for a Middle Level authorization demonstrate knowledge, skills, and competencies specific to the developmental levels represented in grades 5 through 9. These competencies are evident in coursework, practica and student teaching, and a variety of formative and summative assessments. During midterm and final field experience evaluations, the university supervisor, cooperating teacher, and candidate jointly determine that the candidate has demonstrated knowledge and skill in teaching the competencies specified for the Middle Level authorization.

**Evidence:**
Curriculum Maps: BTP, GTEP, SPED
Course syllabi
Candidate work samples (middle level placements)
Interviews with faculty, program coordinators, candidates, cooperating teachers, university supervisors

**584-017-0140 High School Authorization**

The unit assures that candidates for a High School Authorization demonstrate knowledge, skills, and competencies in a high school setting.

(1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate
to students in grades 7-12 within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in grades 7-12 and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Candidates document in-depth knowledge of one subject matter or specialty area, curriculum, and methods needed to enable students to meet state and district standards by passing the required Commission-approved test or tests in the specific subject area(s).

(4) Candidates holding middle-level endorsements in language arts, social studies or science, pursuant to OAR 584-017-0103(5) are not eligible to teach these subjects on the high school authorization.

(5) Candidates complete student teaching or internship with students in grades 7-12. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License. (See, OAR 584-017-0175 for adding an authorization level.)

GSE teacher preparation programs assure that candidates for a High School authorization demonstrate knowledge, skills, and competencies specific to the developmental levels represented in grades 7 through 12. These competencies are evident in coursework, practica and student teaching, and a variety of formative and summative assessments. During midterm and final field experience evaluations, the university supervisor, cooperating teacher, and candidate jointly determine that the candidate has demonstrated knowledge and skill in teaching the competencies specified for the High School authorization level.

Evidence:
Curriculum Maps: BTP, GTEP, SPED
Course syllabi
Candidate work samples (high school placements)
Interviews with faculty, program coordinators, candidates, cooperating teachers, university supervisors

584-017-0150 Endorsements Requiring Multiple Authorizations

(1) The unit assures that candidates for selected subject matter or special education endorsements demonstrate knowledge, skills, and competencies for multiple authorizations.

(2) Candidates for endorsements in art, ESOL/bilingual, ESOL, music, physical education, adaptive physical education, special education and reading shall qualify for two levels of authorization by:
   (a) Completing preparation in developmental psychology and methods appropriate for early childhood and elementary education, OR elementary and middle level, OR middle level and high school;
   (b) Completing supervised practica or student teaching experiences in early childhood and elementary, OR elementary and middle level, OR middle level and high school; and
   (c) Documenting knowledge of the endorsement by passing the commission-approved test in the specialty. The Multiple Subjects Examination (MSE) is not required for the endorsements in subsection (2) above.

(3) Candidates completing a practica experience at either early childhood or elementary and at either middle or high school levels shall qualify for authorization for pre-primary through grade twelve.

(3) Candidates for special education endorsements: In addition to the requirements stated in section (2) of this rule, must complete preparation in the continuum of mild, moderate and severe disabilities.

(4) Candidates for endorsements in library media, hearing impaired, communication disorders, and vision impaired shall qualify for four levels of authorization by:
   (a) Completing preparation in psychological foundations and methods appropriate for early childhood and elementary AND middle level and high school;
   (b) Completing a supervised work experience or student teaching in early childhood and elementary AND middle level and high school; and
   (c) Documenting knowledge of the endorsement by passing the commission-approved test in the specialty. The Multiple Subjects Examination (MSE) is not required for these endorsements.

(5) Candidates for endorsement in visually impaired, in addition to the requirements of subsection (4) above; must demonstrate proficiency in reading and writing Braille by obtaining a certification of competency from the National
Library Service for the Blind and Physically Handicapped or an equivalent certificate approved by the commission.

(6) Candidates for endorsement in communications disorders, in addition to the requirements of subsection (4) above; may obtain authorization at all four levels by earning a certificate of clinical competence from the American Speech and Hearing Association or successor approved by the commission.

(7) Candidates for endorsements in Early Intervention and Early Childhood Special Education must qualify for the Early Childhood Authorization only by:
(a) Completing preparation in psychological foundations and methods appropriate for Early Childhood Education/Early Intervention;
(b) Completing a supervised practicum in early intervention and early childhood special education; and
(c) Documenting knowledge of the endorsement by passing the required commission-approved licensure examination in Special Education; Preschool/Early Childhood.
(d) The Multiple Subjects Examination (MSE) is required for Early Childhood Education/Early Intervention I endorsement, but is not required for the Early Childhood Education/Early Intervention II endorsement.

GSE teacher preparation programs assure that candidates for a multiple authorizations demonstrate knowledge, skills, and competencies specific to the developmental levels represented in pre-K through grade 8 and/or grades 5 through 12. Candidates for endorsements in art, ESOL/bilingual, music, physical education, special education and reading qualify for two levels of authorization. These competencies are evident in coursework, practica and student teaching, and a variety of formative and summative assessments. During midterm and final field experience evaluations, the university supervisor, cooperating teacher, and candidate jointly determine that the candidate has demonstrated knowledge and skill in teaching the competencies specified for the multiple authorization levels.

Evidence:
Curriculum maps for: BTP, ESL, GTEP, Lib/Media, Reading, SPED, VIL
Course syllabi
BTP, GTEP, and SPED work samples
ESL TSPC Competencies
Interviews with faculty, program coordinators, candidates, cooperating teachers, university supervisors

584-017-0160 Objectives for a Continuing Teaching License

The unit provides an approved program through which teachers may document the advanced knowledge, skills and competencies required to gain a Continuing Teaching License.
(1) Candidates assess knowledge and skills of students in relation to long-term content goals and district standards, and determine the knowledge and skills each student needs to accomplish them.
(2) Candidates design instructional plans that incorporate knowledge of students' developmental levels, interests, abilities, and learning accomplishments consistent with content goals and district standards.
(3) Candidates establish a classroom climate conducive to learning, e.g., positive classroom management, a safe and developmentally appropriate environment, efficient organization of time and materials, and effective transitions.
(4) Candidates implement instructional plans that employ knowledge of subject matter and use research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation.
(5) Candidates collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and to their families, if needed, to promote student learning.
(6) Candidates evaluate student progress in learning, refine plans for instruction, and establish alternative goals or environments for learning when necessary.
(7) Candidates document and report the progress of students in achieving content goals and district standards.
(8) Candidates use emerging research on teaching, learning and school improvement to enhance practices.
(9) Candidates participate in designing, evaluating and improving opportunities for teaching and learning in an educational institution.
The GSE has provided an approved program through which teachers could document the advanced knowledge, skills and competencies required to gain a Continuing Teaching License (CTL). The CTL Program Objectives, Assessment Plan, and Portfolio Guidelines were all linked to and supported the ten competencies outlined in OAR 584-017-0160.

Note: TSPC adopted a rule change, effective July, 2005, which shifted earning the Continuing Teaching License from a required license to an optional license. Because of very low enrollments in the CTL programs (CI and SPED), Portland State University suspended admission to this program in Summer 2009.

Evidence:
CTL Program Objectives
CTL Assessment Plan
Assessment Cycle Worksheet
A Self-Assessment for CTL Candidates
Building a Portfolio (CTL Portfolio Guidelines)
Appraisal of Advanced Competencies for the Continuing License/Special Educator Endorsement

584-017-0170 Adding Endorsements to Initial and Continuing Teaching Licenses

The unit makes provisions for adding subject matter and specialty area endorsements to Initial and Continuing Teaching Licenses consistent with the provisions of OAR 584-060-0062.

1. The unit shall have an approved program for every endorsement it recommends to TSPC. The endorsement will be added to the license upon the submission of a C-2 form documenting the candidate's completion of the program's requirements.

2. It is at the unit's discretion to accept practicum experience from approved conditional assignments with districts as part of their recommendation to the commission for a candidate's endorsement.

3. Endorsement programs will be reviewed under the standards in effect as of the effective date of this rule:
   a. For endorsements where no program is required, evidence of passage of the required Commission approved test or tests and documentation of the required practicum experience; or
   b. For endorsements where a program is required by the Commission, evidence that the program conforms to the standards that are currently in effect for that program at the time the program is submitted for approval.

The GSE offers programs by which a teacher can add specialty area endorsements to an Initial or Continuing License. Endorsement programs include Early Intervention/Early Childhood Special Education, ESL (for ESOL Endorsement), Library Media, Reading (Reading Specialist), Added Special Education (AddSPED), and Visually Impaired Learner. Documentation of a passing score on the appropriate TSPC-approved test is required for the endorsements where subject-matter mastery tests are required by the Commission. Supervised practica are also provided for endorsements requiring practica. PSU does not have “stand-alone” programs for adding endorsements in subject areas such as health, language arts, science, etc.

Evidence:
### 584-017-0175 Adding Authorization Levels to Existing Initial and Continuing Teaching Licenses

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<tr>
<td>(1) The unit makes provisions for adding authorizations to Initial and Continuing Teaching Licenses.</td>
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<td>(2) A candidate seeking to add the next contiguous authorization to an existing Initial or Continuing Teaching License will:</td>
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<td>(a) Successfully complete at least six (6) quarter hours or four (4) semester hours of preparation in child or adolescent development, whichever is appropriate for the level being completed. The program will include methods of instruction in the appropriate subjects at the requested authorization level and may include taking additional subject-matter tests to qualify for the authorization level; and</td>
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<td>(b) One of the following practicum experiences, which must include preparation of one (1) work sample to document teaching effectiveness at the new authorization level:</td>
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<td>(A) A practicum of two (2) semester hours or three (3) quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement; or</td>
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<td>(B) Verification of one (1) year of experience teaching the new subject-area at least one (1) hour each day or the equivalent on either an optional assignment of ten (10) hours or less or on an approved conditional assignment permit (CAP) as allowed by OAR 584-036-0081.</td>
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<td>(3) A candidate may add an authorization level that is not contiguous to an existing Initial or Continuing Teaching License if, the candidate successfully completes an approved program at that level. Completion of the approved program shall include the required practicum experience and completion of a work sample to document teaching effectiveness at the new authorization level.</td>
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The Added Elementary program is a four-term course of study within the GTEP program, beginning in summer and ending the following spring. The cohort program is designed for licensed specialty or secondary teachers who desire to add an elementary authorization to their teaching license. PSU completers wishing to add other authorizations to their license are assigned an individual advisor who recommends the necessary courses. The department chair, in cooperation with the Field Experience Placement Coordinator, will develop procedures for those candidates to enroll in a supervised practicum, as required by the OAR. Recommendation for an added authorization also requires preparation of one work sample to document teaching effectiveness.
effectiveness at the new authorization level and passing any subject-matter tests required to qualify for the authorization level.

Evidence:
Added Elementary website: www.ceed.pdx.edu/addedElem/general.php

584-017-0180 Practica and Student Teaching

The unit provides practica and student teaching in public and/or approved private school settings for purposes of instruction, assessment of competency, and integration of field work with academic study.

(1) The unit sets criteria for admission and establishes performance standards for successful completion of practica.
(2) The unit recommends for licensure those candidates who successfully complete program requirements and demonstrate professional competency.
(3) Student teaching is at least 15 weeks in length.
(a) At least nine weeks are full-time in schools, during which the student teacher assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure.
(b) During the remaining six weeks, the six week requirement may be met either through full-time or the equivalent part-time experience.
(c) The assignment of responsibilities may be incremental in keeping with the objectives of the experience.

(4) The unit has policies on supervision of practicum students which state the responsibilities of institutional supervisors and practicum site supervisors or cooperating teachers and administrators, including the frequency of observations and conferences with the students.
(5) The unit’s supervisor(s) makes a minimum of six supportive/evaluative visits during the student teaching assignment.
(6) At least twice during student teaching, the institution’s supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors’ evaluations and the student teacher’s work samples.
(7) The unit supervisor(s) and the cooperating teacher(s) jointly determine that the candidate has demonstrated in student teaching the skills and competencies specified for the authorization level.

The GSE arranges practica and student teaching in public or approved private school settings for the assessment of candidate competency and integration of field work with coursework. Entry and exit requirements for field experiences and clinical practice are spelled out in the student handbooks for each program. Cohort leaders (or program coordinators in smaller programs) approve candidates for their first field experience or clinical practicum on the basis of satisfactory performance in their first term of courses. In the Graduate Teacher Education Program (GTEP), candidates’ first field experience is evaluated largely on professional behavior and dispositions. Satisfactory performance in this initial practicum, as well as the candidate’s courses, is necessary for placement into Student Teaching I. In the Special Educator (SPED) program, the first practicum (academic skills focus) requires the completion of a work sample. Both a satisfactory final practicum evaluation and satisfactory completion of the work sample are necessary for the candidate to move to student teaching. In the final student teaching experience, successful exit requirements include satisfactory completion of a second work sample (GTEP) or a student teaching portfolio (SPED), and ratings of proficient or above on all items on the student teaching evaluation, which is framed around state-defined competencies for education professionals. Candidates in the School Counselor and Initial Administrator program complete a professional portfolio. The Office of Licensure and Field Experiences recommends for licensure those candidates who successfully complete program requirements and demonstrate professional competency.
Field experience consists of at least 15 weeks of experience in schools (most programs require more). At least nine weeks are full-time in schools during final student teaching. The remainder is divided into 3-credit practica and/or half-time student teaching experiences. The responsibilities of university supervisors and cooperating teachers are clearly defined in supervisor letters of agreement and student handbooks. University supervisors make at least three observations per term of field experience (giving a total of at least 9, more with candidates who need additional support) and midterm and final joint conferences with the candidate and cooperating teacher during each term of field experience. During the final conference, the unit supervisor and the cooperating teacher jointly determine whether the candidate has demonstrated the skills and competencies specified for the authorization level.

Evidence:
Student handbooks: BTP, GTEP, SPED
Initial Field Experience Evaluation
SPED Work Sample Guidelines
GTEP Work Sample Evaluation-Tk20
GTEP Field Experience Evaluation-Tk20
SPED Student Teaching Evaluation
School COUN Professional Practice Portfolio Final Evaluation
IAL Student Handbook
Table 7 from Institutional Report to NCATE
Interviews with Penny Jasso and Jana Patterson
Interviews with program coordinators and cohort leaders
Interviews with university supervisors and site supervisors (cooperating teachers)

584-017-0182 Internship Experience for Teachers

The unit provides internship experiences in public and/or approved private school settings that ensure the candidate will be able to demonstrate the knowledge, skills, and competencies necessary for successful teaching.
(1) The unit sets criteria for admission and establishes performance standards for successful completion of the internship.
(2) The unit has policies on supervision of interns which state the responsibilities of the institutional supervisors and school-based supervisors including the frequency of observations and conferences with the interns.
(3) The unit will have an intern policy and contract that addresses school-based supervision, unit supervision and other relevant issues.
(4) The unit will provide measurable evidence of implementation, policy effectiveness and quality control.
(5) At least twice during each semester of the internship, the institution's supervisor meets with the candidate and the school-based supervisor in joint conferences to discuss the evaluations, work samples, and the candidate's progress in meeting the teacher competencies.
(6) Each intern assembles and analyzes two work samples to illustrate his/her ability to foster student learning. Work samples must meet the standards as stated in OAR 584-017-0185(1).
(7) The unit supervisor(s) and the school-based supervisor(s) jointly determine that the candidate has demonstrated the skills and competencies specified for the authorization level.
(8) The unit recommends for licensure those candidates who successfully complete the program requirements and demonstrate professional competency.

The GSE provides internships for candidates in the Bilingual Teacher Pathway and School Counseling program, and occasionally for other candidates who require a final field experience at their worksite. In teacher preparation programs, criteria for admission and standards for successful completion are the same as those for student teaching. Like other field experiences,
the responsibilities of the university supervisors and school-based supervisors are described in the candidate handbook. Evidence of quality control is found in the handbooks, field experience evaluations, and candidate work samples or portfolios. As with other field experiences, the PSU supervisor meets twice during the term for a joint conference with the candidate and school-based supervisor to evaluate the candidate’s progress. Each intern develops two work samples that meets the standard in OAR 584-017-0185. The GSE recommends candidates for licensure when the unit supervisor and the school-based supervisor jointly determine that the candidate has demonstrated the skills and competencies specified for the authorization level and the candidate has met the other requirements for licensure.

**Evidence:**
Internship agreement
Interview with Penny Jasso

### 584-017-0185 Evidence of Effectiveness

| (1) The unit assures that candidates provide evidence of effectiveness to foster student learning. |
| (2) Each student teacher preparing for an Initial I Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, the two work samples may be completed at either authorization level. Work samples include: |
| (a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered; |
| (b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills; |
| (c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a); |
| (d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction; |
| (e) Interpretation and explanation of the learning gains, or lack thereof; and |
| (f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents. |
| (g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject. |

| (3) Each candidate preparing for a Continuing Teaching License assembles a collection of evidence that documents the candidate's advanced knowledge, skills and competencies as designated in OAR 584-017-0160. The collection of evidence includes: |
| (a) Long term goals of study based on content goals and district standards that determine the knowledge and skills each student needs; |
| (b) Instructional plans that incorporate knowledge of subject matter, the developmental levels of the students and research-based educational practices that are sensitive to individual differences and diverse cultures; |
| (c) Evidence of the ability to establish a classroom climate that is conducive to learning for all students; |
| (d) Data on student progress toward attainment of long term goals, refinement of plans for instruction and establishment of alternative goals for students when necessary; |
| (e) Evidence of collaboration with parents, colleagues and community members to provide assistance to students and their families to promote learning; |
| (f) Evidence of the use of emerging research on teaching, learning and school improvement; and |
| (g) Evidence of participation in designing, evaluating and improving opportunities for teaching. |

The Standard 2 section of the Institutional Report documents the GSE’s assurance that candidates provide evidence of effectiveness in fostering student learning. Each candidate
preparing for an Initial I Teaching License assembles two work samples to document the competencies outlined in the OARs. Directions and scoring guides for work samples are organized by the competencies listed in OAR 584-017-0185. Candidates collect, analyze, and report data on student learning gains resulting from their instruction.

Candidates for a Continuing Teacher License (CTL) develop a portfolio organized around the ten competencies designated in OAR 584-017-0160. These portfolios include data on student progress toward long term goals, refinement of plans for instruction, and establishment of alternative goals for students when necessary.

**Evidence:**
- Standard 2 chapter of the Institutional Report to NCATE
- Work sample evaluation
- CTL portfolio scoring rubric
- Sample work samples
- Sample CTL portfolios

### 584-017-0190  Knowledge of School Law for Teachers

The unit provides preparation in state and federal statutes on education including laws prohibiting discrimination and rights and responsibilities of students, teachers, and parents.

In the GTEP program, legal issues are addressed in CI 511 Classroom Management, SPED 518 Survey of Exceptional Learners, and CI 515 Reflective Practitioner. Content regarding the ethical and legal aspects of discrimination in education settings is covered in CI 514 Multicultural Education. The GSE also offers these courses that address state and federal law in regard to education and the rights and responsibilities of students, teachers, and parents:
- In the Bilingual Teacher Pathway (BTP) program, school law is addressed in CI 510 Portfolio Development and Reflection. In Special Education programs, laws related to special education comprise a major portion of SPED 519 Principles of Special Education.

**Evidence:**
- Syllabi for:
  - CI 514 Multicultural Education
  - CI 515 Reflective Practitioner
  - CI 510 Portfolio Development and Reflection
  - SPED 518 Survey of Exceptional Learners
  - SPED 519 Principles of Special Education
- Interviews with course instructors

### 584-017-0200  Verification of Program Completion

The unit assures that candidates have completed the program successfully.
1. The unit documents that candidates for licensure have acquired the knowledge and demonstrated the competencies required for the authorization level(s) and endorsement(s).
2. The unit documents that candidates for licensure have completed the required practica successfully.
3. The unit attests that candidates comply with Standards for Competent and Ethical Performance of Oregon Educators in OAR 584 division 20.
At the completion of a candidate’s program, the Office of Licensure verifies that each candidate has completed all required courses and practica successfully, demonstrated the competencies required for the desired authorization levels and endorsement(s), completed the necessary work samples, passed the necessary licensure test(s), and complied with Standards for Competent and Ethical Performance of Oregon Educators in OAR 584 division 20. Because our licensure programs are graduate programs, all candidates must have a bachelor’s degree before admission into the program. Candidates must have a master’s degree (or higher) to be recommended for a Continuing Teacher License.

Evidence:
Interview with Director of Licensure
Audit of program completer files

584-017-0201 Substitute License When Program Is Not Complete

(1) The commission will issue a Substitute Teaching License to a qualified candidate for whom the unit has submitted documentation of completion of academic requirements but without completion of other licensure requirements.
(2) The Substitute Teaching License will be valid for three years and will be issued pursuant to OAR 584-060-0181. These candidates will be reported by the unit as program completers in the year that all of their licensure requirements are completed.

The GSE recommends candidates for a substitute license if they have completed three of the four requirements for teacher licensure: completion of academic work, all field experiences, passing scores on tests of basic skills and subject matter, two work samples.

Evidence:
Interview with Deb Miller Allen, Director of Licensure
File reviews

584-17-0210 Purpose for Administrator Licensure

These rules establish a licensure program for administrators that supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of administrator work to accomplish objectives for Oregon schools. This program has the following characteristics:
(1) The program is designed to recognize the developmental levels of students.
(2) Entry into administration will require at least three years of successful licensed experience in national, regional, or
state accredited schools.
(3) Continuing professional development is integral to the licensure program.

PSU’s Initial and Continuing Administrator License program (IAL/CAL) defines effective management in close relation to student achievement and student development. Candidates must understand and apply principles of adult and child development when observing and conducting field supervision. The program supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of administrator work to accomplish objectives for Oregon schools. Entry into the program requires at least three years of successful licensed experience in national, regional, or state accredited schools. Continuing professional development is integral to the program.

Evidence:
IAL Handbook
IAL advisement and admission materials
Executive Leadership (CAL) handbook

584-017-0220 Selection, Recruitment and Admission of Candidates

<table>
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<tr>
<th>The unit attracts and admits qualified candidates to the program giving special attention to current personnel needs of schools and actively recruits under represented groups.</th>
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<tbody>
<tr>
<td>(1) The unit admits only those candidates who meet entry standards and requirements.</td>
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<td>(2) Each candidate is competent to work with school-aged children.</td>
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<td>(3) Each candidate attests to possessing moral character necessary for licensure in Oregon.</td>
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<td>(4) Each candidate shall document:</td>
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<td>(a) Completion of a teacher or personnel service preparation program and the granting of teaching or personnel service licensure in Oregon;</td>
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<tr>
<td>(b) Three years of successful licensed teaching or personnel service experience in public schools or regionally accredited private schools; and</td>
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<tr>
<td>(c) Evidence of administration potential based on assessments of skill in leadership, management and human relations.</td>
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PSU attracts and admits qualified candidates to the IAL/CAL program. The GSE must comply with university standards for graduate admission and admits only those who meet entry standards and requirements. An entry requirement for all programs is enthusiasm for education and evidence of successful experience with school-age children. Each candidate attests to possessing the necessary moral character. Each candidate must document (a) completion of a teacher or personnel service preparation program and the granting of teaching or personnel service licensure in Oregon, (b) three years of successful licensed teaching or personnel service experience in public schools or regionally accredited private schools, and (c) evidence of administration potential based on assessments of skill in leadership, management and human relations.

Evidence:
IAL/CAL admission materials
IAL/CAL admission files
Executive Leadership (CAL) handbook
Retention and Advising

The unit develops, publishes and implements procedures and criteria for making decisions on retention of candidates in the program.

(1) Procedures and criteria to evaluate progress assure that only those qualified are retained.
(2) Opportunities are established for advising and counseling on personal and professional concerns.
(3) The unit shall collect data on admissions, retention, advising, supervision, transcripting of credits, and evidence of performance. Records shall be secure and comply with confidential and legal requirements to protect candidate rights and interests.

Both the university and the GSE have policies and procedures for making decisions on the retention of candidates, published in the PSU Bulletin and the GSE Policy Handbook. Each candidate is assigned an advisor who maintains office hours to provide guidance on academic and professional concerns. Instructors state their office hours on their syllabus. PSU’s Center for Student Health and Counseling (SHAC) provides confidential counseling for students who need assistance with personal problems and emotional challenges.

The Standard 2 section of the Institutional Report to NCATE describes the GSE’s system for collecting data on candidate performance. Office staff also maintain complete files on candidate admissions, retention, advising, and transcripts from other institutions for each candidate. The GSE uses both Banner and Access data systems to keep information on candidates. Records are secure and comply with the legal requirements for confidentiality and the protection of candidate rights.

Evidence:
PSU Bulletin: “Academic Standing” (p. 64)
GSE Policy Handbook: Student Code of Conduct, Behavior and Performance Guidelines
Faculty Office Hours listing
SHAC website (www.shac.pdx.edu/caps)
Standard 2 chapter of the Institutional Report to NCATE
Inspection of candidate files

Curriculum Design

The institution has an articulated program of studies based on a shared conceptual design that prepares effective educators consistent with the unit's mission.

(1) A current syllabus is submitted to TSPC for each professional course in the program.
(2) Each syllabus states the outcomes and activities of the course and the procedures and criteria for evaluating achievement of students.
(3) The syllabi incorporate the knowledge and skills required for licensure and reflect contemporary curriculum for each of the authorization levels.

IAL/CAL has a program of study that reflects our shared conceptual framework. (Discussion of the conceptual framework can be found in the Institutional Report to NCATE.) Syllabi and program descriptions were submitted to TSPC as part of the state’s program approval process. Each syllabus states the outcomes and activities of the course and the procedures and criteria for evaluating the achievement of students. Course objectives on the syllabi are tied to state standards, incorporate the knowledge and skills required for licensure, and reflect contemporary curriculum.
Evidence:
GSE Conceptual Framework
Conceptual Framework chapter of the Institutional Report to NCATE
IAL Handbook/CAL Handbook
Course syllabi

584-017-0251 Knowledge, Skills and Abilities Required for Initial Administrator License

(1) Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
(a) Candidates develop a vision. Candidates:
(A) Develop a vision of learning for a school that promotes the success of all students; and
(B) Base this vision on culturally relevant knowledge and theories, including but not limited to an understanding of learning goals in a democratic and pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
(b) Candidates articulate a vision. Candidates:
(A) Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision;
(B) Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs; and
(C) Demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
(c) Candidates implement a vision. Candidates:
(A) Can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision; and
(B) Develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
(d) Candidates steward a vision. Candidates:
(A) Demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision;
(B) Design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision; and
(C) Assume stewardship of the vision through various methods.
(e) Candidates promote community involvement in the vision. Candidates:
(A) Demonstrate the ability to involve community members in the, realization of the vision and in related school improvement efforts; and
(B) Acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

(2) Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
(a) Candidates promote positive school culture. Candidates:
(A) Assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.
(b) Candidates provide effective instructional program. Candidates:
(A) Demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials;
(B) Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs;
(C) Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement;
(D) Demonstrate the ability to use aggregated and disaggregated student achievement data to develop effective instructional programs;
(E) Demonstrate the ability to use individual and group achievement data to develop school improvement plans; and
(F) Are able to use a variety of assessment tools and techniques to improve student achievement.
(c) Candidates apply best practice to student learning. Candidates:
(A) Demonstrate the ability to assist school personnel in understanding and applying best practices for student learning;
(B) Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process; and
(C) Demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
(d) Candidates design comprehensive professional growth plans. Candidates:
(A) Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process; and
(B) Demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
(3) Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
(a) Candidates manage the organization. Candidates:
(A) Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency;
(B) Develop plans of action for focusing on effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum, and instruction; and
(C) Have knowledge of licensure rules and apply them properly to assignment of personnel.
(b) Candidates manage operations. Candidates:
(A) Demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision; and
(B) Develop communications plans for staff to develop their family and community collaboration skills.
(c) Candidates manage resources. Candidates:
(A) Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning; and
(B) Creatively seek new resources to facilitate learning.
(4) Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.
(a) Candidates collaborate with families and other community members. Candidates:
(A) Demonstrate an ability to bring together, the resources of family members and the community to positively affect student learning;
(B) Demonstrate an ability to involve all families in the education of their children based on the belief that families have the best interests of their children in mind;
(C) Demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members;
(D) Apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships;
(E) Develop various methods of outreach aimed at business, religious, political, and service organizations;
(F) Demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community;
(G) Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services; and
(H) Develop a comprehensive program of community relations and demonstrate the ability to work with the media.
(b) Candidates respond to community interests and needs. Candidates:
(A) Demonstrate active involvement within the community, including interactions with individuals and groups with
conflicting perspectives;
(B) Demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics;
(C) Provide leadership to programs serving students with special and exceptional needs; and
(D) Demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.
(c) Candidates mobilize community resources. Candidates:
(A) Demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals;
(B) Demonstrate how to use school resources and social service agencies to serve the community; and
(C) Demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.
(5) Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.
(a) Candidates act with integrity. Candidates:
(A) Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions promote such respect; and
(B) Demonstrate behaviors that are honest and consistent.
(b) Candidates act fairly. Candidates:
(A) Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others;
(B) Make decisions using an inclusive process; and
(C) Understand and avoid any conflict of interest and avoid the appearance of impropriety.
(c) Candidates act ethically. Candidates:
(A) Make and explain decisions based upon ethical and legal principles; and
(B) Demonstrate respect and diligence regarding the law and compliance with its requirements.
(6) Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
(a) Candidates understand the larger context. Candidates:
(A) Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context;
(B) Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school;
(C) Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning;
(D) Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities;
(E) Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools;
(F) Demonstrate the ability to analyze and describe the cultural diversity in a school community;
(G) Can describe community norms and values and how they relate to the role of the school in promoting social justice; and
(H) Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
(b) Candidates respond to the larger context. Candidates:
(A) Demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.
(c) Candidates influence the larger context. Candidates:
(A) Demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws;
(B) Apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families; and
(C) Advocate for policies, programs and instructional strategies that promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
(7) Practicum Experience: The practicum provides significant opportunities for candidates to synthesize and apply the
knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

(a) The practicum will be substantial. Candidates:
(A) Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) shall provide candidates with substantial responsibilities that increase overtime in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders; and
(B) Each candidate should have a minimum of six months (or equivalent, see note below) of full-time practicum experience.
(b) The practicum will be sustained. Candidates:
(A) Participate in planned practicum activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.
(c) The practicum will be standards-based. Candidates:
(A) Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders; and
(B) Each candidate should have a minimum of six months (or equivalent, see note below) of full-time practicum experience.
(d) The practicum will be in real settings. Candidates:
(A) Experiences occur in multiple that allow for the demonstration of a wide range of relevant knowledge and skills; and
(B) Experiences include work with appropriate community organizations such as service groups and local businesses.
(e) The practicum will be planned and guided cooperatively. Candidates:
(A) Experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs; and
(B) Mentors are provided training to guide the candidate during the practicum experience.
(f) The practicum will be for credit. Candidates:
(A) Earn graduate credit for their practicum experience.
(8) These rules are effective upon filing and shall apply to all new programs approved by the Commission after January 1, 2005. Existing approved administrator programs must implement these standards by no later than January 1, 2007.

The IAL program has an extensive evaluation system organized according to Oregon standards for administrator licensure (Chapter 584, Division 17 of the Oregon Administrative Rules). The overall IAL evaluation (TSPC Scoring Guide) focuses on the competencies in each of the seven competency areas (OAR 584-017-0251). Initial administrator candidates are evaluated in each term of their program according to these competencies, receiving a rating of needs improvement, emerging, proficient, or exemplary in both their knowledge/skills demonstrated in the classroom and performance in the field. It is expected that candidates will receive emerging ratings in their early evaluations, but all must have overall ratings of proficient or above in their final evaluation in order to be recommended for licensure.

Evidence:
IAL Handbook
TSPC Scoring Guide
Interviews with program faculty

584-017-0261 Knowledge, Skills and Abilities for Continuing Administrator License

(1) Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
(a) Candidates develop a vision. Candidates:
(A) Develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students;
(B) Base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context;
(C) Use data-based research strategies to create a vision that takes into account the diversity of learners in a district; and
(D) Demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.

(b) Candidates articulate a vision. Candidates:
(A) Demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision;
(B) Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs; and
(C) Demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

(c) Candidates implement a vision. Candidates:
(A) Demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision; and
(B) Design research-based processes to effectively implement a district vision throughout an entire school district and community.

(d) Candidates steward a vision. Candidates:
(A) Demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision; and
(B) Understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

(e) Candidates promote community involvement in the vision. Candidates:
(A) Demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

2. Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
(a) Candidates promote positive school culture. Candidates:
(A) Develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

(b) Candidates provide effective instructional program. Candidates:
(A) Demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method;
(B) Are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems;
(C) Demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement;
(D) Demonstrate the ability to allocate and justify resources to sustain the instructional program;
(E) Demonstrate the ability to use aggregated and disaggregated student achievement data to develop district instructional programs;
(F) Demonstrate the ability to use individual and group achievement data to develop district improvement plans; and
(G) Are able to use a variety of assessment tools and techniques to improve student achievement for all students.

(c) Candidates apply best practice to student learning. Candidates:
(A) Demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs;
(B) Demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning;
(C) Understand and can apply human development theory, proven learning, and motivational theories, and concern for the diversity to the learning process; and
(D) Understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

(d) Candidates design comprehensive professional growth plans. Candidates:
(A) Demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace;
(B) Demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel; and
(C) Develop personal professional growth plans that reflect commitment to life-long learning and best practices.
(3) Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
(a) Candidates manage the organization. Candidates:
(A) Demonstrate the ability to use research-based knowledge of learning, teaching, student-development, organizational development, and data management to optimize learning for all students;
(B) Demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement;
(C) Demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity; and
(D) Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective and efficient facility.
(b) Candidates manage operations. Candidates:
(A) Demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability;
(B) Can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district version;
(C) Develop staff communication plans for integrating district's schools and divisions; and
(D) Develop a plan to promote and support community collaboration among district personnel.
(c) Candidates manage resources. Candidates:
(A) Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning;
(B) Creatively seek new resources to facilitate learning;
(C) Apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district;
(D) Apply and assess current technologies for management, business procedures, and scheduling; and
(E) Apply licensure rules to ensure qualified staff are placed in all positions throughout the district.
(4) Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.
(a) Candidates collaborate with families and other community members. Candidates:
(A) Demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning;
(B) Demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning;
(C) Apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships;
(D) Demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals;
(E) Demonstrate an ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the, district's integral role in the larger community;
(F) Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning;
(G) Demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices; and
(H) Develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.
(b) Candidates respond to community interests and needs. Candidates:
(A) Facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders;
(B) Demonstrate the ability to promote maximum involvement with, and visibility within the community;
(C) Demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives;
(D) Demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement; and
(E) Demonstrate the ability to advocate for students with special and exceptional needs.

c) Candidates mobilize community resources. Candidates:
(A) Demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals;
(B) Demonstrate how to use district resources to the community to solve issues of joint concern; and
(C) Demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

(5) Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.
(a) Candidates act with integrity. Candidates:
(A) Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions promote such respect; and
(B) Demonstrate behaviors that are honest and consistent.
(b) Candidates act fairly. Candidates:
(A) Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others;
(B) Make decisions using an inclusive process; and
(C) Understand and avoid any conflict of interest and avoid the appearance of impropriety.
(c) Candidates act ethically. Candidates:
(A) Make and explain decisions based upon ethical and legal principles; and
(B) Demonstrate respect and diligence regarding the law and compliance with its requirements.

(6) Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
(a) Candidates understand the larger context. Candidates:
(A) Demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations;
(B) Demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning;
(C) Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district;
(D) Can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district;
(E) Demonstrate the ability to work with political leaders at the local, state, and national level;
(F) Can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents; and
(G) Espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.
(b) Candidates respond to the larger context. Candidates:
(A) Demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws;
(B) Apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students; and
(C) Demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
(c) Candidates influence the larger context. Candidates:
(A) Demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations, affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests; and
(B) Demonstrate the ability to advocate for policies, programs, and instructional strategies that promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
(7) Practicum Experience: The practicum provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

(a) The practicum will be substantial. Candidates:
(A) Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide practicum students with substantial responsibilities that increase overtime in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders; and
(B) Each candidate should have a minimum of six months (or equivalent, see note below) of full-time practicum experience.

(b) The practicum will be sustained. Candidates:
(A) Participate in planned practicum activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

(c) The practicum will be standards-based. Candidates:
(A) Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders; and
(B) Experiences are designed to accommodate candidates' individual needs.

(d) The practica will be in real settings. Candidates:
(A) Experiences occur in multiple district settings that allow for the demonstration of a wide range of relevant knowledge and skills; and
(B) Experiences include work with appropriate community organizations, parent groups and school boards.

(e) The practica will be planned and guided cooperatively. Candidates:
(A) Experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs; and
(B) Mentors are provided training to guide the candidate during the practicum experience.

(f) The practicum will be for credit. Candidates:
(A) Earn graduate credit for their practicum experience.

(8) These rules are effective upon filing and shall apply to all new programs approved by the Commission after January 1, 2005. Existing approved administrator programs must implement these standards by no later than January 1, 2007.

PSU’s Continuing Administrator License (CAL) program requires students to complete 28 credits and have successfully completed three years of administrative experience. Through the required course of study, assessments and administrative experience in the CAL program, students:

(a) Document an understanding of policy development for a school district and the ability to implement policies effectively;
(b) Demonstrate an understanding of planning, maintenance and management of facilities at a school district level;
(c) Demonstrate an ability to develop a process for goal setting for the school district that involves community, school board and staff;
(d) Demonstrate an ability to use research that enhances best practice to implement the goals of the district;
(e) Document leadership with students, staff, school board and the community;
(f) Demonstrate the ability to use various evaluation techniques in order to improve policies and programs across the district; and
(g) Demonstrate the ability to collaborate with patrons, staff and interested organizations to enhance community relations for the school district.

Evidence:
CAL curriculum map
CAL instructor notebook
Objectives of Continuing Superintendent License

The unit provides an approved program for superintendents to earn a Continuing Superintendent License. A candidate for a Continuing Superintendent License shall:

1. Complete the required course of study for superintendents beyond the program required in OAR 584-080-0090;
2. Verify three years of one-half time or more experience as a superintendent in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges; and
3. Through the required course of study, assessments and administrative experience:
   a. Demonstrate an understanding of policy development for a school district and the ability to implement policies effectively;
   b. Demonstrate an understanding of planning, maintenance and management of facilities at a school district level;
   c. Demonstrate an ability to develop a process for goal setting for the school district that involves community, school board and staff;
   d. Demonstrate an ability to use research that enhances best practice to implement the goals of the district;
   e. Demonstrate the ability to use various evaluation techniques in order to improve policies and programs across the district; and
   f. Demonstrate the ability to collaborate with patrons, staff and interested organizations to enhance community relations for the school district.

Candidates who complete the Continuing Administrator Licensure (CAL) program at Portland State University can be licensed for all administrative positions, including that of the superintendent. PSU does not offer a Continuing Superintendent License program.

Field Experience for Administrator License Program

The unit provides practica in public or approved private school settings that ensure the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful administrator.

1. The unit sets criteria for admission to and establishes performance standards for successful completion of the practica.
2. Each candidate for an Initial Administrator License (IAL) completes a practicum in a public or approved private school setting for 360 hours in an elementary school AND in a middle school, junior high or high school under the direct supervision of an institutional supervisor and a licensed school administrator. Each IAL candidate assembles a portfolio which documents satisfactory performance in the standards contained in OAR 584-017-0251.
3. Each candidate for a Continuing Administrator License (CAL) completes a practicum in a public school or approved private school setting for a minimum of 216 hours or the semester hour or quarter hour equivalency of practicum credit under the direct supervision of an institutional supervisor and a licensed school administrator. Each CAL candidate assembles a portfolio which documents satisfactory performance in the standards contained in OAR 584-017-0261.
4. The unit will establish and implement policies on supervision of practicum students which will state the responsibilities of unit supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students.
5. The unit's IAL supervisors will make a minimum of four supportive or evaluative contacts during the practicum.
6. At least twice during the IAL practicum, the unit's supervisors will meet with the candidate and the supervising licensed school administrator in joint conferences to discuss the candidate's performance and evaluation.
7. The unit supervisor and the supervising licensed school administrator jointly determine the candidate has demonstrated in the administrator practicum the knowledge, skills and abilities specified for appropriate the license.

The IAL/CAL program has established criteria for admission to and performance standards for successful completion of the practica. Each candidate for an IAL completes a practicum in a public or approved private school setting for 360 hours in an elementary school and in a middle school, junior high or high school under the direct supervision of an institutional supervisor and a licensed school administrator and assembles a portfolio which documents satisfactory performance in the standards contained in OAR 584-017-0251. Each candidate for a CAL
completes a practicum in a public school or approved private school setting for a minimum of 216 hours or the semester hour or quarter hour equivalency of practicum credit under the direct supervision of an institutional supervisor and a licensed school administrator. Each CAL candidate assembles a portfolio which documents satisfactory performance in the standards contained in OAR 584-017-0261.

The unit has established and implemented policies on supervision of practicum students that state the responsibilities of unit supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students. IAL university supervisors make a minimum of four supportive or evaluative contacts during the year-long practicum. At each visit, the PSU supervisor meets with the candidate and the supervising licensed school administrator in joint conferences to discuss the candidate's performance and evaluation. Bi-weekly email exchanges between the candidate and supervisor also are part of the supervision process. The unit supervisor and the supervising licensed school administrator jointly determine whether the candidate has demonstrated the appropriate knowledge, skills and abilities specified for the license.

A field-based project is required for each of the seven CAL classes. The project requires a minimum of 30 hours per quarter working with district level administrators on district level issues of concern to administrators. For each field-based project, students are responsible for identifying a real problem/issue in the district that needs solving and addressing that issue in an applied and strategic manner aimed at resolution. Students are responsible for developing a Project Proposal Abstract for each core course that is submitted to the course instructor and is followed by a final written project report.

Evidence:
IAL Handbook
CAL Field Experience Handbook
Interview with program supervisors

584-017-0282 Internship Experience for Administrator

| Evidence: |
|------------|---|
| IAL Handbook | CAL Field Experience Handbook |
| Interview with program supervisors | |

The unit provides internship experiences in public or approved private school settings that ensure the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful administrator.

(1) The unit sets criteria for admission and establishes performance standards for successful completion of the internship.

(2) The unit has policies on supervision of interns which state the responsibilities of the institutional supervisors and school-based supervisors including the frequency of observations and conferences with the interns.

(3) The unit will have an intern policy and contract that addresses school-based supervision, unit supervision and other relevant issues.

(4) The unit will provide measurable evidence of implementation, policy effectiveness and quality control.

(5) At least twice during each semester of the internship, the institution's supervisor meets with the candidate and the school-based supervisor in joint conferences to discuss the evaluations, portfolios, and the candidate's progress in meeting the administrator standards in either OAR 584-017-0251 or 584-017-261.

(6) The intern assembles a portfolio. The portfolio must meet the standards in either OAR 584-017-0251 or 584-017-261.

(7) The unit supervisor and the supervising licensed school administrator jointly determine that the intern has demonstrated the knowledge, skills and abilities specified for the appropriate license.

(8) The unit recommends for licensure those candidates who successfully complete the program requirements and demonstrate professional competency.
The CAL program does not provide an internship per se, but rather, as part of their approved program, extensive practica and field-based experiences tied to core courses.

**Evidence:**
CAL instructor notebook

**584-017-0290 Knowledge of School Law for Administrators**

<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>The unit provides preparation in state and federal statutes on education including</td>
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<td>laws prohibiting discrimination and rights and responsibilities of students, teachers,</td>
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<td>and parents.</td>
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ELP 581 U.S. and Oregon School Law and Policy examines federal and Oregon school law governing educational practice and policy at the school and district levels, the relationships among these factors, and their implications for effective communication with educational stakeholders and effective organizational management of schools. As a course requirement, each candidate has to analyze and write about a major current legal issue from the perspective of a practicing school administrator. Guest presenters regularly provide updates in the law.

**Evidence:**
ELP 581 Syllabus
*School Law Primer* (in-house publication authored by instructor, Dan Johnson)

**584-017-0300 Verification of Program Completion**

<table>
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<th>Component</th>
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<tr>
<td>The unit assures that candidates have completed the program successfully.</td>
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<tr>
<td>(1) The unit documents that candidates for licensure have acquired the knowledge and</td>
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<tr>
<td>demonstrated the competencies required for the authorization level(s) and endorsement(s).</td>
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<tr>
<td>(2) The unit documents that candidates for licensure have completed the required practica</td>
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<td>successfully.</td>
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<td>(3) The unit attests that candidates comply with Standards for Competent and Ethical</td>
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<td>Performance of Oregon Educators in division 020.</td>
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<td>(4) Candidates for Initial License will hold a Masters degree or higher in the arts and</td>
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<td>sciences or an advanced degree in the professions from a regionally accredited institution</td>
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<td>in the United States, or the foreign equivalent of such degree approved by the Commission.</td>
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<tr>
<td>(5) Candidates for Continuing Administrator License shall have completed a minimum of 24</td>
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<tr>
<td>semester hours of graduate credit beyond the Master's degree.</td>
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</table>

At the completion of a candidate’s program, the Office of Licensure verifies that each candidate has completed all required courses and practica successfully, demonstrated the required competencies for the endorsement, passed the necessary licensure test, and complied with Standards for Competent and Ethical Performance of Oregon Educators in OAR 584 division 20. Candidates for an Initial License must hold a Masters degree or higher, and candidates for a Continuing Administrator License must complete a minimum of 24 semester hours of graduate credit beyond the Master's degree.

**Evidence:**
Interview with IAL/CAL Coordinator
Audit of program completer files
584-017-0310 to -0390 School Psychologist Licensure
NA—Portland State does not have a School Psychologist licensure program.

584-017-0400 Purpose of School Counselor Licensure

These rules establish a licensure program for school counselors that supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of the work done by school counselors to accomplish objectives for Oregon schools. This program has the following characteristics:

1. The program is designed to recognize the developmental levels of students.
2. Continuing professional development is an integral part of the licensure program.
3. Licensure as a school counselor requires at least two years of successful licensed experience in a public school or in a regionally accredited private school in a U.S. jurisdiction under Track I. If the candidate does not have the required teaching experience, a practicum in classroom teaching is required under Track II.

PSU’s School Counseling program defines effective counseling in close relation to student development. Candidates must understand and apply principles of child and adolescent development when practicing their skills in clinic or field experience. The program supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of the work done by school counselors to accomplish objectives for Oregon schools. GSE offers both Track I and Track II programs.

Evidence:
COUN Core Curricular Matrix
School Counseling-TSPC Competencies

584-017-0410 Selection, Recruitment and Admission of Candidates

The unit attracts and admits qualified candidates to the program giving special attention to current personnel needs of schools and actively recruits under represented groups.

1. The unit admits only those candidates who meet unit entry standards and admission requirements.
2. Each candidate shall document:
   a) Experience working with youth in educational or social agencies; and
   b) Undergraduate preparation in human development and behavior to include: psychological, sociological, and physiological development, learning theory, and motivation.
3. Each candidate in Track I programs shall document two years of successful teaching experience in schools. Each candidate in Track II programs shall document alternative practicum experiences in lieu of teaching.
   NOTE: See OAR 584-015-0070(3)(c) for practicum requirements.

PSU attracts and admits qualified candidates to the School Counseling program. The GSE must comply with university standards for graduate admission and admits only those who meet entry standards and requirements. An entry requirement for all programs is enthusiasm for education and evidence of successful experience with school-age children. All admitted candidates have had the required undergraduate preparation in human development and behavior. Candidates in Track I programs must document two years of successful teaching experience in schools, and candidates in Track II programs must document alternative practicum experiences in lieu of teaching.

Evidence:
COUN admission materials
COUN admission files
584-017-0420  Retention and Advising

The unit develops, publishes and implements procedures and criteria for making decisions on retention of candidates in the program.
(1) Procedures and criteria to evaluate progress assure that only those qualified are retained.
(2) Opportunities are established for advising and counseling on personal and professional concerns.
(3) The unit shall collect data on admissions, retention, advising, supervision, transcripting of credits, and evidence of performance. Records shall be secure and comply with confidential and legal requirements to protect candidate rights and interests.

Both the university and the GSE have policies and procedures for making decisions on the retention of candidates in the program, published in the PSU Bulletin and the GSE Policy Handbook. Counselor Ed faculty review each candidate in the program annually (during the three-year program) and discuss procedures to support, retain, or remove as needed.
Each candidate is assigned an advisor with whom they meet regularly and have access to as needed. Advisors provide guidance on academic and professional concerns. Candidates also may participate in a mentorship program designed to provide additional advising support.
Instructors state their office hours on every syllabus. PSU’s Center for Student Health and Counseling (SHAC) provides confidential counseling for candidates who need assistance with personal problems and emotional challenges.
The Standard 2 section of the Institutional Report to NCATE describes the GSE’s system for collecting data on candidate performance. Office staff also maintain complete files on candidate admissions, retention, advising, and transcripts from other institutions for each candidate. The GSE also uses both Banner and Access data systems to keep information on candidates. Records are secure and comply with the legal requirements for confidentiality and the protection of candidate rights.

Evidence:
PSU Bulletin: “Academic Standing” (p. 64)
GSE Policy Handbook: Student Code of Conduct, Behavior and Performance Guidelines
School Counseling Intern Handbook
School Counseling Effective Teaching Handbook
Faculty Office Hours listing
SHAC website (www.shac.pdx.edu/caps)
Standard 2 chapter of the Institutional Report to NCATE
Inspection of candidate files

584-017-0430  Curriculum Design

The institution has an articulated program of studies based on a shared conceptual design that prepares effective educators consistent with the unit's mission.
(1) A current syllabus is submitted to TSPC for each professional course in the program.
(2) Each syllabus states the outcomes and activities of the course and procedures and criteria for evaluating the achievement of students enrolled in the courses.
(3) The syllabi incorporate the knowledge and skills required for licensure and reflect contemporary curriculum for each of the authorization levels.

The School Counseling program has a program of study that is based on CACREP standards and reflects a shared conceptual framework. Syllabi and program descriptions were submitted
to TSPC as part of the state’s program approval process. Each syllabus states the outcomes and activities of the course and the procedures and criteria for evaluating the achievement of students. Course objectives on the syllabi are tied to state standards, incorporate the knowledge and skills required for licensure, and reflect contemporary curriculum for each of the authorization levels.

**Evidence:**
GSE Conceptual Framework
Conceptual Framework chapter of the Institutional Report to NCATE
School Counseling-TSPC Competencies
Course syllabi

### 584-017-0441 Knowledge, Skills and Abilities for Initial School Counselor

<table>
<thead>
<tr>
<th>(1) School Counseling Program: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school. Candidates:</th>
</tr>
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<tbody>
<tr>
<td>(a) Know the history, philosophy, and current trends in school counseling and educational programs;</td>
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<tr>
<td>(b) Develop, design, implement, monitor, and evaluate a comprehensive developmental and inclusive school counseling program that integrates Oregon's four developmental domains: academic (learn to learn), personal/social (learn to live), career (learn to work), and community involvement (learn to contribute);</td>
</tr>
<tr>
<td>(c) Prepare action plans and school counseling calendars that reflect appropriate time commitments and priorities in a comprehensive developmental and inclusive school counseling program; and</td>
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<tr>
<td>(d) Align the school counseling program with the academic and student services program in the school.</td>
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<tr>
<td>(2) School Counseling and Student Competencies: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains. Candidates:</td>
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<tr>
<td>(a) Integrate a school counseling program into the total school curriculum by systematically providing information and skills training to assist pre K-12 students in maximizing their academic, career, and personal/social development, as well as their ability to make a positive contribution to their school or community;</td>
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<tr>
<td>(b) Identify student competencies related to the four domains and implement processes and activities to assist students in achieving these competencies;</td>
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<tr>
<td>(c) Have knowledge and understanding of community, environmental, and institutional factors that enhance, as well as barriers that impede, student success; and</td>
</tr>
<tr>
<td>(d) Develop constructive partnerships with parents, guardians, families, and communities in order to promote each student's success in the four developmental domains.</td>
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<tr>
<td>(3) Human Growth and Development: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being. Candidates:</td>
</tr>
<tr>
<td>(a) Develop coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate the successful student development and achievement of all students;</td>
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<tr>
<td>(b) Implement strategies of leadership designed to enhance the educational success of all students; and</td>
</tr>
<tr>
<td>(c) Implement developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options).</td>
</tr>
<tr>
<td>(4) Counseling Theories and Techniques: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population. Candidates:</td>
</tr>
<tr>
<td>(a) Develop and implement prevention and crisis plans and intervention strategies;</td>
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<tr>
<td>(b) Develop and implement individual and small-group counseling approaches that promote school success in each of the four domains;</td>
</tr>
<tr>
<td>(c) Develop and implement individual, group, and classroom guidance approaches systematically designed to assist all</td>
</tr>
</tbody>
</table>
students in each of the four domains;
(d) Understand protective factors and implement programs that enhance student development (e.g. peer facilitation, including peer helper, peer tutor, and peer mediation programs);
(e) Understand the environmental risks that may affect student development (e.g.: abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, poverty and suicide);
(f) Develop comprehensive school-wide plans and approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs; and
(g) Apply theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.
(5) Equity, Fairness and Diversity: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities. Candidates:
(a) Advocate for all students and for effective school counseling programs that serve all students;
(b) Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling; and
(c) Apply strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.
(6) School Climate: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families. Candidates:
(a) Promote and integrate the use of counseling and guidance programs and activities by the total school community to enhance a positive school climate;
(b) Understand the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school; and
(c) Demonstrate the ability to plan for and present school counseling-related educational programs to administrators, teachers, parents, and the community.
(7) Collaboration with Family and Community: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community. Candidates:
(a) Are knowledgeable of the community and community resources, and they utilize available resources to make appropriate referrals based on the needs of students;
(b) Understand contextual dimensions of school counseling and the ecological relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
(c) Develop strategies to promote, develop, and enhance effective collaboration with families, and teamwork within the school and larger community.
(8) Informational Resources and Technology: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs. Candidates:
(a) Use technology and data in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program; and
(b) Have knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.
(9) Student Assessment: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to understand the principles and purposes of assessment, and the collection and use of data. Candidates:
(a) Regularly monitor student progress and communicate the purposes, design, and results of assessments to appropriate audiences; and
(b) Use, analyze, manage, and present data from school-based information (e.g. standardized testing, grades, enrollment, attendance, retention, placement, college eligibility), surveys, interview, focus groups, and needs assessments to improve student outcomes and program effectiveness.
(10) Leadership, Advocacy, and Professional Identity: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and
advocates in the promotion of student learning and achievement. Candidates:
(a) Adhere to ethical practices;
(b) Understand current issues, policies, laws, and legislation relevant to school counseling; and
(c) Engage in professional growth and development.
(11) Reflective Practice: Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations. Candidates:
(a) Monitor and refine their work with continuous, in-depth reflection.
(12) These rules are effective immediately and apply to all programs adopted after July 1, 2007. Initial School Counselor Licensure programs adopted prior to July 1, 2007 must resubmit program proposals to the Commission that align with these standards by no later than July 1, 2008.

The School Counseling program has an evaluation of candidates organized according to Oregon standards for licensure of school counselors (Chapter 584, Division 17 of the Oregon Administrative Rules). The Professional Practice Portfolio is the comprehensive evaluation of candidate skills and focuses on competencies in each of the eleven competency areas (OAR 584-017-0441). Candidates also are evaluated at the conclusion of each term of internship in relation to each of the eleven competencies.

**Evidence:**
Professional Practice Portfolio evaluation

**584-017-0451  Knowledge, Skills and Abilities for Continuing School Counselor License**

PSU has discontinued its Continuing License program for school counselors.

**584-017-0455  Authorization Levels for School Counseling**

(1) The unit assures that candidates for Initial School Counseling License demonstrate knowledge, skills and competencies for two levels by:
(a) Completing preparation in developmental psychology and methods appropriate for early childhood/elementary OR middle level/high school;
(b) Articulating and applying a philosophy of education appropriate for early childhood/elementary OR middle level/high school;
(c) Completing supervised practica in early childhood/elementary OR middle level/high school; and
(d) Documenting knowledge by submitting passing scores on the PRAXIS specialty area test.

(2) The unit assures that candidates for Continuing School Counselor License have the option to demonstrate advanced knowledge, skills and competencies for the authorization levels not attained with the Initial School Counselor License.
(a) Candidates completing additional authorization levels must complete preparation in developmental psychology and methods for early childhood/elementary OR middle level/high school not attained with the Initial License so that requirements for all four authorization levels are met.
(b) Candidates must complete a supervised practicum in either the additional authorization levels or at the authorization levels attained with the Initial License.

Candidates for the School Counseling License demonstrate knowledge, skills and competencies for two levels. Three core courses cover child and adolescent development: COUN 545 Youth at Risk and COUN 555 Counseling Children and Youth, and candidate skills in addressing developmental levels is addressed in the Professional Practice Portfolio. Candidates complete supervised internships in either elementary (early childhood/elementary) or secondary (middle
level/high school) settings. Philosophies of education appropriate for their respective authorization levels are articulated in the required portfolio. As with teaching licenses, candidates must submit passing scores on the Praxis specialty area test to be recommended for licensure.

Evidence:
School Counseling program of study
School Counseling-TSPC Competencies
Syllabi for COUN 545 and COUN 555
School Counseling Professional Practice Portfolio Evaluation (2008)

584-017-0460  Field Experience for Initial School Counselor Program

The unit provides practica in public and/or private school settings for purposes of instruction, assessment of competency, and integration of field work with academic study.

1) Prospective counselors who have two years of successful teaching experience in Oregon schools or out-of-state public or regionally accredited private schools (Track I):
(a) Complete a practicum consisting of 200 clock hours of supervised counseling in a public school setting; and
(b) Assemble a portfolio to demonstrate his/her ability to meet the expectations of the public school's counseling program.

2) Prospective counselors who do not have two years of teaching experience in Oregon schools or out-of-state public or regionally accredited private schools (Track II):
(a) Complete a supervised practicum consisting of a minimum of 200 clock hours in a regular classroom in a public school, to include a minimum of 75 clock hours of full responsibility for directing learning;
(b) Complete a minimum of 600 clock hours of supervised counseling experience in a public school;
(c) Assemble and analyze one work sample to illustrate his/her ability to foster student learning; and
(d) Assemble a portfolio to demonstrate his/her ability to meet the expectations of the public school's counseling program.

3) The unit's supervisor and the cooperating counselor shall determine jointly that the candidate has demonstrated in the practicum the skills and competencies required for licensure.

4) The unit establishes and utilizes policies on supervision of practicum students which shall state the responsibilities of unit supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students.

5) The unit's supervisor makes a minimum of four supportive/evaluative visits during the practicum. At least twice during the practicum, the institution's supervisor(s) meets with the candidate and the school supervisor in joint conferences to discuss performance and evaluation.

School Counseling candidates complete several terms of clinical and field experience. Students complete two terms of closely supervised practica in the community counseling clinic housed in the School of Education Building. In the third year of their program, candidates complete a three-term internship in the schools, 200 clock hours in one authorization setting and 400 hours in another if both elementary and secondary authorization levels are sought. Track II candidates must also complete a teaching practicum, with responsibility for directing student learning, and complete a work sample. The unit's supervisor and the cooperating counselor determine jointly that the candidate has demonstrated in the practicum the skills and competencies required for licensure. Policies on supervision stating the responsibilities of university supervisors and site supervisors, including the frequency of observations and conferences, can be found in the School Counselor Handbook. The university supervisor makes initial site visits to each of the intern's two sites at the start of the internship placement, interim site visits at each of the two sites during the second term, and a final site visit to each school at/near the conclusion of the placement during the third term (with additional site visits as needed). Supervisors make a
minimum of 6 site visits per internship for each student. Each site visit involves the site (field) supervisor (a licensed school counselor), the university liaison (who is a counselor educator and a school counselor), and the candidate.

Evidence:
School Counseling Handbook
Interviews with Field Placement Office staff
Interview with program supervisors

584-017-0462 Internship Experience for School Counselor

The unit provides internship experiences in public and/or approved private school settings that ensures the candidate will be able to demonstrate the knowledge, skills, and competencies necessary for successful school counseling.

1. The unit sets criteria for admission and establishes performance standards for successful completion of the internship.

2. The unit has policies on supervision of interns which state the responsibilities of the institutional supervisors and school-based supervisors including the frequency of observations and conferences with the interns.

3. The unit will have an intern policy and contract that addresses school-based supervision, unit supervision and other relevant issues.

4. The unit will provide measurable evidence of implementation, policy effectiveness and quality control.

5. At least twice each semester during the internship, the institution's supervisor meets with the school-based supervisor and the candidate in joint conferences to discuss the intern's performance, evaluation, portfolio and progress in meeting the competencies for school counselor.

6. The intern assembles a portfolio. The portfolio must meet the standards in 584-017-0460(1).

7. The unit supervisor and the school-based supervisor jointly determine that the intern has demonstrated the knowledge, skills and competencies specified for the license.

8. The unit recommends for licensure those candidates who successfully complete the program requirements and demonstrate professional competency.

In addition to two terms of clinical practicum, School Counseling candidates complete three terms of internship in the schools, 200 clock hours in one authorization setting and 400 hours in another if both elementary and secondary authorization levels are sought. The program has established criteria for admission to internship and establishes performance standards for successful completion of the internship. Policies on supervision stating the responsibilities of university supervisors and site supervisors, including the frequency of observations and conferences, can be found in the School Counselor Handbook. The GSE maintains contracts with cooperating districts that address school-based supervision, unit supervision and other relevant issues. The GSE, through its assessment system, provides measurable evidence of implementation, policy effectiveness and quality control. At least twice each term during the internship, the PSU supervisor meets with the school-based supervisor and the candidate in joint conferences to discuss the intern's performance, evaluation, portfolio and progress in meeting the competencies for school counselor. The intern assembles a portfolio which must meet the standards in 584-017-0460(1). The unit supervisor and the school-based supervisor jointly determine that the intern has demonstrated the knowledge, skills and competencies specified for the license. The unit recommends for licensure those candidates who successfully complete the program requirements and demonstrate professional competence. The unit's supervisor and the cooperating counselor determine jointly that the candidate has demonstrated in the practicum the skills and competencies required for licensure.
Evidence:
School Counseling Intern Handbook
School Counseling Effective Teaching Handbook
Interviews with Field Placement Office staff
Interview with program supervisors

584-017-0465 Practicum for Continuing School Counselor Program

| The unit provides practica in public and/or private school settings for purposes of acquiring and documenting advanced competencies required for Continuing License. |
| (1) Candidates for Continuing License will complete a supervised practicum consisting of a minimum of 400 clock hours for adding additional authorization levels or at the authorization levels attained with the Initial License. |
| (2) The unit's supervisor and the cooperating counselor shall determine jointly that the candidate has demonstrated in the practicum the advanced skills and competencies required for continuing licensure. |
| (3) The unit establishes and utilizes policies on supervision of practicum students which shall state the responsibilities of unit supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with candidates. |

PSU has discontinued its Continuing License program for school counselors.

584-017-0470 Knowledge of School Law for School Counselors

| The unit provides preparation in state and federal statutes on education including laws prohibiting discrimination and rights and responsibilities of students, teachers, and parents and other laws applicable to the practice of school counselors. |

Relevant aspects of school law are covered in COUN 570 Legal & Ethical Issues, a required core class, and COUN 507 School Law, an elective candidates are strongly encouraged to take.

Evidence:
Syllabi–COUN 570 Legal & Ethical Issues and COUN 507 School Law
School Counseling Curriculum Matrix

584-017-0480 Verification of Program Completion

| The unit assures that candidates have completed the program successfully. |
| (1) The unit documents that candidates for licensure have acquired the knowledge and demonstrated the competencies required for the authorization level(s) and endorsement(s). |
| (2) The unit documents that candidates for licensure have completed the required practica successfully. |
| (3) The unit attests that candidates comply with Standards for Competent and Ethical Performance of Oregon Educators in division 020. |
| (4) Candidates for Initial License in a Track I program will hold a minimum of a Master's degree from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission. |
| (5) Candidates for Initial License in a Track II program will hold a minimum of a Master's degree in the behavioral sciences from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission. |
| (6) Candidates for Continuing License will hold a minimum of a Master's degree in behavioral sciences and have completed beyond the Initial program in school counseling an advanced program consisting of a minimum of six semester or nine quarter hours of graduate credit to include 400 clock hours of practicum. |
At the completion of a candidate’s program, the Office of Licensure verifies that each candidate has completed all required courses and practica successfully, demonstrated the required competencies for the endorsement, passed the necessary licensure test, and complied with Standards for Competent and Ethical Performance of Oregon Educators in OAR 584 division 20. Candidates for an Initial License must hold a Master’s degree or higher.

**Evidence:**
Interview with Director of Licensure
Audit of program completer files

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**DIVISION 65**

**584-065-0001 Purpose of Endorsements for Initial and Continuing Teacher Licenses**

(1) These rules establish endorsement requirements for Initial and Continuing Teacher Licenses. The use of this rule includes, but is not limited to, the following:
   (a) Advising Oregon Teacher Education Institutions of academic requirements for endorsements under Divisions 60, 70 and 80;
   (b) Assessing the preparation of out-of-state applicants who make application for Oregon licensure; and
   (c) Guiding in the selection and use of licensure tests in the respective endorsements.

(2) Teachers holding Basic or Standard Licenses are endorsed under requirements stated in Divisions 38 and 40.

The Teacher Standards and Practices Commission follows this rule in advising Oregon institutions, assessing the preparation of out-of-state applicants, and when deciding on the selection and use of tests for endorsements. By default, all approved TSPC-approved programs, including those at PSU, follow this rule. The GSE provides appropriate advising to candidates on program requirements and testing requirements for various endorsements.

**Evidence:**
Minutes of TSPC meetings, program approval rulings made by the commission, and licensure data on the TSPC website.
PSU Bulletin
GSE advising materials
Interview with Director of Licensing

**584-065-0030 Special Educator – Early Childhood and Elementary**

(Valid for Teaching Learners with Mild, Moderate, and Severe Disabilities)
The following requirements must be met:
(1) Demonstrated competence in each of the following: (a) Theory and foundations of exceptional learner education; (b) Law and policy; (c) IEP development and implementation; (d) Collaboration/consultation; (e) Behavior supports/classroom management; (f) Family supports/community links; (g) Assessment/evaluation - academic; (h) Assessment/evaluation - functional; (i) Curriculum and instruction - academic; (j) Curriculum and instruction - functional; (k) Specialized supports and technology; (l) General education curriculum and foundations; and (m) Multi-cultural and diversity issues.
(2) Teaching experience or practicum in a regular education classroom in early childhood or elementary;
(3) Student teaching, internship, or practicum with students with disabilities in Early Childhood and Elementary (age 3 to grade 8).
The Special Educator Program Plan and SPED syllabi reveal that all required components of a Special Educator program are present.

**Evidence:**
Special Educator application packet
SPED program website ([www.pdx.edu/sped/secondary-special-educator](http://www.pdx.edu/sped/secondary-special-educator))
Special Educator program plan
SPED course syllabi
Interviews with candidates, instructors, and supervisors

**584-065-0040  Special Educator – Middle and High School**

(Valid for Teaching Learners with Mild, Moderate, and Severe Disabilities)
The following requirements must be met:
(1) Demonstrated competence in each of the following: (a) Theory and foundations of exceptional learner education; (b) Law and policy; (c) IEP development and implementation; (d) Collaboration/consultation; (e) Behavior supports/classroom management; (f) Family supports/community links; (g) Assessment/evaluation - academic; (h) Assessment/evaluation - functional; (i) Curriculum and instruction - academic; (j) Curriculum and instruction - functional; (k) Specialized supports and technology; (l) General education curriculum and foundations; and (m) Multi-cultural and diversity issues.
(2) Teaching experience or field experience in a regular education classroom in middle level or secondary;
(3) Student teaching, internship, or practicum with students with disabilities in Middle Level and High School (Grade 5 - age 21).

The Special Educator Program Plan and SPED syllabi reveal that all required components of a Special Educator program are present.

**Evidence:**
Special Educator application packet
SPED program website ([www.pdx.edu/sped/secondary-special-educator](http://www.pdx.edu/sped/secondary-special-educator))
Special Educator program plan
SPED course syllabi
Interviews with candidates, instructors, and supervisors

**584-065-0050  Reading Specialist – Early Childhood and Elementary, OR Elementary and Middle Level, OR Middle and High School**

The following requirements must be met:
(1) Foundational Knowledge and Dispositions
(a) Knowledge of psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction.
(b) Knowledge of reading research and histories of reading.
(c) Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.
(d) Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.
(e) Display dispositions related to reading and the teaching of reading.
(2) Instructional Strategies and Curriculum Materials
(a) Use key instructional grouping options (individual, small-group, whole-class, computer-based.)
(b) Use a wide range of instructional practices, including technology-based practices that promote reading and/or
writing across the curriculum.
(c) Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.
(d) Plan and use appropriate practices, including technology-based practices in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.

(3) Assessment, Diagnosis and Evaluation
(a) Use a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology-based assessment tools.
(b) Place students along a developmental continuum and identify students' proficiencies and difficulties.
(c) Use assessment information to plan and revise effective instruction for all students.
(d) Effectively communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)

(4) Creating a Literate Environment
(a) Use students' interest and backgrounds as foundations for the reading and writing program.
(b) Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.
(c) Model reading and writing enthusiastically as valued life-long activities.
(d) Motivate learners to be life-long readers.

(5) Professional Development
(a) Continue to pursue the development of professional knowledge and dispositions.
(b) Work with colleagues to observe, evaluate and provide feedback on each other's practice.
(c) Participate in, initiate, implement and evaluate professional development programs.

(6) Leadership: Guidance and supervision of paraprofessionals.
(7) A candidate must also complete student teaching, an internship or a supervised practicum with students in Early Childhood and Elementary, OR Elementary and Middle Level OR Middle Level and High School. Candidates completing a practica experience at either early childhood or elementary and at either middle or high school level shall qualify for authorization for pre-primary through grade twelve.

The Literacy/Reading Endorsement program organized its curriculum around the Standards for Reading Professionals of the International Reading Association (reflected in OAR 584-017-0050). Key assignments/assessments are tied to the five standards.

Evidence:
Reading Endorsement Program Objectives
Course syllabi

584-065-0060 Knowledge, Skills and Abilities for Physical Education Endorsement
584-065-0070 Knowledge, Skills and Abilities for Health Education Endorsement
584-065-0080 Knowledge, Skills and Abilities for Basic Math Endorsement
584-065-0090 Knowledge, Skills and Abilities for Advanced Math Endorsement

These endorsements all are offered through the Graduate Teacher Education Program (GTEP). Verification of required content knowledge comes from the recommendation of content area advisors in departments outside of the GSE. Candidates must complete a set of courses appropriate to their subject matter preparation, receiving an acceptable grade in each. The respective departments determine which courses fulfill this requirement. The content area
advisor reviews the transcript(s) of the applicant and provides a recommendation to the GSE based on whether the applicant meets the subject matter competency requirements, which is a requirement for admission. Pedagogical content knowledge and skills are assessed in field placements and candidate work samples.

**584-065-0100 Knowledge, Skills and Abilities for English to Speakers of Other Languages**

(1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.

(a) Describing Language: Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL and bilingual students acquire and use English in listening, speaking, reading, and writing for social and academic purposes. Candidates:

(A) Apply knowledge of phonology (the sound system) to help ESOL and bilingual students develop oral, reading and writing (including spelling) skills in English;
(B) Apply knowledge of morphology (the structure of words) to assist ESOL and bilingual students' development of oral and literacy skills in English;
(C) Apply knowledge of syntax (phrase and sentence structure) to assist ESOL and bilingual students in developing written and spoken English;
(D) Apply understanding of semantics (word/sentence meaning) to assist ESOL and bilingual students in acquiring and productively using a wide range of vocabulary in English;
(E) Apply knowledge of pragmatics (the effect of context on language) to help ESOL and bilingual students communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings;
(F) Demonstrate ability to help ESOL and bilingual students develop social and academic language skills in English;
(G) Demonstrate ability to help ESOL and bilingual students acquire a range of genres, rhetorical and discourse structures and writing conventions in English;
(H) Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL and bilingual students bring in order to extend their linguistic repertoire;
(I) Locate and use linguistic resources to learn about the structure of English and of students' home language; and
(J) Demonstrate proficiency in English and serve as a good language model for ESOL and bilingual students.

(b) Language Acquisition and Development: Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. Candidates:

(A) Provide rich exposure to English;
(B) Provide comprehensible input and scaffolding;
(C) Provide opportunities for meaningful interaction;
(D) Create a secure, positive, and motivating learning environment;
(E) Understand and apply current theories and research in language and literacy development;
(F) Recognize and build on the processes and stages of English language literacy development;
(G) Recognize the importance of ESOL and bilingual students' home languages and language varieties and build on these skills on a foundation for learning English;
(H) Understand and apply knowledge of sociocultural and political variable to facilitate the process of learning English;
(I) Understand and apply knowledge of the role of individual learner variable in the process of learning English;
(J) Provide appropriate instruction and feedback;
(K) Help ESOL and bilingual students to communicate in socially and culturally appropriate ways while being sensitive to the student's native culture;
(L) Help ESOL and bilingual students develop academic language proficiency; and
(M) Help ESOL and bilingual students develop effective language learning strategies.

(2) Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.

(a) Nature and Role of Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning. Candidates:

(A) Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning English
as a Second Language (ESL);
(B) Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning;
(C) Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL and bilingual families; and
(D) Understand and apply concepts about the interrelationship between language and culture.
(b) Cultural Groups and Identity: Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. Candidates:
(A) Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction;
(B) Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students;
(C) Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL and bilingual students' learning;
(D) Understand and apply knowledge about the impact of students' socioeconomic status, native language, race, religion, class, national origin disability an gender on learning and teaching ESL; and
(E) Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.
(3) Planning, Implementing, and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
(a) Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. Candidates:
(A) Plan standards-based ESL and content instruction;
(B) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools;
(C) Plan students' learning experiences based on assessment of language proficiency and prior knowledge; and
(D) Provide for particular needs of students with limited formal schooling (LFS) in their first language.
(b) Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL and bilingual students in accessing the core curriculum as they learn language and academic content together. Candidates:
(A) Organize learning around standards-based subject matter and language learning objectives;
(B) Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material;
(C) Provide activities and materials that integrate listening, speaking, reading and writing;
(D) Develop students' listening skills for a variety of academic and social purposes;
(E) Develop students' speaking skills for a variety of academic and social purposes;
(F) Provide standards-based instruction that builds on students' oral English to support learning to read and write;
(G) Provide standards-based reading instruction adapted to ESOL and bilingual learners; and
(H) Provide standards-based writing instruction adapted to ESOL and bilingual learners. Develop students' writing through a range of activities from sentence formation to expository writing.
(c) Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Candidates:
(A) Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials;
(B) Select materials and other resources that are appropriate to students' developing language and cont-area abilities, including appropriate use of the student's first language;
(C) Employ an appropriate variety of materials for language learning, including books, visual aids, props and realia.
(D) Use appropriate technological resources to enhance language and content-area instruction for ESOL and bilingual students (e.g., Web, software, computers, and related devices); and
(E) Use software and Internet resources effectively in ESL and content instruction.
(4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.
(a) Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment
Candidates:
(A) Demonstrate an understanding of the purposes of assessment as they relate to ESOL and bilingual learners and use results appropriately;
(B) Demonstrate an understanding of the quality indicators of assessment instruments;
(C) Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL and bilingual students; and
(D) Distinguish between a language difference, gifted and talented and special education needs for ESOL and bilingual students.

(b) Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL and bilingual students. Candidates:
(A) Understand and implement national and state requirements for identification, reclassification and exit of ESOL and bilingual students from language support programs;
(B) Understand, develop and use norm-referenced assessments appropriately with ESOL and bilingual learners;
(C) Understand, develop and use criterion referenced assessments appropriately with ESOL and bilingual learners;
(D) Understand, construct and use assessment measures for a variety of purposes for ESOL and bilingual students; and
(E) Assess ESOL and bilingual learners' language skills and communicative competence using multiple sources of information.

(c) Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction. Candidates:
(A) Use performance-based assessment tools and tasks that measure ESOL and bilingual learners' progress toward state and national standards;
(B) Use various instruments and techniques to assess content-area learning (e.g. math, science, social studies) for ESOL and bilingual learners at varying levels of language and literacy development; and
(C) Prepare ESOL and bilingual students to use self- and peer-assessment techniques when appropriate.

(5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.

(a) ESL Research and History: Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning. Candidates:
(A) Demonstrate knowledge of language teaching methods in their historical contexts; and
(B) Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

(b) Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students' families. Candidates:
(A) Advocate and serve as language and education resources for students and families in their schools and communities;
(B) Serve as professional resources personnel in their education communities; and
(C) Advocate for ESOL and bilingual students' access to all available academic resources, including instructional technology.

(c) Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL and bilingual students. Candidates:
(A) Establish professional opportunities to grow in the field of ESL;
(B) Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL and bilingual students in the school;
(C) Engage in collaborative teaching in general education and content-area classrooms; and
(D) Model academic proficiency in the English language.

(6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity. Candidates:
(a) Demonstrate knowledge of current technologies and their application in ESOL;
(b) Design, develop, and implement student learning activities that integrate information technology; and
(c) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Two GSE programs lead to an ESOL endorsement: Bilingual Teacher Pathways (BTP), for candidates working toward an initial teaching license, and English as a Second Language (ESL) for licensed teachers adding an ESOL endorsement. Practicum evaluations for both programs
are organized around 14 competencies that include language (language acquisition and applied linguistics), culture (diversity, bilingualism, family involvement, and community collaboration), planning, implementing, and managing instruction (teaching methodologies, inclusive curriculum, and CIM/CAM), assessment, professionalism (laws & policies, family involvement, and community collaboration), and technology (innovative techniques).

**Evidence:**
BTP evaluation for ESL practicum
ESL TSPC Competencies
Course syllabi

### 584-065-0110 Knowledge, Skills and Abilities for Library Media Endorsement

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
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<tbody>
<tr>
<td>(1)</td>
<td>Completion of a commission-approved library media academic program, to include completion of a practicum experience and passage of the commission-approved subject-matter examination is required in order to add the Library Media Endorsement to any Initial or Continuing Teaching License. (See, OAR 584-060-0071.)</td>
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<td>(2)</td>
<td>The endorsement is valid for assignments in library media programs in grades prekindergarten through twelve (12).</td>
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| (3) | Library Media candidates demonstrate skill in use of information and ideas: Candidates must:  
(A) Encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. Candidates:  
1. Demonstrate ways to establish and maintain a positive educational climate in the library media center;  
2. Identify relationships among facilities, programs, and environment that impact student learning; and  
3. Plan and organize library media centers according to their use by the learning community.  
(b) Apply a variety of strategies to ensure access to resources and information in a variety of formats, to all members of the learning community. Candidates:  
1. Support flexible and open access for the library media center and its services;  
2. Identify barriers to equitable access to resources and services;  
3. Facilitate access to information in print, nonprint, and electronic formats; and  
4. Comply with and communicate the legal and ethical codes of the profession. |
| (4) | Library Media Candidates demonstrate skill in teaching and learning. Candidates must:  
(a) Model and promote collaborative planning and the use of technology tools with teachers in order to teach concepts and skills of information processes integrated with classroom curriculum. Candidates:  
1. Work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools; and  
2. Analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.  
(b) Partner with other education professionals to develop and deliver an integrated information literacy curriculum. Candidates:  
1. Employ strategies to integrate the information literacy curriculum with content curriculum;  
2. Incorporate technology to promote efficient and equitable access to information beyond print resources; and  
3. Assist students to use technology to access, analyze, and present information. |
| (c) | Design and implement instruction that supports student interests, needs, and experiences to assure successful learning. |
learning. Candidates:

(A) Design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction; and

(B) Support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.

(5) Demonstrated skill in professional collaboration and leadership. Candidates must:

(a) Provide leadership and establish connections with the greater library and education community. Candidates:

(A) Demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures;

(B) Articulate the role of their professional associations and journals in their own professional growth;

(C) Model, share, and promote ethical and legal principles of education and librarianship; and

(D) Acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.

(b) Articulate the relationship of the library media program with current educational trends and important issues. Candidates:

(A) Recognize the role of other educational professionals and professional associations;

(B) Translate for the school the ways in which the library program can enhance school improvement efforts; and

(C) Use information found in professional journals to improve library practice

(c) Provide and promote learning opportunities for the school community with a focus on information technology, information literacy, and literature appreciation. Candidates:

(A) Are able to articulate the relationship of the library media program with current educational trends and important issues;

(B) Recognize the role of other educational professionals and professional associations;

(C) Translate for the school the ways in which the library program can enhance school improvement efforts; and

(D) Use information found in professional journals to improve library practice

(6) Administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration. Candidates must:

(a) Apply leadership, collaboration and technology skills to design and manage a student-centered program that is current, comprehensive, and integrated within the school. Candidates: Develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies.

(b) Ensure their school library programs focus on students’ diverse learning and achievement. Candidates:

(A) Support intellectual freedom and privacy of users; and

(B) Plan for efficient use of resources and technology to meet diverse user needs.

(c) Adhere to the principles of the school library profession which include selecting, organizing, managing, and developing procedures and policies for print and electronic information resources. Candidates:

(A) Select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs; and

(B) Organize the library media facility and its collections - print, nonprint and electronic, according to standard accepted practice.

(d) Assess and manage financial, physical, and human resources. Candidates:

(A) Apply accepted management principles and practices that relate to personnel, financial and operational issues; and

(B) Plan adequate space for individuals, small groups and whole classes.

(7) Skill in use of technology. Candidates must:

(a) Demonstrate a sound understanding of technology operations and concepts;

(b) Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;

(c) Use technology to enhance their productivity and professional practice; and

(d) Understand the social, ethical, and legal issues surrounding the use of technology in schools and apply those principles in practice.

(8) Skill in cultural competency. Candidates must:

(a) Strive to enhance resources, services, programs and instructional strategies that promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability, or other individual characteristics; and

(b) Ensure that staff and students have access to all library resources to assist them in working effectively with those in the school community with different native languages, socioeconomic backgrounds, ethnicities, genders, disabilities, and other individual characteristics.
Syllabi for the Library Media program and the Library Media Course Map reveal that all required components for a Library Media endorsement are present.

584-065-0120  Knowledge, Skills and Abilities for Early Childhood Endorsement

The GSE does not currently have an Early Childhood Endorsement program per se. Candidates can qualify for an Early Childhood authorization by successfully completing the GTEP program (EC/Elementary track) or the Added Elementary program.