

Oregon Teacher Standards and Practices Commission
2020 Annual Report to the Oregon State Legislature
(HB 3351)

Introduction

In 2017, the Oregon State Legislature passed House Bill 3351 – Relating to the Teacher Standards and Practices Commission; creating new provisions and amending ORS 342.176. Section two of the bill, which took effect January 1, 2018, requires the TSPC executive director to submit an annual report related to the duties, powers, and functions of the Commission to appropriate state legislative committees and assemblies no later than July of every year. This report is submitted to the Oregon State Legislature in compliance with the passed legislation.

The Teacher Standards and Practices Commission (TSPC) was established in 1965 to maintain and improve performance in the education profession by approving teacher preparation programs offered by Oregon colleges and universities; by licensing teachers, administrators and other personnel employed in Oregon schools; and by taking disciplinary actions when educators commit crimes or violate Standards for Competent and Ethical Performance. The commission strives to establish, uphold and enforce professional standards of excellence, as well as communicate those standards to the public and educators for the benefit of Oregon students.

The Commission serves three primary functions in the State of Oregon: First, TSPC is the state’s professional licensure agency for professional educators in Oregon. Educators seeking employment in a public school, or charter school, in the State of Oregon must first obtain professional licensure through TSPC. Second, TSPC is authorized by the state to provide approval for colleges and universities seeking to offer educator preparation programs which lead to licensure through TSPC. And finally, TSPC establishes and enforces educator professional standards in the state. This report addresses all three of TSPC’s primary functions for the 2020 calendar year, specific to the requirements of the 2017 legislation.

TSPC Professional Educator Licensure Reporting

1) Report the number of teaching licenses and administrative licenses issued in 2020:

LICENSES														
Total count of all licenses issued.														
License Category	2020												Total	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
Administrative	125	100	118	109	101	115	97	157	126	110	110	81	1,349	
Personnel Services	83	73	85	51	73	95	117	99	89	103	80	69	1,017	
School Nurse	2		1			3	1	2	4	1		1	15	
Teacher	1,082	1,013	1,158	905	944	1,322	1,994	1,589	1,295	1,413	1,306	1,140	15,161	
Grand Total	1,292	1,186	1,362	1,065	1,118	1,535	2,209	1,847	1,514	1,627	1,496	1,291	17,542	



INDIVIDUALS														
Count of distinct individuals who received one or more licenses.														
License Category	2020												Total	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
Administrative	125	100	118	109	101	115	97	157	125	110	110	81	1,336	
Personnel Services	83	73	85	51	72	95	116	99	89	103	80	69	995	
School Nurse	2		1			3	1	2	4	1		1	15	
Teacher	1,080	1,013	1,154	904	943	1,320	1,992	1,585	1,295	1,413	1,303	1,139	14,843	
Grand Total	1,283	1,180	1,350	1,057	1,111	1,528	2,198	1,834	1,505	1,621	1,477	1,274	16,936	

Agency Analysis: These charts reflect the typical monthly workflow of the Agency Evaluation Staff. The bulk of candidates for teacher licensure from Oregon’s Educator Preparation Programs are recommended for licensure during the months of May, June, and July. Those applications are typically “complete” upon receipt, making issuing the license much quicker than a more complex application that requires additional documentation and in-depth analysis. Administrator license applications trend uniformly throughout the year, though many applicants complete programs at the end of the summer term.

2) Report trends related to the number of licenses issued and types of licenses issued during 2020 as compared to earlier years:

LICENSES															
Total count of all licenses issued.															
License Category	2014	2015	2016	2017	2018	2019	2020	Total	Percentage of Change from Year to Year						
									2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
Administrative	1,264	1,251	1,185	1,246	1,338	1,630	1,349	7,914		-1.03%	-5.28%	5.15%	7.38%	21.82%	-17.24%
Personnel Service	704	728	864	866	962	917	1,017	5,041		3.41%	18.68%	0.23%	11.09%	-4.68%	10.91%
School Nurse	24	13	11	6	11	15	15	80		-45.83%	-15.38%	-45.45%	83.33%	36.36%	0.00%
Teacher	16,061	18,034	19,682	20,487	17,503	14,767	15,161	106,534		12.28%	9.14%	4.09%	-14.57%	-15.63%	2.67%
Total	18,053	20,026	21,742	22,605	19,814	17,329	17,542	119,569		10.93%	8.57%	3.97%	-12.35%	-12.54%	1.23%

INDIVIDUALS															
Count of distinct individuals who received one or more licenses.															
License Category	2014	2015	2016	2017	2018	2019	2020	Total	Percentage of Change from Year to Year						
									2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
Administrative	1,111	1,109	1,040	1,096	1,196	1,620	1,336	7,172		-0.18%	-6.22%	5.38%	9.12%	35.45%	-17.53%
Personnel Service	663	689	817	818	921	910	995	4,818		3.92%	18.58%	0.12%	12.59%	-1.19%	9.34%
School Nurse	22	13	11	6	11	15	15	78		-40.91%	-15.38%	-45.45%	83.33%	36.36%	0.00%
Teacher	15,797	17,687	19,247	19,755	16,942	14,503	14,843	103,931		11.96%	8.82%	2.64%	-14.24%	-14.40%	2.34%
Total	17,593	19,498	21,115	21,675	19,070	16,809	16,936	115,760		10.83%	8.29%	2.65%	-12.02%	-11.86%	0.76%



Agency Analysis:

It is important to note that these numbers reflect numbers of individuals holding licenses, but do not account for the employment status of those holding these licenses. These numbers reflect the beginning of a plateau in individuals receiving new or renewal licenses after a period of growth from 2015 through 2017. That period of growth was attributable to a slight increase in the numbers of available positions in Oregon schools. With the passage of the Student Success Act (HB 3427) in 2019, many school districts reported to TSPC their anticipation of increased hiring for the 2020-2021 school year. However, the beginning of the COVID pandemic in spring 2020 has delayed those efforts in most respects. The agency does anticipate an increase in school district hiring in 2021. Nonetheless, TSPC cautions against comparison of year-to-year licensure data over the last several years due to significant changes in legislation, the economy, and the global pandemic.

TSPC Professional Practices (Discipline) Reporting**1) Report trends related to licensure sanctions imposed during 2020 as compared to previous years:**

Year	Number of Investigations Considered by the Commission	Number of Licensure Sanctions Imposed	Number of Informal Reprovals Issued	Number of Investigations Dismissed
2020	255	89 (35%)	22	175 (69%)
2019	250	90 (36%)	18	140 (56%)
2018	253	62 (25%)	25	166 (66%)
2017	236	87 (36%)	25	124 (52%)
2016	254	68 (27%)	23	163 (64%)
2015	308	79 (25%)	14	216 (70%)
2014	141	45 (32%)	9	87 (61%)
Totals:	1697	520 (31%)	136	1071 (63%)

Agency Analysis:

From 2016 through 2020, the Professional Practices Unit at TSPC received an average of 235 new cases for investigation each year. It should be noted that cases in 2020 were moderately down at 204 (due to reduced in-person instruction during the COVID pandemic) versus the previous ten-year average of 275 new cases. In the 2016-2020 period, the Commission reviewed and ruled upon an average of 250 completed investigations per year. TSPC has gained significant ground in reducing the existing backlog of cases pending TSPC investigation.

Agency progress in these areas will hinge upon the agency's capacity to maintain staff levels within the Professional Practices Unit. It will also require continued collaboration with state legislators regarding ways to reduce the number of superfluous complaints TSPC receives requiring investigation. In 2019, the Legislature passed SB 155, which mandates that TSPC complete investigation of Sexual Conduct complaints within 90 calendar days of the date the complaint was received by the agency. The legislation provided TSPC with the capacity to collect fees necessary to support the hire of three (3) new investigative staff purposed with supporting the agency in meeting SB 155 mandates. As a cost saving measure and with the reduction in new cases in 2020 due to the pandemic, only two of the staff positions were filled.

TSPC Higher Education Program Approval Reporting

- 1) **Report a summary of activities occurring during 2020 related to educator preparation programs, including changes made to requirements for approved educator preparation providers, and the status of each educator preparation program in the state.**

The following is a summary of changes made to requirements for educator preparation programs during the 2020 calendar year:

Annual Reports: In February 2020, the Commission updated the annual report template to require EPPs to report on the number of candidates whose assessment of content knowledge or teaching performance was demonstrated through one of the multiple-measures options adopted in 2019. This data will assist TSPC staff in determining the utilization and effect of multiple measures of assessment on educator preparation, the reduction of barriers to entering teacher education programs, as well as informing possible updates to the approach.

As of February 2020, the Commission included an optional section of the annual report template for EPPs to provide a narrative of their student services policies and procedures, including recruitment, counseling, admissions, and retention. TSPC has long recognized that programs have a responsibility to support candidates from admission through completion, and collecting this data will help staff monitor improvements in student services through time. Completion of this section will become mandatory in 2021.

Program Review: The Commission updated its process for completing program reviews of new and substantially modified programs. The updated process better aligns with recent changes in EPP program requirements, including a clarified process on EPPs providing feedback to preliminary reports.

National Accreditation: In 2020, the Commission formalized its partnership with the Association for Advancing Quality in Educator Preparation (AAQEP) as a second approved accreditor of Oregon's EPPs. AAQEP will join CAEP as options for providers to meet the state's national accreditation requirements. AAQEP's focus is on measuring program quality through engagement in a continuous improvement process. The approval of AAQEP was provisional until such time that the organization received recognition from the Council for Higher Education Accreditation (CHEA). AAQEP achieved CHEA recognition in the spring of 2021. By the close of 2020, nine of Oregon's EPPs provided notice of their intent to seek AAQEP accreditation.

Integrated Preparation Programs: TSPC has required teacher candidates seeking two endorsements at time of initial licensure to complete at least 15 weeks of student teaching in the primary endorsement area, with an *additional* 60 hours of student teaching in the second endorsement. Effective May 2020, "if program candidates complete clinical practice where their main and additional endorsement areas are combined, such as an ESOL and math placement, they must complete the 15-week student teaching, of which at least 60 hours must be in the additional endorsement area." (OAR 584-400-0140 (7)(d)) This change recognizes that there are certain combinations of endorsements where a candidate can simultaneously complete clinical experiences. ESOL is an example of instruction that can happen during the teaching of many subject areas; therefore, integrating student teaching requirements is appropriate.

Special Education Licensure: In February 2019, the Commission adopted rules that reconfigured and combined the Early Childhood Special Education and Early Intervention endorsements into a single endorsement. In June 2020, two EPPs – Portland State University and University of Oregon – received approval of their combined program plans.

Specializations: In June 2020, the Commission approved its first program directly related to social-emotional student support: the [Graduate Trauma in Educational Communities Experimental Specialization](#) at Eastern Oregon University. This was followed in February 2021 with an approved [Social and Emotional Learning Specialization](#) at the University of Portland.

COVID Response Plan for Educator Preparation: TSPC temporarily suspended several rules related to educator preparation and provided flexibility in others as a response to the 2020 COVID-19 pandemic. Specific provisions included:

- Suspension of the Civil Rights test;
- Allowing EPPs to use partial waivers for candidates with at least four full-time weeks of student teaching;
- edTPA local scoring is allowed, with pre-approval by TSPC;
- Allowing for all-virtual clinical practices experiences;
- Provides flexibility for Cooperating Teachers (CTs):
 - The CT may have a license in a closely related field; and
 - CTs may have less than the required three years of actual licensed experience.

Multiple Measures: At the close of 2020, TSPC completed its first complete year utilizing a multiple-measures approach to candidate demonstration of content knowledge and teaching performance. This methodology is unique to Oregon, and is now being used as a model as other states consider how to reduce barriers, address bias, and increase access to teaching careers in order to diversify the workforce. Agency staff conducted a review of the utilization of the multiple measures options and provided several recommended modifications to better align the methodology with its intended outcomes. In November 2020, the Commission adopted the following changes:

- Multiple Measures Content Option 3 (coursework option) – Reduce the minimum GPA from 3.00 to 2.75. The GPA course formula was modified to allow for methods courses in GPA.
- Multiple Measures Content Option 4 (test supplemented by coursework and observation) – Modify the table of GPA points to be more flexible. In addition, as needed, provide further definition to “sufficient” and other acceptable levels of teaching performance. In addition, modify the observation point scale to accommodate certain proprietary observation frameworks for candidates who implement this option.
- Multiple Measures Content Option 5 (holistic assessment) – Suspend the requirement to report candidate/completer data for a period of three years until the State Longitudinal Data System (SLDS) is operating more effectively. In addition, if funding permits, TSPC would contract with an educational specialist to develop the Content Knowledge Matrix for multiple subjects and other single-subject areas through an American Indian/Alaska Native tribal lens.
- Once the SLDS system is fully operational, TSPC would use available data to determine the impact of the multiple measures approach (all options) on licensure regarding teacher performance and student learning.

Interagency Agreement with the Educator Advancement Council: TSPC adopted an inter-agency agreement with the Educator Advancement Council in October 2020 to reduce barriers to entry into teaching and school leadership. The specific purposes of the agreement include:

- Provide funds to TSPC (\$500,000) to create a comprehensive program evaluation of the holistic multiple measures assessment model that supports racially, ethnically, and/or linguistically diverse teacher candidates to complete requirements for licensure in Oregon.
- Provide funds to TSPC (\$500,000) to mitigate costs associated with TSPC licensure and assessments for racially, ethnically, and/or linguistically diverse teacher and/or administrator candidates, as well as current racially, ethnically, and/or linguistically diverse teachers and/or administrators renewing licenses.
- Provide funds to TSPC (\$1,500,000) to implement the [Oregon Administrators Scholars Program](#) (“OASP”) to support leadership preparation and pathways for racially, ethnically, and/or linguistically diverse educators into administration and leadership roles across Oregon.

By December 31, 2020, TSPC had implemented temporary rules and began accepting applications for the OASP and [fee reimbursement programs](#). Awards and reimbursement distributions began in January 2021, and specific data on the programs will be included in next year’s report to the Legislature.

- 2) **Report a summary of placement of students in educator preparation programs, completion rates for students in educator preparation programs, and recommendations for improving teacher preparation programs.**

Enrollment and Completer data reflected below are as reported by the EPP to the federal government as part of the 2019-2020 Title II reporting requirement.



Enrollment and Completer data reflects number of students enrolled within the educator preparation programs at each institution, and the number of completers out of the same programs.

Educator Preparation Provider's Name	2019 Enrollment Numbers	2019 Completer Numbers	State Recognition Status
Concordia University -- Portland	501	181	Closed - 2019
COSA-Concordia (University of Chicago)	Data Not Available	Data Not Available	Approved Through June 30, 2022
Corban University	121	54	Approved Through June 30, 2022
Eastern Oregon University	122	65	Approved Through March 31, 2022
George Fox University	395	131	Approved Through December 31, 2021
Lewis & Clark College	109	53	Approved Through December 31, 2026
Linfield College	60	18	Approved Through December 31, 2028
Bushnell University (Formerly, Northwest Christian University)	63	34	Approved Through October 31, 2024
Oregon State University	284	171	Approved Through December 31, 2023
Pacific University	465	135	Approved Through December 31, 2022
Portland State University	597	199	Approved Through December 1, 2023
Southern Oregon University	194	105	Approved Through December 31, 2024
University of Oregon	289	125	Approved Through June 30, 2022
University of Portland	194	61	Approved Through June 30, 2027
Warner Pacific University	98	8	Approved Through December 31, 2022
Western Oregon University	590	265	Approved Through December 31, 2023

TSPC recommendations for improving teacher education programs:

Continued efforts to further diversify the educator workforce have been front-and-center in many of the discussions for improvement within teacher education programs. While most of the EPPs have programs in place which are experiencing some success in recruiting and completing ethnically and linguistically diverse candidates, these efforts are rather small in scale. The Commission, through a bill recommended by Governor Brown's Racial Justice Council ([HB 2166](#), Sec. 9), proposed the development of non-traditional pathways to licensure. The Commission recognizes that if Oregon is to diversify its workforce, it will need to encourage the development of preparation programs that allow candidates to work full-time, provide learning options closer to communities throughout Oregon, and look at providing unique coursework and clinical experience opportunities for candidates of non-traditional academic and career experiences. The Commission was pleased that the Legislature adopted HB 2166 in June 2021.

The Commission also believes that reducing barriers to entry into the education workforce requires providing financial assistance and social supports to culturally and linguistically diverse candidates, as well as continuing to



address inequities in current licensing practices. TSPC recommends the continuation of the Oregon Administrator Scholars Program, the license and assessment fee support program, and the multiple-measures research through support from the EAC as valuable tools. The Commission was pleased to hear of the Legislature's approval of the EAC budget request to continue these programs within TSPC.

It is clear that Oregon's students will best succeed in learning environments that consider the social, emotional, and resource needs of all learners. Over the several years, the Legislature has enacted several requirements – as well as funding – to foster these productive, equitable learning environments. In order to develop a workforce prepared to address these needs, TSPC is currently redesigning its school counselor, psychologist, and social worker license standards, as well as reviewing teacher preparation standards to ensure that candidates are provided foundational knowledge and experience in supporting students. TSPC continues to recommend a new look at how educator preparation is supported, monitored, and improved by an agency that historically has little funding in support of educator preparation. While the passage of HB 2166 and HB 3354 (related to alternatives to the edTPA) will provide some financial support to the agency, our common goals can best be met with a strategic consideration of the resources needed to support EPPs and school districts in ensuring preparation of the highest quality. The EAC provides a unique opportunity to support the educator continuum, including preparation. However, further discussion and alignment is necessary to consider the appropriate responsibilities of each of Oregon's education agencies towards meeting these goals.

Agency Analysis:

TSPC is committed to preparing the highly qualified educators that Oregon schools deserve and demand. The pandemic reminded us the importance of flexibility in preparing and assigning teachers and administrators for a diverse, ever-evolving world. The Commission and EPPs have done much to deliver preparation that emphasizes quality instructional practice and student support. However, TSPC and its EPP partners also recognize that more needs to be done to provide equitable access to individuals from local communities, diverse cultures, and work experiences to enter teaching and leadership positions. The pandemic also shined a light on the shortage of fully prepared school counselors, social workers, and psychologists available to support the social, emotional, and academic needs of our students as we move into an uncertain future. Within this landscape, TSPC embraces the need to reduce barriers and provide rigorous educator preparation today for Oregon's tomorrow.

TSPC Rule Change Summary and Implementation of Statutes for 2020

During the 2020 year, the Commission executed the following significant rule changes and other efforts related to implementing statutes:

TSPC filed four Permanent Administrative Orders that adopted and amended administrative rules, primarily related to the license processing and requirements, preparation provider and program standards, and professional practice investigations. Table 1 below gives additional detail on what was accomplished in those rulemaking efforts.

TSPC also filed four Temporary Administrative Orders that amended or adopted administrative rules to meet changing and temporary circumstances such as licensing requirements under the pandemic, temporary diversity programs under the Student Success Act, and verification of continuing education when the previous verifier became unavailable. Table 2 below gives the details on what was accomplished and the reasoning behind proceeding with the temporary rule process in that case.

Table 1: Permanent rules adopted, amended or repealed in 2020.

Filing #	Description of Rulemaking	Action taken	Rule numbers
TSPC 1-2020	Amends the rule to match the new statutory deadline for sexual conduct investigations. <i>Filed: 1/02/2020</i> <i>Effective: 1/02/2020</i> * Resulting from enactment of SB 155 (2019)	Adopted	None
		Amended	584-020-0000; 584-020-0005; 584-020-0035; 584-020-0040; 584-050-0016; 584-050-0018; 584-050-0021
		Repealed	None
TSPC 2-2020	Amends rule to define endorsements areas as Program-required and Non-program-required (formerly known as single-subject) areas, and moves the Drama, Japanese and Russian endorsements from Non-program-required to Program-required. <i>Filed on: 2/10/2020</i> <i>Effective on: 03/01/2020</i>	Adopted	None
		Amended	584-400-0020; 584-400-0140; 584-410-0100
		Repealed	
TSPC 3-2020	STATUTORY MINOR CORRECTION Amends rule to properly spell American Indian languages Newe and Ichishkin. <i>Filed on: 02/25/2020</i> <i>Effective on: 02/25/2020</i>	Adopted	None
		Amended	584-210-0080
		Repealed	None
TSPC 8-2020	Amends rules for institutional accrediting agency definitions, unit standards, accreditation visits, Program Completion Reports, and student teaching: 1. Changes "Approved Institution" and adds "Institutional Accrediting Agency" definitions to address federal changes to institutional accrediting agencies. 2. Amends rule to delineate required elements of Unit Accreditation Visits and refer to the Program Handbook for details. Also changes the title to Elements of Unit Accreditation Visits. 3. Amends rule to focus on the approval of units meeting state standards in conjunction with national accreditation. Also changes the rule title to Unit Standards. 4. Amends rule to clarify that the clinical practice for the additional endorsement of a dual endorsement may take place within or outside of the required 15 week student teaching period. 5. Amends rule to expand situations where an EPP must submit a program completion report when recommending a candidate for a license, endorsement, or specialization. 6. Amends rule to harmonize language with state unit standards referred to in Division 400-0015. <i>Filed on: 11/23/2020</i> <i>Effective on: 01/01/2021</i>	Adopted	
		Amended	584-005-0005, 584-010-0020, 584-021-0105, 584-210-0030, 584-210-0040, 584-210-0060, 584-210-0100, 584-210-0140, 584-210-0150, 584-235-0020, 584-235-0030, 584-235-0050, 584-400-0015, 584-400-0020, 584-400-0140, 584-400-0160, 584-410-0010
		Repealed	None

Table 2: Temporary Rule Adoptions and Amendments in 2020

TSPC 4-2020	
Date	08/03/2020
Description	The agency adopted a temporary waiver of some license requirements for teacher assignments during the pandemic to provide assignment flexibility while maintaining fidelity to teacher standards.
Action taken	Amended
Rule numbers	584-200-0100
Need Statement	<p>Due to the pandemic, districts need flexibility to staff classes with teachers who are not endorsed for the subject area or holding an LCA. Teachers need support in the mis-assignment. All parties need to know that they will not be penalized for the extraordinary measure.</p> <p>Without these temporary rules, districts would be unable to meet staffing needs for classes or be subject to sanctions for mis-assignment. Teachers could also be penalized if they allowed themselves to be mis-assigned. These staffing decisions are being made now for school opening in August and September. These rules provide guidance to districts and teachers for waivers of license requirements.</p>
Explanation	Temporary rules were indicated, since this was a temporary waiver that needed to be implemented immediately and would not be needed when the pandemic was over. After which, the permanent rules would be reinstated.
TSPC 5-2020	
Date	11/12/2020
Description	Establishes the 2020-2021 Oregon Administrator Scholars Program.
Action taken	Adopted
Rule numbers	584-235-0200, 584-235-0210, 584-235-0220, 584-235-0230
Need Statement	TSPC requires administrative rules to distribute moneys granted for increasing racial, cultural and ethnic diversity of school administrators.
Explanation	These rules provide TSPC guidance to grant the scholarships created by the Student Success Act to create diversity in the workforce. The academic year started months before permanent rules could be promulgated, so immediate rules are needed. Without these rules, TSPC cannot award scholarships and recipients may be prevented from proceeding to licensure, thereby decreasing the potential diversity in Oregon's school administrator workforce. Also, the program was created as a one-time expense lasting only through June 30, 2021, so permanent rules were inappropriate.
TSPC 6-2020	
Date	11/12/2020
Description	Temporary rules establish conditions and manner of License fee reimbursement for diverse education workforce licensees.
Action taken	Adopt
Rule numbers	584-200-0120
Need Statement	Administrative rules are needed to disburse the funds the Student Success Act provided for 2020-2021 to mitigate the costs of licensing for a diverse education workforce.
Explanation	Without these rules, these funds cannot be disbursed to mitigate the barriers educators of diverse backgrounds face to be licensed. By lowering barriers, candidates will be encouraged to be licensed and part of Oregon's education workforce, which has a demonstrable benefit to students and staff throughout the preK-12 school system. Moneys are currently limited to the 2020-2021 fiscal year and without immediate implementation, there can be no lowering of barriers, thereby preventing increased workforce diversity and lowering student outcomes.
TSPC 7-2020	
Date	11/16/2020
Description	Temporarily amends the rule on verification of professional development reporting. Allows for random audits of PDU logs of educators who do not have PEER form verification.
Action taken	Amend
Rule numbers	584-255-0030

Need Statement	Third party review of PDU reports is discontinued as of December 1, 2020 and TSPC must adopt a new method of verifying professional development claims from educators.
Explanation	Beginning December 2020, there was no legal process for verification of PDUs for educators who cannot rely on PEER forms, due to the closure of the verification agent. If PDUs are not accepted, licenses cannot be renewed or upgraded, thereby imperiling the employment of educators throughout Oregon. The rules established a legal procedure to process PDUs so licenses can be renewed or upgraded. Permanent rules were considered inappropriate because the impending legislative session had several bills that directly affected this subject and would provide important direction to the Commission.

Conclusion

By all accounts, 2020 was most affected by the COVID-19 pandemic. Much of the agency's work was focused on developing flexibility provisions that supported Oregon's K-12 schools and EPPs efforts to continue instruction in virtual and hybrid environments. Input from our education partners indicate that the flexibility provided by TSPC was helpful to the continuity of instruction and was appreciated by districts and teacher candidates.

The emphasis on the COVID response did delay agency efforts to redesign personnel services licenses (school counselor, psychologist, and social worker) and continuing professional development requirements. Nonetheless, the TSPC staff was able to maintain license processing times within 30 days for much of the year – while working from home. TSPC Professional Practices Unit staff also developed a plan for reviewing and incrementally reducing case investigation times. The year also saw new beginnings for TSPC, with a commitment to providing financial resources to assist diverse educators entering and staying within the field. Finally, TSPC leadership participated in groundbreaking efforts to further racial justice within Oregon, resulting in significant legislation in support of diversifying and retaining a strong education workforce. As the Commission looks forward to strategic planning in 2021, it can look upon this past year with the knowledge that good work can and has been done to support Oregon's students and educators even in the most challenging of times.

Respectfully submitted:

Oregon Teacher Standards and Practices Commission

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