



TSPC Budget Presentation

The Teacher Standards and Practices Commission (Commission) sets the standards for public school educator licensure; sets the standards and performs accreditation visits for Oregon educator licensure programs; and takes disciplinary action against an educator's license.

The program is important because it ensures that public school students' education is delivered by qualified and competent professional educators; our universities and colleges preparing these educators are held to high standards and evidence of effectiveness; and Oregon students are protected (safety) from educators who engage in misconduct.

Agency Mission

To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

Agency Goals

1. Establish high standards for educator preparation excellence and regularly review approved programs for delivery of adopted licensure standards.
2. Provide leadership for professional licensure standards including standards for: cultural inclusion; educator dispositions; subject-matter competency.
3. To provide timely high quality services to licensees, higher education, and the public.

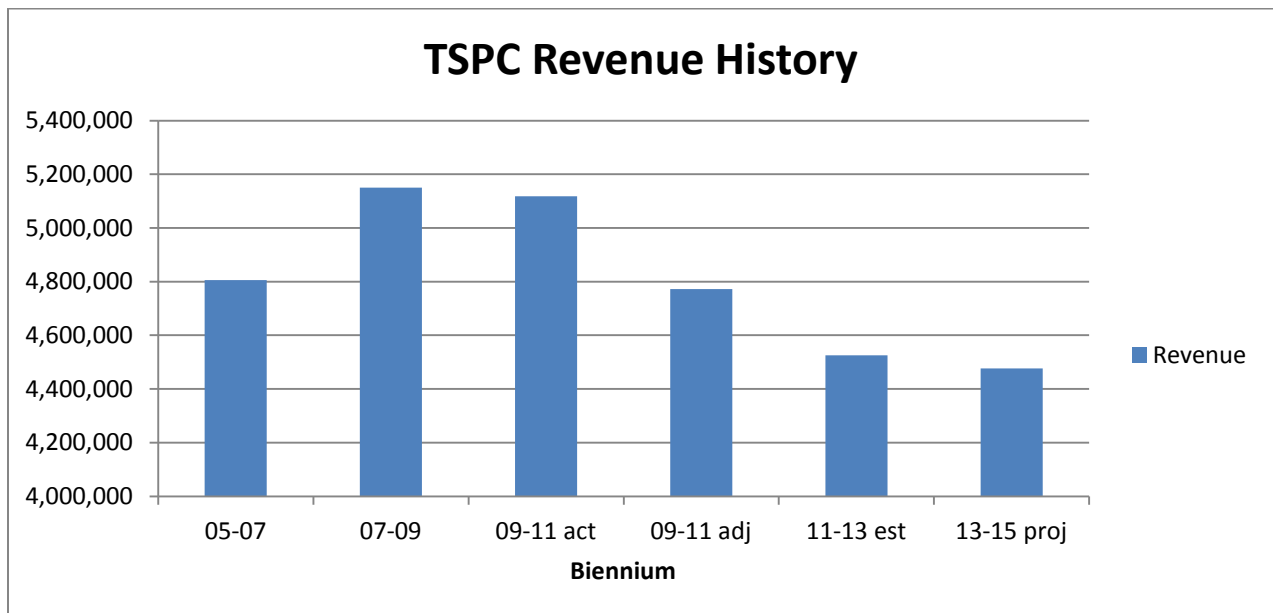
4. Maintain and develop clear, concise and easy to understand administrative rules.
5. Establish high standards for educator professional conduct and regularly communicate those standards to the field.

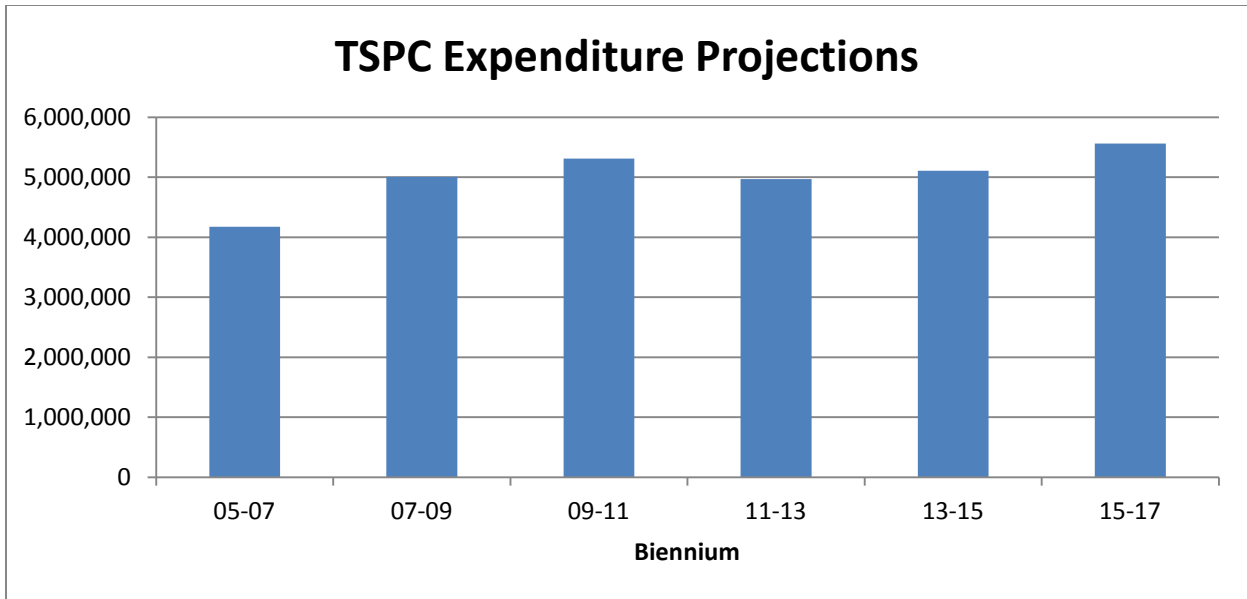
Historical Perspective

- ✓ Oldest Professional Educator Standards Board in the Nation
- ✓ First created in 1965; Separate agency in 1973
- ✓ One of 11 Professional Educator Standards Boards in the nation
- ✓ 17 commissioners; (8 teachers; 4 administrators; 2 higher education; 3 public)
- ✓ Only 3 Executive Directors in life of the agency
- ✓ Over 150,000 educators in our data base
- ✓ Several hundred thousand more on microfilm

Program Summary

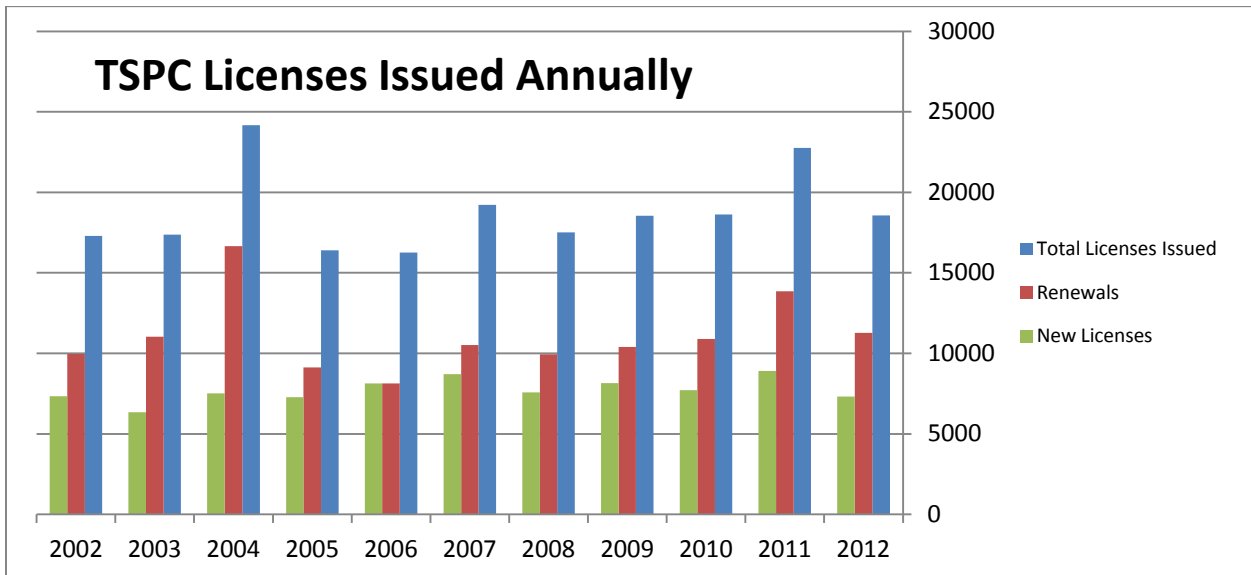
TSPC revenue is derived completely from educator licensure and fingerprint fees. The agency does not receive general fund distributions.





Licensure Program Summary

Licensure application “turn-around” time as of February 15, 2013: 20 calendar days
 Four evaluators issue over 22,000 licenses annually.



**TSPC Budget Presentation
Phase 1**

Licensure: ORS Chapter 342 requires all public school educator employees, employed in public schools (including charter schools) or employed by an education service district and who have direct responsibility for instruction, coordination of educational programs or supervision or evaluation of teachers and who are compensated for their services from public funds to be licensed by the Commission. Licensees are the clients served and receive service upon initial application and subsequently on renewal at either three or five years. There are approximately 62,557 (63,705 in 2011, 64,882 in 2010 and 64,140 in 2008) educators in Oregon that hold approximately 66,679 current licenses (67,788 in 2011, 69,194 in 2010 and 68,682 in 2008). [See table below for “employed” licensed educators.]

This activity is supported by 6.0 FTE (not including administrative oversight) and is funded through licensure and fingerprint fees.

Licensure–Strategic Short and Long-term Plans	Agency High Level Outcome	Performance Measures
Simplify educator licensure by: aligning “old” and “newer” licenses; reducing the number of licenses; clarifying and aligning subject-matter areas and grades educators are authorized to work; aligning with federal Elementary-Secondary Education Act (ESEA) requirements; and eliminating licensure examination waiver processes.	Mission	Eliminate former licensure structure completely; merge all licenses to have as few licenses as possible, all with the same requirements.
Review the preparation requirements particularly as it relates to elementary teacher preparation in teaching reading and teaching mathematics.	Mission	Long term: improved student performance throughout prek-12 education in both reading and mathematics; Short term: research-based analysis of whether reading and mathematics preparation for K-8 teachers is sufficient to meet long-term outcome.
Review recruitment incentives particularly in hard to fill areas such as: special education, science, technology education and mathematics;	Mission	Develop with universities, the Department of Education and school districts support structures for hard-to-fill licensure areas.
Review licensure requirements for high school core academic subject areas to ensure they have adequate graduate subject-matter content preparation to teach AP/IB and other college credit courses;	Mission	More AB/IB and college credit courses are offered statewide in Oregon high schools.
Automate licensure application process through web access;	Mission	Improve turnaround time for issuing licenses and returning phone calls and email (access for licensees).

Licensed Teachers, Administrators and Students in Oregon Public Schools								
	04-05	05-06	06-07	07-08	08-09*	09-10	10-11	11-12
Teachers w/ ESD	27,228	28,051	29,020	29,795 (30,027)	30,157	28,638	28,157	26,873
Administrators	2,215	2,332	2,227	2,268	2,137	2,035	2,035	1,995
Total	29,443	30,383	31,247	32,295	32,294	30,673	30,192	28,868
Students	552,339	559,254	562,828	566,067	564,064	561,696	561,328	560,946

*Year that ESD teachers were finally included in the total count.

History of Applications Received by TSPC	
2005-2006	24,879
2006-2007	23,488
2007-2008	24,794
2008-2009	26,408
2009-2010	27,756
2010-2011	25,691
2011-2012	22,631
2012-2013 (6 mons)	10,711*

[*848 fewer applications than received in the first six months of 2011-2012]

Accreditation Program Summary

Accreditation: The accreditation unit is responsible for reviewing licensure programs for alignment with the Commissions standards and conducting on-site reviews of educator licensure programs. The “clients” served by this portion of the Commission’s program are the colleges and universities that have been approved by the Commission to prepare licensed educators.

Accreditation/Program Approval: Currently, 20 TSPC-approved colleges and universities and 1 school district (Salem-Keizer) are providing TSPC-approved teacher, administrator, school counselor, school psychologist or school social worker preparation and post-graduate education programs to educators. The agency is responsible for organizing regular on-site review visits (once every 5 or 7 years); participating in National Council for the Accreditation of Teacher Education (NCATE) national accreditation visits (8 universities, 2 current candidates); reviewing annual reports and squiring the proposals for new educator programs through the Commission approval process. Additionally, the agency area is responsible for licensure tests review, aligning state standards for content areas (math, language arts, chemistry, special education, etc.) with national standards; acting as liaison to the colleges and universities and fulfilling our federal Higher Education Act (HEA) Title II reporting requirements. *This program is supported by 0.75 FTE and is funded through licensure and fingerprint fees.*

[See, page 20, in the Governor’s Recommended Budget for chart of upcoming accreditation visits.]

Accreditation/Program Approval – Strategic Short and Long-term Plan	Agency High Level Outcomes	Performance Measures
Strengthening preparation requirements for candidates and university faculty as it relates to diversity, equity and teaching ‘all’ children.	Mission	Improve equitable opportunities for all Oregon students (both children and adults)
Continue to ensure that all beginning teacher licensure examinations are aligned with the Common Core State Standards (CCSS) (currently all tests in elementary, middle school and high school Language Arts and Mathematics are aligned to the CCSS.)	Mission	Adopt newly aligned tests as Common Core State Standards are developed and adopted nation-wide.
Explore implementing a common performance assessment for all candidates such as: teachers, administrators, school counselors, school psychologists and school social workers;	Mission	Adoption of a Performance Assessment tools for all educator preparation programs that are reliable and valid; Align performance rubrics for administrator, school counselors and other licensure preparation areas.
Evaluate administrator preparation programs to determine whether new administrators are being adequately prepared to conduct high-level teacher and other licensed personnel performance evaluations;	Mission	Development and adoption of clear expectations by the Commission as standards for first tier administrator preparation as it relates to teacher evaluation. Adopt statewide common evaluation tool for administrators and administrator candidates.
Review depth of professional practices (ethics) preparation in all preparation programs;	Mission	Development of clear expectations and standards for university preparation programs for ethics in all educator licensure areas.
Provide data to universities to allow for the long-term tracking of their candidates for purposes of: Program improvement; analysis of candidate performance; and other quality assurance initiatives.	Mission	Easy, reliable and frequent access to candidate performance and employment data.

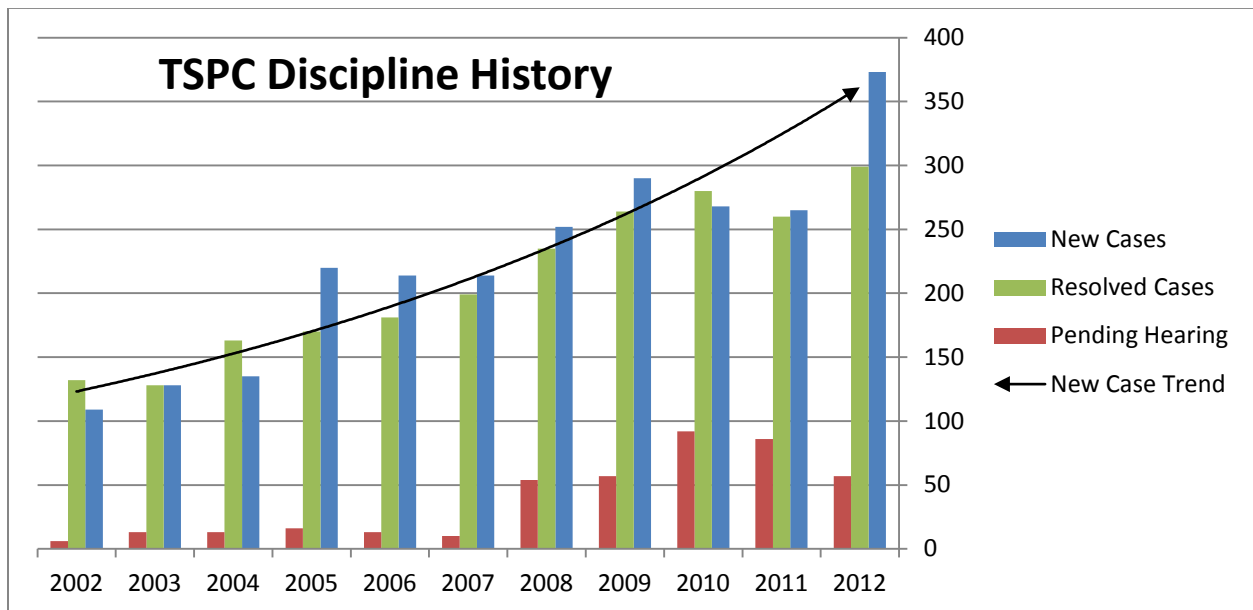
[Performance Management practices on pp. 17-18 of Governor’s Recommended Budget Binder information.]

**Professional Practices Program Summary
Discipline**

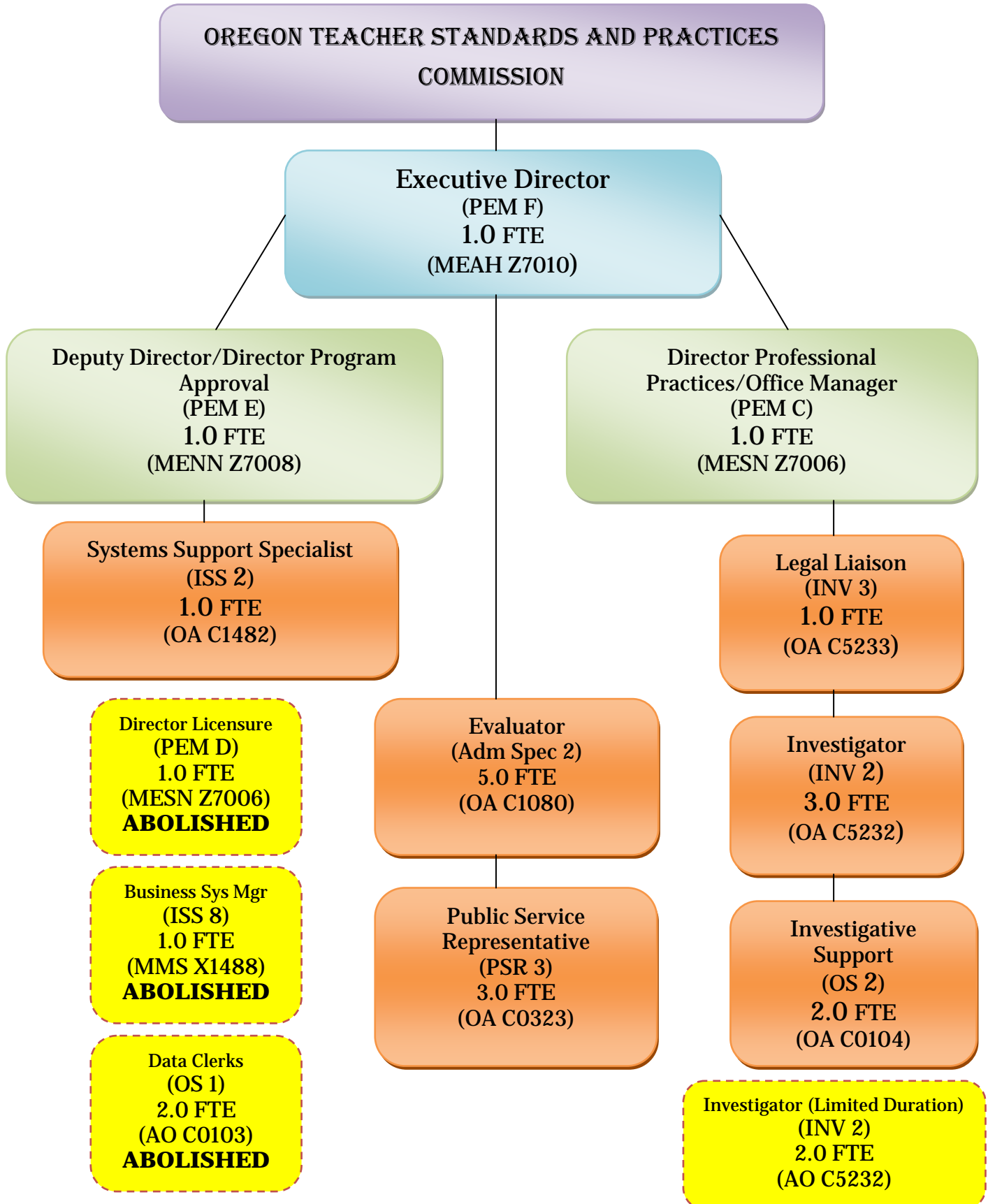
Professional Practices: The professional practices unit focuses on alleged educator misconduct and ensures the safety and protection of Oregon’s students and citizens. The unit investigates reports of misconduct; conducts criminal and character background checks on all applications for licensure. In the past five years (2007 through 2011), 1,289 reports of alleged misconduct were reported to the Commission. In that same five years, 1,214 investigation reports were completed and considered by the Commission. And, over 421 educators were charged with misconduct representing about 35% of all investigations considered by the Commission since 2007.

Professional Practices – Strategic Short and Long-term Plans	Agency High Level Outcome	Performance Measures
Expedite case disposition by retaining investigative staff and support staff;	Mission	Keep backlog to cases less than 18 months from date of report to completed investigation
Continue communications plan with educators, districts and higher education;	Mission	Create strategic plan for more purposeful training

[See p. 22 of Governor’s Recommended Budget for chart of recent disciplinary case history.] This program is supported by 6.5 FTE and is funded through licensure and fingerprint fees.



TSPC Agency Organization



Performance/Outcome Measures

Agency performance is measured primarily on the following indicators:

1. Length of time from receipt of application to issuance of licensure;
2. Number of pending email;
3. Date of oldest email;
4. Length of time from complaint to completion of investigation report to Commission;

How agency is managed around the performance/outcome measures:

Licensure:

1. Statistics are shared daily with entire staff and shared quarterly with the Commission.

(Example of daily stats from Feb 13, 2013):

- ✓ Applications Received: 73
- ✓ New emails in: 57
- ✓ Email Responses: 21
- ✓ Communications Pending: 753
- ✓ Licenses Issued: 84
- ✓ Oregon State Police Fingerprint Return Date: 02/13/2013 (24 hrs)
- ✓ Open Accounts: 1597 (Includes incomplete applications)
- ✓ Pending Accounts: 792 (Applications waiting for processing)

- ✓ Phone calls answered = 91
- ✓ Walk-ins = 10

- ✓ Number of Highly Qualified evaluations completed = 0
- ✓ Number of Incomplete Notices sent = 10

- ✓ Entering Wednesday 02/13/2013
- ✓ Scanning Monday 02/11/2013

- ✓ License processing date: 01/24/2013

2. Staffing is adjusted to cover staff out on leave for: phones; email; open mail; prepare deposits; input new data; scan documents; etc.

Professional Practices:

1. Caseload reviewed frequently and backlog is reported to Commission at each meeting:

Example of statistics shared with Commission at **February 7, 2013** meeting:

Cases under consideration during this meeting:

Proposed Orders / Actions	6
Default Orders (informational)	4
Letters of Informal Reproval	5
Preliminary Investigation Reports Recommending Action to Dismiss (patrons)	22
Preliminary Investigation Reports Recommending No Further Action (SDs)	5
Preliminary Investigation Reports Recommending Action to Charge	25
Consideration of Amended Notices to Charge	1
Applications for Reinstatement Pursuant to OAR 584-050-0018	0
Consideration of Other Discipline Issues	<u>7</u>
	75

Cases pending before the Commission

Pending an Investigation:

Cases Under Investigation	179
Cases Pending Disposition in Other Venue	7
New Cases Received Since Last Meeting (July)	<u>82</u>
	268

Pending Hearing Process:

Cases Requesting a TSPC Hearing	41
Cases Pending Before the Court of Appeals	3
Cases Charged, Notice Sent, Awaiting Response	14
Cases Charged, Hearing Notice Needs to be Sent	<u>4 *</u>
	62
	===
	330

Of the 268 cases pending an investigation, the age of the cases is as follows:

2013 Jan-Feb	2012 Oct-Dec	2012 Jul-Sept	2012 Apr-Jun	2012 Jan-Mar	2011 Oct-Dec	2011 Jul-Sept	2011 Apr-Jun	2011 Feb	2010 Oct
29	63	42	64	50	11	5	2	1**	1**

* This number will increase if an educator is charged with misconduct in the cases under consideration during this meeting.

** These cases are pending in other venue

Budget Drivers/Environmental Factors

Licensure:

Reduced Revenue: Since the 2009-2010 fiscal year through the 2011-2012 fiscal year, the Commission's volume of applications have decreased from 27,756 applications to 22,631 applications a reduction of about 5,125 per year. If the trend from July 2012 through December 2012 continues (10,711 applications); the drop in applications this fiscal year would be about 6,334 applications from the 2009-2010 fiscal year total of 27,756. At an average of \$100 per application, that represents approximately \$630,000 in less revenue. Additionally, due to the large number of school district staffing reductions, fewer candidates are entering teacher preparation. Applications are down in all areas: New applicants, renewals, and fingerprint requests (primarily from student teachers).

Processing Timeliness: Due to the decreased volume, and the attempt to hold licensure staffing as harmless as possible, we have moved from 14 weeks to process an application in the spring and summer of 2011 to between three and four weeks since February 2012.

Technology: Finally, our technology system that supports our licensure function was developed using Microsoft Access 2004. We have exceeded the capacity for this "homegrown" system to operate efficiently. We are constantly battling data "disconnects" that prevent a smooth transition from receipt of application through issuance of licensure. Currently, agency resources prevent us from looking for a replacement option.

Program Approval:

Reduced Staffing: The number of programs seeking to prepare teachers is 20. Eight of the 20 programs have national accreditation through the National Council for the Accreditation of Teacher Education (NCATE), soon to become CAEP or the Council for the Accreditation of Education Preparation, and there is one additional candidate for national accreditation. In 2005, only four programs had national accreditation. Staff reduction pressures consumed precious time for our 1.0 FTE Deputy Director/Director of Program Approval (Accreditation)/Human Resources Officer. Additionally, the hope to add supportive staffing in this area was stymied by our reduction in our FTE.

Accreditation Team Training: Training for site teams has become expensive and time consuming. However, without training, we would not be able to have reliable and as nearly valid as possible assessment of accreditation standards. Due to funding shortages, we are unable to afford facilities, meals, time and staffing for accreditation member training. Training has been "supported" by some of our university partners, but they too are becoming "tapped out" for resources. As a result, we tend to have "just in time training" rather than a long-term thoughtful training process for a deeper cadre of accreditation reviewers. We are exploring possibilities of collaborating with Washington

and California to share costs, time, and site team members. Training is particularly problematic at this time as the Commission is implementing newly adopted state accreditation standards that either meet or exceed the current national standards for educator preparation.

Teacher Performance Assessments: The state has been piloting the Stanford Teacher Performance Assessment (TPA) which is a comprehensive evaluation tool for student teachers which includes a three-way evaluation of a student teacher's pedagogical (ability to teach) skills and effectiveness with students. Implementation of a state adopted candidate (student teacher) performance assessment tool such as the TPA would go a long way toward addition additional accountability/credibility to our teacher preparation programs. The current deans of education are leading an effort to develop an Oregon-customized performance assessment tool using the Oregon Teacher Work Sample. That work is currently in the RFP development process.

Technology: The technology system's limitations mentioned above in the "Licensure Environmental Factors" also limit our ability to provide timely and useful data to our universities for purposes of post-graduation tracking. Without an agency researcher with ability to access and deliver the data, we are constrained to the time the Deputy Director and our 1.0 FTE Information Systems 4 staff member are able to devote to data analysis and delivery.

Secretary of State Note: The Secretary of State's office has undertaken "*a review of Oregon K-12 teacher preparation programs and the support and professional development provided to beginning K-12 teachers. Our preliminary audit objective is to determine what state and local actions can be taken to improve teacher preparation and the support and professional development provided to beginning teachers.*" They anticipate releasing a report during about March 2013. The recommendations are expected to involve a budgetary impact with regard to increased state accountability recommendations.

Professional Practices:

Investigation caseload (Administrative time involved): Professional Practices staffing has more than doubled resulting in a concomitant burden on both the Professional Practices Director who supervises discipline caseload, the personnel and discipline procedures (referring cases to the Commission; assigning complaints to investigators; responding to complainants, districts and news media; tracking administrative hearings, etc.); and the Executive Director who must make direct recommendations regarding proposed actions (dismiss a complaint or charge the educator with misconduct) to the Commission. Crucial policy work in program approval accountability; licensure review and educator professional development has been put on hold to meet the demands of increasing the number of discipline cases the Commission disposes of each year. Since January 1, 2009, the Commission has received 1,401 complaints against licensed educators. During that same time period, with the additional staffing (from 2 permanent investigators to 4 investigators), the Commission has disposed of 1,335 cases through final orders or case dismissals. [542 final orders + 793 dismissals = 1,335]

Increased legal and hearing costs: Since 2007, the number of educators requesting a hearing has increased over five times (from 10 to over 50). The increase has lead to a concomitant increase in our senior assistant attorney general costs. Additionally, the additional hearing load has also

increased the agency's Office of Administrative Hearings costs. These factors combined with the sometimes several months delay in obtaining a hearing have created a backlog of pending cases over which the commission has no control. Additionally, educators have learned that by requesting a hearing they are able to delay losing their license for several months. Even with stepped up efforts to settle cases, educators and their attorneys often wait until just days before the delayed hearing to settle with the Commission. These delays increase the costs of litigating professional violations because once a case has been assigned to the hearing process; the case is handled nearly full time by the Department of Justice.

Administrative:

Workload shifts: Reductions in staffing have necessitated shifts in duties for all staff. Accordingly, the two positions designated to investigatory support are also contributing to reducing the licensure backlog, assisting with the "intake" of applications and fees, and other licensure duties; all licensure staff assist with answering the telephone, email and mail intake; an investigator helps to open the mail daily. The former Executive Assistant, now Director of Professional Practices, handles payroll; work schedules; organization for all commission meetings and leave approval for all non-management staff. The Executive Director covers administration; preparation of Commission materials; budget preparation and is also the full-time director of licensure.

Major Agency Changes in Past 10 Years

Streamlining: From 2002-2012 the agency moved from an entirely paper-based system to an entire electronic/digital licensure filing system. Each educator's file is filled with digital images of documents submitted and used in evaluating licensure eligibility; holds their transcripts; employment information; contacts with the agency (phone, email and walk-in); their payment ledger; and all letters sent or received. All forms are available online and renewal notices are sent exclusively by email rather than by mailed reminder letters.

The agency eliminated document conversion to microfilm in 2008. Storage is now contained in digital form.

Licensure: The agency has fluctuated from three licensure evaluators (issue licenses) to two evaluators up to the four current evaluators. Staff positions were reclassified to increase the number of people issuing licenses to ensure that licenses are processed more quickly. The trade-off has been in the reduction in customer-service representatives available to answer phone calls and email.

Program Accreditation has moved from an accreditation check-off system to upgraded evidence-based standards for licensure candidate performance and university preparation program evidence of continuous improvement through the use of candidate performance data.

The Commission has increased the rigor of licensure content-knowledge examinations. In 2010, paper-based tests were eliminated (except for a few very low-volume tests); and on-demand

computer-based tests were adopted. All teacher licensure tests are fully aligned with the Common Core State Standards in Language Arts and Mathematics.

Professional Practices/Discipline: Investigation staffing has increased from one investigator in 2002 to 4 investigators presently. The Commission case load has nearly quadrupled in that time from 109 complaints a year to over 350 complaints a year in 2012. Backlogs have been reduced from two to three years to less than 18 months from complaint to completed investigation report.

Revenue Reductions:

Revenue began to decline in the 2009-2011 biennium. The Legislatively Adopted Budget Revenue for 2009-2011 was **\$4,881,528** – actual revenue collected was: **\$4,771,817** (difference of <**\$109,711**>).

Legislatively Adopted Budget Revenue for 2011-2013 was for **\$5,193,850**; projected revenue for the present biennium is: **\$4,525,854** (difference of <**\$667,996**>).

Contributing factors included: reduced teacher education program enrollments across both public and private higher education; lost public school jobs (see chart on page 5); and fewer retirees keeping their licenses active. Many new graduates are not immediately applying for licensure since jobs are scarce. Layoffs are expected to continue for the time being in public schools.

Agency revenue is expected to remain low until jobs increase in the public school sector for licensed educators.

Impact of Reductions on Licensure: The agency started the 2011-2013 biennium with 25 FTE (23 permanently funded positions and 2 limited duration positions). As revenue took a steep nose-dive in the early parts of the biennium, plans were made for staff reductions. From October 2011 through July 2012, the agency left three positions vacant from retirements and terminations for cause. These vacancies did not have a sufficient savings impact on the budget. Accordingly, one temporarily funded position and two permanently funded positions were subject to layoffs during the last week in July, 2012. One further layoff was executed in October 2012; and one vacancy was created by a last minute resignation. Currently, 17 FTE remain. [See organizational chart on p. 8 of the presentation.]

The most experienced people remain in the office. [The least senior person has worked for the agency seven years.] Due to their experience, commitment and teamwork, we have been able to expand staff coverage for email, phones, walk-ins, opening mail; preparing deposits and data entry. This experience is also manifested in the quick licensure turn-around time the agency is experiencing as they have managed to maintain the processing of applications at just about three to four weeks for the past six months. The agency has used overtime since November to also assist with the backlog. Even with overtime, the agency payroll has been reduced by an average of over \$20,000 per month.

We have minimized the impact on licensees and school districts by dividing the entire state of school districts, charter schools and education service districts among the 6 licensure staff for

direct service. This has created personal relationships between TSPC staff and district personnel assisting with licensure questions and issues prior to contacting the agency directly.

Impact on Professional Practices: Support staff for the professional practices unit also assist with answering email; phones; opening mail; and intake procedures (recording money received; new applicants, preparing deposits). This has slowed down fingerprint clearances marginally, and also impacted notice to educators following meetings somewhat. The Director of Professional Practices has taken on the payroll duties, oversees staff assignments; clears leaves, supervises the professional practices staff (6.0 FTE) and also performs some Executive Assistant Duties (mostly calendaring and travel arrangements.) She also is the full-time staff to the Commission and oversees the commission's meeting planning needs.

Impact on Accreditation: The Deputy Director shoulders this responsibility exclusively. Additionally, he acts the agency's human resource officer. The increased work load created by increasing accreditation standards has reduced the agency's ability to provide technical assistance trainings and personal visits with universities as has been achieved in past years. He is the direct liaison with the testing companies; and responds to issues and concerns raised by the educator preparation program universities.

Impact on Administration: All technical data requests are fielded by one Information Specialist in the office. Additionally, he maintains the agency's servers; assists with desk-top management; and provides daily reports to licensure for application processing.

The agency's "intake" functions have been reduced from three to one position. Other agency staff assist with opening the mail daily (one hour for two people daily) and also assist with data input if the intake person is out for any reason. This one person has been with the agency over thirteen years and is so efficient, she is able to perform the duties two people performed under other agency supervision.

The elimination of the Director of Licensure (a position that has existed for 40 years) has increased the workload for the Executive Director. The Director supervises the licensure staff; fields responses to the field on new licensure issues; acts as liaison with the Oregon Department of Education; the Chief Education Officer's cabinet; and attends regional meetings with school district human resource staff as she is able. She is also responsible for reading all investigation reports (per statute) and makes recommendations regarding whether to charge or dismiss to the Commission. She is the sole budget officer and signs the agency's bills.

Cost-Containment and Potential Future Action

Many cost-containment efforts were explained above under impacts of revenue reductions. However, the potential for greater efficiencies can be achieved if the agency is able to replace its

antiquated data collection system and move entirely to on-line applications including fee payments.

The agency needs a fee increase to sustain operations over the next three biennia. The agency's fee statute, ORS 342.127 would need amendment as the fees are at the statutory cap.

Based on the number of licenses issued in 2012 (18,573); a fee increase of \$15 per application would net the agency approximately \$278,500 per year in additional revenue (licenses issued for 3-5 years in most cases). A fee increase of \$20 per application would add additional revenue of approximately \$370,000 per year (using 18,570 new and renewed licenses as the basis for calculation.)

Online Application System: The agency did a preliminary look at implementing a new complete online application system and conversion of the current data base. Working with the state's major web contractor, NIC, and NIC's subcontractor, IronData, the agency was given a quote of about \$650,000 to replace the current data system. This fee could be paid over the course of three years, with an annual maintenance fee of approximately \$60,000. The cost reflects replacing and upgrading all of the agency's needs including digitizing the professional practices investigation files; putting university accreditation information online, and a fully accessible automated licensure application system. By reducing the "bells and whistles" presented, the agency can bring the costs down accordingly. Given the agency's current funding situation, the implementation of a new system would not be possible without a significant fee increase.

Attorney General Cost-Containment: The agency has taken several steps to reduce the rise in attorney general representation costs. The first step was to use an experienced investigator to negotiate directly with licensee attorneys for settlements, to represent the agency at hearings, and work with the assigned Senior Assistant Attorney General (AG) to craft hearing notices. This has reduced the amount of attorney time spent on these activities. Additionally, the agency has negotiated a retainer agreement with the Department of Justice which levels out the AG costs overtime. The retainer agreement does not cover employment representation or appeals of agency orders to the Court of Appeals.

The agency expended \$445,617 in AG fees in 2009-2011. Projected AG expenditures in 2011-2013 are \$410,159, approximately \$35,500 less than the previous biennium.

Hearing Cost Containment: By sticking to a strict referral to hearing if requested, the agency has managed to negotiate settlements more quickly. Once referred to hearing, the clock for the time until the hearing starts ticking; as the hearing needs, if the Commission possesses the strong evidence, settlements are often negotiated. The number of actual hearings has increased over the past six years; but costs have leveled out significantly.

The agency expended \$101,162 in Office of Administrative Hearings (OAH) fees in 2009-2011. Projected OAH expenditures in 2011-2013 are \$115,372.

Major Budget Issues

1. Decrease in licensure applications for new and renewed licenses is having significant revenue impact on agency;
2. Accreditation demands (more of universities' programs are being reviewed for accountability), have increased the need for quality data analysis; assistance with accreditation visits; and ability to provide quality data to universities related to graduates' subsequent licensure and employment;
3. Lack of staffing limits ability to supply data when requested;
4. Data system incompatible with Windows operating systems new than "XP." (e.g., beyond 2004). Agency unable to afford upgraded system without fee increase; and
5. Educator complaints continue to increase, increasing Attorney General and Office of Administrative Hearings costs.

Employee to Supervisor Ratios

The agency's peak FTE in the past 10 years was 23 (plus 2 limited duration positions) from 2009 through 2011. [Agency under the 100 employee threshold.] At peak staffing levels, there were five management positions:

- 1) Executive Director/Budget Officer/Legislative Coordinator;
- 2) Deputy Director/Director of Accreditation;
- 3) Director of Licensure;
- 4) Director of Professional Practices/Executive Assistant; and
- 5) Director of Business Systems.

Since January 2012, the Director of Business Systems was terminated for cause; and the Director of Licensure was laid-off due to steep revenue declines.

Currently only three manager positions remain all three with supervisory duties:

- 1) Executive Director (also covers: Legislative Coordinator; Budget Officer; Licensure Director);
- 2) Deputy Director/Director of Accreditation (also covers: Human Resource officer; business system liaison); and
- 3) Professional Practices Director (also covers: Executive Assistant; Commission staff (meeting planning); Payroll clerk).

Position Reclassifications and New Hires

[See Appendix.]

Legislation Affecting Agency Operations

None identified at this time.

SOS Audits

None at present – one pending March or April, 2013 to improve teacher preparation.
Quote from the Secretary of State’s Office:

Objective: What state and local actions can be taken to improve the preparation and development of beginning K-12 teachers?

Sub-objective 1: What actions can be taken by the state and by Oregon Educator Preparation Programs (EPPs) to expand clinically based teacher preparation?

Sub-objective 2: What actions can be taken by the state to better monitor can take and evaluate preparation provided to beginning K-12 teachers prior to their first day in the classroom?

Sub-objective 3: What actions can be taken by the state and local school districts to ensure that beginning K-12 teachers receive comprehensive and sufficient professional development to aid their professional growth?

Proposed IT Projects

The Commission is currently unable to financially undertake a major IT project. Any effort to move to online applications (if any); will be presented to the next Legislature or the Emergency Board for Approval.

Phase II Buy-Sheets

[See Appendix.]

TEACHER STANDARDS and PRACTICES COMMISSION
Annual Performance Progress Report (APPR) for Fiscal Year (2011-2012)

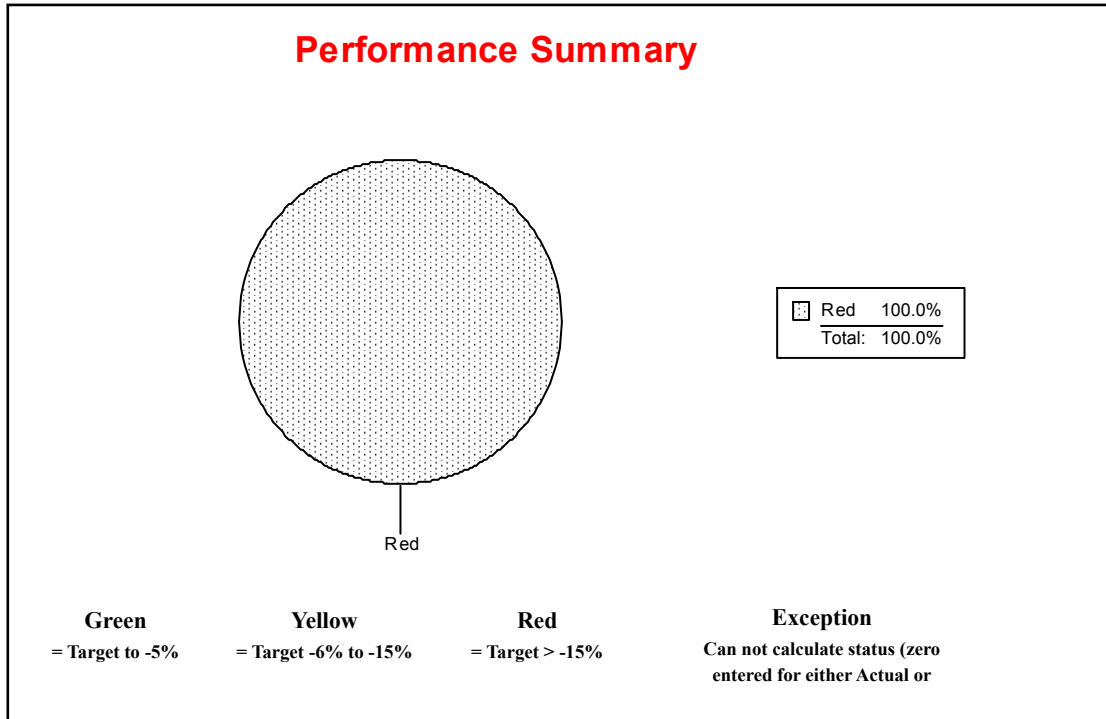
Original Submission Date: 2012

Finalize Date: 6/1/2012

2011-2012 KPM #	2011-2012 Approved Key Performance Measures (KPMs)
1	PHONE/EMAIL CUSTOMER SERVICE – Percent of phone calls and email responded to within 3 days.
2	APPLICANT CUSTOMER SERVICE – Percent of completed applications processed in 20 days.
3	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum).
6	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2013-2015
	Title: Rationale:

TEACHER STANDARDS and PRACTICES COMMISSION		I. EXECUTIVE SUMMARY	
Agency Mission: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.			
Contact: Vickie Chamberlain		Contact Phone: 503-378-6813	
Alternate:		Alternate Phone:	



1. SCOPE OF REPORT

Licensure and discipline functions are the agency services covered by the key performance measures. Program approval functions are not covered by the key performance measures, although reports of program site visits are public documents and available upon request.

2. THE OREGON CONTEXT

The Oregon Teacher Standards and Practices Commission sets standards for, approves and reviews Oregon educator preparation programs including: teaching; administration; school counseling, school psychology and school social work. The commission also issues charter school registrations for teachers and administrators and school nurse certifications. The commission issues and renews licenses authorizing public school educators to work in the above-mentioned roles in public schools supported by public funds. Finally, the commission serves as the professional practices board for public educator misconduct and has the authority to issue private letters of reproof, reprimand, put on probation, suspend or revoke an educator's license as a result of professional misconduct. The commission partners with: Oregon Department of Education; Oregon public higher education educator preparation programs (Western Oregon University; Oregon State University; University of Oregon; Portland State University; Eastern Oregon University; Southern Oregon University); private higher education educator preparation programs (Concordia University; Corban University; George Fox University; Lesley University; Lewis and Clark College; Linfield College; Marylhurst University; Multnomah University; Northwest Christian University; Pacific University; University of Portland; University of Phoenix; Warner Pacific College; Willamette University); Oregon Education Association, Confederation of Oregon School Administrators; Oregon School Personnel Association and the Oregon School Boards Association.

3. PERFORMANCE SUMMARY

The agency's performance has declined on KPM's 1, 3 and 4. KPM #1 (speed returning email and phone calls): Our target is 60 percent of email and phone calls returned in 3 days or less. We dropped from 81% in 2008 to 43% in 2009, then again to 40% in 2010. However, the number of total communications (email and phone calls) increased from 32,552 in 2008, to 49,115 in 2009, to 64,635 in 2010. There was a 24% increase in total communications from 2009 to 2010, with no additional staffing increases. KPM #2 (speed issuing licenses): Performance in number of applications processed in 20 days remained stationary at 29%. The agency's performance dropped on KPM #3 (speed from complaint to investigation report): With staffing temporarily expanded by 2 Limited Durations positions, we were able to increase the rate within which we complete applications in less than 18 months. We went from 48% in 2008 to 62% 2009. Due to staffing turnovers, the percentage of cases turned around in 18 months dropped from 62% to 39%. This drop is due primarily to the high number of complicated cases that continue to come into the agency. KPM #4: The agency's ratings of above average to excellent dropped from 64% in 2008 to 56% in 2009. In October 2008, we began collecting comments with our customer service surveys and have learned much about which processes need to be improved. Top complaints center around response times (KPM's 1 & 2).

4. CHALLENGES

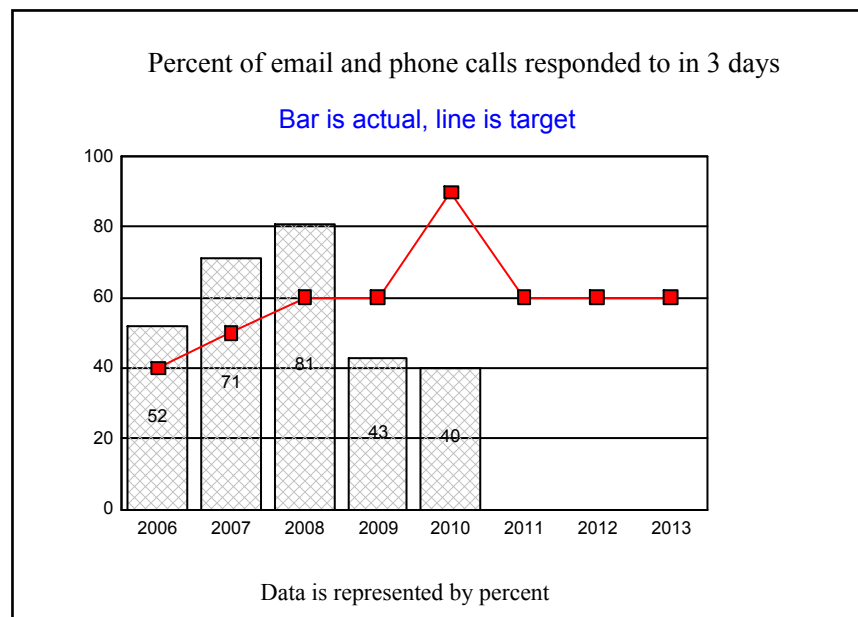
The agency's challenges have been related to staffing levels and consistency. The agency turned over the Director of Licensure position two times since 2008 and we attempted to fill the position with a 0.5 FTE retired school administrator. While the quality of the work was excellent, the position requires a constant presence for staff, the public, and performance monitoring. We filled the position (as of July 2010) with a full time person who is experienced with performance monitoring. In order to improve customer service, we have assigned public service representatives to districts for direct assistance with licensure issues including proper assignment of licensed educators. This means a significant number of phone calls that previously routed through the agency's "front line" are now going directly to agency staff desks. That means our ability to accurately track workload in the phone call area has been removed. Licensure applications are at an all time high as are email and phone calls. The agency is working diligently with very limited IT staffing to establish an online process for

licensure application.

5. RESOURCES AND EFFICIENCY

The agency's budget for 2011-2013 is \$5,544,612 (all funds). Changes in our budget that will influence performance would be: 1. Increased number of persons issuing licenses (from two to five.) 2. Retain current Limited Duration staffing in investigations (2 investigators and 1 support staff). This will allow us to continue to reduce the backlog in complaints. Efficiencies in past year: 1. Eliminated overtime; 2. Eliminated paper sent to Commissioners at meetings including reducing mailing costs. Commissioners now access all commission materials on a secured web site for confidential information and a public web site for other materials. 3. We have balanced our workload to open the office from 7:00 a.m. to 6:00 p.m. and occasional Saturdays from 8 to noon for better customer service. 4. Reduced staff travel, including investigators by conducting more telephone interviews, and requiring licensees to come to Salem for interviews.

KPM #1	PHONE/EMAIL CUSTOMER SERVICE – Percent of phone calls and email responded to within 3 days.	2002
Goal	CUSTOMER SERVICE: Provide high quality services to all stakeholders.	
Oregon Context	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
Data Source	KPM's 1 & 2: Internal data collection of daily email received, phone messages received, email responses and phone message responses. [Electronic]KPM 3: Commission agenda's and data tracking.KPM 4: Customer service survey.	
Owner	Licensure, Victoria (Vickie) Chamberlain (503) 378-6813	



1. OUR STRATEGY

Returning phone calls and email quickly allays licensee anxiety. It also facilitates the issuance of licenses if we are able to help the applicant make a better

application. The slower we are at responding, the more people send duplicate email searching for answers (or they call). We publish statistics daily regarding backlog on office data board and by daily updates in email. We review statistics and strategies frequently with staff. All staff receive comments from the customer service survey monthly. We monitor the number of dropped calls and the highest volume during the day. We have adjusted schedules to have more people available to answer phones during those hours. We have altered our office hours from 8 a.m. to 5 p.m (Monday through Friday), to 7 a.m. to 6 p.m. on Monday through Thursday and 7 a.m. to 5 p.m. on Friday. We are also open on occasional Saturdays for customer access from 8 to noon.

2. ABOUT THE TARGETS

The targets were developed based on anecdotal tracking of email and phone responses before we had electronic data tracking ability in this area. The volume of communications remains high at 49,115 communications in 2009, and 36,498 "trackable" communications in 2010. An ideal target would be 100 percent in 48 hours. However, we do not have the staffing to manage this outcome. If any person is ill, we quickly become buried in the volume. A higher percentage represents a better response time to licensees.

3. HOW WE ARE DOING

We are not doing as well as we believe we could do in this area. [Communications are email and phone calls.] We made actual gains from 2006 through 2008 and achieved a high return rate of 81% in three days. However, due to staff turnover in leadership in this unit and other staffing, we took a steep drop in 2009 to only 43% communications returned in three days.

In 2007, TSPC received a total of 26,104 communications. In 2009, TSPC received 49,115 communications for a 53% increase. In 2010, we received a total of 36,498 communications tracked by the same method as in 2009 and prior years, but we instituted a new program that assigned public service representatives (PSRs) directly to school districts to allow them nearly "instant" access to agency staff to work on licensure and assignment issues. The move to assigning district liaisons has been a success, communications-wise, however, we are unable to electronically track the number of phone calls that agency staff receive related to customer service on their direct phone lines. Nor are we able to track the "turn-around" time for these calls. We started this program about mid-year 2010, and have continued it into 2011. The improved access to districts has resulted in a diminished ability to also answer licensee phone calls and email. We also believe that agency furloughs and the agency's inability to pay overtime to deal with backlogs as they arise has had a huge impact on performance this past year. Additionally, we had a PSR retirement in the latter half of 2010 and since we had one position occupied by a temporary employee, we did not seek to retain that position in our 2011-2013 budget request. Finally, due to the small size of the staff, any turn over, illness or other legitimate absence sets us back very quickly.

4. HOW WE COMPARE

We do not have actual data, but in reviewing results with many of our neighboring states (through informal conversations), it appears that even though we are

not meeting our own expectations, in the educator licensure arena, Oregon's office excels at customer service.

5. FACTORS AFFECTING RESULTS

Factors affecting results:1. Significant increase in volume of communications;2. Assignment of staff as school district liaisons;3. Furloughs and no overtime for backlog decreases;4. The licensure rules are complex due to changes the commission made 10 years ago. Public service representatives strive to make the most accurate and helpful responses possible and this sometimes takes time;5. Due to assignment of staff direct phone lines to school district representatives, a large number of email/phone call communications handled through Outlook and the staff's desk telephones, we are now unable to accurately "count" all phone call and email responses as we have in the past. We have increased school district/customer satisfaction, but it appears that our "stats" are down. We will have to figure out another way to define great progress in this area.

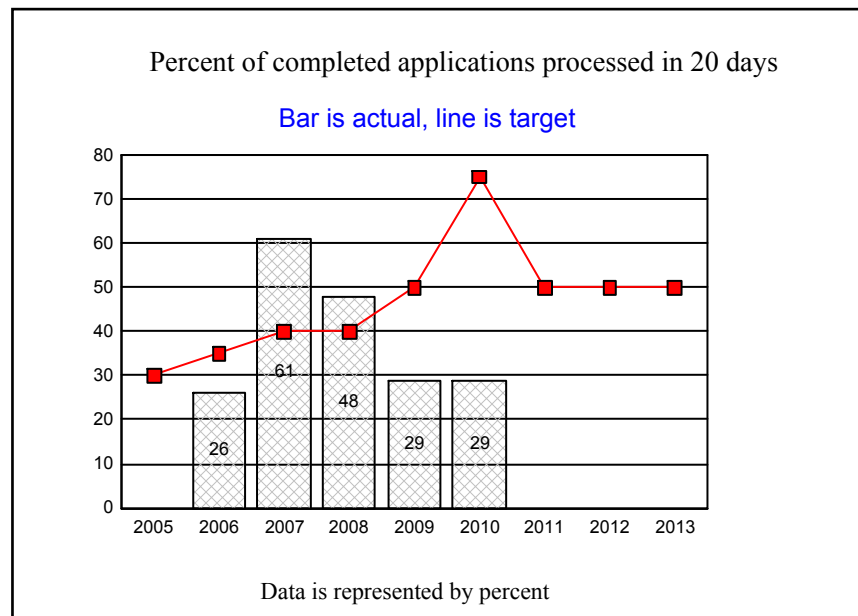
6. WHAT NEEDS TO BE DONE

Stay focused on responding to email and phone calls;Continue to monitor performance both good and bad;Increased staffing (at least one position, if not two, would eliminate the backlogs and provide premium service.)

7. ABOUT THE DATA

The reporting cycle is the calendar year: January 1 through December 31.The data are reliable. We have accurate electronic tracking of all phone calls and email through our electronic filing sytem. However, as noted above. We have transferred some of the workload to direct-phone access rather than sole access through the agency's main phone line and general email inbox. That workload is not track-able given our current configuration for electronically collecting data.It is our belief that if were able to add the customer service provided directly from public service representatives' desks, we would have higher percentages of speedy return rates to report.

KPM #2	APPLICANT CUSTOMER SERVICE – Percent of completed applications processed in 20 days.	2003
Goal	CUSTOMER SERVICE: Provide high quality services to all stakeholders.	
Oregon Context	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
Data Source	Internal tracking of date application received through date license is issued	
Owner	Licensure, Victoria (Vickie) Chamberlain (503) 378-6813	



1. OUR STRATEGY

We have increased the number of license evaluators (people who issue the licenses) from three to five (effective May 1, 2011)

2. ABOUT THE TARGETS

Originally, we developed the targets using anecdotal information. The data collected since 2006 represents actual numbers. We believed, based on the anecdotal data that we were ambitious about adopting targets believing it would drive us more quickly toward achieving them. The real data reveal that we were too cautious. The direction we want to achieve is a higher percentage.

3. HOW WE ARE DOING

The office has always attempted to process licenses in 30 calendar days, but we did not collect or verify data. Using a hatch-mark system, we calculated that we never reached the 20-day goal in 2002 and 2003. Hence, we set the goal high in order to keep our goals focused on delivering licenses more quickly. We saw improvement in 2006 and exceeded the target significantly in 2007. Staff attrition affected results in 2008. TSPC has three permanently funded positions to evaluate and issue licenses. One evaluator (1/3 of our workforce in this area) resigned without notice in the middle of the summer. We have since reorganized and reassigned duties to other staff to improve our performance. We believed that the 2009 results would meet or exceed the 2007 results. We were wrong. The affect of a change in leadership was unanticipated. Because of a limited work schedule (half-time PERS retiree), the work on motivating staff, improving performance, monitoring performance and other critical work-related job duties were too much to achieve. Performance in this area dropped from 48% of applications issued in 20 days or less to 29%.

4. HOW WE COMPARE

Our customer service survey respondents tell us we are generally faster than California, Washington and Arizona when it comes to issuing licenses. We do not have data on how other state agencies fair in this area.

5. FACTORS AFFECTING RESULTS

Staffing levels and a high number of applications negatively affected this outcome. We were unable to get additional staff trained, as hoped for, to issue licenses. There are over 20,250 licenses issued a year. This was accomplished by two people. If one or both of them were out at any time, we had significant slow-downs.

6. WHAT NEEDS TO BE DONE

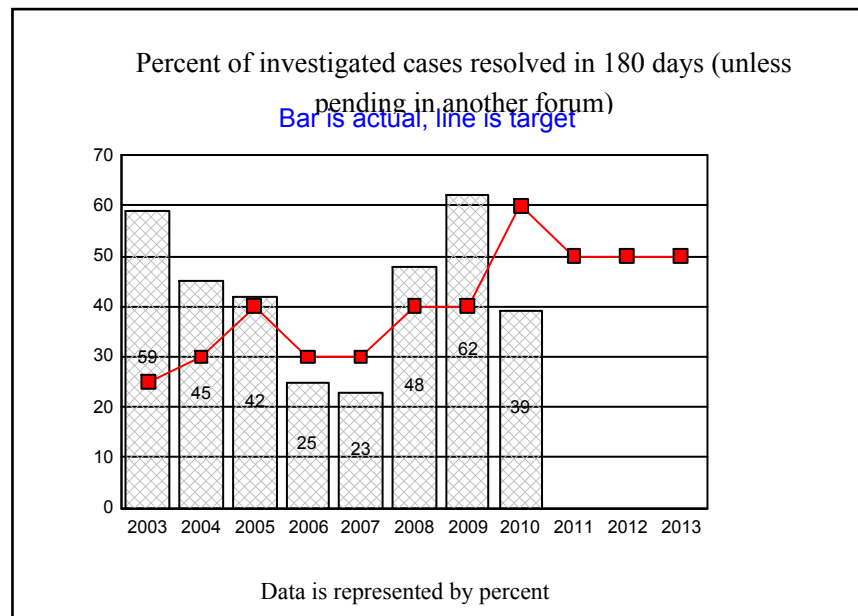
1. We have increased the number of people issuing licenses from two in 2010 to five in 2011.2. We are removing "bureaucratic" detail that needs to be

provided by licensees and districts in order to speed up licensure issuance.³ We have evened out the staffing presence in the office to have someone on staff able to issue licenses at all times during the week.⁴ We will not know until mid 2012 whether this strategy will work due to adjustments made in 2011 (supported in 2011-2013 LAB.)⁵ "Time" in which licenses are processed may not be the best indicator. In 2011, we are showing a trend upwards of number of licenses issued per month from an average of 1,868 per month to 2250 a month starting with the increase of license evaluators (June 2011) to present.

7. ABOUT THE DATA

TSPC issued **21,726** licenses in 2007 and **19,013** licenses in 2008, **20,254** in 2009, and **22,428** in 2010. These numbers are representative of the number of licenses issued over the past several years. In 2007 and half of 2008, we had three full time evaluators. From August 2008 through December 2010, we only had two evaluators.

KPM #3	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum).	2003
Goal	CUSTOMER SERVICE: Provide high quality services to all stakeholders	
Oregon Context	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
Data Source	Data collected continuously electronically, cases entered and tracked. Summary of progress at each commission meeting.	
Owner	Professional Practices, Melody Hanson, Director (503) 373-1260	



1. OUR STRATEGY

Our strategy to achieve this goal involves adding staff and reorganizing the work. We work closely with the Department of Justice on discipline cases to accomplish this goal.

2. ABOUT THE TARGETS

Discipline cases should be processed as quickly as possible. Resolving cases in 180 days would be a sign of expeditious action. Higher is better.

3. HOW WE ARE DOING

In 2003, the rate of resolving cases was nearly 60%. A lower than expected performance in 2007 resulted from staff turnover and a vacancy in the full time investigator position for nearly three months. The results in 2008 reflect the addition of 3.0 FTE investigators (limited duration) to the staff. The results in 2009 reflect 4 FTE investigators and 2 FTE support staff. Three of these six FTE are currently Limited Duration positions. Due to the increased staffing, our performance increased sharply from 48% in 2008 to 63% in 2009. Currently, after three meetings in 2010, the rate is nearly 65%. Additionally, the commission considered 378 cases in 2009 as compared to 321 in 2008 and 228 in 2007. However, the numbers of complaints continue to climb, from 214 in 2007 to 290 in 2009.

4. HOW WE COMPARE

No data at this time. (I don't know if anyone else tracks their data similarly).

5. FACTORS AFFECTING RESULTS

1. A dramatic increase in reported incidents has resulted in a significant backlog. Additionally, more educators are contesting the charges resulting in more hearings, which takes time and delays the ability to resolve a case quickly. Investigators must travel statewide to investigate which further affects their ability to complete investigations quickly. The complexity of the case, the number of witnesses and the geographic location of the case also affect results. The commission has been dealing with all reports of sexual misconduct or misconduct that deals with student safety ahead of all others. This has resulted in the aging of other less significant charges of professional misconduct. 2. 2010 included staff turnover and a shifting of cases to new investigators resulting in a dip in investigation speed for a short amount of time.

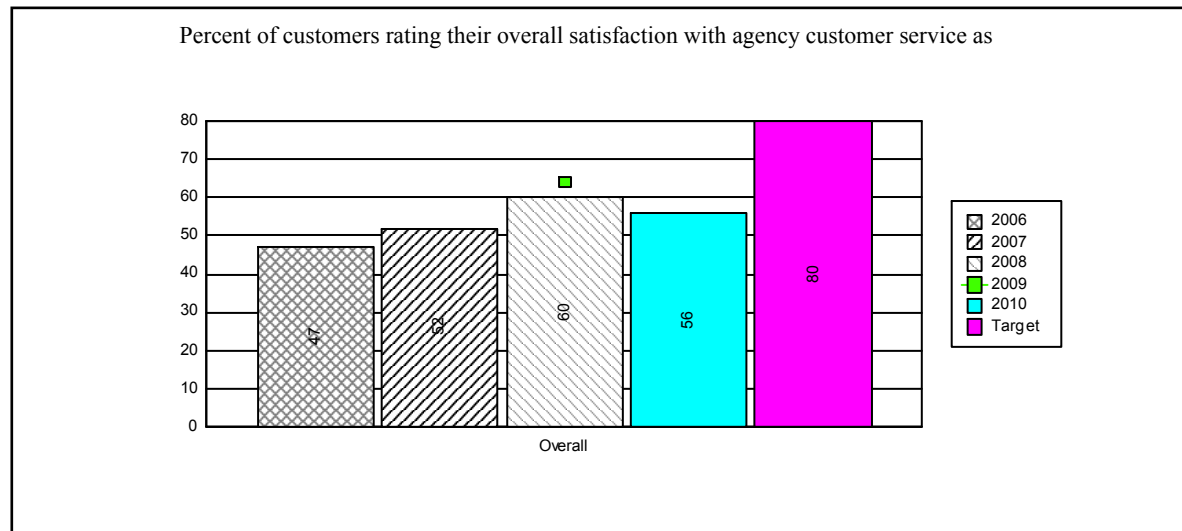
6. WHAT NEEDS TO BE DONE

Continue to employ increased staffing in this area; focus on serious cases; and delay negotiations for settlement until after the commission considers the evidence.

7. ABOUT THE DATA

This data is collected for calendar years and is the most common way we have tracked this data. [Calendar years align with the appointment of commissioners and we track the data based on the number of cases the commission considers at each of their meetings annually.]

KPM #6	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.	2006
Goal	CUSTOMER SERVICE: Provide high quality services to all stakeholders	
Oregon Context	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
Data Source	Customer Service surveys sent out with licenses issued.	
Owner	Administration, Keith Menk, (503) 378-3757	



1. OUR STRATEGY

Our strategy is to improve our customer service, thereby improving the results. In October 2008, we added a comment box to our customer service survey. The results were much more valuable than the Lickert scale rating system.

2. ABOUT THE TARGETS

Based on the low performance of 2006, the targets were set high to encourage improvement in the evaluation of our performance.

3. HOW WE ARE DOING

We are not doing as well as we would like. The comments have enabled us to focus on the issues that are affecting the results. The comments showed a much lower rating of our service than the actual responses to questions reveal. In October 2008, only 20.5% of the comments were positive; November - 23.3%; December - 27.2%; January 2009 - 45.7%.

4. HOW WE COMPARE

No data.

5. FACTORS AFFECTING RESULTS

Slow licensure processing; failure to reach live person on phone; delayed email response; inconsistent answers from staff; inconsistent information in agency materials; insufficient or confusing information on the Web.

6. WHAT NEEDS TO BE DONE

We need to expand the pool of customers to include higher education and stakeholder interest groups, not just licensees. Continue to publish results and work with staff to eliminate factors over which we have direct control such as consistent answers; better materials; staff attitude; speed of response, etc.

7. ABOUT THE DATA

TSPC has been collecting customer service data since February 2006. We have been collecting comments since October 2008. Data: We only "count" ratings above average or excellent.

TEACHER STANDARDS and PRACTICES COMMISSION	III. USING PERFORMANCE DATA
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Agency Mission: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.
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Contact: Vickie Chamberlain	Contact Phone: 503-378-6813
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Alternate:	Alternate Phone:
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The following questions indicate how performance measures and data are used for management and accountability purposes.
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1. INCLUSIVITY	<ul style="list-style-type: none"> * Staff: Management staff participated with Commission to develop measures. Staff reviewed and commented on targets for KPM 1 and 2 at staff retreat. Staff review statistics daily. * Elected Officials: While not directly involved, questions from elected officials over the years helped the commission to develop the measures. * Stakeholders: Members of public including higher education, Oregon Education Association, Confederation of Oregon School Administrators, Oregon School Personnel Association and other are invited into the discussion when measures initially adopted. * Citizens: • Citizens: Citizens were not directly involved but are welcome to provide input through the Web and at Commission meetings.
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2 MANAGING FOR RESULTS	<p>The statistics related to the efficiency measures are published daily and posted within the office. The intranet also contains charts indicating daily progress toward achieving and managing pending workload such as emails pending, applications pending review and documents pending review. Recent changes include: Adding comments to the customer service survey and publishing results with staff and commission; tracking Web “look ups” daily; publishing discipline orders to the Web; connections established with some school districts and a few higher education institutions for the exchange of “real time” data, including employee licensure and other information; creating an online licensure handbook to assist districts and educators track appropriate assignments based on licensure and endorsements; we have established a phone back-up person to improve customer access to a “live body.” Internally, the safety committee established a healthy snacks center in the office, provided small weights; stretching recommendations; organized short chair massages during afternoon break; first aid training; weight loss contests and other employee work-place enrichment activities. Performance, time worked, time loss and other efficiencies are monitored through regular staff evaluations and reports to Commissioners.</p>
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3 STAFF TRAINING	The APR is published on the Web. We discuss at staff meetings the goals of processing speed and email and phone call response speed.
4 COMMUNICATING RESULTS	<p>* Staff: White board in office with updated statistics daily; all staff email; personal reminders. Electronic activity reports daily to track individual progress. Daily review of progress from previous day on licensure, phone calls, email, documents received, and open applications.</p> <p>* Elected Officials: Through the budget process and through reports regarding legislation of interest.</p> <p>* Stakeholders: Through “news releases” (higher education and school districts); Commission meeting information.</p> <p>* Citizens: Through publication of our meeting minutes on the Web. Posting of Annual Performance Report on the Web; Regular news letters on licensure activities; Visibility presenting at stakeholder events.</p>

Agency Hiring

7-11-2011: New Hire: Investigator 2 – Step 6

Justification: Opened the recruitment twice. Had several offers rejected for Step 2 salary; Pay commensurate with salary employee was receiving in the private sector as an investigator.

6-12-2012: Internal Recruitment: New Hire: Investigator 3 – Step 7

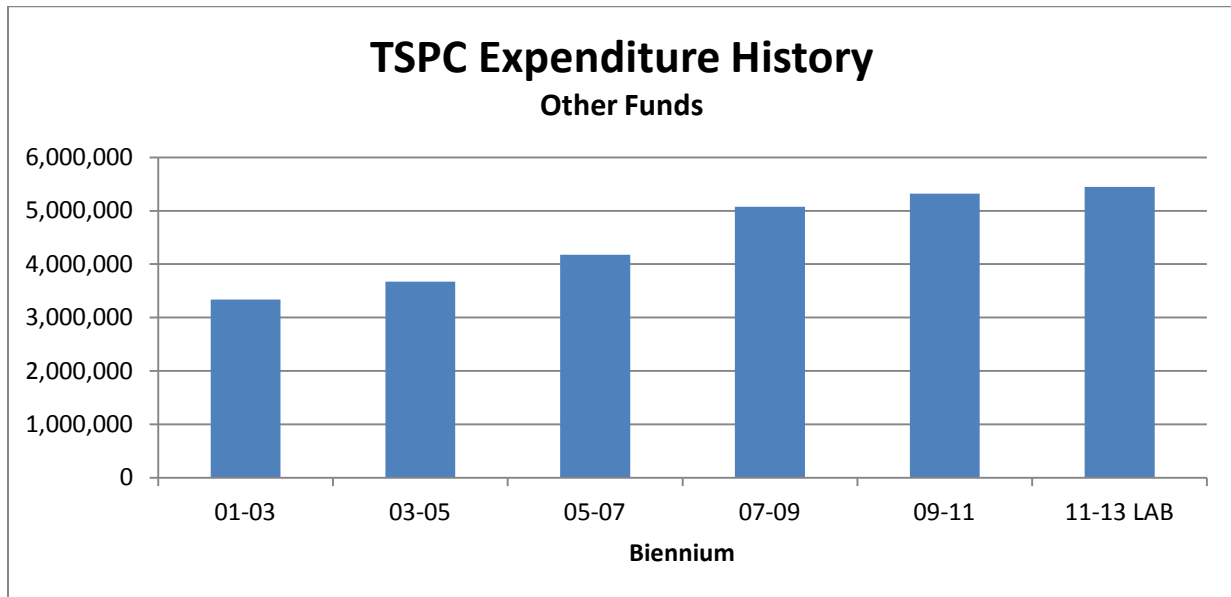
Justification: Was at Step 9 for Investigator 2 position; had legal experience as former sheriff's deputy.

9-6-2012: Open Recruitment: New Hire (current employee); Investigator 2 – Step 2

Agency Buy-Sheets

Agency Name: Teacher Standards and Practices Commission

Primary Outcome Area:	Education
Secondary Outcome Area:	Safety
Program Contact:	Victoria Chamberlain, (503) 378-6813



Executive Summary

The Teacher Standards and Practices Commission (Commission) sets the standards for public school educator licensure; sets the standards and performs accreditation visits for Oregon educator licensure

Appendix Teacher Standards and Practices Commission

programs; and takes disciplinary action against an educator's license. The program is important because it ensures that public school students' education is delivered by qualified and competent professional educators; our universities and colleges preparing these educators are held to high standards and evidence of effectiveness; and Oregon students are protected (safety) from educators who engage in misconduct.

Program Description

Licensure: ORS Chapter 342 requires all public school educators who are employees in public schools or employed by an education service district and who have direct responsibility for instruction, coordination of educational programs or supervision or evaluation of teachers and who are compensated for their services from public funds to be licensed by the Commission. Licensees are the clients served and receive service upon initial application and subsequently on renewal at either three or five years. There are approximately 65,000 licensed educators in the state who hold a total of 67,300 licenses, registrations or certificates. [60,300 teachers, 4,510 administrators, 2,340 counselors and psychologists, 91 school nurses]

The purpose of licensure is to guarantee that only qualified licensed professional educators who have demonstrated completion of either Oregon's or another state's educator licensure standards are licensed to practice in Oregon and is achieved by the standards set by the Commission based on the needs of Oregon's school districts and the state Board of Education's curriculum standards for K-12 subject-matter content. The program is delivered by twelve agency staff: A licensure director (manager); five license evaluators; four public service representatives; and two "intake" personnel. Partners necessary for the success of the program include but are not limited to: Deans of Colleges of Education (20 public and private institutions); Oregon Department of Education, School Districts, Charter Schools and Education Service Districts. **Major cost drivers** for licensure include the numbers of applications for new licenses or licensure renewal and the lack of adequate technology (online applications, payments and adequate image capacity) still requiring significant "hands-on" processing. There is a great opportunity to improve performance of licensure issuance and response timeliness by adopting a technology delivery system that has the capacity to store data (images); sort data; and maintain accurate agency licensure records.

Professional Practices: The professional practices unit focuses on alleged educator misconduct and ensures the safety and protection of Oregon's students and citizens. The unit investigates reports of misconduct; conducts criminal and character background checks on all applications for licensure. In the past five years (2007 through 2011), 1,289 reports of alleged misconduct were reported to the Commission. In that same five years, 1,214 investigation reports were completed and considered by the Commission. And, over 421 educators were charged with misconduct representing about 35% of all investigations considered by the Commission since 2007.

The purpose of the professional practices unit is to protect students and ensure that only competent and ethical educators are allowed to practice on the state's license. This purpose is achieved by swiftly taking action against the most serious allegations of misconduct which include: sexual misconduct, boundary violations, misuse of social media, assault, anger management and on-duty chemical dependency issues. The purpose is also achieved by posting licensure data on the national educator Clearinghouse. The Professional Practices services are delivered by a staff of one director, four investigators, two office support specialists and our assigned Assistant Attorney General. **Major cost drivers** for the program are the number of complex cases that must receive significant investigation and the number of charged educator requesting a hearing resulting in high Attorney General and Office of Administrative Hearings costs.

Accreditation: The accreditation unit is responsible for reviewing licensure programs for alignment with the Commissions standards and conducting on-site reviews of educator licensure programs. The "clients"

Appendix Teacher Standards and Practices Commission

served by this portion of the Commission’s program are the colleges and universities that have been approved by the Commission to prepare licensed educators.

The purpose of accreditation is to ensure that approved licensure programs meet the preparation standards established the Commission. This purpose of accreditation is achieved conducting on-site reviews within two years for newly approved programs and every seven years for continuing programs. The program is delivered and is currently only supported by the Director of Program Approval who is also the agency’s Deputy Director and a half-time office support specialist. Partners essential to the success of this program are the 21 current public and private colleges, universities and other entities currently approved to offer licensure preparation programs. **Major cost drivers** are the costs of training new site team members, and conducting the visits Alternate delivery opportunities are not readily available to improve performance. Oregon is currently considered a national model for our program accreditation process.

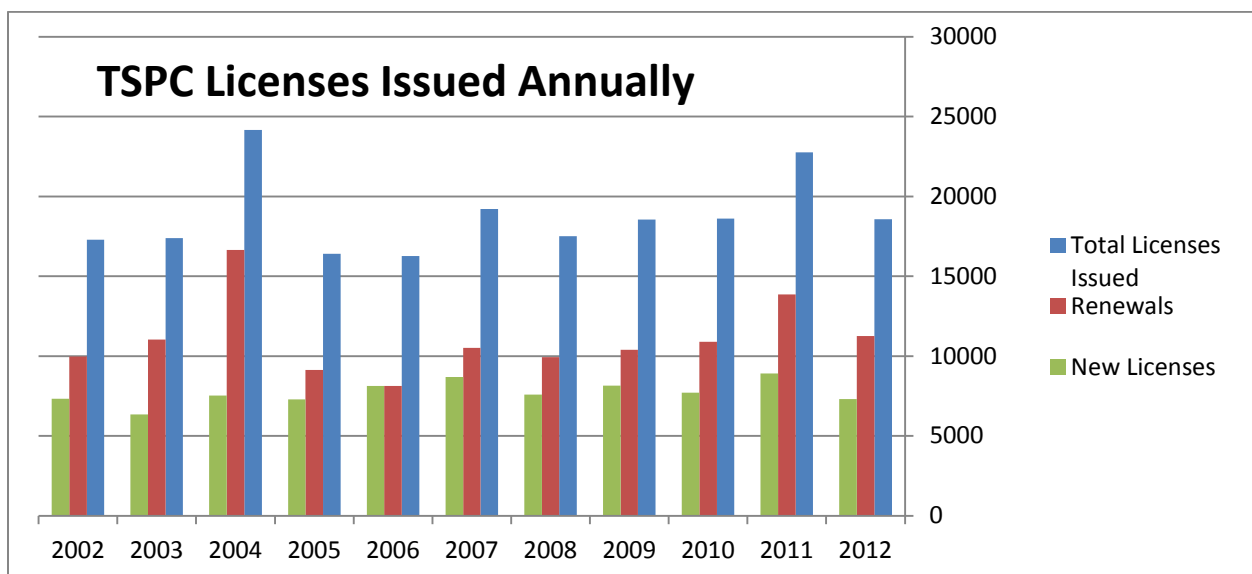
Program Justification and Link to 10-Year Outcome – *Education outcome: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.*

INDICATOR 2: Ready to apply math and reading skills: ---Properly licensed educators and well-prepared educators (teachers, administrators (educational leaders and other licensed personnel)) are essential to the achievement of all students developing fluency in reading and understanding, and having a solid foundation in numeracy. The Commission does not have any immediate data regarding the impact of the educator’s preparation and student achievement. More of this information will be available upon full development of the longitudinal data system currently being developed by the Oregon Department of Education along with full delivery of a new teacher and employer survey developed by the Commission.

INDICATOR 3: On track to earn a diploma: ---A safe environment in which to learn (educator discipline) and well-prepared and effective educators will contribute to less chronic sixth grade absenteeism. Well-prepared educators will ensure that students are on track to earn the diploma in grade nine.

INDICATOR 4: Ready for college and career training---Well-prepared and effective educators will provide opportunities to achieve the Oregon diploma and deliver college-level credit while in high school. Better prepared students should significantly increase college enrollment.

Program Performance



Licensure:

Numbers served: (in graph) (number served are projected to decrease approximately 10% based on current revenue projections)

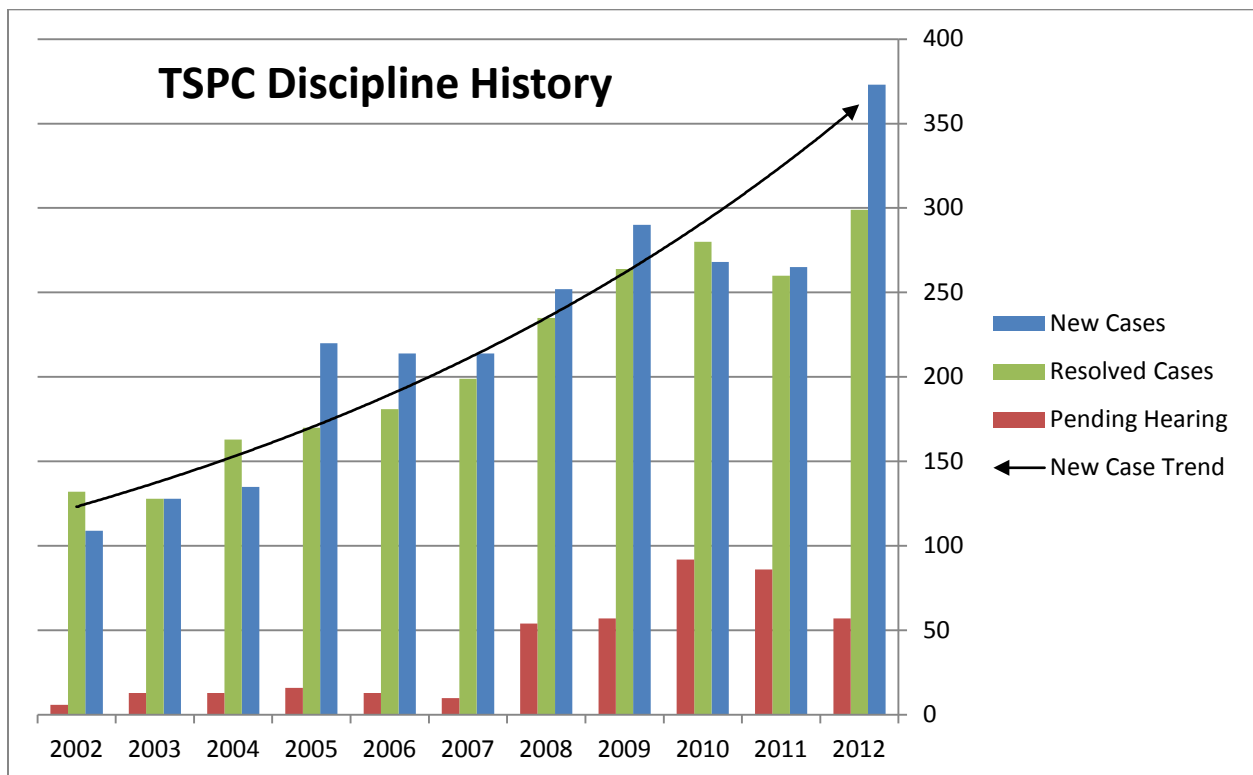
Quality/Timeliness: [Round 1 information:] Usually related to speed within which license is issued. Varies from 12 weeks during peak times (July through October) to two to three weeks in the winter months. [Round 2 information update:] Since January 2012, the agency has been able to process complete applications within 25 to 30 calendar days. The agency has sustained this rate of processing for 8 months. During the summer of 2011, processing was at 12 to 14 weeks.

Costs per unit: \$100 for new Oregon license or any renewal; \$120 for out of state licenses; \$25 per month late fees.

Professional Practices:

Number of cases: (in graph below)

Quality of services: (Not quantifiable)



Timeliness: Case prioritization based on severity of allegations (average time to complete investigation report is less than six months; Commission meetings quarterly).

Cost per service unit: Difficult to quantify, but increased requests for a hearing have increased costs from \$14,192 in 2007-2008 to \$94,007 in 2011-2012 (so far). Attorney general costs have

Appendix

Teacher Standards and Practices Commission

increased from \$299,463 in the 2007-2009 biennium, to \$445,617 in the 2009-2011 biennium. Projected costs with a new retainer agreement this biennium will range from \$368,951 to \$400,000.

Enabling Legislation/Program Authorization

The authorizing or enabling legislation can be found within the first part of Oregon Revised Statutes at Chapter 342. <http://www.leg.state.or.us/ors/342.html> Only ORS 342.120 through 342.430 and 342.455 through 342.495 apply directly to the Commission.

Funding Streams

Dedicated Source –The agency has been wholly supported through dedicated educator licensure fees. Nature of Dedicated Source: Statutory: (See, ORS 342.430 and 342.127.)**Additional Temporary Funds:** The Commission recently received \$85,000 in federal ARRA funds through a work agreement with the Oregon Department of Education. The purpose of the shared funds is to assist TSPC in providing higher quality licensure data in a more frequent and systematic process than currently exists.

Significant Proposed Program Changes from 2011-13

The agency has reduced staffing six FTE. One permanently funded IS8 position and .25% of an OSI position was used to permanently fund two Investigator 2 positions that had been approved for the previous two biennia as Limited Duration Positions. [LD positions approved in 2007-2009; 2009-2011; and 2011-2013.]