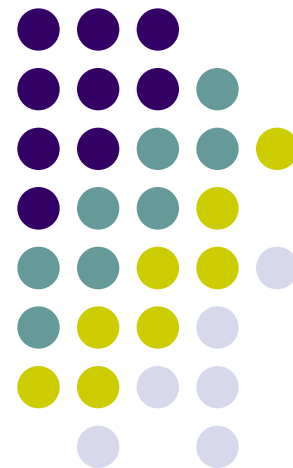


**Presentation to Education Subcommittee
Ways & Means**

Vickie Chamberlain, Executive Director

Milt Dennison, Commission Chair

March 4, 2013



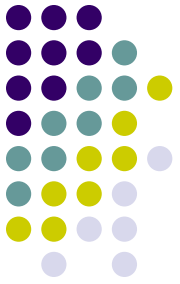
TSPC Primary Functions



The Commission:

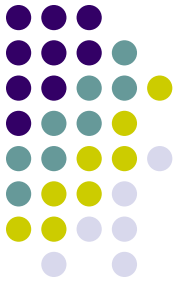
- ✓ Sets the standards for public school educator licensure;
- ✓ Sets the standards and performs accreditation visits for Oregon educator licensure programs; and
- ✓ Takes disciplinary action against an educator's license.

TSPC Primary Functions



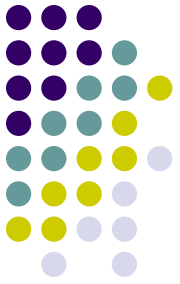
- ✓ Ensure public school education is delivered by qualified, competent, professional educators;
- ✓ Ensure evidence of effective preparation to high standards by colleges and universities;
- ✓ Ensure students are protected from educators who engage in misconduct.

TSPC Mission



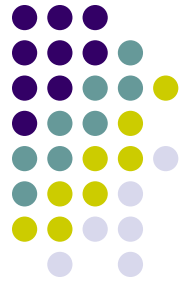
To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

TSPC Goals



- ✓ *Establish high standards for educator preparation excellence and regularly review approved programs for delivery of adopted licensure standards.*
- ✓ *Provide leadership for professional licensure standards including standards for: cultural inclusion; educator dispositions; subject-matter competency.*

TSPC Goals (cont)



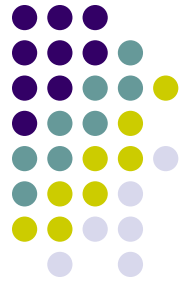
- ✓ *Provide timely high quality services to licensees, higher education, and the public.*
- ✓ *Maintain and develop clear, concise and easy to understand administrative rules.*
- ✓ *Establish high standards for educator professional conduct and regularly communicate those standards to the field.*

History: Oldest Educator Licensure Board in Nation



- ✓ First created in 1965
- ✓ 17 commissioners; (8 teachers; 4 administrators; 2 higher education; 3 public)
- ✓ Commissioners must be “practicing” to be eligible for appointment and confirmation

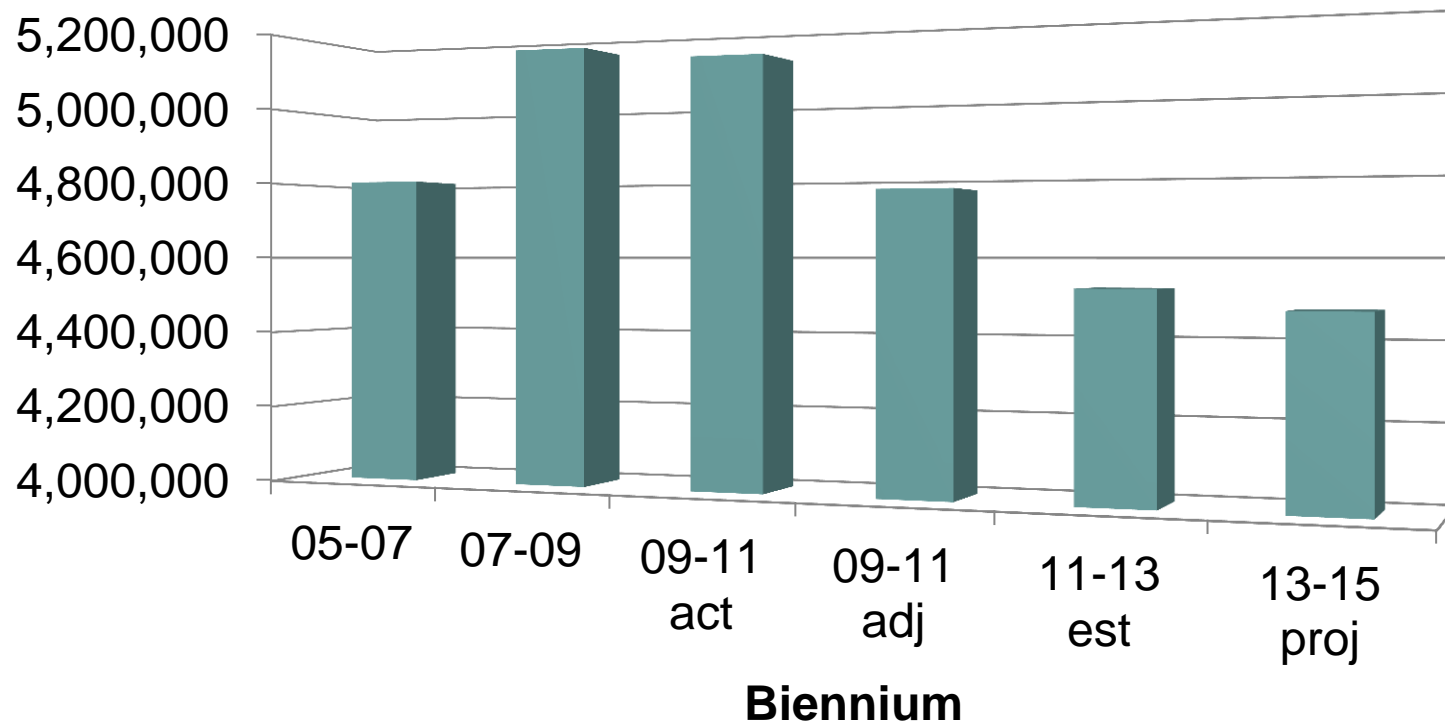
History: Oldest Educator Licensure Board in Nation



- ✓ One of 11 Professional Educator Standards Boards in the nation
- ✓ Over 120,000 educators in database with several hundred thousand more on microfilm;
- ✓ Only three Executive Directors in life of agency;

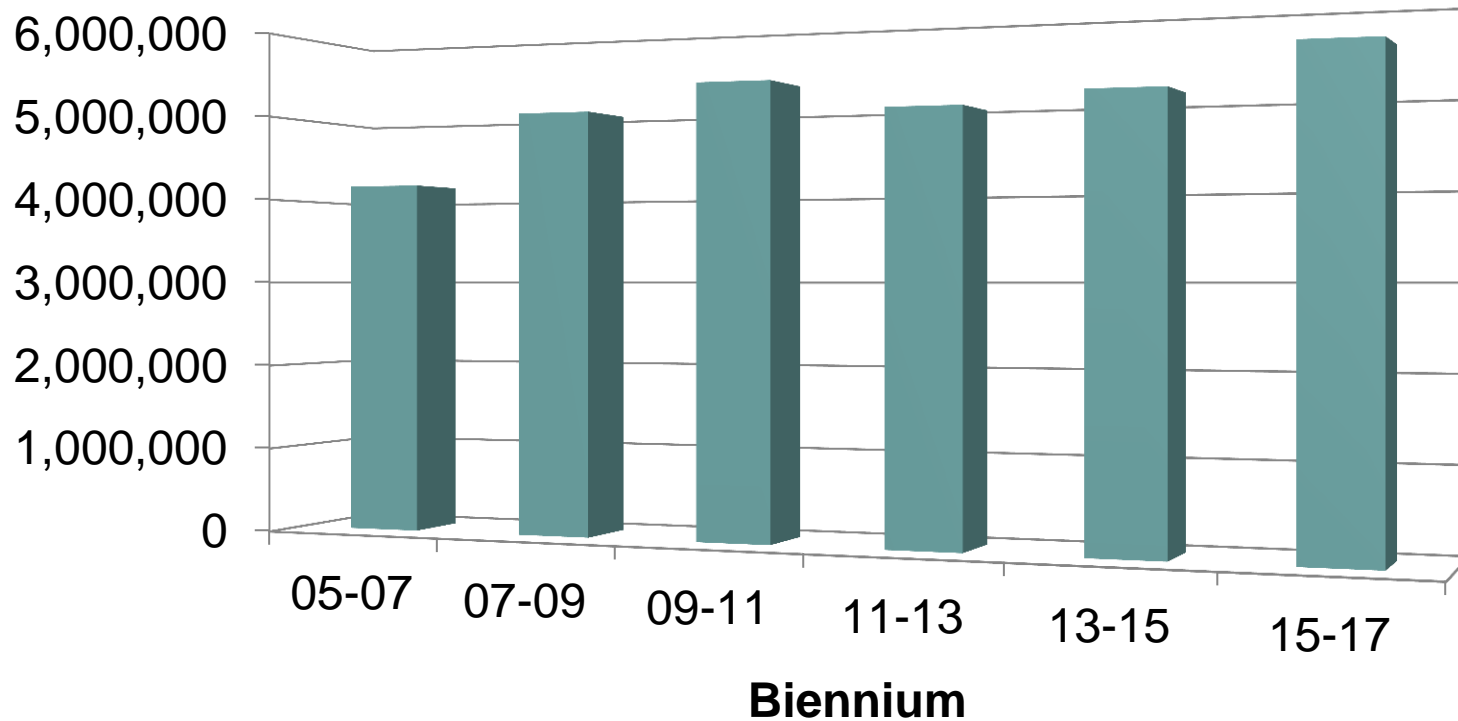


TSPC Revenue History

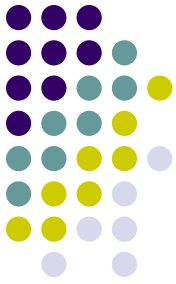




TSPC Expenditure Projections



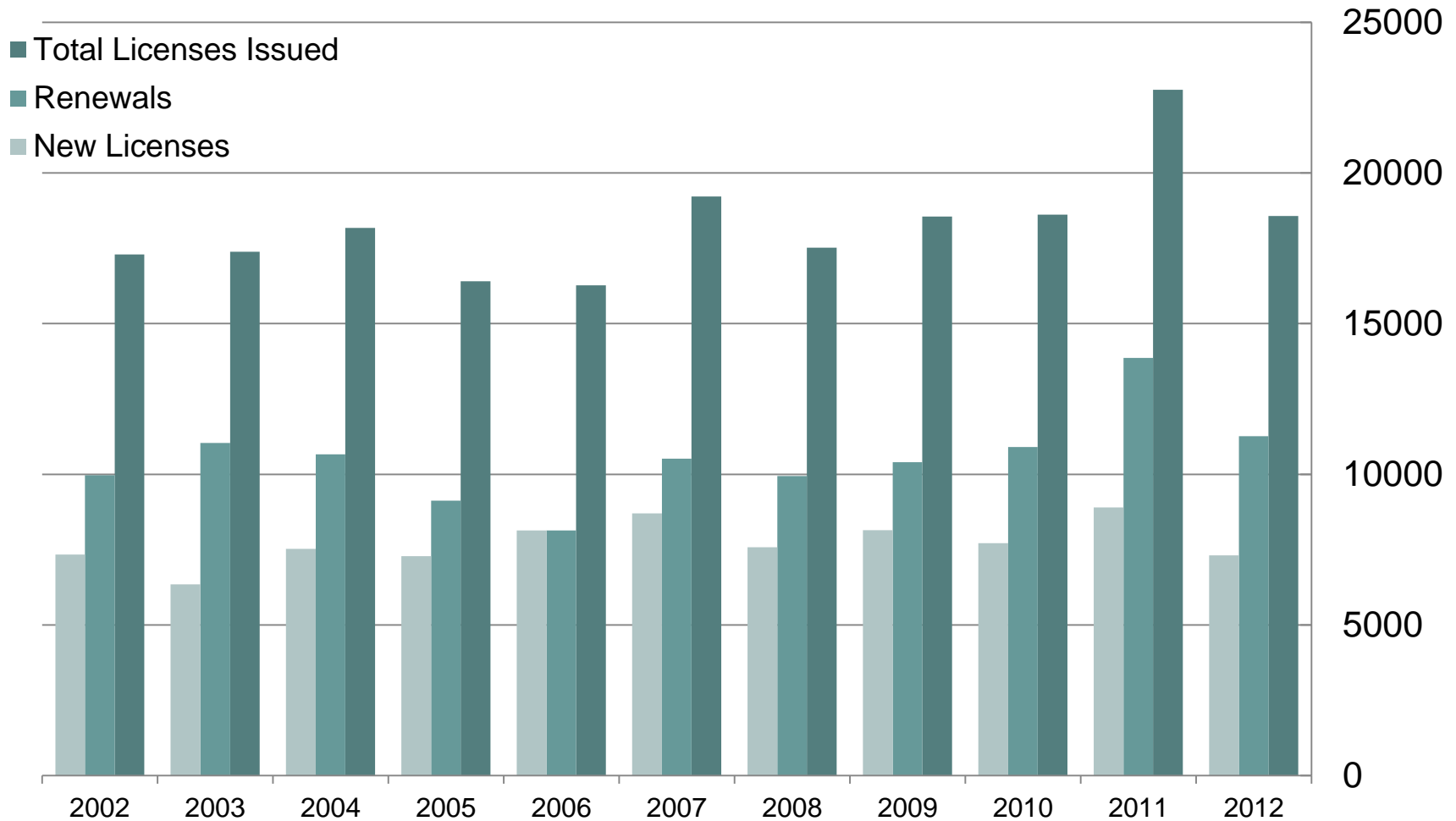
Program Summaries (Licensure)



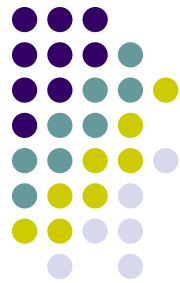
- ✓ Approximately 62,557 licensed educators in Oregon holding about 66,679 licenses, registrations or certificates
 - ❖ 59,800 teachers
 - ❖ 4,500 administrators
 - ❖ 2,200 counselors and psychologists
 - ❖ 90 school nurses



TSPC Licenses Issued Annually



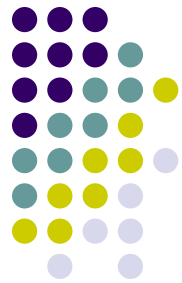
Program Summaries (Licensure)



Licensed Teachers, Administrators Employed and Students Attending Oregon Public Schools

	04-05	05-06	06-07	07-08	08-09* (*ESD)	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

Program Summaries (Licensure)



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

Program Summaries (Licensure)



Strategies	Outcomes Expected
Simplify current licensure structure; align with federal law	Streamline processing; improve customer service; simplify district assignments
Redesign teacher licensure for clearer path to advanced licensure including teacher leader options	More career opportunities for teachers as mentors, leaders, specialists, etc.
Evaluate strength of elementary preparation for math and reading	Achieve all 3 rd graders read at grade level; focus on Governor's STEAM objectives

Program Summaries (Licensure)



Strategies	Outcomes Expected
Support Expanded Options for high school dual college credit; encourage proficiency-based assessments for Expanded Option teaching	More high school teachers working with colleges and universities to provide dual credit courses
Review teacher recruitment strategies for diversity and hard to fill subject-areas	More diverse workforce; greater supply in hard to fill subjects

Program Summaries (Accreditation)



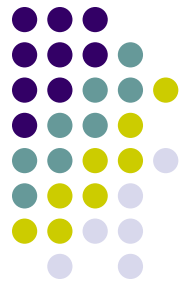
Strategies	Outcomes Expected
<p>Strengthening preparation requirements for candidates and university faculty in diversity, equity and teaching ‘all’ children strategies</p>	<p>Improved equitable opportunities for all Oregon students (both children and adults); More candidates “ready to teach all children.”</p>
<p>Continue to ensure all beginning teacher licensure examinations are aligned with the Common Core State Standards (CCSS)</p>	<p>Better student performance when Smarter Balance tests are fully implemented</p>
<p>Explore implementing a common performance assessments for all educator candidates: teachers, administrators, school counselors, psychologists and social workers</p>	<p>Statewide standardized reliable and valid candidate performance assessment tools for all pre-service educator programs (in each area) (Teachers ready to teach; principals ready to lead)</p>

Program Summaries (Accreditation)



Strategies	Outcomes Expected
Develop and adopt clear standards for first tier administrator preparation as it relates to <i>teacher evaluation</i> .	More reliable and valid evaluations of educators across the state; possible development of common evaluation tool to train administrators
Develop clear guidelines for “evidence of effectiveness” for educator candidates at all levels	Evidence-based improvements to preparation programs; assessments that are meaningful and beyond GPAs, etc
Implement full employer satisfaction survey to assist the state in program review and assist programs in continuous improvement plans	Greater focus on preparation program quality improvement processes

Program Summaries (Accreditation)



Strategies	Outcomes Expected
Review depth of professional practices (ethics) preparation in all college and university preparation programs	Develop clear expectations and standards for university preparation programs for ethics in all educator licensure areas
Continue to work on strategies that improve clinical practice for all educators	More new educators “ready” to enter the work-force.

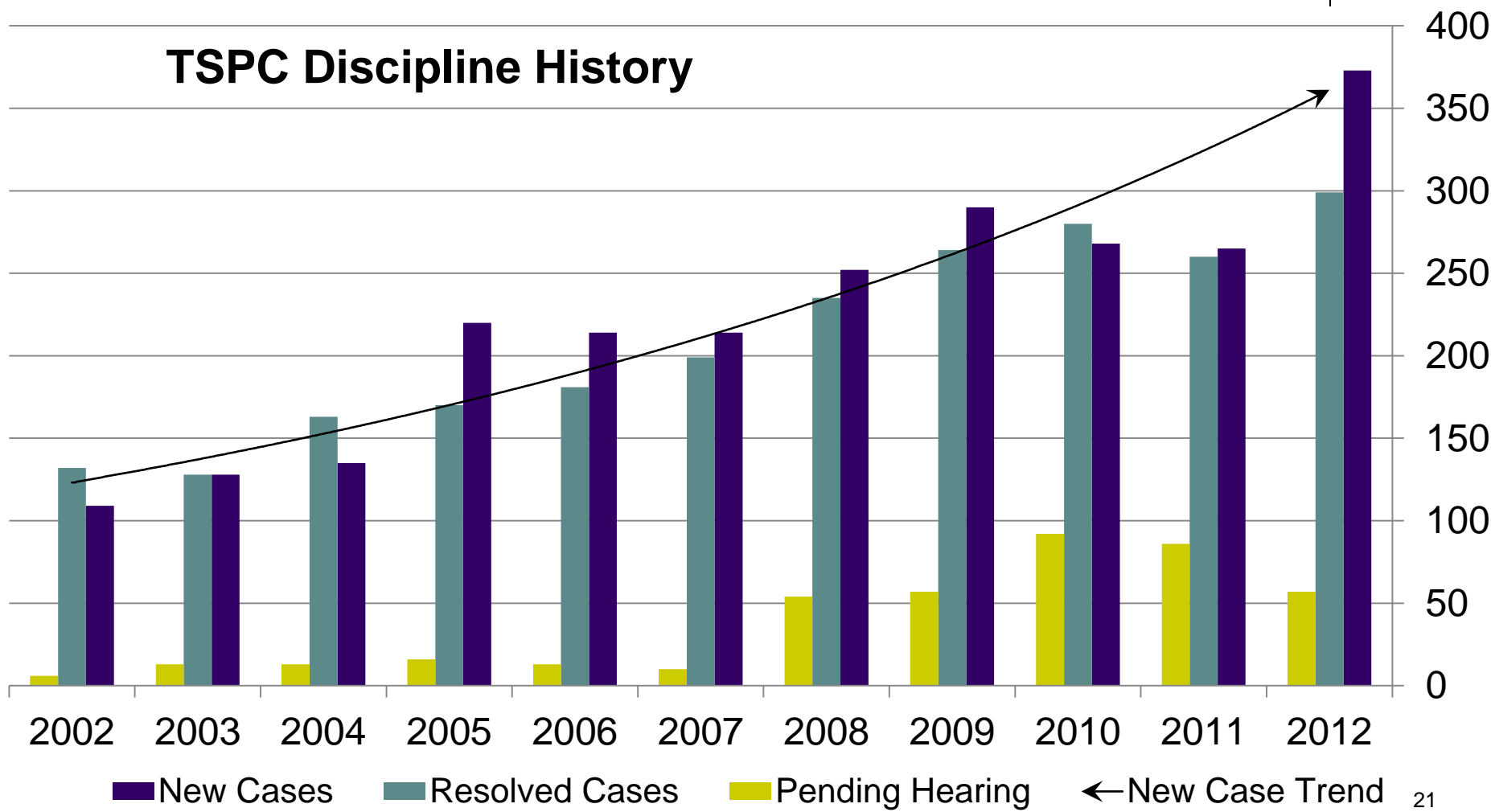
Program Summaries (Professional Practices - Discipline/Ethics)



Strategies	Outcomes Expected
Expedite case disposition by retaining investigative staffing levels and support staff	Keep backlog to cases less than 18 months from date of report to completed investigation
Continue communications plan with educators, districts and higher education	Create strategic plan for more purposeful training
Continue to prioritize serious cases that include student abuse; anger management; student safety, etc.	Cases managed at a student safety and public safety level to ensure quickest action possible in urgent situations



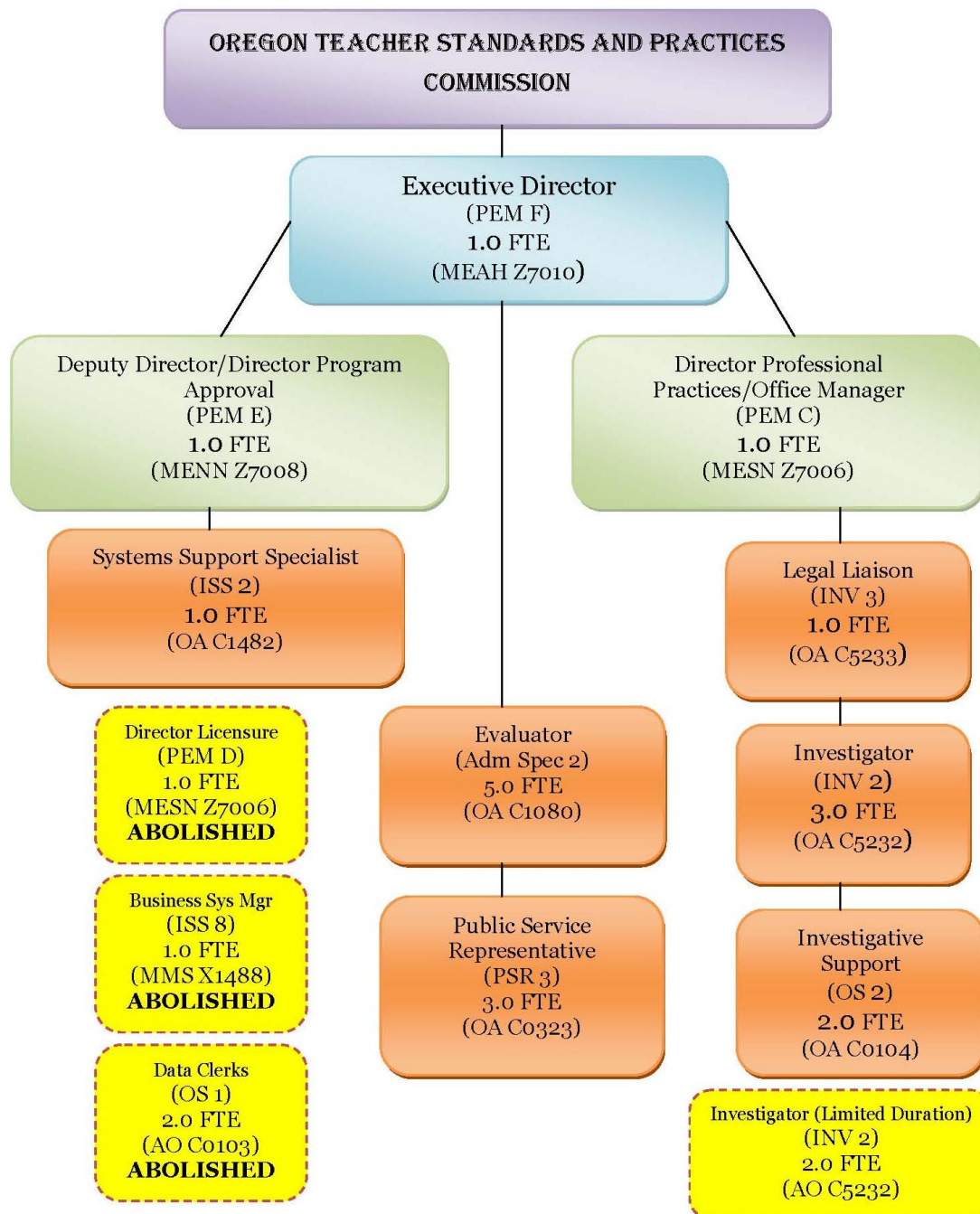
TSPC Discipline History



Program Summaries (Administration)



Strategies	Outcomes Expected
Upgrade web; internal data system and implement web-based application system	Improve licensure processing speed; improve data quality; improve information to stakeholders
	Deliver high quality licensure data to universities; school districts and licensees



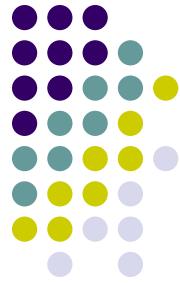
Performance/Outcome Measures (Licensure)



Example of Daily Licensure Statistics Tracked

- ✓ 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** (Applications waiting for processing)
- ✓ Pending Accounts: **792** (Includes incomplete applications)

Performance/Outcome Measures (Licensure)



Licensure Statistic Tracking (cont.)

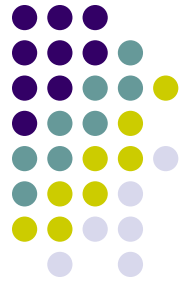
- ✓ Phone calls answered = **91**
- ✓ Walk-ins = **10**

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

- ✓ Entering (mail) Wednesday **02/13/2013** (into data system)
- ✓ Scanning Monday **02/11/2013** (documents received)

- ✓ License processing date: **01/29/13** (on 02/25/13)

Performance/Outcome Measures (Licensure)



Factors Affecting Performance

(Both Positive and Negative)

- ✓ Staff trained in multiple areas of the agency (coverage)
- ✓ Shared responsibility
- ✓ Open communication
- ✓ Available staff (illness; vacations; family medical, etc.)

Performance/Outcome Measures (Professional Practices)



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 Repeval	5
✓ Preliminary Investigation Reports Recommending Dismissal (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

Performance/Outcome Measures (Professional Practices)



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

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 (Nov)	<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

Performance/Outcome Measures (Professional Practices)



Tracking the Age of Complaints

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**

** Pending Other Venue

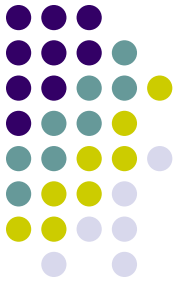
Budget Drivers



Licensure

- ✓ Reduced Revenue
 - ❖ Over 5,000 fewer applications per year over course of biennium
 - ❖ Project about \$630,000 less revenue than 2009-2010
- ✓ Processing Timelines
 - ❖ Decreased volume
 - ❖ More evaluators processing applications

Budget Drivers



Licensure

- ✓ Technology
 - ❖ Home-grown system outlived capacity
 - ❖ Battling data “disconnects”
 - ❖ Significant staff time spent trouble-shooting “glitches”
 - ❖ Lack of resources impediment to upgrading

Budget Drivers



Accreditation

- ✓ Reduced Staffing
 - ❖ Upgraded accreditation standards requires training
 - ❖ Upgraded standards increases time needed to review programs and their data
 - ❖ Sole staff responsible is also the Deputy Director and Human Resources Officer

Budget Drivers



Accreditation

- ✓ Need for state-wide valid performance assessment
 - ❖ Ensures student teachers in all programs will be evaluated similarly
 - ❖ State-wide assessments needed for administrator, counselor, and other personnel licensure programs also
 - ❖ Working with deans of education to review current Teacher Work Sample as option

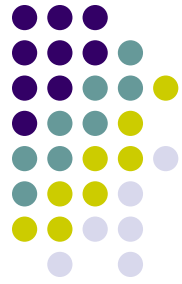
Budget Drivers



Accreditation

- ✓ Technology Needs for Accreditation
 - ❖ Ongoing employer satisfaction surveys
 - ❖ Ongoing new educator satisfaction surveys
 - ❖ Data researcher to Supply and Demand reports and other related information
 - ❖ Data distribution to colleges and universities

Budget Drivers



Professional Practices

- ✓ Investigation Caseload
 - ❖ Professional Practices Director is also the Payroll Clerk, Office Manager and Executive Assistant
 - ❖ Executive Director time reviewing investigations for Commission meetings
 - ❖ Impedes ability to deliver information training to districts and universities
 - ❖ Complaints continue to increase

Budget Drivers



Professional Practices

- ✓ Attorney General costs
- ✓ Office of Administrative Hearings costs
- ✓ Appeals of Commission decisions prolongs final resolution, increases costs
- ✓ Commission budget bears full brunt of legal appeals

Budget Drivers



Administration

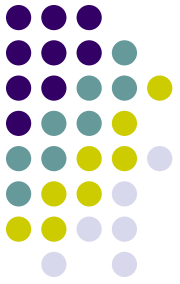
- ✓ Staff reductions have increased duties for all agency staff
- ✓ Work schedules and allowed leave must be carefully orchestrated
- ✓ Illness takes a toll on timeliness

Major Changes Past 10 Years



- ✓ Streamlining
 - ❖ No paper moved around office
 - ❖ Digital files for all educators
 - ❖ Online forms; credit cards by phone
 - ❖ Document storage digitally (rather than microfilm)
- ✓ Increased licensure staffing to increase application processing speed
- ✓ Increased rigor of accreditation standards for program preparing new educators
- ✓ Increased rigor of licensure tests

Major Changes Past 10 Years



- ✓ Went to computer-based testing (on demand)
 - ❖ Educators schedule at their convenience
 - ❖ Very affordable
 - ❖ Outstanding support materials
- ✓ Licensure tests 100% aligned with Common Core State Standards
- ✓ Increased investigation staffing to handle large caseload
- ✓ Reduced investigation backlogs from over two years in some cases to less than 18 months (Commission meets quarterly)

Impact of Revenue Reductions



- ✓ Revenue reduced drastically
 - ❖ Reduced 7 FTE through layoffs, permanent funding shifts and intentional vacancies
- ✓ Fewer applications than over a decade ago
- ✓ Fewer licensees renewing licenses
- ✓ Fewer people enrolling in teacher preparation
- ✓ Reduced customer service for phones and email
- ✓ Fewer trainings for accreditation visits; professional practices information
- ✓ Duties spread among staff (rules, commission support, mail, phones, email, etc.)

Major Budget Issues



- ✓ Decrease in applications resulting in reduced revenue (new and renewals)
- ✓ Accreditation demands exceed staffing capabilities
- ✓ Ability to deliver data in timely manner limited
- ✓ Current data system incompatible with Windows 2007 operating system
- ✓ Educator misconduct complaints continue to rise