



SB 78

TSPC Bill Summary on SB 78:

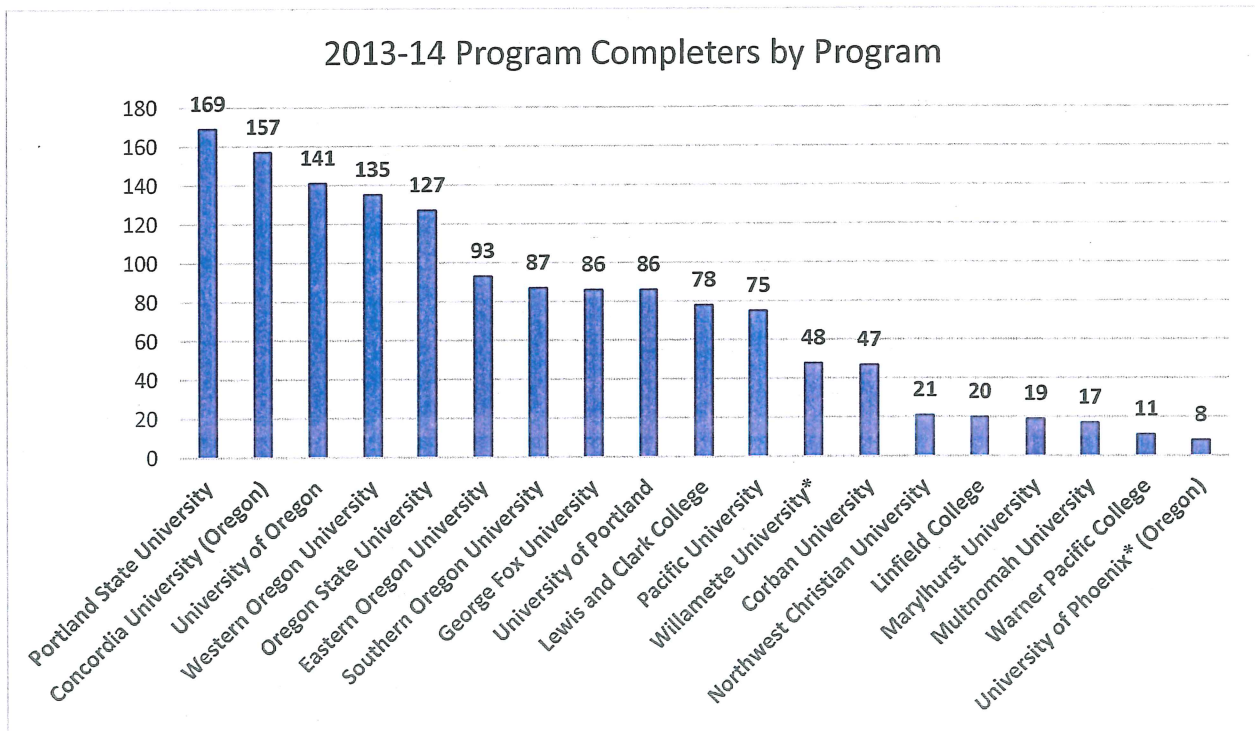
SB 78 requires the Teacher Standards and Practices Commission to adopt standards that require a teacher education program to be accredited by a national organization that represents teachers, policymakers and teacher educators and that provides accreditation based on nationally recognized standards and on evidence-based measures.

SB 78 also establishes the Teacher Education Program Accreditation Account for the purposes of the Commission to award grants to teacher education programs for the purpose of having the programs accredited by national organizations. The Account has sunset date of July 1, 2022.

SB 78 Background:

ORS 342.147 requires the Commission to establish by rule standards for approval of teacher education institutions and teacher education programs.

There are currently 19 Oregon institutions of higher education that have Commission-approved educator preparation programs. The chart below represents ‘teaching’ program completers.



*Willamette University and University of Phoenix (Oregon) have closed their educator preparation programs.

The Commission requires established programs to renew their state approval every seven years. (A new program is reviewed after five years for its first renewal.) The Commission does not charge a fee for the state approval process.

In 2012, the Commission aligned Oregon educator preparation program standards with the CAEP/NCATE national standards. The only difference between the current Oregon standards and the national standards is that the Commission has adopted a more rigorous standard on equity.¹ Typically, the Oregon equity standard is the most difficult standard for our educator preparation programs to fully meet.

National Accreditation:

Due to recent consolidations of national accrediting bodies, there is currently only one national accreditation association for teacher preparation programs: NCATE.

Seven of Oregon’s 19 programs are nationally accredited by NCATE:

Oregon Educator Preparation Programs (19 units)	
Concordia University (Oregon)	Oregon State University*
Concordia University/COSA (Chicago)	Pacific University*
Corban University	Portland State University*
Eastern Oregon University	Salem-Keizer (School Counseling)
George Fox University*	Southern Oregon University
Lewis & Clark College*	University of Oregon
Linfield College	University of Portland*
Marylhurst University	Warner Pacific College
Multnomah University	Western Oregon University*
Northwest Christian University	

*Nationally Accredited by CAEP (NCATE).

NCATE/CAEP (National Accreditation) Fees include:

- Annual Membership Fee (Based on the number of a program’s completers):
 - 1–50 completers: \$2,320
 - 51–150 completers: \$2,575
 - 151–300 completers: \$2,935
 - 301–500 completers: \$3,400
 - 501–1000 completers \$4,480
 - 1000+ completers: \$5,200
 - International EPPs \$10,500
- Accreditation Visit Fee (Based on the number of Visit Team Members):
 - 3 team members: \$5,250
 - 4 team members: \$7,000
 - 5 team members: \$8,750
 - 6 team members: \$10,500

- 7 team members: \$12,250
 - 8 team members: \$14,000
 - *(Oregon programs typically need 3 or 4 team members.)*
- Visit Expenses:
 - In addition to the Accreditation Visit Fee, the educator preparation institutions are responsible for travel, lodging, food, incidental, as well as onsite expenses for each team member. This cost will vary. For example, some team members must fly-in for the visit, while other may drive from a neighboring state.
 - On average, an Oregon educator preparation program typically spends approximately **\$10,000** on national membership and visit fees during an accreditation year. (This figure does not include their own staff time for preparing for, and conducting, the national accreditation site visit.)

SB 78 Implementation:

The Commission foresees no issues with implementation of SB 78 as written and amended.

If state accreditation grant funding is not available, it may be difficult for some of Oregon’s smaller educator preparation programs to finance the cost of the national accreditation.

In the future, it will be important to maintain the state’s program flexibility in relation to national accreditation eligibility.

ⁱ Standard 4: Cultural Competency and Equity in the Classroom (OAR 584-017-1050): The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions including cultural competency necessary to help all students learn equitably. Assessments indicate that candidates can demonstrate and apply proficiencies related to cultural competency and equitable student achievement. Experiences provided for candidates include working with diverse populations, including higher education and p–12 school faculty, candidates, and students in p–12 schools. A cohort of candidates and faculty from diverse groups informs the unit’s curriculum, pedagogy, and field experiences in culturally meaningful ways. Diverse faculty and peers assist candidates in addressing teaching and learning from multiple perspectives and different life experiences. The unit provides for different voices in the professional development and work of the education profession. The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of cultural competency and equity in the classroom.