



## OREGON

### CERTIFICATION

According to its Title II report, Oregon offers Type A, B, and C licenses. Licenses are administered in this state by the Teacher Standards and Practices Commission (TSPC). Licensure is issued at four levels in Oregon:

- ❖ Early Childhood, valid for age 3 through grade 4;
- ❖ Elementary, valid for grades 3–8 in an elementary school or 5 and 6 in a self-contained classroom in a middle school;
- ❖ Middle School, valid for grades 5–9 in an elementary, middle school or junior high; and
- ❖ High School valid for teaching in integrated subjects and in departments in grades 7–12 in a mid-high or high school.

Initial licenses in Oregon are valid for three years and may be renewed once. To be eligible for an initial license, candidate must have a bachelor's degree or higher, have completed an initial teacher education program, and have passed appropriate tests.

### **Early Childhood/Elementary Certification**

Candidates for early childhood and elementary certificates must demonstrate a broad knowledge of subject matter by passing a Multiple Subject Assessment Test. No course requirements have been located.

### **Middle-Level Certification**

*\*\*Middle-level certification is currently under review.*

Candidates must pass the Multiple Subject Assessment Test, and they must provide evidence of in-depth knowledge of subject matter by completing one of the following options:

- ❖ complete a college major in the subject matter or specialty endorsement;
- ❖ pass the Praxis test in the subject or specialty endorsement; or
- ❖ present evidence that is satisfactory to the Teacher Standards and Practices Commission of specialized education.

## Secondary Certification

Candidates for high school level certification (7–12) must document in-depth knowledge of one subject matter or specialty area, curriculum, and methods that enables them to pass the appropriate Praxis exam. No requirements relating to course work have been located.

## STANDARDS

### Standards for Teachers

Oregon has created performance standards for its teachers that apply in all teaching fields. The five broad categories of the standards include: planning for instruction, establishing a classroom climate conducive to learning, engaging students in learning, evaluating and reporting student progress, and exhibiting professional behavior. No standards related to content have been located.

### Standards for Students

Oregon’s Social Science Standards are divided into five strands: history skills, world history, U.S. history, state and local history, and social science analysis. Each strand first describes briefly what students should know and be able to do overall in that area. Then common curriculum goals, content standards, benchmarks at three levels (grades 3, 5, and 8), CIM/CAM criteria (grade 10), and PASS criteria are listed. (CIM stands for Certificate of Initial Mastery, while CAM indicates Certificate of Advanced Mastery. PASS stands for Proficiency-based Admissions Standards System.) This same format is followed for each of the five strands. In the discipline of history, Oregon students should be able to “[r]elate significant events and eras in United States and world history to past and present issues and developments.” Under Common Curriculum Goals, expectations are written under the following categories:

- ❖ historical skills;
- ❖ world history;
- ❖ U.S. history; and
- ❖ state and local history.

Content standards are written that correspond with the skills and topics identified under the goals, and the aforementioned benchmarks and examination criteria are specified at appropriate grade levels. The state places content that may appear on the Oregon Statewide Assessment and on the Social Sciences Pilot Test in 2003 in italics. The following are content standards as related to the goals.

#### ❖ Historical Skills—Content Standards

1. Understand, represent, and interpret chronological relationships in history.

2. Identify and analyze cause and effect relationships in history.
  3. Interpret and represent chronological relationships and patterns of change and continuity over time.
  4. Identify and analyze various perspectives and interpretations of historical issues and events.
- ❖ World History—Content Standards
    1. Understand the importance and lasting influence of issues, events, people, and developments in world history.
  - ❖ U.S. History—Content Standards
    1. Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.
  - ❖ State and Local History—Content Standards
    1. Understand and interpret events, issues, and developments in Oregon history.
    2. Understand and interpret events, issues, and developments in local history.

## HIGH SCHOOL GRADUATION/EXIT EXAM

In 2002 the State Board of Education in Oregon adopted new graduation requirements for high school students. State education policy in Oregon links the Certificate of Initial Mastery (CIM), or high academic standards, with the Certificate of Advanced Mastery (CAM), or the application of critical knowledge and skills. The link is made in that the board now requires that some but not all of the CIM standards must be met to achieve a CAM. As defined by the state, the CIM is an award “earned by students who have met CIM standards on state test and classroom work samples in English, mathematics, and science and on local assessments in the arts and second languages (world languages). Requirements in the social sciences and physical education will be phased in as part of the certificate.” The CAM is linked to the high school diploma because *some but not all elements* of the CAM will be required in order to receive a diploma beginning in the 2006–07 school year.

A minimum of 22 credits are required to graduate from high school. Of these 22 credits, 3 must be in social studies (history, civics, geography and economics, including personal finance). No specific course requirements are indicated.

### Exit Exam

Oregon does not have an exit exam.

## ASSESSMENT

The Oregon Department of Education is currently phasing in a new testing system. A social studies pilot test is scheduled for spring 2003 and students will be held accountable on statewide tests in spring 2004. The exam is scheduled to test students at benchmark levels 2 and 3 and for the CIM (grades 5, 8, and 10 respectively).

Samples of student work are required to be collected at the CIM level, and one sample of work is needed from each grade level for grades 3–8. Social studies is not mentioned, however, in this collection of work samples. The proposed phase-in schedule states that social science analysis work samples will be required by 2005–06.