



# English Learner Advisory Group Meeting

April 6, 2023  
9:00 AM – 12:00 PM

# Warm Welcome



Photo credit: Sankar Raman

## Share your...

- Name + Pronouns
- Location & Role

# Meeting Topics



- Oregon's Early Literacy Framework Feedback
- MLL Strategic Plan Update
- State Board of Education Vision for Bilingual Education
- Dual Language Teacher Certification Requirements

# Oregon's Early Literacy Framework: *Preview Draft*

*A Starting Place for Design,  
Dialogue and Implementation*

**Engagement Session**



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

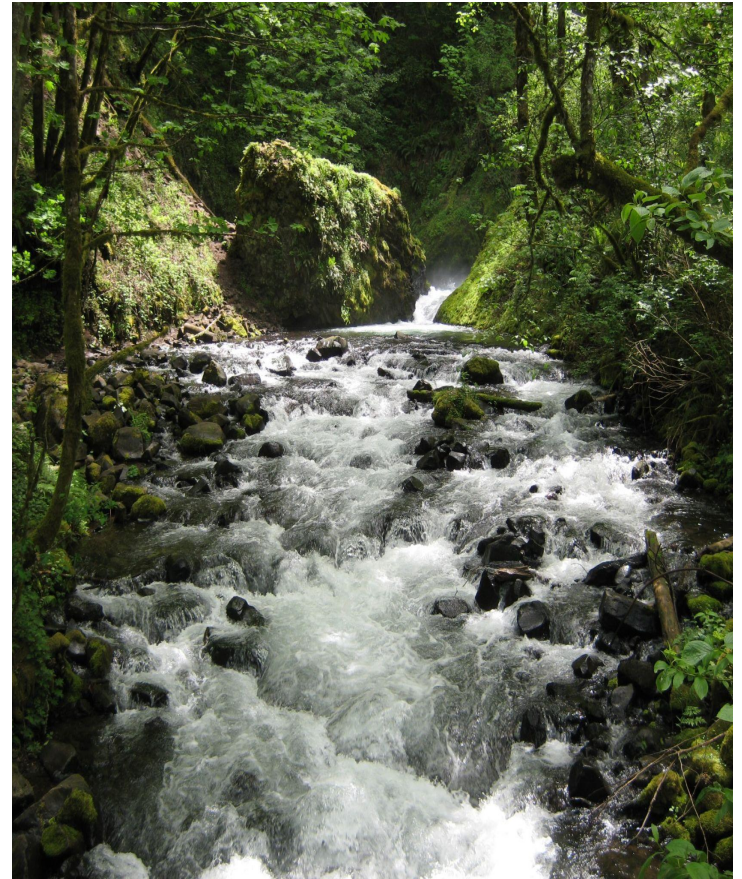
# Introductions and Gratitude

Please update your Zoom Name

**First and Last Name, Organization**

*EX: Ali Jackson, Prince County SD*

Thank you for your time and participation!



# Engagement Session Agenda

- Purpose
- Agreements and Intentions
- Context for Oregon's Early Literacy Framework
- Gathering Your Input (Breakout Rooms)
- Close Together



# Purpose of Today's Session

*Listen to the voices and expertise of educators, partners, and community members in order to...*


- Gather feedback related to the content of the framework
- Inform adjustments, where possible, to the May 30th final draft



# Agreements for Our Time Together

- Be actively present
- Listen for understanding
- Be conscious of the shared space and time
- Take care of yourself - no built in break



An illustration showing six pairs of hands of various skin tones (light, medium, and dark brown) holding each other in a circular arrangement. The hands are positioned at the top, bottom, left, and right edges of the frame. The background is a light blue sky with soft white clouds. The text is centered in the middle of the image.

The Oregon Department of Education, Education Service Districts, school districts, and public charter schools hold an **essential responsibility** to ensure **every child in Oregon** reads and writes with confidence and competence (ideally in more than one language).

# Why a Framework?

Oregon's Early Literacy Framework emphasizes core instructional practices that benefit all students, with an intentional emphasis on how those practices can be leveraged to best serve students who have been historically marginalized by education systems, including multilingual learners and students experiencing disabilities.

**The purpose of this framework is to:**

1. *Build statewide coherence, clarity, and common ground*
2. *Fuel action and improvement*
3. *Provide a practical road map for schools and districts to support leading for a literacy lift*
4. *Serve as a shared north star for educators and community*
5. *Align with Governor's vision for improving student literacy outcomes*



# Eight Key Sections



**Section 1: Student Belonging: A Necessary Condition for Literacy Learning**

**Section 2: Oral Language as the Root for Literacy Development**

**Section 3: Reading Models Based in Research**

**Section 4: Foundational Skills**

**Section 5: Beyond Foundational Skills**

**Section 6: Reaching All Learners**

**Section 7: Family and Community Partnerships**

**Section 8: Early Literacy Implementation Playbook**

# Questions for Discussion

- What resonated with you in terms of the content of the framework?
  - How does that (topic/section/idea) connect with what matters most to you?
- What literacy topics are possibly missing from the framework?
- What else do you want to tell us about the literacy framework that we haven't asked?

# Breakout Rooms Overview

## What to Expect:

1. 10 minutes to get started in your own way: could be reviewing the framework, could be getting starting thinking about or typing answers to the discussion questions, your individual time
2. About 20 minutes to discuss the questions while the ODE staff take notes on a note catcher that everyone has access to
3. A few minutes to identify the primary takeaways from the group overall

## *Notes for moving to breakout rooms:*

- ODE staff will facilitate and take notes in each breakout room.
- Watch for your **breakout room number**, open the Doc with the corresponding room number before you leave for your room.

# Next Steps

- Note catchers will remain open for 24 hours.
- ODE will continue to engage through April and will synthesize and incorporate feedback where possible and appropriate.
- Final version of the Early Literacy Framework will be published May 30th.
- Will be closely tracking HB 3198-Early Literacy Initiative Legislation.



**Thank you!**

For additional questions or comments, please email

[k5.literacy@ode.oregon.gov](mailto:k5.literacy@ode.oregon.gov).



# Multilingual Learner Strategic Plan



# Multilingual Learner Strategic Plan

## Scope of Work

- Comprehensive needs assessment that will guide the development of a multi-year strategic plan that addresses disparities experienced by Multilingual Learners in Oregon
- Community engagement statewide to inform the strategic plan
- Development of multi-year strategic plan

# MLL Strategic Plan Partner: Ed. Northwest

Project Leaders: Manuel Vazquez Cano, Karen Perez

**Phase 1:** Project planning and consultation between EdNW and ODE

**Phase 2:** Comprehensive needs assessment and landscape scan

**Phase 3:** Strategic plan development

# Phase 1: Project planning and consultation between EdNW and ODE

## **Main Activities**

- Planning meetings with ODE
- Develop structure of advisory groups

## **Deliverable**

- Revised project plan

## Phase 2: Comprehensive needs assessment and landscape scan

### Main activities

- Landscape scan
  - Review key documents focused on Oregon's multilingual learners & blueprints from other states
  - District surveys
- Needs assessment
  - community sessions
  - Interviews/focus groups with educators & students
  - Analysis of student data

### Deliverable

- Landscape scan & needs assessment findings

## Phase 3: Strategic plan development

### **Main activities**

- Engage in meetings with a diverse, representative workgroup to create a narrative, vision, mission, and theory of action for transforming education for multilingual learners and their families in Oregon

### **Deliverable**

- Comprehensive strategic plan



# State Board of Education Vision for Bilingual Education

Chair Guadalupe Martinez

# Reducing Licensure Barriers for Dual Language Bilingual Education Teachers

Nelly Patiño-Cabrera

Karen Thompson



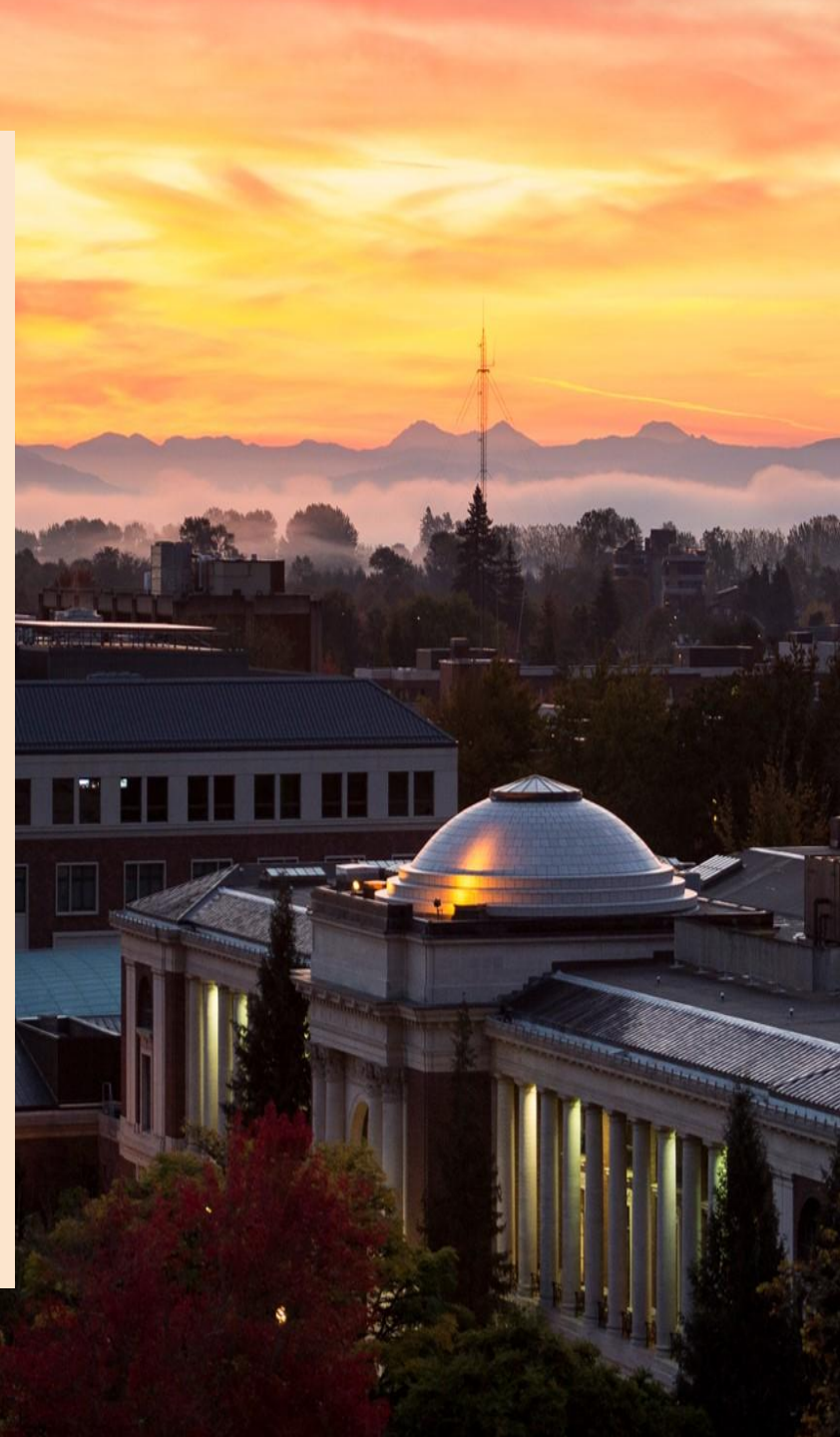
Oregon State  
University



## Reducing Licensure Barriers for Dual Language Bilingual Education (DLBE) Teachers

### Agenda

- DLBE Programs in Oregon
- Shortage of Qualified DLBE Teachers
- Addressing DLBE teacher shortages
- Policy Changes
- Q&A







# DLBE Programs in Oregon



**How many dual language programs  
are there in Oregon? About....**

**100**

**1**

**130**

**2**

**160**

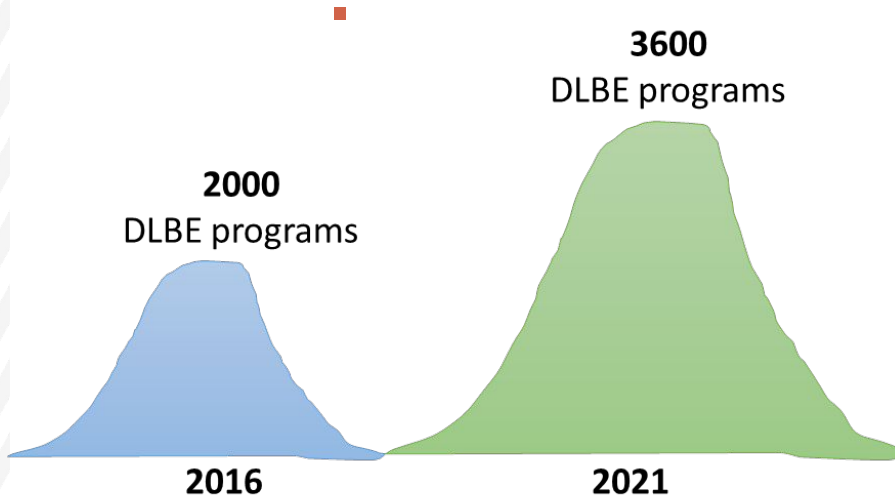
**3**



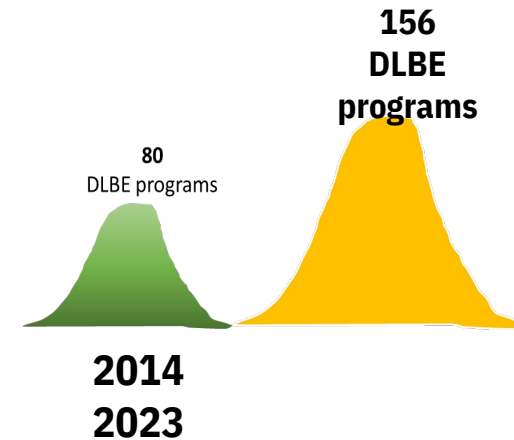
# DLBE Programs in Oregon

U.S

OR



(Gross, 2016; Roberts,  
2021)



(OSU, 2014) (Patiño-Cabrera,  
2023)

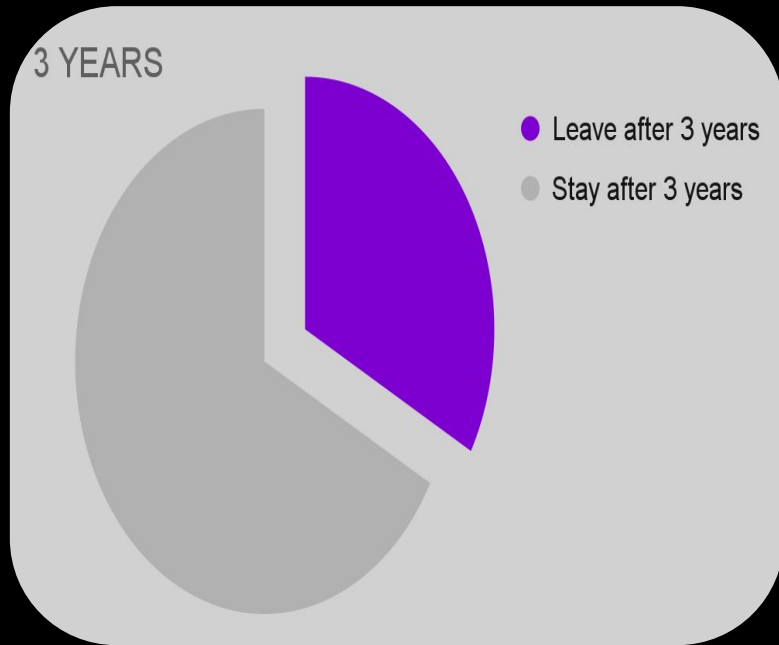


# Shortage of DLBE Teachers

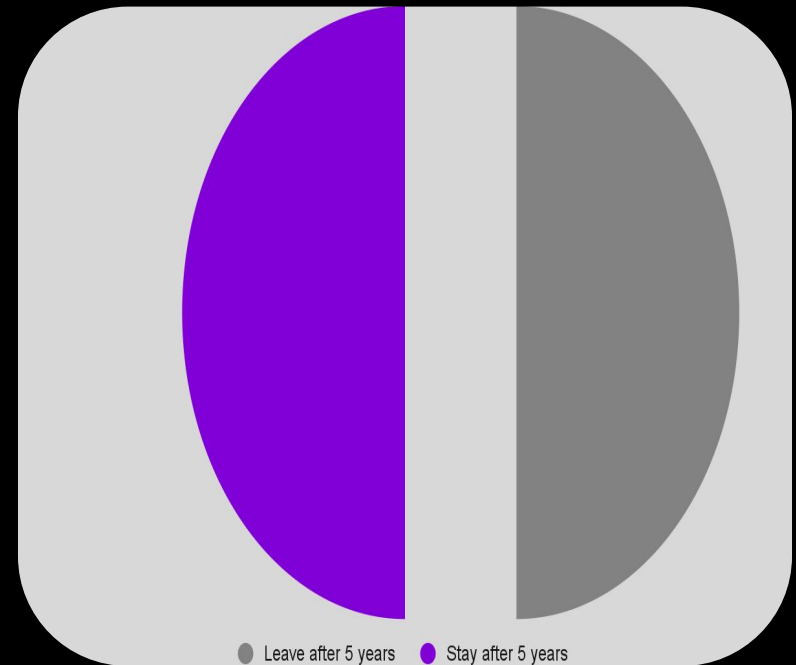


# Shortage DLBE teachers

## 3 YEARS



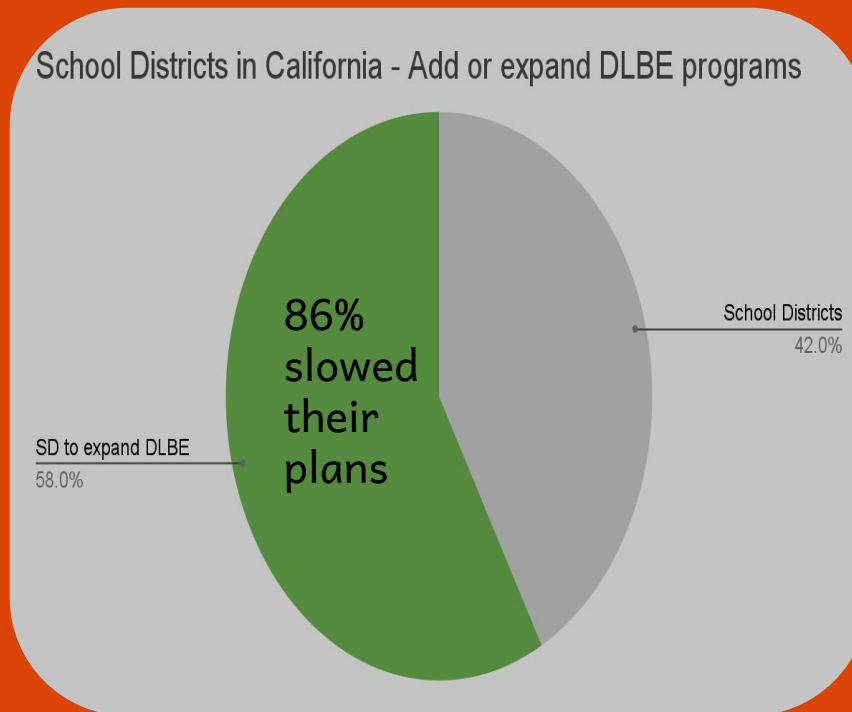
## 5 YEARS





# Shortage of the DLBE Teachers

Barrier to the implementation and expansion of DLBE programs

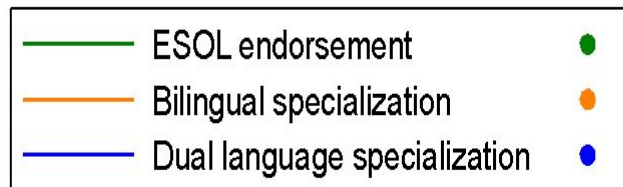
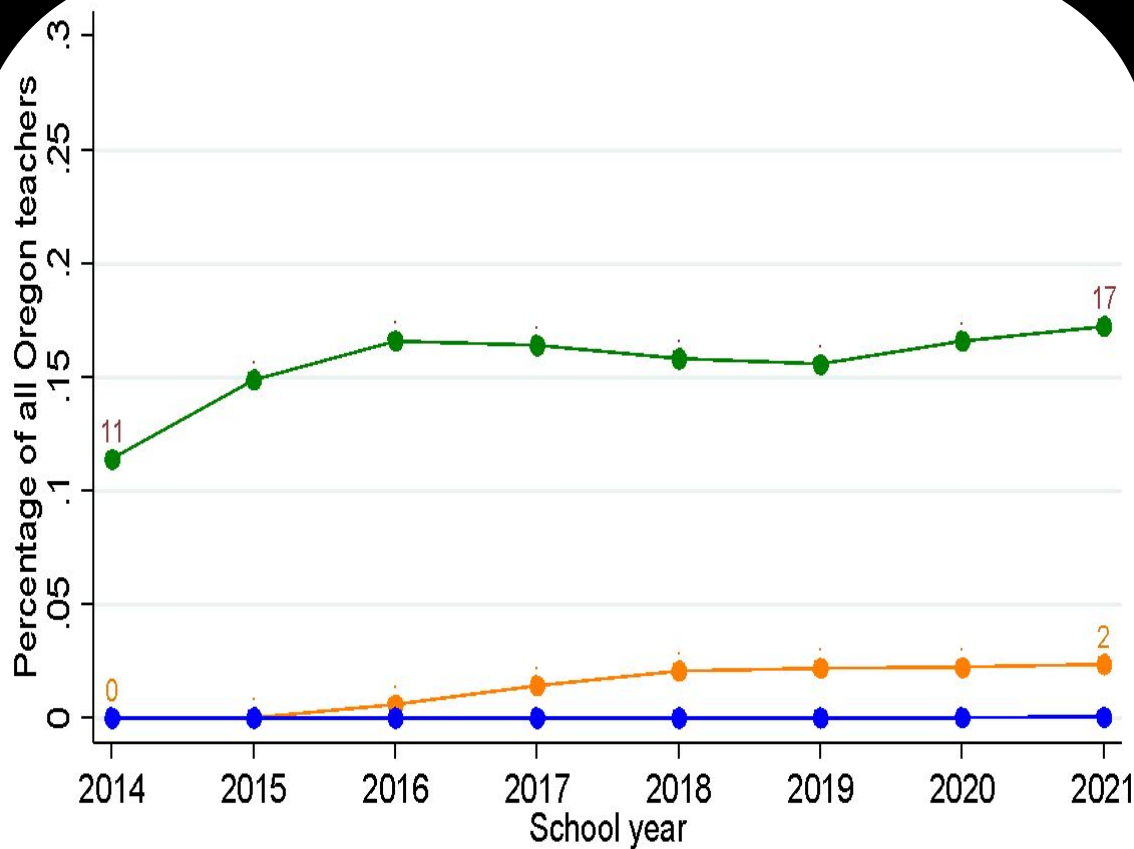




# Addressing DLBE Teacher shortage



# Oregon wants to increase the number of bilingual teachers







# Approaches to address DLBE teacher shortages



Approach	Strategy
<b>Strengthening the Teacher Pipeline</b>	<ul style="list-style-type: none"><li>● Grow Your Own (GYO) programs (ODE)</li><li>● Clinically Based Program: i.e., CBEE programs at OSU) - Provide GYO scholarships</li></ul>
<b>Financial Incentives</b>	<ul style="list-style-type: none"><li>● Salary modifications and enhancements</li><li>● Scholarships: i.e., TEAMS program and its strong partnerships with school districts.</li></ul>
<b>Improving the working conditions</b>	<ul style="list-style-type: none"><li>● Provide DL resources</li><li>● Provide PD (ODE)</li><li>● Policy changes: i.e., TSPC policy changes</li></ul>



# Policy Changes



# Multiple Measures for Demonstrating Language Proficiency

- *Utilizing multiple measures in assessment is a strengths-based approach that will allow candidates to demonstrate the knowledge and skills required to be effective in the classroom.*
- *Utilizing multiple measures as an assessment policy supports efforts to diversify the teaching profession and helps provide all students with the teachers they need to learn and be successful.*
- *A multiple measures approach models for teacher candidates an approach to assessment that will be applicable in their practice.*

- Teacher Standards and Practices Commission, 2022





# Past Policy: Ways for Bilingual Teachers to Demonstrate Language Proficiency

Oral  
Proficiency  
Test

Score  
Advanced-Mid  
on the ACTFL  
OPI



# Bilingual teacher educators across the state collaborated to change this policy



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# New Policy: Ways for Bilingual Teachers to Demonstrate Language Proficiency

Oral Proficiency Test

- Meet cut score on ACTFL OPI

World Language Test

- Meet cut score on world language test (NES)

World Language Endorsement

- Hold World Language endorsement

Post-secondary Coursework

- Complete 2+ years in university abroad

Coursework and Supplemental Data

- Demonstrate proficiency in EPP

Oregon State Seal of Biliteracy

- Hold an Oregon State Seal of Biliteracy



# Current Work: Potentially Modifying Cut Score on ACTFL OPI

- Research shows bias against heritage Spanish speakers on language proficiency assessments for bilingual teachers generally and on the ACTFL OPI in particular.
- “In using ACTFL guidelines, these exams ... devalue the repertoires of [heritage Spanish speaker] teacher candidates by positioning their repertoires at a lower level than native speakers and second language learners” (Ciriza, 2020, p. 13).
- Proposal: Change ACTFL OPI cut score from Advanced-Mid to Intermediate.



## Discussion

1. What connections are you making to your own state, district, school, and/or organization?
2. What ideas do these policies give you about opportunities and challenges in your own context?





# References

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**QUESTIONS?**

# THANK YOU

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# Member Recruitment

## Survey

- Term Renewal
- Member Application Review

# 2022-23 Meetings



Dates	Time	Work Session Topics
<b>December 8</b>	<b>9:00-12:00</b>	Introductions Language Use Survey Collaborative creation for future session topics
<b>February 9</b>	<b>9:00-12:00</b>	ELPA
<b>April 6</b>	<b>9:00-12:00</b>	Dual Language in Oregon
<b>June 8</b>	<b>9:00-12:00</b>	TBD

# Closure: One word, how was our time together today for you?

