

Alignment Analysis: Oregon’s Early Literacy Framework & the Early Literacy Educator Preparation Council Part 1 EPP Approval Recommendations

February 12th, 2024

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Purpose & Scope

The Oregon Department of Education (ODE) was tasked with providing an analysis, or “crosswalk”, of the Early Literacy Educator Preparation Council’s recommended standards for Educator Preparation Program Approval (the January 2024 draft) and [Oregon’s Early Literacy Framework](#). This analysis focused only on the content of the recommended standards as they relate to Early Literacy Framework, not to style or organization.

The ODE analyzed and provided feedback on the following standards and sections of the Council’s recommendations:

- (3) Dispositions
- (4) Standard 1: Knowledge of Literacy Acquisition & Instruction
- (5) Standard 2: Literacy Foundational Skills
- (6) Standard 3: Higher Level Literacy Skills
- (7) Standard 4: Assessment & Data-Based Decision-Making
- (8) Standard 5: Supporting Multilingual Learners and Students with Reading Difficulties, Reading Disabilities & Dyslexia

This analysis does not include sections on the (1) Purpose, (2) Scope, (9) Field Experiences, or description of the Council’s Guiding Principles as these sections function to implement the

standards in a way that is outside of the scope of the content of the Early Literacy Framework and ODE’s purview.

Overview of Alignment

Generally, these recommended standards are **mostly aligned** with the content of the Early Literacy Framework. The standards as a whole speak to educator practice that supports the implementation of many, if not most of the ideas and concepts that are essential to supporting early literacy instruction. There are no sections that are not yet aligned and minor adjustments or additions would bring the recommendations into strong alignment with the Early Literacy Framework. Most opportunities for further alignment generally fall into three categories where language might be considered to be adjusted or added:

1. **Supports for multilingual learners**
2. **Standards for student belonging and culturally responsive practice that are literacy specific**
3. **The role of formative assessment and assessment literacy**

Method

ODE reviewed the recommended standards for alignment to each of the Early Literacy Framework’s eight sections. Overall, the degree to which each standard was aligned was determined using the following subjective criteria:

| Not Yet Aligned | Mostly Aligned | Strongly Aligned |
|--|---|--|
| <i>If an EPP were to implement this set of standards...</i> | | |
| ...it would be antithetical to the ideas and concepts in the Early Literacy Framework. | ... it would mostly support the realization of the Early Literacy Framework | ...it would support or even accelerate the realization of the Framework |
| There are many differences, or one major deviation in topic, language, or approach. | Most content is aligned in topic, language, and approach, with moderate, minor changes in language or additions needed to come into stronger alignment. | Most or all content is aligned in topic, language, and approach, with few changes in language or additions needed to come into stronger alignment. |

The overall alignment named in the above section was determined taking the alignment of the sections as a whole. In the next section, ODE has provided specific recommended changes or additions to each standard where there are opportunities for further alignment.

Recommended Changes & Additions

The table below summarizes the recommended changes to the standards to come into further alignment with the Early Literacy Framework. Additional rationale of these changes and areas of alignment for each section is available upon request.

| Section | Opportunity for Further Alignment Our suggested additions are in plain text. <i>Current language with revisions are in italics.</i> |
|--|---|
| Dispositions | Generally for this section: <ul style="list-style-type: none"> ● “Value students’ identities, including their race, ethnicity, ability, gender, identity, home languages, culture, religion, and lived experiences in the design and practice of literacy instruction.” ● “Belief that all students, including students experiencing disabilities and multilingual learners, deserve access to grade-level standards, texts, tasks, and experiences alongside robust support. ● “Value and understand multilingualism as an asset and that Indigenous communities have centered story and oral language since Time Immemorial, passing information and carrying meaning and connection over generations without it being transcribed or written.” |
| Standard 1: Knowledge of Literacy Acquisition & Instruction | For both sections: <ul style="list-style-type: none"> ● “Understand how each of the above concepts impact and apply to the learning and experiences of multilingual learners and students with disabilities.” Literacy Acquisition <ul style="list-style-type: none"> ● <i>4(a)(i) Understand the major models of reading development as reflected in the Oregon Literacy Framework and core ideas from the convergence of research and science on literacy.</i> |

| Section | Opportunity for Further Alignment Our suggested additions are in plain text. Current language with <i>revisions</i> are in italics. |
|---|---|
| | <ul style="list-style-type: none"> ● 4(a)(vii) “Understand the most common <i>intrinsic</i> differences between readers who are proficient and those who are not (i.e., linguistic, cognitive, and neurobiological)” <p>Instruction</p> <ul style="list-style-type: none"> ● “Culturally responsive literacy instruction includes the selection of a high-quality literacy curriculum and supplemental materials that include characters, settings, and authors which are reflective of the abilities, identities, and cultures of the full range of students and their communities.” ● “Educators recognize and consider their own lived experiences and pursue understanding of knowledge bases traditionally excluded (i.e., Indigenous knowledge, community cultural wealth) when designing instruction (i.e. considerations of the role of background knowledge in comprehension; analyzing instructional materials).” ● 4(b)(iii) “Analyze instructional materials designed for both core and <i>intervention curriculums supplemental instructional materials</i> in terms of the standards and general principles of effective literacy instruction, <i>including the distinctions between the two.</i>” |
| Standard 2: Literacy Foundational Skills | <p>Oral Language</p> <ul style="list-style-type: none"> ● “The primary role oral language plays in laying the groundwork for a child’s ability to read and write.” ● “How oral language plays a critical role in learning about self, culture, and tradition, including the importance of Indigenous languages/history and viewing multilingualism through an asset-based lens.” ● “That language varieties are linguistically equal, even when they are not socially equal, and the importance of honoring different dialects and languages in literacy instruction.” <p>Phonological Awareness</p> |

| Section | Opportunity for Further Alignment Our suggested additions are in plain text. Current language with <i>revisions</i> are in italics. |
|---|--|
| | <ul style="list-style-type: none"> • <i>5(b)(II) “Can obtain resources on phonemes of other languages to inform instruction and support for English learners, recognizing that phonological awareness skills can transfer across languages when students have opportunities to build these skills in their native language and English.”</i> <p>Generally, for this section:</p> <ul style="list-style-type: none"> • “Employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.” • “Develop oral language, phonological awareness, and vocabulary across each language when working with multilingual learners.” |
| Standard 3: Higher Level Literacy Skills | <ul style="list-style-type: none"> • Rename section as “Vocabulary, Background Knowledge, Writing, and Comprehension” or similar. <p>Background Knowledge</p> <ul style="list-style-type: none"> • “The role of background knowledge learned through oral language or print in students’ ability to make meaning of and comprehend text.” <p>Comprehension</p> <ul style="list-style-type: none"> • <i>“Selecting rich texts appropriate for instruction to facilitate comprehension, including a wide range of genres (informational text, narrative text, and argumentation) and multiple genres of texts that reflect and positively affirm the lives, languages, perspectives, and histories of the students in the classroom and all members of society.”</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>(6)(d)(3) “Research-based principles must be aligned with current research for teaching written spelling and punctuation, and must be explicitly taught.”</i> |

| Section | Opportunity for Further Alignment Our suggested additions are in plain text. <i>Current language with revisions are in italics.</i> |
|--|--|
| Standard 4: Assessment & Data-Based Decision-Making | <p>Generally, for this section:</p> <ul style="list-style-type: none"> ● “Educators use multiple assessment methods for their intended purpose, to help both educators and students understand where students are in their learning process and identify next instructional moves.” ● 7(a)(i) <i>“Understand the foundational principles of assessment literacy such as the differences and purposes for screening, progress-monitoring, diagnostic, interim and summative assessments, including assessments in the student’s home language.”</i> ● 7(a)(vii) <i>“Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers to support students in becoming more self-directed learners.”</i> <p><i>7(b)(ii): “Know how to elicit evidence of student learning through frequent, ongoing formative assessment to respond and adjust instruction accordingly; and to deliver specific, actionable, and timely feedback that restates the goal, describes what proficiency looks like, and shows students where they are in relation to the goal.”</i></p> <ul style="list-style-type: none"> ● “Interpret and analyze multiple data points from both informal and formal assessments in order to connect to prior learning and identify the next steps across the school year”. |
| Standard 5: Supporting Multilingual Learners and Students with Reading Difficulties, Reading Disabilities, & Dyslexia | <p>Multilingual Learners</p> <ul style="list-style-type: none"> ● “Understand implications for dual immersion teaching and learning.” ● “Understand the benefits of developing multilingual learners’ home language and literacy alongside English language and literacy.” ● “Recognize and build from the assets of multilingualism, understanding multilingual learners’ lived experiences, how they learn, and how they acquire English.” <p>Students with Reading Difficulties, Reading Disabilities and Dyslexia</p> <ul style="list-style-type: none"> ● Consider referencing OAR related to screening and instructional support (OAR 581-022-2445 - Universal Screenings for Risk Factors of Dyslexia) under 8(b)(iii) |

| | |
|----------------|--|
| Section | Opportunity for Further Alignment Our suggested additions are in plain text. <i>Current language with revisions are in italics.</i> |
| | Generally, for this section: <ul style="list-style-type: none">• “Understand implications for students who are gifted and talented. |

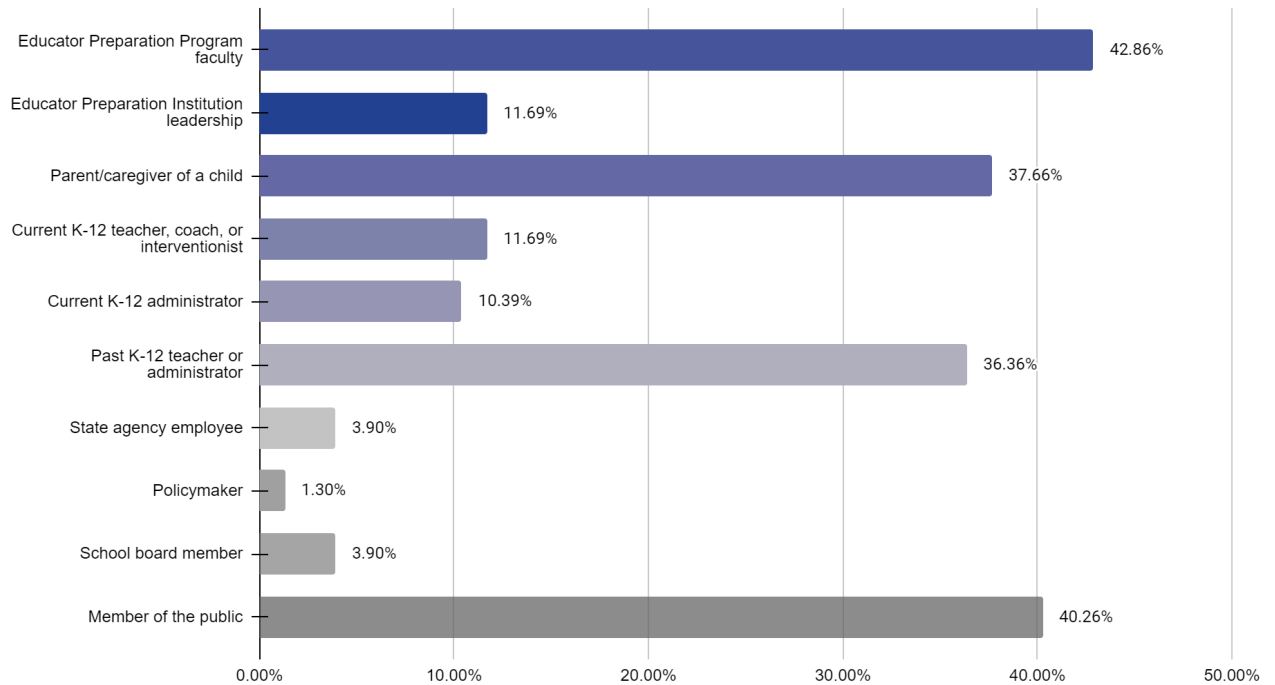
Summary of ELEPC Public Feedback

Draft Educator Preparation Program Standards

Methodology

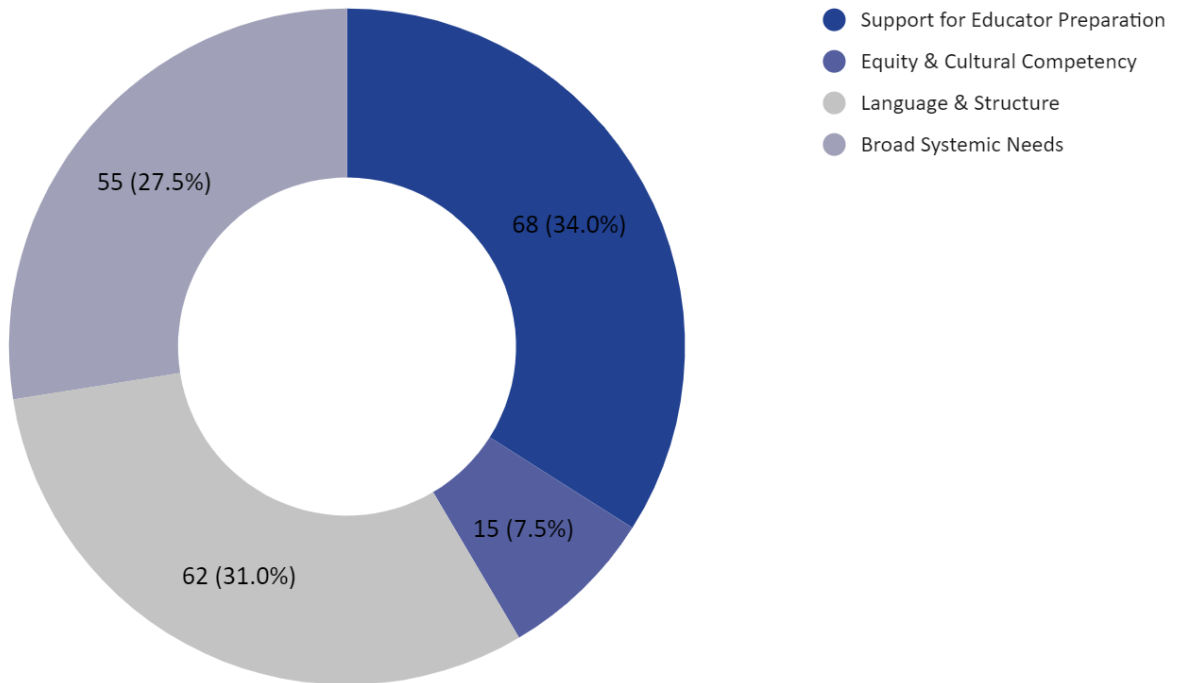
The window for public feedback opened on January 25, 2024 and closed February 20, 2024. Information about how to share feedback (by completing a survey or emailing the ELEPC staff team) was provided on the ELEPC website. Additionally, Oregon EPP Deans and Directors received an email inviting their feedback. In total, we received 77 responses; 75 via the survey, 2 via email. All 75 survey respondents indicated their role(s) and were able to select multiple roles. Of the 75, 39 reported dual roles (e.g., EPP faculty and parent/caregiver of a child).

Feedback Responses by Role



Findings

Feedback Responses by Theme



Theme 1: Support for Educator Preparation Programs (EPPs)

Description of Theme: General questions about EPP implementation, support, and accountability to ensure the standards are implemented as intended. Comments about the scope of the standards including relevant endorsements, depth and breadth including integrating standards into existing programs, and questions about what the standards will look like in action. Language recommendations that include questions about operational definitions or how terms will be measured.

Prevalence of Theme: Of the 77 public comment responses across three primary questions, **68** of the responses included the theme of *Support for Educator Preparation* (**34%**).

Example Sentiments:

“There are only so many student contact hours in a teacher preparation program and this extensive framework might require faculty and programs to reduce content in other areas in order to fully implement the framework”

“I worry that those programs resistant to change away from balanced literacy will only take cursory measures to “meet” requirements and not fully shift their practices”

“Do we have enough instructors at the college level who are experts in Literacy and methods outlined in Oregon’s Early Literacy Framework”

Theme 2: Equity, Cultural Competency, & Student Voice

Description of Theme: Concerns around how to better center all students in the standards including those who are multilingual learners and/or those who experience disability or other learning difficulties. Additionally, this section notes comments around needing to center a “love of reading”, student voice/choice, or otherwise discuss student motivation to learn to read.

Prevalence of Theme: Of the 77 public comment responses across three primary questions, **15** of the responses included the theme of *Equity, Cultural Competency, & Student Voice (7.5%)*.

Example Sentiments:

“I think it is important to not underestimate what children are capable of learning”

“I am very concerned about the ways that linguistically and culturally diverse students are either segregated or ignored in the document.”

“The document presumes English as the sole language of literacy instruction. In my opinion it should more clearly integrate culturally sustaining practices.”

Theme 3: Specific Language or Structural Change Recommendations

Description of Theme: Specific feedback requesting language or structural changes specific to the literacy content.

Prevalence of Theme: Of the 77 public comment responses across three primary questions, **62** of the responses included the theme of *Specific Language or Structural Changes (31%)*.

Example Sentiments:

“At a minimum, add comprehension and writing to Standard 1.a.iv and add a section for Transcription Skills under Standard 2.”

“(8) (b) (ii): students with reading difficulties need more than “access to literacy learning.”

“Bilingual and multilingual students should not be listed in the same category as students with special needs”

“p. 4: “Full mastery” is not a realistic construct because contexts and classrooms are always changing: rephrase.”

Theme 4: Broad Systemic Needs

Description of Theme: Any comments concerning systemic needs, including the handoff from pre-service to inservice, need for additional or modified endorsement areas, removing barriers to licensure, systemic or structural barriers, concerns about Council composition or scope, or other needs within the K-12 system.

Prevalence of Theme: Of the 77 public comment responses across three primary questions, **55** of the responses included the theme of *Broad Systemic Needs* (**27.5%**).

Example Sentiments:

“Disconnect between what EPPs are teaching and what is being practiced in Oregon schools.”

“I do not see any language that offers any specifications on Dual Language Reading Education”

“This reads as a framework that a teacher should be expected to attain over the course of their early career, not in their learning to teach years.”

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, January 26, 2024 10:59:07 AM
Last Modified: Friday, January 26, 2024 11:46:23 AM
Time Spent: 00:47:15
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

It is unclear whether these standards replace the current dyslexia standards or are in addition to the dyslexia standards. There are redundancies with the dyslexia standards, but also some components that are missing if this will be used as a replacement for the dyslexia standards.

I was surprised that dyslexia was not explicitly named in (4) Standard 1: Knowledge of Literacy Acquisition & Instruction (vii) - should be e.g. (rather than i.e.) and could add dyslexia explicitly.

Will English learners be changed to multilingual learners?

When "all students" is mentioned - it may be helpful to define somewhere that this is inclusive of students with full continuum of disabilities, MLs, students from racially and linguistically diverse backgrounds.

Consider breaking Standards 5 into two standards: one for multilingual learners and one for students with reading difficulties, reading (and other) disabilities and dyslexia. Consider also including students with a range of other disabilities (like students with complex communication needs) -

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

This may require additional reading coursework in initial licensure and administrators programs that would make programs longer and more expensive- there needs to be funding to support faculty and development of this coursework to address these standards.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

it will require PD for faculty -

- additional funding for scholarships and higher ed teacher education programs needs to allocated to ensure viability of programs, and a recruitment pipeline to increase enrollment and training of teachers.

Funding for higher education and specifically teacher prep is direly needed

We also need funding to recruit teachers into the field.

Q4

What is your name?

Amanda Sanford, Tiffany Jones

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#2

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, January 31, 2024 9:00:12 AM
Last Modified: Wednesday, January 31, 2024 9:24:32 AM
Time Spent: 00:24:20
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

In reading the standards, they make good sense overall, however, I do think that there are a number of issues that may present themselves over time. While the focus on the "science" of reading is overall positive, I think it's critical for the department and the state to remember that these strategies are effective for *most* children *most* of the time. They don't always work -- and alternative methods must sometimes be used to reach those children. It's also the case that unless the classroom teacher is truly masterful in their ability to teach literacy using the methods prescribed, there will be a swath of students who are bored because the pace of inadequately developed SOR-based instruction is too repetitive and slow, and unless the teacher is a master of those approaches, the differentiated instruction methods required can fall flat. I think it's critical to remember that students who are learning to read normally may be negatively impacted by overuse of inadequately developed and executed SOR approaches.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

While I've noted many of the unintended consequences above, there are several other issues to consider in the formulation of these standards. As I read the framework, I see a set of responsibilities for teachers that looks a lot more like a full Master's degree as a Literacy specialist. This isn't a bad thing, just not really realistic to expect of a single 22 year old beginning teacher. I think it's critical to remember that this same beginning teacher will also be responsible for providing expert math instruction, supporting Socio-Emotional Learning Standards, and a host of other responsibilities as the classroom teacher -- in short, I think that many of these standards for performance will go unmet because of the realities of the job.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

There is no simple answer to this question. The reality is that elementary school teachers have been asked to do more and more every single year, with little to no additional support. The further regulation of teaching standards, while well intended, is not likely to actually move the needle in children's learning. Rather, I think the likely outcome is to create more turnover in the profession, which will create more need to increase the pipeline of teachers, and will likely accelerate the retirement of experienced teachers in the state. While there's nothing wrong with these standards, I think they miss the point of what's really preventing students from being more successful. A more powerful intervention would be to rein in the scope of work expected of this single teacher in the classroom and to provide them with more supports. I could imagine having every elementary classroom with two teachers -- one with the literacy expertise required in these standards, and one who specialized in Math and analytic thinking. Together, they would have the bandwidth to accomplish most of the things that are expected of elementary school teachers.

Q4

What is your name?

Brian Doore

Q5

How do you identify? Please select all that apply.

- Educator Preparation Program faculty,**
 - Parent/caregiver of a child,**
 - Past K-12 teacher or administrator,**
 - School board member,**
 - Member of the public**
-

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 05, 2024 3:25:10 PM
Last Modified: Monday, February 05, 2024 3:33:27 PM
Time Spent: 00:08:17
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I applaud all of your hard work on these! What an undertaking! My biggest overall feedback is about feasibility - is it feasible to do all of this and what would successful implementation of this look like especially in shorter MAT style programs?

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Will implementing these require additional coursework and classes that may possibly come at the detriment to other areas like teaching science or math? Is it attainable for a teacher to know all of those things to the extent expected?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

Respondent skipped this question

What is your name?

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#4

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 06, 2024 2:18:13 PM
Last Modified: Tuesday, February 06, 2024 2:22:21 PM
Time Spent: 00:04:08
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Are these standards supposed to be applied to all grade levels equally?

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

Respondent skipped this question

What is your name?

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#5

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 06, 2024 2:53:04 PM
Last Modified: Tuesday, February 06, 2024 3:51:34 PM
Time Spent: 00:58:29
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The Proposed Literacy Standards are strong and I agree with collapsing current Dyslexia and Reading Standards into a comprehensive Standard.

I find the Dispositions section of the proposed standards unnecessary and divisive. They add nothing to the Standards themselves. They do, however, enshrine in Standards divisive language drawn from long-standing academic debates around the nature of literacy acquisition.

For example, the first sentence of the Proposed Literacy Program Standard 3(a) Dispositions states, "Recognition that acquisition of reading, unlike the acquisition of oral language, is not a natural human process."

How would I know if a classroom teacher is so disposed?

Why must teachers "recognize" what the acquisition of reading is not (a natural human function), stated as a negative?

Stated in the positive, reading must be taught.

Frankly, the first sentence of 3(a) reads like a signal to assure the Science of Reading folks that Oregon is on board. It comes across as a pledge of allegiance that teachers must sign to ensure they have joined the winning team.

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Kevin Carr

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,
Educator Preparation Institution leadership,
Parent/caregiver of a child,
Member of the public

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#6

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, February 09, 2024 8:39:20 PM
Last Modified: Friday, February 09, 2024 9:07:28 PM
Time Spent: 00:28:07
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I begin by saying that overall, the framework represents the ideal in literacy instruction and certainly our goal(s) should align with that. I have no issue with any of the recommended standards however guiding principle 3, "Standards chosen should reflect essential practices for literacy acquisition supported by research evidence" calls what has been developed essential, and that will be problematic as it leaves no room for "working toward" or something to "aspire to" over a period of time. Essential means everyone must have the skills, teach the skills, and oversee the skills from the day you publish it. We are a LONG way from all of our K-5 teachers in the field having the training required to provide these ESSENTIAL skills. It will take time for EPP's to train graduates in these skills as when they are put in place, it will be 2-3 years minimum until changes in University programming can be implemented such that graduates are fully trained. Assuming teacher training programs are already requiring students to complete "full" programs, what is it you expect them to eliminate to make room for the additional 2-3 courses required to have pre-service candidates acquire these skills? By making your standards ESSENTIAL you have by default named something else superfluous and assuming new numeracy standards are not far behind...what happens when they are deemed essential too. I think the committee best be very careful with word choice and understand the capacity of the system to meet their expectations. Just because you decree it doesn't make it so. Where is the time and PD \$\$\$ coming from to allow our teachers to have these skills?

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Your administrator candidate standards, again, represent the ideal, but to make them a reality will be extremely difficult. First, administrative licensure programs don't train people for K-5, they train for K-12 or K-20 and to require a High School administrator candidate to "demonstrate knowledge and understanding of the above standards, and demonstrate the ability to...." would add ridiculous amounts of time to the program TSPC just unilaterally changed from 18-27 CH which already has made it so less people want to become administrators due to cost of the licensure. Now you plan to add all of this training which means either more cost, or your committee is deeming current licensure content superfluous and replacing it with literacy training. This is the only way we can ensure, as you are asking EPP to do, that administrative candidates can do what you demand in your standards. What is there is TOO much to be mandated all at once. Who pays to train all the existing administrators and where is the time for that training going to come from with what the state already demands of them?

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Again, the standards are the ideal. We SHOULD work towards them. To mandate them all at once is not doable. You have to give the system(s) time to re-tool for what you are asking AND provide the time and \$\$\$ for this to occur, especially for those already in schools. Teachers, Administrators and EPP are fully engaged now. You appear to be adding this to an already overflowing plate.

Q4

What is your name?

Randy Hetherington

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#7

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 12, 2024 10:40:59 AM
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Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The standards seems like a necessary step in the right direction to provide clarity about best practices in the field, especially in light of all of the recent revelations and shifts about what constitutes good literacy instruction.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

As a program director for administrative licensure prep, I can say that these standards have an elementary focus and seem particularly important for elementary leaders. however, the license is for pk-12 leaders, and programs don't current delineate between leaders who are interested in elementary and those who are interested in secondary. This creates a bit of a design challenge, especially for smaller leader prep programs, that might not have the numbers of students to allow for an "elementary" and "secondary" strand.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Tough question.

Build in literacy considerations/instructional leadership standards for secondary leaders as well?

Or, remove the domain specific leader standards and instead create a separate set of instructional leadership standards that support literacy development across the k-12 grade levels? Literacy is still important in older kids, but it looks different. How can this skill be supported in a way that allows leaders to support this work across all grades (but also ensures the specificity needed for younger students)?

Q4

What is your name?

Megan Barrett

Q5 **Educator Preparation Program faculty**

How do you identify? Please select all that apply.

Q6 **No**

Have you completed an educator preparation program in Oregon within the last three years?

Q7 **Yes**

Do you live or work in Oregon?

#8

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 12, 2024 11:35:27 AM
Last Modified: Monday, February 12, 2024 11:57:52 AM
Time Spent: 00:22:25
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

In considering specifically the goals of standards that are "specific but not too prescriptive," my feedback is largely around student agency and voice:

(4) Standard 1b Instruction- this section is specific, but also feels as though there is no value placed on choice/creativity which increases student engagement and buy-in; as EPPs, I believe we have a duty to teacher teachers how to cultivate student agency and voice, particularly during early reading skill development/phonics/phonemic development.

(7) Standard 4, Assessment - Should there be a critical component ie. strengths and limitations of CBMs or other standardized/scripted assessments? Perhaps include evidence of high quality formative assessments?

(8) Standard 5b(i) - in support of an asset-based approach to learners, I suggest changing "reading disabilities" to "learning differences" or similar.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I believe these are strong drafts; However, my biggest concern is that these early literacy standards have neglected to actualize the importance of student voice and agency within learning. It is essential that we teach students HOW to read, as these drafts call for very well - and it is equally important for students to be motivated and to value the act itself. What we have seen in the past few years is a great increase in students' disengagement/dislike for reading. To be frank, it has been so repetitive with skill work, it has become painfully boring to too many learners. Reading is a transactional process between the reader and text; students must know how to actively engage with text, and want to do so. I think this is severely underrated when it comes to student success.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Along with what has been outlined here, EPPs have a responsibility to teach budding educators how to carve out space for student choice, the implementation of reading skills applied across content areas, culling and providing quantities of good-fit, social-justice-focused texts, and put an emphasis on VOLUME of reading expected of their students (not solely the amount of time spent on skill work). I encourage the Council to consider "the active view" of reading (Duke & Cartwright) and include elements from this research in our standards.

Q4

What is your name?

Leigh VonDerahe

Q5

How do you identify? Please select all that apply.

**Educator Preparation Program faculty,
Educator Preparation Institution leadership,
Parent/caregiver of a child,
Past K-12 teacher or administrator**

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#9

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I appreciate the recognition of multilingualism, and the recognition of the foundational importance of literacy.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Potentially suggesting that 'anything goes' in a classroom with literacy

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

I haven't seen the "essential practices" guide, but I imagine that will help. Additionally, drawing attention to the evidence based practices will help.

Q4

What is your name?

Madhu Narayanan

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,
Past K-12 teacher or administrator,
Member of the public

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Yes

Do you live or work in Oregon?

#10

COMPLETE

Collector: Web Link 1 (Web Link)
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Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Feedback from Edward J. Kame'enui, Ph. D., Dean-Knight Professor Emeritus, College of Education, University of Oregon.

Dr. Edward J. Kame'enui is Dean-Knight Professor Emeritus and Founding Director of the Center on Teaching and Learning (CTL) at the University of Oregon where he served on the faculty from 1987 to his retirement in 2018.

- Member, Committee on the Prevention of Reading Difficulties in Young Children, National Academy of Sciences, 1996.
- Member, original advisory boards for PBS television shows "Between the Lions" and WETA's "Reading Rockets," 1998-1999
- Spoke at the White House on the "teaching of beginning reading," 2002.
- Founding Commissioner of the National Center for Special Education Research (NCSER) in the Institute of Education Sciences (IES), the research, evaluation, and statistical arm of the U.S. Department of Education, 2005-2007.
- Co-author 20 college textbooks, 200+ publications including 100+ refereed research articles, 50 book chapters—most on reading, 1980-2020.
- Principal Investigator (PI) or Co-PI for more than \$80 M in federal/private research & training grant awards—most on reading, 1983-2020.
- Directed several national federal reading research initiatives, 1996-2005.
- Awarded the Distinguished Special Education Researcher Award, American Educational Research Association (AERA), 2006.
- Awarded Outstanding Alumni, College of Education, University of Oregon, 2015
- Inducted into Reading Hall of Fame, 2023

Dr. Kame'enui's primary areas of research interests include vocabulary development, early reading interventions, significant academic learning problems (including learning disabilities), and the design or architecture of instruction.

Explanation of Selected Feedback:

Most of my feedback includes edits at the word level. However, I offer two insertions of new content in the following standards that may require explanation:

First: (4) Standard 1: Knowledge of Literacy Acquisition & Instruction

(a) Literacy Acquisition. See my recommended edits on page 2 below.

Reading does not take place in a vacuum. The fact is that when a reader reads, the reading is situated exclusively in a specific writing system. Broadly, there are three generally accepted writing systems: alphabetic, logographic and syllabary. Each of these unique writing systems places unique visual (graphic), auditory (phonological), semantic, syntactic, linguistic, and cognitive demands on its readers. In the United States, we read in English which is an alphabetic writing system.

I would argue that it is both incomplete and inaccurate NOT to acknowledge, recognize and include this fundamental fact about reading in a state's standards. The standards reflected in this document on (5) Standard 2: Literacy Foundational Skills (e.g., phonological awareness) are required features because of the alphabetic writing system. If we read in a logographic writing system, the literacy foundational skills would be different and reflect the features of that writing system.

Second: (6) Standard 3: Higher Level Literacy Skills

(a) Vocabulary. Please see my recommended edits on page 3 below.

As Isabel Beck and Moddy McKeown observed many years ago, not all vocabulary strategies for increasing vocabulary growth are of

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equal impact. It's well established that the best strategy for increasing a student's vocabulary (lexicon) knowledge is through independent reading. No amount of explicit methods of vocabulary instruction, or contextually-based strategy instruction will increase a student's vocabulary knowledge more than (1) ensuring that students are fluent readers by Grade 3; and (2) encouraging, supporting, and increasing independent reading.

Begin Edits

(4) Standard 1: Knowledge of Literacy Acquisition & Instruction (Insert the following content in red and underlined)

(a) Literacy Acquisition

- i. Understand that reading involves negotiating an alphabetic writing system, as in English and Spanish.
 - ii. Understand that reading in an alphabetic writing system requires negotiating an English alphabet that includes 26 letters and at least 40+ phonemes.
 - iii. Understand that reading in an alphabetic writing system requires beginning readers to learn the "alphabetic principle" that the sounds of an alphabet map onto the letters of the alphabet.
- Revision of item (4) Standard 1: Knowledge of Literacy Acquisition & Instruction (a)(iii): Insert "reading fluency" (see topic 5 (d))
- iii. Understand the reciprocal relationships among oral language, phonemic awareness, decoding, word recognition, spelling, vocabulary knowledge, reading fluency, and background knowledge necessary to attain reading proficiency.

- Revision of items (4) Standard 1: Knowledge of Literacy Acquisition & Instruction (b) (i), (ii) and (iii): See inserts and deletions in red and underlined

(b) Instruction

- (i) The general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and scaffolded teacher-directed instruction.
- (ii) Effective instructional routines to enhance student engagement and memory through careful acquisition, rehearsal, and retrieval of information.
- (iii) Analyze instructional materials designed for both core, supplemental, and intervention curriculums curricula in terms of the standards and general principles of effective literacy instruction.

- Revision of item (5) Standard 2: Literacy Foundational Skills (a) (i): (5) Standard 2: Literacy Foundational Skills

(a) Oral Language: (See inserts in red and underlined.)

For each of these standards, candidates will demonstrate knowledge, understanding, and application to effective literacy instruction for all students.

(i) The developmental sequence and stages of oral language common to all languages.

- Revision of item (5) Standard 2: Literacy Foundational Skills (b) (ii): See inserts in red and underlined.

(b) Phonological Awareness:

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(ii) Can obtain resources on phonemes of other languages to inform instruction and support for English learners. Note: It is critical for teachers to find information on the phonemes of other languages (and their associated writing systems) to use to compare phonemes in first and second languages to inform instruction.

(iii) Principles of effective phonological awareness instruction generally and phonemic-awareness instruction specifically, including the general and specific goals of such instruction.

Revision of item (6) Standard 3: Higher Level Literacy Skills (i)-(v): I recommend inserts in red and underlined

(6) Standard 3: Higher Level Literacy Skills

(a) Vocabulary

For each of these standards, candidates will demonstrate knowledge, understanding, and application to effective literacy instruction for all students.

(i) The critical role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

(ii) Sources of wide differences in students' vocabularies.

(iii) Purpose, role, and characteristics of wide-ranging independent reading, as well as direct, explicit methods of vocabulary instruction in vocabulary learning.

(iv) Purpose, role, and characteristics of indirect (contextual) methods of vocabulary instruction in vocabulary learning.

(v) Importance of developing vocabulary skills through independent reading, the systems of language, including phonology, orthography, syntax, semantics, morphology, etymology, and the relationships among them.

• Revision of item (7) Standard 4: Assessment & Data-Based Decision-Making (b) (i)-(iv). I recommend inserts in red and underlined.

(7) Standard 4: Assessment & Data-Based Decision-Making

(b) Data-Based Decision-Making to Inform Instructional Intensity

For each of these standards, candidates will demonstrate knowledge, understanding, and application to effective literacy instruction for all students.

(i) How to use student-performance (group and individual) data to determine the instructional needs of all students, including all reader profiles and intervention needs of struggling readers within an MTSS framework. Note: A Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system for supporting students.

(ii) Know how to elicit obtain evidence of student learning through frequent, ongoing formative assessment that are either part of the reading curriculum or independent progress monitoring measures (e.g., CBM fluency measures) to respond and adjust instruction accordingly and in a timely manner.

(iii) Know how to provide all students with instruction that is needs-based, intensive, and with sufficient duration to accelerate learning.

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(iv) Know how to use a holistic, assets-based analysis of multilingual students when using data from multiple languages to inform instruction.

- Revision of item (8) Standard 5: Supporting Multilingual Learners and Students with Reading Difficulties, Reading Disabilities & Dyslexia (b) (i)-(iv) See inserts in red and underlined

(8) Standard 5: Supporting Multilingual Learners and Students with Reading Difficulties, Reading Disabilities & Dyslexia

(b) Students with Reading Difficulties, Reading Disabilities and Dyslexia

(ii) The aims of literacy instruction apply to all children; with modifications, accommodations, supports, and technologies, every child must have access to literacy learning and be taught to read.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

The unintended consequences are likely of two major, albeit extreme types: First, some will embrace the revised standards and implement an extreme and harmful version of them in which they will engage in preparing teachers to teach what I would characterize as a "brute force" and "bone-headed" implementation of "phonics" to the abandonment of any sensibilities of good and sound, science-based beginning reading instruction. Second, some will ignore the revised, proposed standards and ignore them altogether in the preparation of teachers, because they reject the "science of reading research" (or any research for that matter) and thus, not honor the principles of teaching beginning reading in an alphabetic writing system for which the standards have incorporated the major components.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

The strategies, programs and resources necessary to mitigate the unintended consequences are beyond the scope of this committee or even the Oregon Department of Education to adopt, promote and implement with fidelity. Why? Because faculty in teacher preparation programs at teacher colleges and universities are beyond the purview of any control or mitigating consequences, because they are generally "tenured" and exercise their independence and academic freedom to "teach" as they choose--especially in public colleges and universities where "public trust" as a matter of public taxed-based support is clear and established. Unless such control is resolved legally or legislatively, I don't see any path for mitigation.

Q4

What is your name?

Edward J. Kame'enui, Ph. D., Dean-Knight Professor Emeritus

Q5

How do you identify? Please select all that apply.

**Educator Preparation Program faculty,
Educator Preparation Institution leadership,
Past K-12 teacher or administrator,
Member of the public**

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#11

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 13, 2024 4:33:05 PM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Thrilled to see essential topics are here! My question is whether there will be any specificity in regards to the amount of time on each topic in an EPP class. For example, if a syllabus says a class covers phonemic awareness, what does that really mean in terms of time and depth?

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I'm concerned that a class might indicate it's covering something in the syllabus but spend very little time on it in reality as instructors are sometimes asked to include other items in a class (ex. ORTPA).

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

If possible, I would like to see the council mandate at least 2 (preferably more) classes on reading methods with recommended content -perhaps model syllabi such as that used at Mount St. Joseph University?

Q4

What is your name?

Joanne Hamann

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#12

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, February 14, 2024 10:38:58 AM
Last Modified: Wednesday, February 14, 2024 11:22:31 AM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Integrating literacy standards into the ESOL endorsement program is of concern given ELD teachers don't typically teach reading. Rather, they teach children the English language and language usage.

The standards are extensive. To adequately cover all the standards, we would anticipate the need to add a course for our elementary candidates. While we are open to doing so, it would lengthen the program and add cost to the candidate.

To ensure candidates have the depth of understanding outlined in the standard 5(a) and 5(b) there would need to be a significant increase in time spent in these areas. Again, this could result in additional coursework (time, \$\$) for candidates.

The need to practice literacy instruction prior to any field experience would delay getting candidates into the field. To what degree do EPPs need to know school/district practices, e.g., RtI, MTSS, direct and explicit instruction, curriculum aligned to the Oregon Literacy Framework, etc.

We especially appreciate standards 1-5. These concepts are currently included in our elementary literacy methods course.

Standard 6(b) could be challenging to achieve. The EPP would need to evaluate and verify the schools/classrooms in which our candidates are placed to ensure CTs practice evidence-based literacy instruction, MTSS, etc. In addition, when candidates are hired, pre-service, the EPP does not have control over their placement to the extent that a candidate's employment becomes their placement.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Disconnect between what EPPs are teaching and what is being practiced in Oregon schools.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

1. Oregon implements a statewide literacy program for all districts.
2. TSPC develops a form for EPPs can distribute to schools/districts to verify literacy practices are aligned with the TSPC literacy standards/Oregon Literacy Framework. Perhaps this could be included in district agreements issued by EPPs. EPPs would then use this form as a tool to filter field placements.
3. Ensure building administrators are proficient in MTSS, Rtl, evidence-based literacy practices to reinforce implementation in their buildings. This would help ensure CTs are proficient instructors and will serve as strong models and mentors.

3.

Q4

What is your name?

Faculty responsible for teaching elementary literacy course(s)

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, February 14, 2024 11:29:42 AM
Last Modified: Wednesday, February 14, 2024 11:39:51 AM
Time Spent: 00:10:08
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

What are the expectations of schools and EPPs? Be clear with goals, mandates, and timelines of implementation. And how does this align with InTASC standards? (Will a crosswalk between the literacy framework and InTASC standards be made available?)

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Nothing in education changes overnight. Be explicitly clear about how you envision schools and educators adopting this framework. At the same time, be clear about what you don't want to see happen. Give specific timelines for educators and EPPs.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

If this is expected to be adopted with fidelity, be prepared to spend time and funding on multiple trainings at multiple levels (school, district, region, EPPs, etc.).

Q4

Respondent skipped this question

What is your name?

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#14

COMPLETE

Collector: Web Link 1 (Web Link)
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Last Modified: Wednesday, February 14, 2024 6:42:58 PM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

On the whole, I think it's crucial to spell out explicitly how the knowledge/understanding and application expectations for a beginning first year teacher differ from the expectations of an experienced teacher. Teacher candidates come to their preparation with a wide range of prior knowledge about linguistics, basic phonics, text structure, genre, writing craft, letter formation, etc.

The state (via the council) needs to identify the things an elementary preparation program can do *well* in 1-2 years (and typically 2 literacy methods courses). It is neither feasible, equitable, nor in the interest of our goals of diversifying the teaching profession to set standards that cannot reasonably be reached in a typical number of credits for a bachelor's or master's degree. Literacy is only one of many areas governed by separate sets of mandated standards and additional standards set by specialized professional associations (e.g., the International Dyslexia Association or the National Council of Teachers of Mathematics).

Rather than setting EPPs up to attempt to address a very long list of standards by somehow teaching faster (not a recipe for success), the council could better serve Oregon's children by making clear to districts (by spelling out explicitly in the standards) the subset of knowledge/understandings and application skills they can expect first year teachers to walk in the door with and what knowledge/understandings and applications need to be addressed in professional development in the first two years of the career.

Another broad concern/request I have is for citations. The draft standards rightly call for EPPs to prepare teachers to use evidence-based practices, but they don't point to specific evidence bases. Some standards are inevitably vague or can be interpreted multiple ways. The council can enhance clarity and improve EPP practice by providing exemplar citations of refereed journal articles reporting research and other sources. Presumably, each of the council's draft standards is rooted in a robust corpus of exemplary research. Offering exemplar references for each standard (and sub-standard) would reduce guesswork by EPPs about the council's intentions and would lead to greater fidelity in implementation.

Last, if knowledge and understanding are identified as separate phenomena, the distinction between them and the definition of each to be used in interpreting the standards must be explicitly articulated.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

As with all standards and other requirements added to the load of Oregon EPPs, when those requirements are not extended to out-of-state licensure programs (e.g., Grand Canyon University), the result will always be to drive students out of Oregon licensure programs and into low-quality, low-bar alternatives.

While I support the revision of the literacy standards, we cannot continue to raise expectations for in-state programs while allowing out-of-state programs to send us teachers who have not been subject to those requirements.

Ironically, the more TSPC allows low-quality out-of-state programs to send us teachers, the more underprepared teachers show up in classrooms, and the more the media blames the in-state programs who are actually doing the work of providing high-quality preparation that addresses and assesses the ever-growing array of mandated standards. The media and parents assume that all teachers were prepared by in-state EPPs, but increasingly, that is not the case.

With a change in leadership at TSPC, I hope that TSPC can shift from the stance taken in recent years. The agency seemed to be led in recent years by a resolve to do everything possible to destroy teacher preparation in Oregon EPPs and to outsource all teacher preparation to low-quality programs or to put teachers in classrooms with no preparation at all.

I recognize that the council's only purview is these literacy standards, but they are part of a larger matrix that impacts every school and child in the state. I request that the council make clear to the governor that our children need every teacher licensed in Oregon to meet these and all standards, not just every teacher prepared in an Oregon EPP.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

I request that the council make clear to the governor that our children need every teacher licensed in Oregon to meet these and all standards, not just every teacher prepared in an Oregon EPP.

Spell out explicitly in the standards the subset of knowledge/understandings and application skills first-year teachers can reasonably be expected to walk in the door with and what knowledge/understandings and applications need to be addressed in professional development in the first two years of the career.

The council can enhance clarity and improve EPP practice by providing exemplar citations of refereed journal articles reporting research (and other sources). Presumably, each of the council's draft standards is rooted in a robust corpus of exemplary research. Offering exemplar references for each standard (and sub-standard) would reduce guesswork by EPPs about the council's intentions and would lead to greater fidelity in implementation.

Q4

What is your name?

Dot McElhone

Q5

How do you identify? Please select all that apply.

**Educator Preparation Program faculty,
Educator Preparation Institution leadership,
Parent/caregiver of a child,
Member of the public**

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#15

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I appreciate the work and expertise that went into this plan but am concerned about the developmental appropriateness of it for preservice/new teachers. This reads as a framework that a teacher should be expected to attain over the course of their early career, not in their learning to teach years.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

If the framework moves forward as is, then I fear that EPPs will have to make real decisions about what they can actually teach within their short teacher preparation programs which could lead to back grounding other subject areas like math, social studies, sciences, etc as well as classroom management, SEL, etc.. There are only so many student contact hours in a teacher preparation program and this extensive framework might require faculty and programs to reduce content in other areas in order to fully implement the framework in the given student contact hours OR it might requires programs to add more credits to programs which is financially prohibitive for students.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Could the framework be thoughtfully spread across teacher preparation and the inductions years of teaching? Prioritizing what is vital to learn and do during student teaching, year 1 classroom teaching, year 2, and beyond would allow new teachers the time they need to actually learn and implement the standards.

Q4

What is your name?

Amanda

Q5 **Educator Preparation Program faculty**

How do you identify? Please select all that apply.

Q6 **No**

Have you completed an educator preparation program in Oregon within the last three years?

Q7 **Yes**

Do you live or work in Oregon?

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 19, 2024 1:35:14 PM
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IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I am very sad that you do not recognize background knowledge as essential to the foundations of reading.

I am even more sad that you believe that decoding is reading. I grew up in the 60s and 70s when phonics was the 'thing' in literacy. As an English learner, I did not learn to read and comprehend what I read until I was in high school. The method you are proposing is taking us back to the 60's. You might want to read some current research in linguistics.

Concern about limited representation of multilingual faculty and expertise in multilingualism

Multilingual students seem like an afterthought AGAIN: this does not reflect current thinking in the field, and it reflects a ghettoization of students with varied needs lumped together because they are not the same. Separate MLs and DL.

The overwhelming emphasis on phonics is unhelpful for MLs who may not have the comprehension or sounds in the language

Concern about the amount of time we have with candidates

Do these reflect what well-started novice teachers can do? (They shouldn't reflect master or expert teachers.)

Equity is not foregrounded in terms of what is good for "all" learners

Higher-level skills need to be as foundational as all of the others: this does not reflect

Concern about limited representation of multilingual faculty and expertise in multilingualism

Multilingual students seem like an afterthought AGAIN: this does not reflect current thinking in the field, and it reflects a ghettoization of students with varied needs lumped together because they are not the same. Separate MLs and DL.

The overwhelming emphasis on phonics is unhelpful for MLs who may not have the comprehension or sounds in the language

Concern about the amount of time we have with candidates

Do these reflect what well-started novice teachers can do? (They shouldn't reflect master or expert teachers.)

Equity is not foregrounded in terms of what is good for "all" learners

Higher-level skills need to be as foundational as all of the others: this does not reflect

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The overwhelming emphasis on phonics is unhelpful for MLs who may not have the comprehension or sounds in the language

Concern about the amount of time we have with candidates

Do these reflect what well-started novice teachers can do? (They shouldn't reflect master or expert teachers.)

Equity is not foregrounded in terms of what is good for "all" learners

Higher-level skills need to be as foundational as all of the others: this does not reflect

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Bilingual and multilingual students should not be listed in the same category as students with special needs. These are very different and research shows that instruction for students needs to be unique and specific.

The consequences will be that English learners will not learn to read.

Another consequence is that special needs students will not learn how to read.

Reading is more than decoding letters and sounds. Reading is comprehension and making meaning of what is written.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

You must make bilingual and multilingual learners separate from students with special needs.

You must take into consideration the research in multilingual education.

There are great programs, like QTEL (Walqui) to consider.

Q4

What is your name?

Sharon Sanchez-Aragon

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,

Parent/caregiver of a child,

Past K-12 teacher or administrator

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#17

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 19, 2024 4:27:28 PM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Please clearly articulate what 'understanding' and 'application' mean in the 'for each of these standards' statements. Even amongst our group of people who reviewed the standards, we were not in alignment on what these words meant.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Given how curriculum change processes work in EPPs, please be sure to provide sufficient time for course/program rewrites - it can take over a year for curriculum changes.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

These recommendations state that the Oregon Early Literacy Framework were a 'North Star' for these standards. At times it is difficult to see where the connection is between these two sets of standards. Is there a way to explicitly document the connections between the two documents so there isn't an unintentional disconnect?

Q4

Respondent skipped this question

What is your name?

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,
Parent/caregiver of a child,
Past K-12 teacher or administrator,
Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#18

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Overall, it was surprising to see that it did not address or center multilingualism and multiculturalism. To me this is clearly an Equity issue that the state should address with these standards. The document presumes English as the sole language of literacy instruction. In my opinion it should more clearly integrate culturally sustaining practices.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

This model creates a "coverage" model that sacrifices depth. Make standards more approachable to all teacher ed faculty, not just those who are highly specialized. If you want statewide implementation with fidelity, supporting documentation will be needed to define and clarify these concepts. Clarify what the research is that is being cited.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Language about "universal impact" and one-size-fits-all is very problematic. Differentiation (by student and program type) isn't mentioned at all, and de-facto practices and models are not going to cater to minoritized students.

Q4

What is your name?

Ana Ramirez

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,
Past K-12 teacher or administrator

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 19, 2024 6:11:49 PM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

As I reviewed the draft recommendations in totality, I have a few concerns, questions, and suggestions that I would like to share.

Firstly, I am concerned that the standards are very prescriptive and seem to silo multilingual learners and students with disabilities. In my opinion, there needs to be a better focus on the assets of multilingual learners. Moreover, the standards do not seem to reflect the state standards for culturally and linguistically responsive and sustaining instruction.

Secondly, I noticed that there is an overreliance on science-of-reading discourses, which may prevent students from receiving appropriate literacy instruction. This could have negative consequences for students who don't fit into the mold of a typical reader.

Lastly, the standards do not prioritize equity and don't take into account differentiation and thoughtful teacher decision-making that responds to students' needs. I worry that teacher candidates may be ill-prepared with a narrow set of skills if the standards continue to be this way.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I believe that it is important to prioritize equity in literacy instruction and take into account differentiation and thoughtful teacher decision-making that responds to students' needs. From my understanding of literacy research, an overreliance on science-of-reading discourses can have negative consequences for students who don't fit into the mold of a typical reader. Additionally, I believe that it is crucial to motivate young readers to love books, stories, and reading, as this is a key goal for early reading instruction and a critical element of student engagement in the classroom.

As a Dual Language Educator, I believe that an overreliance on science-of-reading discourses without considering multilingual students' experiences and knowledge of multiple languages can have negative consequences for their literacy development. It may lead to a narrow focus on English phonics and decoding skills, which may not be the best approach for students who are already literate in another language. Additionally, it can neglect the assets multilingual students bring to the classroom, such as their knowledge of multiple languages and cultural backgrounds. This approach may also perpetuate the notion that English is the only language of value, which can have detrimental effects on students' self-esteem and identity.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

One way to ensure that the standards are practical and accessible for all teacher candidates is to incorporate findings from literacy research in multilingual learners. This can help to provide a deeper understanding of the needs and challenges faced by these learners, and inform the development of more targeted and effective standards.

I also agree that it's important to make the language of the standards more accessible. This can help ensure that all teacher candidates have a clear understanding of what the standards mean.

Regarding the scope of the standards, it's important to consider the specific needs of different types of teachers and learners. While it may not be necessary for all teachers to have an ESOL endorsement, it's important to provide resources and support for those who do. This can help to ensure that all multilingual learners have access to high-quality education and support, regardless of their teacher's content area or endorsement status.

To further improve the standards, I would recommend inviting experts in the field to provide input and help ensure that the standards are both comprehensive and feasible to implement. This can ensure that the standards effectively support multilingual learners and promote equity in education.

Q4

What is your name?

Nelly Patino-Cabrera

Q5

How do you identify? Please select all that apply.

**Educator Preparation Program faculty,
Parent/caregiver of a child**

Q6

Have you completed an educator preparation program in Oregon within the last three years?

Yes

Q7

Do you live or work in Oregon?

Yes

#20

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

GENUINELY INTEGRATE ATTENTION TO EQUITY AND MULTILINGUAL LEARNERS:

As an equity-oriented teacher educator with expertise in literacy and multilingualism, I am very concerned about the ways that linguistically and culturally diverse students are either segregated or ignored in the document. The choice to include standards for multilingual learners and students with disabilities together, AND to separate those from the main standards, raises serious implications for equity. It also contradicts current research and the states' own standards for culturally and linguistically responsive and sustaining instruction. (The fact that the standards are following the organization of the Early Literacy Framework is not an excuse to continue this damaging practice.)

It also appears that ELP and ESOL standards for learners or teachers have NOT been included when creating these standards, which seems deeply contradictory. Additionally, to truly be a set of "early literacy" standards, they should apply to the teaching and learning of literacy in ANY language offered by schools in the state. The silence on this issue – which implies an emphasis on literacy English only – is deafening. It also ignores the many teacher candidates who will be teaching in dual language programs.

Integrating attention to multilingualism in ALL standards would be very helpful. For example: an addition to Standard 1a: "Understand how multilingualism influences and supports literacy acquisition in home and/or additional languages;" Standard 2a: "Understand the role of oracy in multilingual students' literacy development;" Standard 3b: "Understand how to build bridges and connections across the languages children speak to develop their literacy;" Standard 3c "Understand the critical influence of comprehension on the development of literacy;" and Standard 4a: "Understand how to fairly and equitably assess and interpret assessments of multilingual students' literacy development." These are illustrative only, NOT comprehensive: if there is not sufficient expertise on the panel, I would suggest convening a panel of ESOL/Dual Language experts to create a full set of these.

AVOID OVERGENERALIZATIONS

Statements about what is good for "all" learners or strategies that have "universal impact" (p. 7) are misleading and inappropriate. No evidence-based practices are tested on all populations, nor do they have the same impacts on all populations. No single set of instructional principles/practices/routines/materials is effective for ALL students. Further, teacher candidates who cannot differentiate and adapt instruction for varied learners will not serve our diverse K-5 population well. These mentions should be removed, and a standard about teachers' ability to differentiate for varied learners should be added.

Specific explanations of what "evidence" or "research" is used should be clarified. The document does not reflect a comprehensive view of current literacy research, and so by leaving this information uncited, it falsely implies a breadth that is not present in the document or standards.

REFRAME "FOUNDATIONAL" CONCEPTUALLY AND ORGANIZATIONALLY

The components mentioned in Standard 3 are all just as "foundational" as what is in standard 2. I would strongly suggest revisiting this conceptualization and wording to put each of the subheadings of 3 into its own standard (even though it diverges from what is in the framework). The Diagram on page 1 of the Early Literacy Framework is a more accurate interpretation of what research says about the relationships among literacy components.

RECONSIDER CONCEPTUALIZATION OF ASSESSMENT

The framing of assessment (Standard 4) would benefit from a reframing. Assessment in section A should include formative and not just standardized assessment. Relegating these practices to "data-based decision-making" does not give adequate acknowledgement to these critically important classroom-based assessment practices. If section A is only about standardized assessments, then call it that.

INCLUDE AN OVERALL VISION

The standards would benefit from an overall statement that specifies the definition of literacy (or early literacy) being used in the

Early Literacy Educator Preparation Council Public Survey

standards and the goal(s) of literacy instruction. The draft standards don't point to an overall vision for literacy or literacy instruction: providing one might help highlight what is currently missing or undervalued in the standards, or what is perhaps overemphasized.

FRAME STANDARDS FOR EPPS

Standards should reflect what a well-started novice teacher (Darling-Hammon & Brunson, 2005) can do upon becoming licensed: the standards are currently written for master teachers and are not developmentally appropriate for teacher candidates. Additionally, this amount of specified content is difficult to manage for EPPs who have limited course hours for students. Can certain key standards be emphasized and others designated as ones candidates should "begin" to understand but not fully apply during their programs? Otherwise, there will be a scurry to "cover" material that students will not have the time or bandwidth to truly learn.

Relatedly, the expectation for ESOL endorsement candidates to meet all the early literacy standards does not account for the many reasons that a diverse set of educators may seek an ESOL endorsement. Particularly for those who teach in secondary contexts, the added cost and time for coursework that isn't relevant to their positions could dissuade them from pursuing the endorsement, which works against state priorities and equity goals more broadly.

REVISE FOR CLARITY AND ACTIONABILITY

The standards need thorough revision to be actionable: there should be consistent use of Bloom's taxonomy to describe what students should be able to do, and standards should be grammatically parallel (Some sections are more consistent with this than others). Some standards are particularly difficult to parse and would need to be thoroughly reworded: 4, Standard 1, a, iv; 5, Standard 2, d, iii; 6, Standard 3, a, v; see also 6, Standard 3, d)

REPHRASE AT THE SENTENCE-LEVEL

p. 4: "Full mastery" is not a realistic construct because contexts and classrooms are always changing: rephrase.

p. 5: the statement "Combine Reading Instruction Standards with Dyslexia Standards into one cohesive standard, "Literacy Standards." is misleading: there are no "reading standards" apart from teaching educators how to help students reach the content standards.

p. 7: Disposition "d": There is a notable difference between "acknowledging" and "valuing" (which can be superficial) and "designing" instruction that accounts for and builds upon students' multilingualism and developing language resources. The latter is what will support learning. Revise?

p. 7: (4, standard 1, a, vii): How is "proficiency" defined? And how does that bar change over time for a student? Perhaps another term could bring a more developmental perspective.

p. 12: (section b of standard 4) "Intensity" is not defined and seems misleading, in that data might tell you do to something different, not just to do more or less of it.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

In EPPS: 1) Confusion and inconsistency in terms of actionable implementation; 2) Teacher candidates' narrow understanding of a single instructional approach as "effective" literacy instruction and lack of flexibility in differentiating instruction; 3) Loss of instructional emphasis on other priorities and content topics in EPP programs; 4) compliance-oriented decision-making with rewards and punishments that ultimately disadvantage teacher candidates and the educators who support them.

In K12 settings: 1) remedial and restricted instruction, lack of student engagement, and increasingly inequitable literacy outcomes for culturally and linguistically minoritized K-5 students; 2) more linguistically inaccessible instruction for multilingual learners in middle/high schools because of a reduction in secondary teachers who hold ESOL endorsement because of added coursework.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

1. Integrate attention to multilingualism in all standards.
 2. Revise standards to apply to early literacy in all languages.
 3. Remove overgeneralizations and add a standard about teachers' ability to differentiate for varied learners should be added.
 4. Clearly document what "evidence" or "research" is being drawn upon.
 5. Revisit the foundational/higher skills distinction and put each of the subheadings of standard 3 into its own standard.
 6. Reframe standard 4a to account for the role and importance of classroom-based and formative assessment.
 7. Define "literacy" and its goals.
 8. Identify a smaller number of key standards and make them feasible for well-started novice teachers.
 9. Revise standards for clarity and consistency.
 10. Provide venues for sharing and further strengthening early literacy instruction expertise in EPPS that improvement and excellence in EPPS rather than "compliance" to mandates.
-

Q4

What is your name?

Amanda Kibler

Q5

How do you identify? Please select all that apply.

- Educator Preparation Program faculty,**
 - Educator Preparation Institution leadership,**
 - Past K-12 teacher or administrator,**
 - Member of the public**
-

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#21

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Overall, I feel inspired and thankful that serious work is being done with the intent to improve educational experience and outcomes for Oregon kids.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I wonder what, if any supports will be put in place to help make this real and to support folks to shift. Are there exemplar syllabi to share with higher ed faculty? A system for reviewing what exists currently and providing suggestions in a supportive way? A way to celebrate and share brights spots?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Juliana

Q5

How do you identify? Please select all that apply.

**Educator Preparation Program faculty,
Parent/caregiver of a child**

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#22

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 8:22:21 AM
Last Modified: Tuesday, February 20, 2024 8:31:29 AM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

When having a conversation with my colleagues, we noticed that some of the standards are not written with sufficient clarity to be feasibly implemented in a teacher education classroom, and it is not always clear what teacher candidates are being asked to do with certain information. Language needs to be more accessible with examples to support fidelity across instructors (e.g., (4) Standard 1 (a) iii; all of Standard 3).

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

We are also concerned about the scope of the standards to include all candidates seeking an ESOL endorsement. While many will be teaching in early literacy standards where this information will be important, many others are secondary teachers in varied content areas for whom this information is not relevant or appropriate. Adding courses to include this new information would increase the cost and time required for an ESOL endorsement and so could jeopardize the supply of ESOL-endorsed teachers in the state, leading to additional inequities for multilingual learners.

We also caution standards writers to heed their claim “that teachers' professional development continues throughout their careers” and ensure that these standards are written to reflect what well-started novice teachers – not master teachers – can do. Currently, they are not written at a level that reflects who novice teachers are and what they can do: they are written to describe master teachers.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

What appears to be altogether missing from the standards is that there is no priority given to help teacher candidates motivate young readers to love books, stories, and reading. This is a key goal for early reading instruction and a critical element of student engagement in the classroom.

Can guidance be added to give "permission" to teach future elementary school teachers how to engage students and help motivate students to read?

Also, These standards set a precedent for kindergarten reading instruction that is not developmentally appropriate for many 5- and 6-year-olds, reinforcing and exacerbating the stress and pressure on teachers to begin teaching reading as early as possible. Some students are ready, some are not: for the latter group, research shows introducing reading too early can lead to disengagement and confidence issues.

Can language be added to help us teach future teachers on how to address individual student's needs (citing the research about the unintended consequences of pushing students into disengagement if reading is pushed too soon)?

We are concerned about what is meant by "evidence-based" and "research based" in the document. Whose evidence? What research? The document does not reflect a comprehensive review or understanding of the field of literacy research, and by leaving this information uncited, it falsely implies a breadth that is not present in the document. Also, citing specific research (such as what is noted in (4) Standard 1 (a), vi) would also help improve teaching with fidelity to these standards, based on the varied levels of expertise of instructors all over the state.

Q4

What is your name?

Melissa Potter

Q5

How do you identify? Please select all that apply.

- Educator Preparation Program faculty,**
- Parent/caregiver of a child,**
- Past K-12 teacher or administrator,**
- School board member,**
- Member of the public**

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#23

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I am quite concerned with how overly prescriptive some of these standards seem to be. While I understand the need for clear standards and for teacher candidates to understand the linguistic component of phonics/morphology/syntax/etc., I also firmly believe in giving teachers leeway to use their expertise and their deep knowledge of individual students to provide individualized instruction. Furthermore, second language acquisition research (I teach ESOL courses in EPP, including linguistics) does not back up such phonics-based structurally focused instruction. I urge you to consider "research-based" best practices and not the very subjective "evidence-based" strategies you refer to in your document.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Marginalization of non-native English speakers, and neuro-divergent students among others.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Give flexibility for teachers to use instructional practices that meet the need of their students. Respect the autonomy of the experts in the fields.

Q4

What is your name?

Holly Berman

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,

Parent/caregiver of a child,

Past K-12 teacher or administrator,

Member of the public

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#24

COMPLETE

Collector: Web Link 1 (Web Link)
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Last Modified: Tuesday, February 20, 2024 9:08:10 AM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

While I appreciate the importance of teacher candidates receiving in depth preparation in the teaching of reading, I have two overarching concerns about these standards: 1) the standards appear to give no priority to helping teacher candidates motivate young readers to love books, stories, and reading. As both a parent and an educator, I have always seen this as fundamental for early reading instruction and a critical element of student engagement in the classroom. If students don't learn to love reading as a way to access the wider world, they will not become lifelong readers. 2) Elementary grades teachers need to learn so many things during the limited period of time they have to prepare for their careers. I worry that our programs will become unbalanced with an overemphasis on (a particular model of) reading instruction and that our new teachers will consequently be underprepared in other important areas.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

My two points above are really more in this vein of unintended consequences on implementing these standards.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Please add something that speaks to the importance of fostering a love of books, reading, stories, literature, etc. It breaks my heart to think that we can dedicate so much effort to discussing learning to read without this emphasis for teachers.

Q4

What is your name?

Cory Buxton

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,

Parent/caregiver of a child,

Past K-12 teacher or administrator,

Member of the public

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#25

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The Admin candidate standards are far too broad to be of use. There cannot be consistency of implementation without some specifics in place regarding evidence-based tools, what is to be regarded as a critical element of effective literacy (this is highly interpretive) and why are there no sub-standards defined for coaching and feedback if that is the expectation? It leads to poor and inconsistent implementation practices.

If Standard 2bii is the expectation than the Oregon needs to bring back a mandatory ESOL endorsement because you are asking General Ed teachers for a level of linguistics that is only going to be present with an ESOL endorsement. As Oregon's population becomes more diverse and classrooms reflect this movement mandatory ESOL endorsement for all elementary teachers would serve all of Oregon's students best.

Standard 3bi has some good potential but unless it is articulated more specifically "procedures" are going to end up looking like a lot of Cinco de Mayo and Day of the Dead references which bring about no change from today's attempts at bringing culture into the classroom. This goes back to reinforcing my belief that a mandatory ESOL endorsement for elementary education teachers would go a long way to building better practices in regard to how to integrate and build upon cultural wealth, funds of knowledge and bridge understandings of how family and culture intersect in the learning processes.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

While much of this is very strong there is a sense that this has also been used as a place to "pour" a lot of agendas and ideas into a pot and that has left some items too large or too ambiguous to be beneficial to the overall goals of this project.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

As stated above, there is so much of these standards that are linked with the current ESOL endorsement, that EPPs could meet a lot of them through their ESOL programs. This might create more problems as well, but it also speaks to the inter-relatedness the layers of targets with these standards.

Q4

What is your name?

Jennifer Kleiber

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#26

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 12:16:04 PM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

It is thorough and organized. Easy to follow and understand. It will not be too challenging to show how we are doing all of these things in your preliminary license program. Yet, it is massive with many layers that if we didn't have the ESOL endorsement required for our multiple subjects candidates, it would be very hard to cover it all.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

If the literacy standards become this thorough, what is going to happen to other subject areas. Will we have to do this for math, science, social studies, etc.? I am not sure what would become of our program if we had this much detail for each element of content we are responsible for providing our pre-service teachers in their preparation.C

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

I am not sure it is possible, but if there are going to be similar councils for different content areas, the standards need to be more concise with more built in flexibility for how they will be covered.

Q4

What is your name?

Aaron Imig

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,
Past K-12 teacher or administrator,
Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#27

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Thank you for your efforts. I think this draft of Early Literacy Educator Preparation Council Recommendations needs quite a bit of work. There are several areas to be revised.

(1) Keeping separate multilingual learner and students with disabilities from the main body of the standards is a problem. Multilingual learners are considered afterthoughts, rarely mentioned throughout the document, and ESOL standards aren't included in the list of other resources for Guiding Principles (p. 4). This placement contradicts state standards for culturally and linguistically responsive and sustaining instruction (cited in the document itself, pages 4-5 but hardly referenced at all in the standards themselves) and also contradicts major ODE policy developments such as HB 2056 (2021) meant to nurture and develop all students' multilingualism across the state. Additionally, we find it notable that the document assumes that English will be the only language of literacy instruction, ignoring the large and vibrant community of dual language programs across the state.

(2) The distinction between "foundational" and "higher-level skills" is very problematic. Vocabulary, background knowledge, comprehension, and writing are just as "foundational" to literacy as oral language, phonological awareness, decoding, and fluency. These should each be given as big of a section as the technical decoding skills.

(3) Language about "universal impact" and one-size-fits-all is very problematic. Differentiation (by student and program type) isn't mentioned at all, and de-facto practices and models are not going to cater to minoritized students.

(4) The extensive "laundry list" of technical features creates a "coverage" model that sacrifices depth. It won't fully lead to learning without additional time and practice. Consider the feasibility of accomplishing them in an EPP program at the initial teacher licensure level.

(5) A "coverage" model sacrifices the development of critical thinking (i.e., problem-solving, higher-level processing, integration across, broader conceptual thinking) that we want to see in our licensed teachers. EPP programs and teacher candidates will be so focused on covering the list of discrete components of decoding that there won't be attention or time to learn about integrating across literacy systems (i.e., how are decoding skills related to writing? Related to comprehension? Related to children's home lives? Related to children's culture? Related to culturally sustaining texts and materials?)

(6) More clearly integrate culturally sustaining practices. Equity and culturally sustaining practices are listed as separate concerns in this document. Teaching decoding skills in discreet and disconnected ways threatens to leave multicultural children further at the margins. There needs to be a focus on how skills could be taught through resonant cultural practices and texts, based in multicultural uses of language (e.g., not all graphemes sound the same across cultures), and in ways that are relevant to multicultural lives so as not to make schooling feel more disconnected and separate from children's daily lives.

(7) What appears to be altogether missing from the standards is that there is no priority given to help teacher candidates motivate young readers to love books, stories, and reading. This is a key goal for early reading instruction and a critical element of student engagement in the classroom.

(8) These standards set a precedent for kindergarten reading instruction that is not developmentally appropriate for many 5- and 6-year-olds, reinforcing and exacerbating the stress and pressure on teachers to begin teaching reading as early as possible. Some students are ready, some are not: for the latter group, research shows introducing reading too early can lead to disengagement and confidence issues.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Unintended consequences include (1) children will continue to be disconnected to and hate school because of the over-emphasis on discrete decoding skills. Where is the development of love of reading? Where are the research-based practices for engagement of students? (2) Students will not have teacher prepared to develop important broader-level aspects of literacy such as comprehension, writing, and rich content-focused vocabulary. (3) Equity will not be reached because teachers will learn to focus less on culturally specific language practices, culturally sustaining texts and materials, and culturally varying uses of language and literacy. (4) English/white supremacy will be reinforced because of such an extreme focus on discrete grapho-phonemic aspects of English reading. (5) Multilingual learners will not have teachers prepared to develop discrete reading skills in appropriate and differentiated ways.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

(1) Give other aspects of early literacy (i.e., comprehension, writing, content focused texts, vocabulary, etc.) equal emphasis as discrete decoding skills. (2) Have experts in ESOL and multilingual literacy (with recent education in this area) serve as guides to develop this document. (3) HAVE EXPERTS FROM RACIAL/ETHNIC MINORITIZED BACKGROUNDS and experts on equity on this panel and to serve as consultants. (4) Put Oregon's educational policies in alignment - i.e., for culturally sustaining practice, for ESOL and multilingual learners, etc. and reflect this integration and alignment in this document fully.

Q4

What is your name?

Kathryn McIntosh

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#28

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 2:07:24 PM
Last Modified: Tuesday, February 20, 2024 2:17:20 PM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The research utilized for this work has primarily centered on monolingual, English-speaking children. The framework needs to acknowledge Emergent Bilinguals body of research relative to learning to read in a second language, differences in language morphology between English and Spanish (for Dual programs), as well as appropriate reading trajectories for EBs who are learning in ESOL and (for both languages in Dual settings).

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

We need to have caution and ensure that Literacy is well understood as explained by the science of reading and not narrowly defined as reading, or decoding. Methods for teaching systematic English reading are void of meaning and rely heavily of rote practice and memorization of sight words, blending, phonological awareness practice of PARTS of English. This is detrimental for students who are learning to read in a second language because, younger EBs in particular, may not have conceptual understanding of the words they're learning to decode, and therefore, not be able to successfull access background knowledge to be able to acquire the new language.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Explicitly acknowledge these differences in the Framework. Suggest supports that are grounded in best practices for ELs, such as the PLUSS framework, etc.

Q4

What is your name?

Teresa Tolento

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,
Past K-12 teacher or administrator

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#29

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 4:26:19 PM
Last Modified: Tuesday, February 20, 2024 4:48:20 PM
Time Spent: 00:22:01
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I am a retired elementary teacher of 35 years. I supervised elementary preserve teachers an additional 7 years. I believe the recommendations are essential and long overdue. At present, teacher training programs in Oregon offer little to no guidance on the science of reading instruction. Only teachers with a special education degree or experience have exposure to the science of reading. My experience working at the University of Oregon Elementary Education Program left me wondering why the Special Education Department was entirely separate. The recommendations give heft to regular education and special education programs working collaboratively.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Collaboration between existing teacher education programs will be necessary. This may require some restructuring. One should be prepared for resistance at many levels. Further, teachers in the field will also need training. Funds should be allotted for teacher in service.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

When offering teachers inservice learning, consider surveying teachers about optimal times for trainings and support learning through peer coaching.

Q4

What is your name?

Ann Burgess

Q5 How do you identify? Please select all that apply.

Educator Preparation Program faculty,
Parent/caregiver of a child,
Past K-12 teacher or administrator,
Member of the public

Q6 Have you completed an educator preparation program in Oregon within the last three years?

No

Q7 Do you live or work in Oregon?

Yes

#30

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 6:19:49 PM
Last Modified: Tuesday, February 20, 2024 6:42:07 PM
Time Spent: 00:22:18
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Concern 1: Appropriate Instruction for developing learners

Concerns were highlighted among the early literacy research faculty along with the remainder of the elementary multiple subject faculty and ESOL faculty in terms of the standards where the distinction between general education and education tailored for students with dyslexia is blurred.

Specifically, on page 13*, there's a statement indicating that these standards for elementary multiple subject general education preservice teachers should encompass students with dyslexia, yet they're deemed appropriate for all students. Additionally, it's mentioned that the standards for dyslexia instruction apply to all students, including emerging multilingual students.

This interpretation contradicts our understanding of dyslexia standards. The faculty, including myself, are concerned with this suggestion because the level and duration of explicit word-level instruction needed to support students with dyslexia far exceed what's required for typically developing learners in a general education classroom without language disabilities.

Concern 2: Elementary Multiple Subject, Special Education, and Reading Specialist License

Another concern stems from the expansive reach of these standards, which extend to general educator training, special education teacher preparation, reading specialist programs, and administrative standards.

Such comprehensive coverage seems overly broad for a singular set of standards. It's worth noting that the standards for preservice teachers in the elementary multiple subject should not mirror those for reading specialists or special education teacher, given the differing needs and expertise levels required for each role.

Separate multi-lingual learners from learners with reading difficulties

Concern 3: Elementary Multiple Subject Overall Standards and Professional Requirements for Instruction

The preservice candidates, mentor teachers, and elementary multiple subject general education reading faculty reflect concern and overwhelm related to the increasing subject specific specialization standards required from elementary multiple subject teachers. The faculty and partner mentor teachers ask that we consider the appropriateness and feasibility of meeting all the requirements laid out.

Elementary multiple subject literacy standards for preservice teachers need to account for the fact that preservice training for an elementary multiple subject teacher encompasses a broad array of child development and subject specific instructional standards.

This includes training in child development (diverse learner development), student engagement/classroom management, social and emotional learning, literacy instruction, math instruction, science instruction, humanities instruction, as well as music, art, and health instruction. Balancing a preservice training for a novice educator on these diverse areas of expertise with the demands of the outlined standards presents a significant challenge for both preservice candidates and their district mentors.

As usual, the standards are generally very comprehensive and almost impossible to achieve in most teacher prep programs. Much of the described knowledge is Master's level knowledge. Oregon does not require a Master's, but if we want teachers to meet these standards, then this requirement needs to be reconsidered.

Concern 4: Lack of Standards related to writing, comprehension, spelling and handwriting

Writing and comprehension are not mentioned in the Literacy Acquisition standards and should be.

Spelling or handwriting are not listed under foundational skills. This is surprising because the research on how poor handwriting and spelling are strongly associated with poorer writing is robust. The transcription skills referenced under the Writing standards need to appear in the foundational skills standards.

Concern 5: Clarity in Standards

Some standards are a bit vague with regard to being measurable and would benefit from additional specificity (5.b.i. Phonological Awareness [p. 9 – maybe 'produce and compare']; 5.d.iii. Fluency [p.9]; 5.c.i. and 5.c.iv. Comprehension [p.10]; 5.d.iii)

In most places, sections begin "For each of these standards", but it's unclear whether "these" refers to the standards above or below.

Make it clear that below is meant. Also, standards are sometimes worded as actions (e.g., analyze, establish) and sometimes as nouns (e.g., procedures, routines) within the same list. Essentially, the grammatical structure of these lists is not clear, which will lead to confusion. This may seem like quibbling, but any lack of clarity creates the possibility for divergent interpretations.

Concern 6: Standard 6 Field Experiences

Why can't this be included within current student teaching requirements? Our program has an embedded reading intervention endorsement, so students are getting these experiences within program. Application can and should be within student teaching experiences.

I was shocked to see multilingual learners merged with reading difficulties at a high level. There were also no administrator standards in this section.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Unintended Consequence 1: Mentor teachers quit mentoring

One unintended consequence of this ongoing pressure on both the preservice and in-service elementary multiple subject teacher is a reluctance on the part of practicing teacher to mentor preservice candidates due to their own overwhelm at the literacy demands on the general education teacher. We have, in fact, had a reduction in the number of outstanding mentor teachers as a direct result of the ongoing literacy instruction pressures on elementary multiple subject teachers in our partner district.

Unintended Consequence 2: Preservice teacher drop out and early career teacher exits

Another unintended consequence is having preservice teachers evaluated in either their practicum year or first year of teaching based on instruction that would formerly have been considered reading specialist or special education instruction. In these instances, early career preservice teachers have dropped out of our program due to an inability to synthesize specialized literacy instruction standards alongside the math instructional standards and student engagement and classroom management learning they are doing in their first year of induction.

Unintended Consequence 3: Unbalanced Implementation of Literacy Standards Results in Cultural Domination

A third unintended consequence of this statewide discussion has been that the emphasis on the singular standard that aligns to the science of reading framework (standard 2) can result in abusive cultural domination in reading instruction at the cost of Tribal, bilingual, and underrepresented communities literacies. The field experiences of preservice candidates where there is a lack of a culturally competent literacy approach is exposing concerns among candidates from BIPOC communities as well as concerns within our Sapsikwala faculty on this approach as not neutral literacy instruction, but rather as dominating literacy instruction. There is a concern that this approach will begin pushing these candidates away from the classroom as well.

Unintended Consequence 4: Statewide EPP access to faculty, mentors, and support for this level of specialization within the gen ed approved programs is uneven

A final unintended consequence of the increasing standards pressure on EPP elementary multiple subject candidates and programs is the uneven access to human resources, mentors, and expertise to implement these increasing standards. While the University of Oregon has a national scholar of reading and teacher education on faculty, EPPs across the state do not all have access to such faculty. And while UO is in a metropolitan area where placement districts have trainings for mentor teachers, not all EPPs are located in such regions of the state. So there will be an uneven cost in Oregon teacher preparation to implement additional standards to statewide EPP approved programs for licensure. During my tenure as an EPP program director I have witnessed these state pressures shutter two Oregon licensure programs already. It is concerning to me that while UOTeach can, and already does meet the bulk of these proposed standards due to our literacy faculty design and the embedded ESOL endorsement for elementary multiple subject teachers, other EPPs may find this new burden both misaligned with their program designs and more than they are able to manage for implementation with their partner districts. We are concerned that state mandates that are misaligned with accredited EPP and partner district preservice teacher instructional design for general education classrooms can decrease the number of options for attaining a license in the future.

Unintended Consequence 5: Neglecting writing, comprehension under literacy acquisition and writing under foundational skills will lead to neglect in the curriculum and have an unintended effect on foundational skills

Not mentioning writing and comprehension under the Literacy Acquisition standards will lead to poor knowledge about how these aspects of literacy develop. They reinforce treating comprehension and writing as afterthoughts and lead to their neglect.

The neglect of writing is even more apparent in the Foundational Skills standards. This will have the unintended effect of foundational writing skills (e.g., spelling, handwriting, typing) being neglected in the curriculum for K-3, as well as in teacher preparation programs.

Unintended Consequence 6: Collapsing multilingual learners together with students with reading difficulties sends the message that multilingualism is a deficit. Leaving out administrator standards in this section suggests administrators don't need to meet these standards, which seems deleterious.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

At a minimum, add comprehension and writing to Standard 1.a.iv and add a section for Transcription Skills under Standard 2. Make the grammatical structure of the lists consistent; I believe making each list item start with a verb would be most consistent, and it's easy enough to add verbs in front of the standards that are nouns (see Standard 4.a for an excellent example). Separate the multilingual learner and reading difficulties standards. Add an administrator standard to each.

Q4

What is your name?

Zeni Colorado-Resa

Q5

How do you identify? Please select all that apply.

**Educator Preparation Program faculty,
Educator Preparation Institution leadership**

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#31

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 12:02:25 PM
Last Modified: Tuesday, February 20, 2024 8:30:03 PM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Concerns for how the draft defines literacies and ignores equity top my list, as my colleagues from Oregon State University have already shared in detail.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

These recommendations have the potential to further marginalize the groups they most need to serve: those multiply marginalized in schools and society. In particular, BIPOC language and dis/abled learners.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Please see all those extensive suggestions made by OSU faculty members who study and teach literacy in education.

Q4

What is your name?

Jenni Conrad

Q5

How do you identify? Please select all that apply.

Educator Preparation Program faculty,
Parent/caregiver of a child,
Past K-12 teacher or administrator,
Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#32

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 7:57:03 PM
Last Modified: Tuesday, February 20, 2024 8:53:20 PM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I have several key questions and concerns about the Draft Literacy Program Standards. I will focus on two here. First, as a former bilingual teacher and current researcher and teacher educator focused on multilingual students, I am concerned about the lack of a multilingual framing of these standards. Approximately one in five Oregon students in grades K-2 speak a language other than English at home. Furthermore, Oregon has enacted a variety of important initiatives designed to foster multilingualism for all students, such as HB 2056 (2021). While there is occasional attention to multilingual students and multilingualism within the Standards, they focus overwhelmingly on early literacy instruction in English. This ignores the many students across Oregon who are learning to read and write in other languages as part of dual language programs. In addition, separating out vocabulary as a “higher level” skill separate from decoding and word recognition, phonology, and other “foundational” skills simply does not make sense, particularly for multilingual students. It is much more difficult for students to decode English words that are not part of their vocabulary, and attention to vocabulary—and other aspects of literacy instruction framed as “higher level” skills in these standards—is critical throughout children’s literacy learning.

Second, as a leader of an ESOL endorsement program in Oregon, I am concerned about the proposal that ESOL endorsement programs would need to meet these standards. Teachers of all content areas across the K-12 spectrum can and do earn ESOL endorsements. Let’s take middle school P.E. teachers as an example. Their initial educator preparation programs do not require coursework on early literacy instruction—for good reason. They simply do not need to be nearly as skilled as K-2 teachers in building students’ early literacy skills, and requiring these teachers—and all other secondary teachers earning ESOL endorsements—to master the full range of these standards is not realistic or useful. ESOL program standards already require that candidates “demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students’ language and literacy development and content area achievement.” I propose that the Draft Literacy Program Standards do not apply to ESOL endorsement programs.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

As noted above, I am concerned about the unintended consequences of requiring ESOL endorsement programs to meet these standards. Incorporating a strong focus on early literacy instruction into ESOL endorsement programs might make secondary teachers view ESOL endorsements as irrelevant or inapplicable to them. Current research shows a real lack of secondary teachers with ESOL endorsements in Oregon, as well as better outcomes for secondary multilingual students taught by teachers with ESOL endorsements. Discouraging secondary teachers from pursuing an ESOL endorsement by including a heavy focus on early literacy instruction would be counterproductive to student success.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

To mitigate the unintended consequences of requiring these standards for all ESOL endorsement programs, I propose that the Draft Literacy Program Standards do not apply to ESOL endorsement programs.

In addition, to address the English-centric nature of these draft standards, I suggest that, at the very least, explicit attention be given to students in dual language programs.

Finally, I suggest that the problematic separation of literacy instruction into "foundational" and "higher-level" skills be reconsidered in these standards. This is not a dichotomy that the Oregon Early Literacy Framework uses and thus should be abandoned. (While the Framework identifies foundational skills, it does not frame other aspects of literacy as "higher-level".)

Q4

What is your name?

Karen Thompson

Q5

How do you identify? Please select all that apply.

- Educator Preparation Program faculty,**
 - Parent/caregiver of a child,**
 - Past K-12 teacher or administrator,**
 - Member of the public**
-

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#33

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 19, 2024 1:35:52 PM
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Time Spent: Over a day
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

In order to improve fidelity to these standards, could references to research be supported by a resource section? I have no personal concern, as I've kept myself up to date on current early literacy research. Citing specific research that we'd like all teachers to be familiar with could improve overall teacher training across the many programs in Oregon. Thank you so very much for this important work!

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Rachael Schuetz

Q5

Educator Preparation Program faculty

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, January 31, 2024 8:13:46 AM
Last Modified: Wednesday, January 31, 2024 8:25:29 AM
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The over-reliance on current thinking of the "Science of Reading" fad is a severe limitation in being overly prescriptive and, thereby, hindering the wider array of tools and knowledge that our educators need. While the past standards were too vague, these have swung entirely in the opposite direction. Tying the hands of EPPs and future teachers is not the way for us to meet the needs of diverse learners.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

We will tie the hands of EPPs, future teachers, schools, and - consequently, students - when we lean too far in one direction of over-prescription to current thinking that isn't, in actuality, based in science. Calling something science doesn't make it so.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Keep the language looser and instead focus on the Early Literacy Framework, which should be and will be updated regularly to reflect latest research on reading and literacy.

Q4

Respondent skipped this question

What is your name?

Q5

How do you identify? Please select all that apply.

Educator Preparation Institution leadership,
Parent/caregiver of a child,
Past K-12 teacher or administrator,
Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#7

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 9:29:55 AM
Last Modified: Tuesday, February 20, 2024 9:35:04 AM
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IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

While the need for this effort is without argument, this is a heavy lift for EPPs. I am wondering if districts and/or ESDs can be involved for ongoing educator support/skill development.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

see above. If support is not present when new teachers are teaching literacy skills, I am afraid this effort will lose momentum and the goals will not be met.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Partnership in implementation between EPPs & districts/ESDs

Q4

What is your name?

Kathleen B. Vincent

Q5

Educator Preparation Institution leadership

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#8

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Synthesized Early Literacy EPP Standards Feedback from Oregon State, College of Education, Department of Educational Practice and Research.

The department held a meeting on Feb 19 2024, and discussed the proposed standards in detail. Twenty three instructional and professional faculty were present and engaged in the discussion. Our comments to the proposed Early Literacy EPP Standards document are broadly grouped into five areas. Each area is considered below.

1. Equity:

OSU faculty are concerned that the standards are not framed in ways that foreground equity as a core value or valued outcome of educator preparation or K12 teaching and learning. This is visible in:

a. the siloing of multilingual learner and students with disabilities from the main body of the standards, and the implications this sets for what EPPs are expected to do in their programs. How can we best show support and appreciation for the assets of multilingual learners with this limited representation, in which multilingual learners are considered afterthoughts? This placement contradicts state standards for culturally and linguistically responsive and sustaining instruction (cited in the document itself, pages 4-5 but hardly referenced at all in the standards themselves) and also contradicts major ODE policy developments such as HB 2056 (2021) meant to nurture and develop all students' multilingualism across the state. Additionally, we find it notable that the document assumes that English will be the only language of literacy instruction, ignoring the large and vibrant community of dual language programs across the state. We also share a concern that most of the Council are not multilingual or experts in multilingualism, and this underrepresentation is clearly reflected in the standards themselves.

b. The influence of science-of-reading discourses are evident throughout the document, and if EPPs do not have the flexibility to prepare candidates to use methods that work for a diverse set of students, resulting practices will likely create a new set of inequities for students in schools. Overreliance on this approach may prevent students' from receiving developmentally, culturally, and linguistically appropriate literacy instruction and diminish students' interest in reading.

c. Equity is not foregrounded in descriptions of what is good for "all" learners: there are repeated mentions of "universal impact" and "all learners", and no attention is paid to differentiation and thoughtful teacher decision-making that responds to students' assets and needs. Research does not support such blanket statements, and teacher candidates will be ill-served by EPP instruction that gives them such an impression or prepares them with a narrow set of skills.

2. The Standards' Research Base

We are concerned about what is meant by "evidence-based" and "research based" in the document. Whose evidence? What research? The document does not reflect a comprehensive review or understanding of the field of literacy research, and by leaving this information uncited, it falsely implies a breadth that is not present in the document. Also, citing specific research (such as what is noted in (4) Standard 1 (a), vi) would also help improve teaching with fidelity to these standards, based on the varied levels of expertise of instructors all over the state.

3. Framing of Literacy:

Similar to a lack of specificity for research, there is also a lack of specificity in defining what "literacy" is: the individual standards do not constitute a coherent description of what literacy and what our goals for K-2 literacy instruction should be. Key concepts in current literacy research – such as digital and multimodal literacy – are completely absent from the standards.

#5 in the Guiding Principles (p. 4) list links to other key resources, yet the English Learners standards or frameworks are not linked there. Shouldn't they be key resources that link closely to Early Literacy? This is a notable omission.

The distinction between "foundational" and "higher-level skills" is problematic. Vocabulary, background knowledge, comprehension, and

writing are just as “foundational” to literacy as oral language, phonological awareness, decoding, and fluency. We are concerned that this document positions higher-order ideas as connections to students’ lives and comprehension. Not only does this contradict literacy research: it may lead teacher educators and candidates to focus on “foundational” skills and restrict a focus on connection and comprehension only for those kids they believe are “capable,” which is the opposite of good literacy instruction.

This hierarchy is further emphasized by devoting an entire standard (2) to oral language, phonological awareness, decoding, and fluency, and then combining all of vocabulary, background knowledge, comprehension, and writing into a single standard (3). This imbalance is particularly unhelpful for multilingual learners who may not have limited comprehension or phonological awareness in English.

What appears to be altogether missing from the standards is that there is no priority given to help teacher candidates motivate young readers to love books, stories, and reading. This is a key goal for early reading instruction and a critical element of student engagement in the classroom.

These standards set a precedent for kindergarten reading instruction that is not developmentally appropriate for many 5- and 6-year-olds, reinforcing and exacerbating the stress and pressure on teachers to begin teaching reading as early as possible. Some students are ready, some are not: for the latter group, research shows introducing reading too early can lead to disengagement and confidence issues.

This document is also silent on implications for K-12 literacy instruction. Framing what should and should not be applied in other contexts should be specified to avoid misinterpretations.

4. Framing of the Standards:

One of the primary issues is whether the standards are formulated as an “all inclusive” list, or if they are a set of minimum components that EPP’s must adhere to. While K-12 teachers must be experts in literacy, they must also be experts in many other areas. If these standards are codified, it may hamper the ability of programs to meet all the areas that candidates need.

We also caution standards writers to heed their claim “that teachers’ professional development continues throughout their careers” and ensure that these standards are written to reflect what well-started novice teachers – not master teachers – can do. Currently, they are not written at a level that reflects who novice teachers are and what they can do: they are written to describe master teachers.

More broadly, we also note a precedent set by the introduction of dyslexia, socio-emotional learning, and now early literacy standards outlining specific standards to be met by EPPs. Although students will benefit from exposure to this range of ideas, we are concerned with the ways in which this guidance will lead to compliance-oriented decision-making and a system of rewards and punishments that ultimately disadvantage teacher candidates and the educators who support them.

We are also concerned about the scope of the standards to include all candidates seeking an ESOL endorsement. While many will be teaching in early literacy standards where this information will be important, many others are secondary teachers in varied content areas for whom this information is not relevant or appropriate. Adding courses to include this new information would increase the cost and time required for an ESOL endorsement and so could jeopardize the supply of ESOL-endorsed teachers in the state, leading to additional inequities for multilingual learners.

5. Actionability of the standards:

Many standards are not written with sufficient clarity to be feasibly implemented in a teacher education classroom, and it is not always clear what teacher candidates are being asked to do with certain information. Language needs to be more accessible with examples to support fidelity across instructors (e.g., (4) Standard 1 (a) iii; all of Standard 3).

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

1. We caution standards writers to heed their claim “that teachers’ professional development continues throughout their careers” and ensure that these standards are written to reflect what well-started novice teachers – not master teachers – can do. Currently, they are not written at a level that reflects who novice teachers are and what they can do: they are written to describe master teachers.
2. More broadly, we also note a precedent set by the introduction of dyslexia, socio-emotional learning, and now early literacy standards outlining specific standards to be met by EPPs. Although students will benefit from exposure to this range of ideas, we are concerned with the ways in which this guidance will lead to compliance-oriented decision-making and a system of rewards and punishments that ultimately disadvantage teacher candidates and the educators who support them.
3. We are also concerned about the scope of the standards to include all candidates seeking an ESOL endorsement. While many will be teaching in early literacy standards where this information will be important, many others are secondary teachers in varied content areas for whom this information is not relevant or appropriate. Adding courses to include this new information would increase the cost and time required for an ESOL endorsement and so could jeopardize the supply of ESOL-endorsed teachers in the state, leading to additional inequities for multilingual learners.
4. Many standards are not written with sufficient clarity to be feasibly implemented in a teacher education classroom, and it is not always clear what teacher candidates are being asked to do with certain information. Language needs to be more accessible with examples to support fidelity across instructors (e.g., (4) Standard 1 (a) iii; all of Standard 3).

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Detail and clarify points as noted above.

Scale back some of the standards to reflect early literacy specifically rather than literacy across a broad range of skill levels.

Q4

What is your name?

Sara Schley

Q5

Educator Preparation Institution leadership

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

SOUTHERN OREGON UNIVERSITY

(FROM Jeanne Swafford, PhD. Adjunct/Retired.)

Feedback to Literacy Teacher Preparation Standards

Thank you for the opportunity to provide feedback on the standards for Early Literacy Teacher Preparation Standards.

QUESTION: It seems like these standards to beyond early literacy. Maybe a description like: Early and Intermediate Grade Literacy Teacher Prep. . . would clarify who the standards apply to. Typically, early literacy is designated as K-2 or K-3 instruction. The title implies K-5 reading instruction is considered “early literacy instruction.”

OMISSION? Although decodable texts and different genres were mentioned, there is no mention that teachers should be knowledgeable about quality literature. Quality literature (e.g., picture books, chapter books, novels) is essential for modeling fluency, writing, building background knowledge, and building vocabulary.

Organization of my comments: I’ve aligned my comments with the standard number and section as enumerated in the standards draft.

EXECUTIVE SUMMARY

In the introduction, Bullet 3 about science of reading and writing—In the list of foundational skills, “writing skills” is included. Does this mean “written expression” (as used in the Standard 3 (d)?

Dyslexia standards are aligned with the International Dyslexia Organization. Are standards for literacy aligned also aligned with the International Literacy Association?

Language inconsistency: Does “research-aligned” and “evidence-based” (used later in the document) mean the same thing? I’d suggest using consistent language.

STANDARD 1. Ia. Language Acquisition

(iv) Problem: Need to add “fluency and comprehension” and “written language” to the skills that are related to oral language, PA, decoding, etc. (These elements are included in the standards related to foundational and higher level skills. Fluency (in speaking) and comprehension (words need to make sense) are also parts of language acquisition.

Consequences: Instruction is missing important elements.

Needs clarification: What does word recognition mean? Is this referring to automaticity or perhaps recognition of “sight words”? Some researchers are beginning to suggest that even irregular words can be partially decoded using some phonics skills students have acquired.

(vi): Add “language” to different kinds of diversity that needs to be considered.

Literacy Instruction

b. (i) Needs clarification: The description of instruction as “cumulative” could be misinterpreted. What does “cumulative” actually mean in this context? Does it mean a prescribed sequence of instruction? If so, “cumulative” should be deleted. There is no research-based sequence for reading (phonics or comprehension) instruction.

Consequences: Standard is not research-based.

(c) Administrator candidate standards

(ii) Why are administrator candidates responsible for selecting instructional materials? Can they operationalize the standards and do they know the research that supports the materials in question? It seems like teachers should have the in-depth knowledge to make the selections.

Administrators also need to **critically** evaluate materials. **Problem:** The sale pitches of publishing companies are quite convincing and always say what administrators need to hear, based on the most recent language that’s in vogue. Everyone will say their programs are research-based or based on the science of reading. Administrators need to know the right question/s to ask, such as: “Please share the references for the published research that supports the use of programs/materials and who were the research participants (i.e., description of students in the research). What would be even better: ask for copies of the published research about the programs/materials. Few programs have withstood the rigorous research standards as described in National Reading Panel Report and on which much of the scientific research on reading is based. **Consequences:** Adopting programs/materials that are not supported by research.

SUGGESTION: Add a standard related to “selecting materials” for teachers.

STANDARD 2: Literacy Foundational Skills

Introduction

Problem: The way the standards are separated as *foundational* and *higher level* is inconsistent with the research. This division implies a sequence: foundational skills precede the higher level skills. **Consequences:** This is what some teachers are led to believe by the curriculum used in some schools in Oregon today, and they believe students need to be fluent decoders before they begin teaching reading comprehension, vocabulary, and background knowledge. Please refer to Scarborough’s Reading Rope, the Simple View of Reading, and Active View of Reading (Duke, et al., 2022). The “science of reading” from almost all perspectives does not support this separation or sequence.

a. iii. Oral language:

Needs clarification: What does “high quality language” mean? This implies there is low quality language, which has definite implications for students of varying cultural and language backgrounds. Standards should not imply that there’s one way to speak English nor that there is an accepted standard (which is typically associated with those in “power.”

Consequences: We need to be careful that we’re not privileging some language and not respecting others’ languages and dialects. This does not mean that anything is acceptable. Perhaps a more accurate description would be to use “context-appropriate language” instead of “high quality.” After all, adapting language and writing for a particular audience is important for all students.

(b) Phonological awareness: iii, iv

Problem: There is no research-based sequence of phonological awareness (PA) skills. In fact, research to determine how much PA is needed before moving on to grapheme/phoneme instruction (i.e., phonics instruction) has not been done yet. Some research has suggested that PA can be overdone, and grapheme/phoneme instruction should begin as soon as students know the basics of PA. (What are the basics? Research doesn’t tell us yet.) **Consequence:** Instruction isn’t research-based.

(c) Decoding and Word recognition

“(iv) Different types and purposes of texts, emphasizing the role of decodable text in teaching beginning readers.”

Instead of “*emphasizing* the role of decodable text could you say “*including the role of. . .*”?

Problem: We don’t have research about how much decodable text should be used or what qualities decodable texts need. **Consequence:** Instruction is not research-based.

Administrator candidates: It seems a stretch that administrators can be knowledgeable about all the research-based instructional practices and materials for K-5 literacy development. Of course, they need to have some knowledge of these things but it seems unrealistic to expect them to have enough in-depth knowledge and experience to coach teachers. **Problem:** The research on reading coaches recommends that principals (and others who evaluate teachers) do not make good coaches. People with this expertise in the standards and no evaluative responsibilities should do the coaching.

STANDARD 3: Higher level Skills

Problem: Identifying comprehension, background knowledge, and vocabulary as higher level and not foundational, is inconsistent with the research. Grouping the skills and describing some as higher level implies that the foundational skills should be taught before the higher level skills. This is misleading and could be easily misinterpreted by administrators and teachers. All elements are necessary for reading comprehension (one goal of reading) to occur. Scarborough's Rope, the Simple View of Reading, and the Active View of Reading all represent these skills as intertwined and interdependent.

Consequences: Reading instruction is not research-based.

Also, background knowledge is crucial for learning across the content areas. If students' background knowledge is not well-developed, then it's likely their vocabulary will be weak. For students to understand the alphabetic principle and connect it to one of the goals of reading (i.e., comprehension) they must have adequate background knowledge and vocabulary. **Consequences:** If students don't have the vocabulary and experiences to connect with words they are decoding, they will have difficulty understanding what they read. When those connections are not clear, students often become word callers, who don't think about what phrases mean when they read. It is very difficult to teach students to learn how meaning or thinking (a new skill) can be integrated with isolated decoding and accuracy skills.

Problem: By *separating fluency from comprehension*, it does not take into account that reading prosody (an aspect of fluency) is one indicator that students understand what they are reading orally. **Consequence:** Fluency could be viewed as speed and accuracy only, which is an incomplete view of fluency and not supported by research.

b. (ii) This part of the standard needs to be edited. **Problem:** There's a word missing or a word needs to be deleted. **Consequence:** The standard is unclear.

STANDARD 5: (b) Supporting Multilingual learners and students with Reading Difficulties, Reading Disabilities and Dyslexia

Problem: What definition of reading disabilities and dyslexia are the standards based on? There are so many different definitions that it needs to be clear how Oregon's standards define these terms.) **Consequences:** The standards will be muddy and mean different things to different educators.

(iii) a. Multilingual learners

"Teach emerging multilingual students the key components of language and literacy: phonological awareness, phonics, vocabulary, fluency, spelling, and writing skills"

Problem: **Need to add comprehension.**

Consequence: If students don't understand why they're learning to read symbols, what use are the skills listed above? Comprehension is one goal of reading, according to reading and special education researchers. Moreover, written language must be understandable as well.

Problem: Multilingual students should not be directly associated with struggling readers or students with dyslexia. (Perhaps these students are grouped together in the standards because they may be considered atypical readers.) **Consequence:** The title implies that multilingual students have similar needs as reading disabled or dyslexic students. Being multilingual is a strength and should be honored and celebrated as such. There's so much about language associated with culture and language learning, which is very different from other students who struggle with reading.

CONCERN: *How much can we expect teachers to know when they begin teaching?* It seems like much background knowledge and expertise will be necessary for teachers to have in-depth knowledge to meet the needs of students with dyslexia. Some of the standards seem more appropriate for dyslexia specialists rather than general education teachers. It seems teachers would need several courses and field experiences to meet the standards as they are written. Of course all teachers need some knowledge about teaching readers who struggle or have neurological deficits, but **what is essential for general education teachers to know?**

I have a similar concern related to teaching multilingual learners, although these standards are much less rigorous and detailed than those for dyslexic students. However, more than cursory knowledge about teaching multilingual is necessary. It's especially complicated when the home language is not alphabetic. **What is essential for general education teachers to know?**

Question: How different are literacy standards for reading specialists and special education teachers compared to general education teachers.

Who am I? Jeanne Swafford, PhD. My background: 50 years of teaching experience, K-doctoral level. Published researcher and book author. Retired.

LINFIELD UNIVERSITY

(FROM Carrie Kondor and Mindy Larson)

Greetings,

Thank you to Oregon's Early Literacy Educator Preparation Council for your attention to early literacy in our state and for the opportunity to provide feedback. Dr. Mindy Larson and I noted the following regarding the Early Literacy Educator Preparation Council Recommendations, organized first with general feedback, then specific feedback by standard and finally notes about impact on our Education Preparation Program.

General Feedback

1. The Early Literacy Educator Preparation Council Recommendations include important standards, but we wonder if they are realistically achievable for brand new teachers, particularly those who are also responsible for multiple subjects. The scope seems to be geared for seasoned teachers and there is no apparent variability between what a general educator and a reading interventionist needs to know and be able to do. A helpful reference for this would be the International Literacy Association standards that are different for an initial teaching license when compared to the standards for a reading interventionist. One standard that we do think is well designed for preparation of a brand-new teacher is Standard 5 (b) (ii) which refers to a teacher having the skills to obtain resources to inform instruction; this seems more realistic. Does the council think these standards are attainable for an initial licensure candidate? If so, are there standards that are foundational and others that are more advanced? Guiding principles 1, 2, and 4 in the summary of recommendations do not appear to be fully met.
2. One of the guiding principles indicates that the standards should be specific, but not too prescriptive. The standards exhibit significant variability, ranging from overly broad and general statements to highly specific ones, and occasionally reduced to mere statements. For example, Standard 5 (a) (iv) is "Use evidence-based research on how to best teach multilingual learners." This is a very broad standard. Whereas Standard 2 (c) (ii) is very specific: "Principles of effective decoding, word recognition, and spelling instruction for single and multisyllabic words, including the general and specific goals of such instruction." Standard 5 (b) (vi) is an important statement, but not a standard: "The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including emerging multilingual students." Greater consistency and coherence across the standards would likely lead to more effective application. For example, typically most standards begin with a verb. Additionally, standards are often aligned with the Early Literacy Framework, but not often directly aligned with the K-12 ODE reading standards.
3. Consider integration of technology, progress monitoring, motivation and the multilingual learner standard 5 throughout all standards. Some critical technology is only mentioned for multilingual learners and students with reading difficulties, reading disabilities, and dyslexia. Also, rather than a stand-alone, separate set of standards for multilingual learners, could they be included as a part of every standard?

Specific Feedback for Particular Standards

Standard 1:

- How do you define the major model of reading development, as stated in (4)(a)(i)
- Define the major components of reading development, as stated in (4)(a)(v) (socio-cultural, multilingual, or phonics/phonemic awareness, etc.)
- 1(b)(iii) could be designed separately for general educator and reading interventionist (Analyze instructional materials for both core and intervention)

Standard 2:

- In addition to the foundational skills included, we also suggest adding a standard component that addresses background knowledge as a foundational skill
- Overall, in the standard we found the distinction between foundational and higher-level literacy skills to be unclear and perhaps unnecessary. For example, writing, background knowledge and vocabulary are foundational skills, particularly essential for multilingual learners. Reading achievement is not gained solely by learning about sounds and letters in isolation, but also requires an anchor to meaning/comprehension.

Standard 3:

- Please explain further what is meant by “sources of wide differences in students’ vocabulary,” as stated in (6)(a)(ii)
- Consider replacing the term “major genre” to “text type” in (6)(c)(ii)
- Why does sentence comprehension get specific focus whereas other comprehension skills are more generalized?
- What does “teacher’s role as an active mediator mean”?
- Writing is a foundational skill, not a higher literacy skill. The writing section (d) seems insufficient, which could be interpreted as writing as being unimportant.
- (6)(d) (v) is unclear. More explicit explanation of ways to connect writing to content
- (6)(d)(vi) add “content” learning, not just learning

Standard 4

- (7)(b)(iii) – The intensive nature of instruction described in this standard seems more appropriate for reading interventionist
- 7(b)(iv) - This is a very important skill, but very much left to interpretation. How is a teacher to use a holistic, assets-based analyses of multilingual students when using data? Is this a reasonable expectation of a first-year teacher on a Preliminary Teaching License with Elementary-Multiple Subjects endorsement or more appropriate for an Administrator license and Reading Interventionist endorsement?

Standard 5

- 8(a) (i): Please define what you mean by developmental sequence of language common to all languages.
- 8(a)(iv) It is unclear what evidence-based research this standard is referring to (i.e. realia, songs, GLAD strategies, sheltered instruction).

Standard 6

- Current standards do not appear to address the role of choice and motivation in writing, nor writing as a means meaning making act for real purposes and audiences.

Impact on Linfield's Educator Preparation Program

Linfield's teacher preparation program boasts highly skilled faculty with advanced training, particularly in literacy and language acquisition. The program has a history of aligning with the International Dyslexia Association Standards in response to OAR 584-420-0016 and the K-3rd grade Oregon Department of Education Reading Standards 584-420-0015. The knowledge, skills, and dispositions outlined in these new standards are already deeply ingrained in the foundational aspects of Linfield's preparation program. The impact on our small department will be additional time required to map these new standards to our coursework and curriculum, to move through department review, Linfield's College of Arts and Sciences Curriculum Committee, and Linfield's Academic Council. Moving official academic changes through these bodies will require a timeline beyond the deadlines set by this council. We believe our program already meets the expectations of these standards, and although we find that we will be revisiting and redocumenting the contents of our TSPC alignment reports from previous years, it's an opportunity to reaffirm the strength of our program and the impact it has had. We remain dedicated to continuous improvement of our teacher preparation program and committed to maintaining the high standards we've set.

Thank you,
Dr. Mindy Larson
Dr. Carrie Kondor

Carrie Kondor, EDD
Pronouns: she/her Why Pronouns Matter
Director / Linfield Education Department
Potter Hall 110
900 SE Baker St., McMinnville, Oregon 97128
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#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, January 25, 2024 1:23:56 PM
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Time Spent: 00:16:58
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Thank you for your work on these recommendations. I will email my questions and suggestions as I have entered them directly into the drafted document.

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Shara MonDragon

Q5

How do you identify? Please select all that apply.

Past K-12 teacher or administrator,
State agency employee,
Policymaker

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#6

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, January 31, 2024 11:56:15 AM
Last Modified: Wednesday, January 31, 2024 12:13:34 PM
Time Spent: 00:17:19
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Please articulate mechanisms to be used to bring compliance with standards. How will oversight and enforcement if needed be implemented. Effective reading practices have been shown to work since at least 1972 when I earned a Master's in Special Education at U of O. How can you assure science based approaches to teaching reading will be taught to teachers in training? How can resistance from tenured faculty be overcome? Will the OSDE include these standards in their oversight of local school district's during "school standardization reviews". Will there be financial penalties for noncompliance?

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Long time educators may choose to retire rather than learn and implement new approaches to reading instruction. Tenured college professors will similarly resist implementing new approaches. I fear there will be no actual consequences -salary schedules or reduced PERS benefits- for noncompliance.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

After a 2? 5? Year period to allow for retraining and acquiring new curriculum and reading materials into k-12 & teacher preparation programs, reduce compensation to under-performing school districts and waive required employer contributions to PERS for non-compliant professors. In other words help support a transition period for personnel retraining and curriculum materials replacement, and reduce financial compensation for those who not change reading instruction programs in colleges, universities, and k-8 classrooms

Q4

What is your name?

Sydney Wallace Hatch

Q5 **Past K-12 teacher or administrator,**
How do you identify? Please select all that apply. **State agency employee**

Q6 **No**
Have you completed an educator preparation program in Oregon within the last three years?

Q7 **Yes**
Do you live or work in Oregon?

#7

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, January 31, 2024 12:12:49 PM
Last Modified: Wednesday, January 31, 2024 12:52:38 PM
Time Spent: 00:39:48
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

One question that came to mind is do we have enough instructors at the college level who are experts in Literacy and methods outlined in Oregon's Early Literacy Framework; b) Oregon's Dyslexia Standards; & c) Oregon Standards for Language Arts and Literacy? It is one thing to require it, but another to make sure our higher ed partners have the capacity to meet these requirements.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

The "what works" pendulum is in constant motion...over my career I have seen trends that come and go, and now are back, in the science of learning in general. Would this be a more permanent change & for how long? What would have to be occurring for it to be modified?

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Just vet through how do we know this is the best path.

Q4

What is your name?

Stefanie Garber

Q5

Current K-12 administrator

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#8

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, January 31, 2024 1:19:42 PM
Last Modified: Wednesday, January 31, 2024 1:23:28 PM
Time Spent: 00:03:46
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I want to applaud the Council for their Draft Recommendations. They are long overdue and will go a long way toward more equipping new teachers with effective reading instruction in our elementary schools. Our daughter struggled with dyslexia in one of the best school districts in our state in the 1990s. The teachers there did not have the skills to identify her deficits or with the tools to address them.

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Kathryn Nichols

Q5

Parent/caregiver of a child

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#9

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, January 31, 2024 4:10:57 PM
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Time Spent: 01:46:42
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

May the basis for literacy measures be based on more than standardized test scores. Standardized testing puts a greater emphasis on test scores and rankings and narrows the focus of education to the content that students need to know for standardized tests. Such testing does not address diversity, efficacy, and inclusivity of all students. Developmental reading benchmarks should be considered in the measurement of students' reading ability. My concern is that the current standards proposed address charter schools and non-profits in addition to public schools. In that case, funding is allocated to educational settings which undermine the public school system, benefitting the haves and leaving the have-nots with the scraps of public schools.

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Larry Sipe

Q5

Past K-12 teacher or administrator,

How do you identify? Please select all that apply.

Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, February 01, 2024 11:13:54 AM
Last Modified: Thursday, February 01, 2024 11:16:43 AM
Time Spent: 00:02:49
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Are educators taking into consideration that percentage of students who are dyslexic and what kind of teaching techniques help. Phonics doesn't work for the English language.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

See above comments.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Do some deep research on dyslexia. Note how many famous people have/had it. Seek techniques that DO work.

Q4

What is your name?

Jill Riebesehl

Q5

How do you identify? Please select all that apply.

Parent/caregiver of a child,

Member of the public

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Yes

Do you live or work in Oregon?

#11

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, February 01, 2024 11:25:50 AM
Last Modified: Thursday, February 01, 2024 11:30:08 AM
Time Spent: 00:04:18
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Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Aligns well with Oregon's Literacy Plan.

I am concerned about the neglect of middle school teachers in these requirements. Of course we aspire to a robust elementary instructional model around literacy, but understanding of foundational reading skills would also benefit secondary teachers in being able to differentiate for struggling students.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I worry about the desire of people to want to be teachers. We need to both raise the bar and keep it attainable.

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Megan Young

Q5

Current K-12 administrator

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#12

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, February 01, 2024 11:37:06 AM
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Time Spent: 00:18:43
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I see the elements of the Literacy Components include research in areas identified by Scarborough's Reading Rope. Which has strong evidence based practice. The one question that comes up for me with a background in Dual language Education is how to make this more explicit and visible. Our University Programs are preparing our teachers to teach in partner languages and I do not see any language that offers any specifications on Dual Language Reading Education. We have various programs across our region and districts that offer this educational opportunity as a way to close the opportunity gap for our children of color. However, we do not make literacy learning visible for teachers/families to see the scope of learning in a k-12 program and how it is progressing and what effective practice in partner languages entails.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

We continue to state that Dual Language is a way to serve our disenfranchised communities of color and we have not offered language in our literacy to make that visible. We assume that the transfer is going to happen by the university program, instructors, and educators.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Can you provide explicit language on what expectations Dual language programs have for teaching literacy in partner language. ie Spanish dual language programs.

Q4

What is your name?

Guiza Ramirez, NCS D Pathway Mentor, (Formerly Dual language educator, Reading Interventionist, New Educator Mentor, Parent/Community Member, Identify as a Person of Color/Latinx, Hold licensing in

Q5

How do you identify? Please select all that apply.

Parent/caregiver of a child,

Current K-12 teacher, coach, or interventionist

Q6

Have you completed an educator preparation program in Oregon within the last three years?

Yes

Q7

Do you live or work in Oregon?

Yes

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, February 01, 2024 8:30:29 AM
Last Modified: Thursday, February 01, 2024 12:33:16 PM
Time Spent: 04:02:47
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The program and it's intent is valuable and worthy - however I feel there is not enough communication has happened to help the general education community, communities, parents, and more to understand the program intents and goals - and how it can/should be building on current best practice used now in our schools not a full new

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I feel that the program and it's intent doesn't acknowledge the previous and current work/knowledge in our schools to support early learners - most schools have effective and strong programs that do not need to be completely reworked. There are many early literacy teachers, support staff, more that are frustrated and feel that work and knowledge is not being valued or that they need to completely relearn a new system.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Better clarity, communication of the EL goals and intent, and increased feedback from schools and current teachers will help. New and in training teachers need to also have better clarity in current and new systems for effective classroom support of real students.

Q4

What is your name?

Laura Orr

Q5

Current K-12 administrator

How do you identify? Please select all that apply.

Q6

Yes

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#14

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, February 02, 2024 1:46:57 PM
Last Modified: Friday, February 02, 2024 1:47:41 PM
Time Spent: 00:00:44
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

None

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

None

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

None

Q4

What is your name?

Maggie

Q5 **Parent/caregiver of a child**

How do you identify? Please select all that apply.

Q6 **No**

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#15

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, February 02, 2024 1:06:27 PM
Last Modified: Friday, February 02, 2024 2:31:40 PM
Time Spent: 01:25:13
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Happy to see reading science being required for new teachers.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

As always, teaching these essential foundations is best in small classrooms. If we want teachers to persue this career, and keep them happy doing it, we need to set them up for success. Smaller class sizes help all around.

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Brittney

Q5

Parent/caregiver of a child

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Sunday, February 04, 2024 7:42:16 AM
Last Modified: Sunday, February 04, 2024 7:55:45 AM
Time Spent: 00:13:29
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I thought the recommendations looked great, however they do not explicitly state how teacher prep programs should provide the instruction. I worry that those programs resistant to change away from balanced literacy will only take cursory measures to “meet” requirements and not fully shift their practices. What kind of oversight will be put in place to ensure implementation of the standards?

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I can't think of anything negative aside from amplification of current pushback that already exists. I worry that the pushback will result in caving to those who refuse to change and that then children continue to be negatively impacted.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

I think that gaining support from districts and ensuring that student teacher placements require adequate knowledge of structured literacy, may move the needle since student teaching placements are a pillar of any program and if you can't place your students that is a big problem.

Q4

What is your name?

Kristen Haslebacher

Q5

How do you identify? Please select all that apply.

Parent/caregiver of a child,

Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#17

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Sunday, February 04, 2024 2:41:58 PM
Last Modified: Sunday, February 04, 2024 2:44:40 PM
Time Spent: 00:02:41
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

There should be a little more instruction on letter formation.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

So few teachers are properly trained, it may be difficult to fill the teaching positions.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Work with colleges to properly train teachers.

Q4

What is your name?

Leslie Chester

Q5

Current K-12 teacher, coach, or interventionist

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#18

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Sunday, February 04, 2024 5:53:59 PM
Last Modified: Sunday, February 04, 2024 6:10:03 PM
Time Spent: 00:16:03
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

It looks great! As someone who is going through an educator preparation program right now I would like to see a greater focus on what actually makes something evidence based. I see that this is an area of struggle for many educators. Is there a way to add in a research methods class into MAT and Bachelors programs for teachers? Using evidence based practices and materials is a great idea in theory, but many do not have the background knowledge in this area. Teachers need to have explicit training so that they can spot programs that are not based on evidence.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I have already heard feedback (from mostly rural districts) and they think the state is trying to force these ideas on them. I think that it would go a long way to educate administrators, teachers, etc. on why evidence based teaching methods are so important. They need to know that this is for the right reasons, and that this isn't government overreach or a pendulum swing.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

-create a podcast about your process that can accessible across the state
-Visit districts and listen to them, then show them why using evidence based teaching is so important
-Mandate that REN groups only use evidence based practice during PD summits. I think it would go a log way to have someone that participated in the framework to attend REN PD summits. I attended the REN summit in Pendleton this past fall and there was SO much fluff. People were offering trainings that were in no way aligned to evidence based practice. This needs to change, and it would be a way to get out the message about this issue on a wider scale.

Q4

What is your name?

BoDean Tayer

Q5

Current K-12 teacher, coach, or interventionist

How do you identify? Please select all that apply.

Q6

Yes

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 05, 2024 8:34:17 AM
Last Modified: Monday, February 05, 2024 8:55:02 AM
Time Spent: 00:20:44
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Beautifully drafted document. My only concern is that, while dyslexia is named outright, Developmental Language Disorder is not mentioned. I would hope that every PK-5 teacher would be able to identify the signs of DLD and make appropriate referrals to the school SLP.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Teachers who are trained to look for signs of dyslexia but not trained to look for signs of DLD may overlook this disorder that disrupts communication in all forms - not just in writing - and that has the potential for disastrous educational, social, and vocational consequences. These students may pass a dyslexia screener and, therefore, be scored "on track" with early literacy skills when, in fact, their comprehension - which is not commonly assessed in the early literacy years - falls far short. As dyslexia and DLD have a 50% overlap, students who are marked "dyslexic" but may also have DLD may not receive the intervention they require.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Mandate education around Developmental Language Disorder, including implementing screening tools.

Q4

What is your name?

Heather Thompson

Q5

Current K-12 teacher, coach, or interventionist

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#20

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 05, 2024 9:23:19 AM
Last Modified: Monday, February 05, 2024 9:26:06 AM
Time Spent: 00:02:47
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The recommendations seem straight forward to implement in elementary schools.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

The release of the funding late in the school year create difficulty implementing high quality professional development. What carryover funds will be allowed for next school year.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

I would like the carryover amount to higher or date for funding for the current school year to be extended if the school has an approved plan.

Q4

What is your name?

Susan Warner

Q5 Current K-12 administrator

How do you identify? Please select all that apply.

Q6 No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#21

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 05, 2024 9:50:01 AM
Last Modified: Monday, February 05, 2024 10:04:25 AM
Time Spent: 00:14:23
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I would like to be sure that a few things are added, and put in the right place.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I think the committee has confused handwriting, with composition. Since motor planning drives visual perception, handwriting needs to be moved to the foundational activity area.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Handwriting is not a higher level literacy skill. Whether it is cursive or print, it is a Foundational activity that needs to be placed under Number (4) Standard 1: Knowledge of Literacy Acquisition, and Instruction. Remember this motto-“Motor planning drives visual perception”. these two ensure sound symbol association. Many of our dyslexic students can read, but reading does not ensure spelling, whereas spelling (cursive and print) does indeed ensure reading.

Q4

What is your name?

Jennifer M. Pultz

Q5

How do you identify? Please select all that apply.

Current K-12 teacher, coach, or interventionist,

Member of the public

Q6

Yes

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#25

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 06, 2024 3:49:52 PM
Last Modified: Tuesday, February 06, 2024 4:02:17 PM
Time Spent: 00:12:24
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Thank you for your work. It appears to be a blended framework for instruction.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Accountability on this actually happens.
Applicants from out of state have this understanding?

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

That across the colleges and universities the objectives and evaluations remain the same and are non-negotiable. Parts cannot be deleted because of differences in philosophical beliefs. This is based on science not personal beliefs.

Q4

What is your name?

Scott Smith, EdD

Q5

How do you identify? Please select all that apply.

Parent/caregiver of a child,
Current K-12 teacher, coach, or interventionist,
Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#26

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, February 07, 2024 12:08:28 PM
Last Modified: Wednesday, February 07, 2024 12:32:21 PM
Time Spent: 00:23:53
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I think that the recommendations are what is needed but our current college system is not set up to ensure aspiring teachers have the time to learn and practice all these skills to gain the basic level needed to be a first year teacher.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

The research shows that most teachers are not ready to fly solo in a classroom let alone teach students how to read when they come out of college. Many teachers leave the profession within the first 3 years.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

I believe that we should be partnering with our school district to create an apprenticeship model that last more that a few weeks. An electrician has years of apprenticeship but we allow a teacher with a few weeks of to inpact children's lives. This does not make any sense.

Q4

What is your name?

Melissa Schachner

Q5

Current K-12 administrator

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#27

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, February 08, 2024 9:01:36 AM
Last Modified: Thursday, February 08, 2024 9:27:19 AM
Time Spent: 00:25:43
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I think it is clearly laid out and focuses on critical aspects that should be included Early Literacy Educator Preparation Programs. I think it is important the administrator candidate standards are also included.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I'm wondering if the sections for dyslexia and multilingual learners can be integrated more so that it doesn't seem like those students need different instruction, but rather just more intensified or more focused on their particular needs. On the other hand, we don't want that information to get lost...

I'm also wondering about narrowing down the models of literacy and omit the Active View of Reading. The Active View of Reading which includes executive functioning may lead people to over focus on that when those skills cannot be directly taught.

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Lisa Bates

Q5

Current K-12 teacher, coach, or interventionist

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#28

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, February 08, 2024 9:27:48 AM
Last Modified: Thursday, February 08, 2024 9:30:18 AM
Time Spent: 00:02:30
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I don't have questions. I think it is an excellent, evidence-based approach to train educators to teach reading by phonics.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I am not aware of any unintended consequences.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

N/A

Q4

What is your name?

Laura Jamieson

Q5

Parent/caregiver of a child

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#29

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, February 09, 2024 8:29:05 AM
Last Modified: Friday, February 09, 2024 8:34:30 AM
Time Spent: 00:05:25
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I do believe that the suggestions for the literacy practicum is extremely important to follow. Thank you for including that.

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Molly Smith

Q5

Current K-12 administrator

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#31

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 12, 2024 5:41:55 AM
Last Modified: Monday, February 12, 2024 6:40:02 AM
Time Spent: 00:58:06
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I applaud the Council's effort. Early Literacy is in a sorry state and is essential to school success. EARLY is the operative word! Teacher prep is the gateway to literacy success. Teachers work hard and deserve the best tools. We can help them not flounder and give up. We need good, well-prepared teachers to hang on!

(4) (a) (iv) does not include fluency.

Vocabulary is critical to understanding and intelligence. Independent reading is the BEST way to build vocabulary. Therefore, fluency by grade 3 is essential to independent reading and vocabulary acquisition.

(4) (c) includes essential element of training administrators in the Science of Reading. Thank you!

(7) (b) (ii) Reinforce value of regular monitoring of student progress (e.g., monthly for target, or low-performing, students) as essential to inform instruction and intervention.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

- (8) (b) (ii): students with reading difficulties need more than "access to literacy learning." They need to be taught to read.

- Resistant university faculty

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Some university faculty may resist this effort. How will universities address this and support faculty who DO teach the science of reading?

Q4

What is your name?

Brenda Johnson Kame'enui

Q5

How do you identify? Please select all that apply.

Parent/caregiver of a child,

Past K-12 teacher or administrator

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#32

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Sunday, February 11, 2024 6:22:56 PM
Last Modified: Monday, February 12, 2024 8:43:53 AM
Time Spent: 14:20:56
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

How can the recommended content be implemented if professors have not been trained in the subject matter?

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

How will the new content be implemented if the professors do not know the newly required content? Is there a plan to offer PD for professors so they are sufficiently prepared to teach evidence-based content? Or, is there a plan for professors to demonstrate proficiency by taking the CERI? <https://effectivereading.org/about-ceri/>

Q4

What is your name?

Lisa Lyon

Q5

How do you identify? Please select all that apply.

Parent/caregiver of a child,

Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#34

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 12, 2024 10:58:59 AM
Last Modified: Monday, February 12, 2024 11:06:38 AM
Time Spent: 00:07:39
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

One size fits all, how do rural districts support this work with all the hats we already wear.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Additional costs training all administrators and teachers at all primary levels, plus para training to support the whole child experience

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Additional funds, asynchronous training modules to support busy professionals or a summer institute training cycle at each ESD region to support districts of all sizes.

Q4

What is your name?

Dave Kline, Supt. CSD

Q5

Current K-12 administrator

How do you identify? Please select all that apply.

Q6

Yes

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#39

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 13, 2024 7:05:08 PM
Last Modified: Tuesday, February 13, 2024 7:10:02 PM
Time Spent: 00:04:54
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I would want to be sure the encoding- decoding and writing and reading relationship is clear. Also that we move quickly from phoneme to link to graphics and not waste time on onset-rime and syllable work

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

If the recommendations are not supported with adequate professional development and curriculum, they may not be implemented effectively

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Strong professional development. Coaching and effective materials with pd to support the use of the materials

Q4

What is your name?

Linda Diamond

Q5

Member of the public

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

No

Do you live or work in Oregon?

#42

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, February 14, 2024 11:51:06 AM
Last Modified: Wednesday, February 14, 2024 12:00:17 PM
Time Spent: 00:09:10
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The National Council on Teacher Quality (NCTQ) is responding to the request for public comment on Oregon's Early Literacy Educator Preparation Council recommendations.

Please feel free to follow up on any of the below comments should they necessitate additional clarification. NCTQ applauds Oregon for creating a transparent process to improve teacher preparation and ultimately student outcomes.

General: The specificity of these standards is commendable and they exist as a positive, strong step in the right direction for Oregon.
General: There is explicit attention paid to the needs of multilingual learners and students with reading difficulties. The attention paid to ensuring that these standards also include specific field experiences and candidate practice focused on implementing the core components of reading are commendable.

Pg 3: Oral language development should be included as a foundational skill.

Pg 6, (2-d): While it is a positive that educator preparation programs will be required to prepare candidates to teach English to speakers of other languages, it is important to consider speakers of English language varieties as well.

Pg 7, (4-a-iv): Update language to acknowledge the reciprocal relationship between reading and writing as well.

Pg 7, (4-a-v): Unsure what is meant by "Understand the changing relationships among the major components of literacy development in accounting for reading achievement." Consider making this language, and its intentions, more clear.

(Pg 8, (b-ii): Wonderful inclusion of the need for effective instructional routines to enhance student engagement and memory.

(Pg 10, (6-b-i). It is unclear what is meant here.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Pg 3: Language like “developmentally appropriate practices” is vague and can be misinterpreted to mean kids are too young and not appropriate for a specific instructional method. Instead, language such as “What skills and knowledge are necessary to develop...” may be more effective.

Pg. 4, Principle 1: In the document, up until this point used the term literacy and included writing. Consider updating the language to “teach all children to read, write, and communicate...”

Pg 4, Principle 3: Standards are not usually teachable, and are instead goals. Underneath standards are typically specific objectives and tasks to meet the standard.

Pg 8, (5-a-i): The sequence of oral language development is not necessarily the same in alphabetic vs non-alphabetic languages. As such, this consideration should be made clearer.

Pg 9, (5-b-iii): There is a common misconception that you must begin with onset-rime and then syllables when that is not accurate. Susan Brady has addressed this multiple times. We can start much sooner with phonemes, focusing on initial phoneme, then final and then medial and must connect them as soon as possible to the graphemes.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

(General): It would be helpful to include a guidance or companion document with the release of these standards that includes an example of what these standards would look like in practice at the educator preparation program level. Feedback from states and educator prep programs has indicated this to be a helpful resource for consistent implementation. Utah is an excellent example of how this can be done in practice.

Q4

What is your name?

Shannon Holston, Chief of Policy and Programs, National Council on Teacher Quality

Q5

How do you identify? Please select all that apply.

- Parent/caregiver of a child,**
- Past K-12 teacher or administrator,**
- Member of the public**

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

No

#44

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, February 15, 2024 11:14:30 AM
Last Modified: Thursday, February 15, 2024 11:21:29 AM
Time Spent: 00:06:59
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

This report recommends initial program approval standards for literacy standards in grades K-5.

As part of the next phase of work, will the Council develop recommendations for standardized criteria that TSPC can use to identify and approve evidence-based textbooks and other written materials for elementary reading methods courses? In the past, reading courses in Oregon's colleges and universities have used a range of textbooks and written materials on how to teach literacy. These have varied in their use of evidence-based practices, and in the quality of preparation they provide to teacher candidates.

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Barbara Gunn

Q5

Past K-12 teacher or administrator,

How do you identify? Please select all that apply.

Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#46

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, February 16, 2024 5:11:46 PM
Last Modified: Saturday, February 17, 2024 8:18:42 AM
Time Spent: 15:06:56
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Overall the draft recommendations look good. I believe teachers should have the knowledge, skills and disposition to teach all children to read and that standards should be taught according to research evidence.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Research evidence may change over time such that essential practices for literacy acquisition may need to change.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Recommendations may need to be revisited at a later date.

Q4

Respondent skipped this question

What is your name?

Q5

Member of the public

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#47

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Sunday, February 18, 2024 9:00:01 AM
Last Modified: Sunday, February 18, 2024 9:19:16 AM
Time Spent: 00:19:14
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

In the guiding principles, which you say frame the overall intent of the program, can you please explain how in Paragraph 5 (d), any of this subsection improves the literacy, reading skills or comprehension of this age group of K-5 learning? In my opinion, none of this should be included in an structured learning standard for this age group. I would say it's more of an indoctrination process. Instead, I would replace this with more thought and emphasizes on how to include guardians, parents and whoever is raising this young students to start reading more to them at home! Furthermore, I believe intervention with emphasis in all the previously mentioned skills to help these young students excel in reading, comprehension and writing. Spend the money in tutoring, pier to pier learning sets and other interventions ways.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

In the draft I see no comments from any site councils, or parent groups. You may have an unintended consequence if not including the very stakeholders who provide their children to these public institutions. In turn, they leave these schools for private, charter or other learning centers. Or they just homeschool these students

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Create local site councils that directly involve all stakeholders.

Q4

What is your name?

Jim Morey

Q5

How do you identify? Please select all that apply.

School board member,
Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#48

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Sunday, February 18, 2024 6:49:57 PM
Last Modified: Sunday, February 18, 2024 7:13:14 PM
Time Spent: 00:23:17
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

As a retired elementary grades educator, I am excited for this push to put an end to the debate about solid literacy instruction. If it takes legislation, so be it, but at least that legislation is specific in its intent, language and design.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Be cognizant that educators (especially administrators) may view this as another pendulum swing that only requires lip service, until it fades like so many other initiatives.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Quality, well-crafted training for all educational leaders to explain the why, the urgency of implementation, and additional leaders for a time to aid districts. This initiative is the first I have seen in my 30+ years that could be truly revolutionary to not just our school systems, but society as a whole. It is worth the time and money!

Q4

What is your name?

Christine Aldrich

Q5

How do you identify? Please select all that apply.

Parent/caregiver of a child,
Past K-12 teacher or administrator,
Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#49

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 19, 2024 10:04:05 AM
Last Modified: Monday, February 19, 2024 10:05:36 AM
Time Spent: 00:01:31
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

After reviewing the January 2024 Early Literacy Educator Preparations Council Recommendations and several of the council's documents between Sept. 2023, and Jan. 2024, I am wondering about TSPC endorsements. What would be the difference between the Reading Intervention endorsement and the Elementary-Multiple Subjects program after combining Reading Instruction Standards and Dyslexia Standards into Literacy Standards? In addition, whom do you foresee being better prepared to teach reading to students with dyslexia? Would it be the person with the Reading Intervention endorsement or the Special Education: Generalist?

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Sandra Anderson

Q5

Current K-12 teacher, coach, or interventionist

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#51

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 19, 2024 3:26:27 PM
Last Modified: Monday, February 19, 2024 3:27:40 PM
Time Spent: 00:01:12
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Stand for Children would like to commend the Early Literacy Educator Prep Council for ensuring the first set of draft recommendations remain research-based and committed to culturally responsive practices. As part of our review of the recommendations, we shared them with national literacy experts; they each confirmed the draft recommendations were well aligned to the early literacy research and one specifically applauded their integration with other standards, such as around culturally responsive practices.

We are looking forward to the next round of recommendations on the policy changes necessary to get these standards into the fabric of how we prepare our next generation of educators.

Q2

Respondent skipped this question

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

What is your name?

Sarah Pope

Q5

How do you identify? Please select all that apply.

Parent/caregiver of a child,
Past K-12 teacher or administrator,
Member of the public

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#63

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 12:45:37 PM
Last Modified: Tuesday, February 20, 2024 12:48:17 PM
Time Spent: 00:02:40
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

P.4 Combine Reading Instruction Standards, Dyslexia Standards and English Language Proficiency Standards (much of which is already cross-walked on the ODE website) into one cohesive "Literacy Standards".

Overall - tighten up consistency in language used throughout to address English Language Learners, multiple languages, multiple dialects -

Terms "major" (major models, major research

P. 13 9.a.i Field experience needs to be more explicitly clear in order to meet the Guiding Principles of : Standards need to be teachable, observable, and measurably. Field experiences for reading should include those three at the 1:1 tutoring level, the small group level and then at the whole class level. CUNY NY - Dr. Katy Pace Miles has a model and study of this taking place all over NY, with accountability for with accountability for teachable, observable, and measurable at all three of those filed experiences. Maybe require portfolio evidence.

P.13 9.a.iii How will observation opportunities be broad enough and stay current?

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

P.7 4.a.i Misuse of Duke/Cartwright's Active View of Reading

P.7 4.a.iii Understand the structure of language - change to languages - to teach linguistics in a bit more depth. This also shows up again in 4.c.1. Structure of English orthography - change to structure of English orthography and include other languages - again to teach linguistics in a bit more depth.

P. 9.c.iii irregular words and special instruction need to be clearly defined

P.10 6 - "Higher" Level Literacy Skills

P.10 6.a.ii Sources of wide differences in students' vocabularies - not asset based

P.11 6.d.ii Separate out transcription skills and translations skills into own lines.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

P.7 4.a.i Misuse of Duke/Cartwright's Active View of Reading - provided and make readily available the seminal works of research informing all models within the Oregon Literacy Framework

P.7 4.a.iii Understand the structure of language - change to languages - to teach linguistics in a bit more depth. This also shows up again in 4.c.1. Structure of English orthography - change to structure of English orthography and include other languages - again to teach linguistics in a bit more depth. - These changes will better prepare teachers to navigate their students' first languages when they are not English.

P. 9.c.iii irregular words and special instruction need to be clearly defined to avoid interpretation/instructional methods that are not well-researched.

P.10 6 - "Higher" Level Literacy Skills - denotes they come second

P.10 6.a.ii Sources of wide differences in students' vocabularies - not asset based to acknowledge MLLs

Q4

What is your name?

Sherrie Kendall, Angela Hubbs, & Elizabeth Israel-Davis (Multnomah ESD)

Q5

How do you identify? Please select all that apply.

Current K-12 teacher, coach, or interventionist,

Current K-12 administrator,

Past K-12 teacher or administrator,

State agency employee

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#67

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 19, 2024 1:11:43 PM
Last Modified: Tuesday, February 20, 2024 3:41:01 PM
Time Spent: Over a day
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

Main concerns: no English Language Learners represented on the Council.

Lack of cultural diversity representation and consideration since this Council does not consider the lack of preschool as a main factor for failure in school. The Council assumes all students in the State of Oregon enter Kindergarten with background knowledge while that is not the case.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

The main unintended consequences would be the lack of consideration for students of languages other than English and the vague mention of cultural differences.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Include specialists in the areas mentioned above in order to limit damage in early grades. The damage will extend to many students for years to come. The social and economic impact of these damages (no English support or cultural and socioeconomic consideration) could be profoundly detrimental for the state and all Oregonians

Q4

Respondent skipped this question

What is your name?

Q5

Past K-12 teacher or administrator

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#69

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 1:12:35 PM
Last Modified: Tuesday, February 20, 2024 5:16:11 PM
Time Spent: 04:03:35
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The Guiding Principals as stated are excellent. I applaud your recommendation that good literacy instruction must include a systematic teaching of the components of the Science of Reading.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

I did not see specific reference to addressing the academic needs of students living in poverty. Other than students identified as SpEd, low SES comprises the largest group of students not meeting grade level standards.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

If Oregon is to address the issue of reading, poverty must be recognized as a significant barrier, if not the greatest barrier to academic success. Students living in poverty are exposed to less literacy, they experience less stable home lives, food insecurities, and exposure to risk. Poverty affects all populations, but the greatest demographic affected by poverty in our state is white students. In your desire to honor the needs of BIPOC, LGBTQ+, etc., it seems you have overlooked the overwhelming impact of poverty. Students in a higher SES, regardless of the race/ethnicity/gender identification, are more likely to access tutoring, benefit from quality day care and counseling. Their parents are more likely to teach their children the importance of academic language. These are often not an option for families living in poverty. Parents of higher SES are more likely to understand the role of literacy in the home and how to navigate the educational system; the poor are less likely. I disagree with your statement on dismissing the importance of learning academic English. Individuals who have lifted themselves from poverty to graduating Ivy League will often cite the most important role that a grandmother, a teacher, or other significant adult played was in insisting that they learn to speak academic English. If we want to prepare all students for college, then all students need to learn academic English. This does not imply that the home languages they bring to the table are not recognized for their value. So my point is this: Racial, language, gender diversity, etc. all need to be respected and honored, but the exceptional needs of students living in poverty must be given a voice too. And we cannot shift the blame to the families. Educating poor parents on the important role of early literacy is a start, but it doesn't begin to address the challenges these kids face. Schools can't do it all, but the needs of low SES students should be acknowledged and addressed in every way that we can. A hugely important baseline is every preservice teacher learning what quality, systematic, and sequential reading instruction is and committing themselves to teaching every child to read.

Q4

What is your name?

Julie Jessal

Q5

How do you identify? Please select all that apply.

Past K-12 teacher or administrator,

Member of the public

Q6

Have you completed an educator preparation program in Oregon within the last three years?

No

Q7

Do you live or work in Oregon?

Yes

#70

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, January 31, 2024 10:38:34 AM
Last Modified: Tuesday, February 20, 2024 5:28:39 PM
Time Spent: Over a week
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

The recommendations are very strong. The inclusion of administrator candidate standards will help provide school and district leaders with a framework for supporting effective literacy instruction. The field experiences are essential for teacher candidates to fully understand the elements of effective literacy instruction and how to implement them.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Some university faculty will resist or have difficulty incorporating the recommendations into the courses they offer. Perhaps the biggest challenge will be for them to identify or establish effective field experiences for teacher candidates. If teacher candidates do not have the opportunity to observe and apply effective literacy practices in a classroom setting, the prospect that they will use evidence-based instructional materials aligned to the Oregon Literacy successfully as teachers in their own classrooms will be greatly diminished.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Establish a system for identifying and/or establishing models of effective literacy instruction by creating a small cadre of specialists who visit schools. Schools that are identified by the cadre of specialists as having many effective practices in place can then receive implementation support from expert providers to enhance instructional efficacy at the schools. Once these schools are fully established as models, they can then be used for video taping critical elements to be used in the university-level courses on literacy instruction as well as for teacher field experience.

Q4

What is your name?

Kurt E. Engelmann

Q5

Member of the public

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#75

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, February 20, 2024 10:27:25 PM
Last Modified: Tuesday, February 20, 2024 10:33:34 PM
Time Spent: 00:06:09
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

There's science to reading and teacher prep is the gateway to student success. Teachers work hard and deserve the best possible tools.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

Continued teacher attrition if we don't properly prepare them.

Q3

Respondent skipped this question

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Q4

Respondent skipped this question

What is your name?

Q5

Parent/caregiver of a child

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, January 29, 2024 3:06:13 PM
Last Modified: Monday, January 29, 2024 3:11:15 PM
Time Spent: 00:05:02
IP Address:

Page 1: This feedback form will close at 11:59pm on February 20, 2024.

Q1

Overall Feedback: As you reviewed the draft recommendations in totality, what concerns, questions, or suggestions do you want to share?

I think it is important to not underestimate what children are capable of learning. I could print my ABCs before I started first grade and taught myself cursive from the examples along the top of the blackboard in my first grade of school, at that time in a one-room schoolhouse, grades 1-8.

Q2

Unintended Consequences: What do you want the Council to be aware of regarding potential unintended consequences related to the recommendations?

The importance of making all children FEEL included no matter where they fall on the learning curve.

Q3

Mitigating Unintended Consequences: What specific suggestions or implementation needs do you want the Council to consider to mitigate the unintended consequences?

Adequate assistance for those who need extra help

Q4

What is your name?

Marilyn Simpson

Q5

Member of the public

How do you identify? Please select all that apply.

Q6

No

Have you completed an educator preparation program in Oregon within the last three years?

Q7

Yes

Do you live or work in Oregon?
