

Implementation Options for Educator Preparation Program Approval Standards

The following is a response to the Council’s interest in how the educator preparation approval literacy standards might be rolled out given the Council’s interest in high-quality implementation and in response to Oregon Educator Preparation Program (OEPP) and public feedback. It reflects discussions between agency representatives of HECC, TSPC, ODE, EAC (“interagency group”).

Note about purpose: It is intended as a starting point for the question, “how might we begin to implement the robust [recommendations](#)? How do we identify resources, support, and infrastructure needed?”

Question 1.

WHEN DO NEW EXPECTATIONS FOR OUR EDUCATION SYSTEM RE: EARLY LITERACY BECOME EFFECTIVE

Draft recommendation: Recommend phase in the applicability of the proposed OEPP standards.

The Council has not yet directly addressed the question of when and how the proposed OEPP standards would take effect. The interagency group suggests striking a balance between the desire to ensure their immediate effect and the reality that meaningful change requires capacity and takes time.

Phase 1 | Capacity building (2024-2025). During the 2024-25 academic year, all OEPPs will engage in activities with the support of TSPC to review standards and build capacity for implementation and improvement. TSPC will begin to collect data and track progress towards meeting implementation goals.

Phase 2 | Program Redesign (2025-2026).

During the 2025-26 academic year, all OEPPs will work on ensuring program alignment and redesign as appropriate. TSPC will continue to track progress towards meeting implementation goals.

Phase 3 | EPPs ready to submit evidence of meeting new standards. (2026-2027).

By March 2026, all OEPPs would be required to submit evidence that would allow TSPC to conduct a formal review of their programs. TSPC would determine whether an OEPP was already substantially in compliance with the new standards. If so, the OEPP would revert to its regular cycle for TSPC approvals (up to every seven years). If not, TSPC would require impacted OEPPs to submit a program modification proposal. Approval of modifications would establish a two-year deadline for the OEPP to meet the new standards through a focused program review, which would include reviewing two cycles of complete data. Regardless, all OEPPs would be implementing new standards by the fall of the 2026-27 academic year.

An additional level of detail is being prepared for the Council’s consideration for June.

Question 2.

WHAT SUPPORT DO OREGON EDUCATOR PREP INSTITUTIONS NEED TO MEET EXPECTATIONS

Draft recommendation: Recommend State support for OEPPs to adapt to the new standards.

Some or all OEPPs are likely to need to undergo significant change in order to meet the new standards. The State could support that effort by providing any of the following options:

- Collaboration between TSPC and OEPPs to crosswalk the new standards, framing the inputs that OEPPs will engage in to produce high-quality candidates.
- Implementation grants to OEPPs to boost short-term capacity, including time for faculty to obtain professional development, revise programs/curriculum, and participate in communities of practice.
- State-identified experts to work on-site at OEPPs to assess current curriculum and practices, support program revision/development, convene and lead communities of practice, etc.
- State guidance/assistance to OEPPs on how to manage competing initiatives and priorities given limited capacity.
- Statewide resources that assist OEPPs in identifying and establishing high-quality clinical placements (e.g., an active directory/network of schools and clinical supervisors, guidance and support for crafting and enforcing partnership agreements/MOUs).

Question 3.

WHAT SUPPORT DO OREGON EDUCATORS NEED TO MEET EXPECTATIONS

Draft recommendation: Recommend ensuring that all educators, including experienced teachers and graduates of EPPs outside Oregon, are supported and held accountable for meeting high standards for literacy instruction.

The Council recognizes that a focus on OEPPs is necessary but not sufficient. To improve literacy practices in schools broadly and rapidly will require addressing the vast majority of Oregon educators who will not benefit directly from the new OEPP standards.

- We recognize that the Early Literacy Educator Preparation Council is the teacher and school administrator pipeline part of the Early Literacy Success Initiative, and that there are other aspects focused on in-service educator support. The Teacher Standards Practices Commission, Oregon Department of Education, Higher Education Coordinating Commission, Educator Advancement Council, and the Department of Early Learning and Care all play critical roles in relation to early literacy across the educator continuum.

In consultation with the TSPC Executive Director and the Director of Licensure, the Council could make recommendations for requirements for license renewal, such as completing one of the following:

- i. Oregon-approved EPP program
- ii. EAC/TSPC pre-approved district-led professional development
- iii. EAC/ODE-facilitated professional development

iv. Standardized assessment

Note: Licensure renewal recommendations are not within the primary scope of the Council as noted in multiple slide decks (9/25/23, [slide 15](#)).

- In addition, the Council should consult with TSPC to develop requirements for teachers entering the state through the Interstate Teacher Mobility Compact.

Question 4.

WHAT STATE INFRASTRUCTURE AND INVESTMENTS ARE NEEDED TO CREATE THE CONDITIONS FOR HIGH-QUALITY IMPLEMENTATION AND FOR EXPECTATIONS TO BE MET

Draft recommendation: Recommend investing in the implementation infrastructure needed to enable consistent, research-aligned implementation of new standards in educator preparation ([Exec Order 23-12](#)) and in schools (through HB 3198).

For the Council’s proposed OEPP (and forthcoming licensure) standards to have a meaningful impact, TSPC must have sufficient capacity to oversee them, including through guidance and enforcement.

This likely requires new State resources for the agency to support:

- Enhanced TSPC staff capacity to conduct OEPP reviews, on-site consultation, monitoring, supporting communities of practice, etc.
- Professional learning for TSPC staff to deepen their understanding of quality early learning practices.
- Capacity for external reviewers to supplement TSPC staff in reviewing coursework, field placements, faculty interviews, etc.

Workspace for Council Recommendations re: Licensure

Resources:

- Council's charge according to Executive Order 23-12
 - Develop recommendations to revise educator licensing requirements in grades kindergarten through Grade 5 and any other licenses or endorsements as appropriate, including establishing a minimum level of coursework and/or hours of study regarding the science of reading, culturally responsive reading, and writing strategies, with a focus on students who experience disabilities and emerging bilingual students.
- [Meeting slide deck from 4/22/24 meeting re: licensure](#) slides on 2-19
- [Breakout group notes related to licensure questions at 4/22/24 Council meeting](#)
- Primary [scope of council](#) (slide 8) - not in the primary scope of requirements for currently licensed educators (however, the Council may decide to reference this as something to be considered in its recommended implementation plan).

To operationalize the Council's charge to develop recommendations to revise educator licensing requirements, the Council can work within this framework to develop the recommendations.

1. Who must meet literacy requirements in the license and endorsement areas identified by the Council?

- a. Newly licensed educators
- b. Out-of-state licensed educators
- c. Current Oregon-licensed educator

Prior Council discussion: On 4/22, the Council discussed this question and seemed to agree that all of the above educators should meet licensing requirements. This was preliminary discussion and not a formal vote.

Possible recommendations:

Recommend that the new literacy standards should apply to all groups of educators (newly licensed, out-of-state, and currently licensed).

Recommend that TSPC develop a process for how currently licensed (in-service) educators demonstrate competency toward the standards through licensure renewal requirements and by when.

2. At which point in their licensure must educators meet the requirements?

- a. Initial preliminary license (some educators stay on this license for their entire career)
- b. Initial professional license

Prior Council discussion: On 4/22, the Council discussed this question but the discussion seems to have not landed on any convergence, other than it may be worthwhile to further discuss and to consider this within the context of implementation.

Possible recommendations:

Recommend that educators must meet the requirements on initial preliminary licensure.

3. What evidence does the Council recommend that TSPC accept to meet the literacy requirements?

Possible recommendations:

Recommend content knowledge assessment specifically for early literacy as a program completion requirement for preliminary licensure.

OR Recommend content knowledge assessment in early literacy as a requirement to upgrade to a professional license.

Recommends that TSPC approve a content knowledge assessment in early literacy that aligns to the adopted program standards, and require completion of that assessment prior to the issuance of a _____ license (prelim or prof).

4. How would we handle new requirements for educators who are coming to Oregon with out-of-state licenses and are part of the Interstate Teacher Mobility Compact?

Possible recommendations:

Recommend that by first renewal for out-of-state educators coming from states part of the Compact, they must take the assessment to demonstrate content knowledge upon first renewal.

Recommend that TSPC develop data systems to be able to implement this recommendation for in-state and out-of-state educators, and to collect data on which educators are coming from out of state programs, from which programs, and which districts educators are going to.

Recommend to the Legislature that data system development is funded.

	Possible recommendations	Group 1 Breakout Notes <i>Note which recs your groups favors, or suggestions/edits</i>	Group 2 Breakout Notes <i>Note which recs your groups favors, or suggestions/edits</i>
1. Who must meet literacy requirements in the license and endorsement areas identified by the Council?	<p>a. Recommend that the new literacy standards should apply to all groups of educators (newly licensed, out-of-state, and currently licensed).</p> <p>b. Recommend that TSPC develop a process for how currently licensed (in-service) educators demonstrate competency toward the standards through licensure renewal requirements and by when.</p>		
2. At which point in their licensure must educators meet the requirements?	<p>a. Recommend that educators must meet the requirements on initial preliminary licensure.</p>		
3. What evidence does the Council recommend that TSPC accept to meet the literacy requirements?	<p>a. Recommend content knowledge assessment specifically for early literacy as a program completion requirement for preliminary licensure.</p>		

	<p>b. OR Recommend content knowledge assessment in early literacy as a requirement to upgrade to a professional license.</p> <p>c. Recommends that TSPC approve a content knowledge assessment in early literacy that aligns to the adopted program standards, and require completion of that assessment prior to the issuance of a ____ license (prelim or prof).</p>		
<p>4. How would we handle new requirements for educators who are coming to Oregon with out-of-state licenses and are part of the Interstate Teacher Mobility Compact?</p>	<p>a. Recommend that by first renewal for out-of-state educators coming from states part of the Compact, they must take the assessment to demonstrate content knowledge upon first renewal.</p> <p>b. Recommend that TSPC develop data systems to be able to implement this recommendation for in-state and out-of-state educators, and to collect data on which educators are coming from out of state programs, from which programs, and which districts educators are going to.</p>		

	c. Recommend to the Legislature that data system development is funded.		
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