

Early Literacy Educator Preparation Council Meeting Notes | September 25, 2023

NOTE: The goal of the Council is to develop recommendations for the Teacher Standards and Practices Commission, including their rules for approving elementary educator preparation programs that operate in Oregon and licensing requirements for elementary educators. These notes reflect only the conversation of the Council for these particular prompts for this meeting date and do not represent any final recommendations or decisions.

Further, the virtual audio and visual recording serves as the primary minutes per public meetings law. These are additional notes from breakout discussions which were not recorded. Council meeting materials and recordings can be found here:

<https://www.oregon.gov/gov/policies/Pages/Early-Literacy-Educator-Prep-Council.aspx>

Breakout 1: Discussion of Community Agreements

All breakout groups were asked to discuss whether they had edits or additions to the draft community agreements presented on the agenda. Committee members were asked to vote on a fist to five continuum their level of agreement, with a 3 or higher considered as consensus. All groups voted with 4s or 5s, indicating consensus. No edits or additions were proposed.

Breakout 2: Discussion of seeing the Oregon Early Literacy Framework in Practice

All breakout groups were asked these primary questions:

In your experience, where have you seen successful implementation of the core ideas of the framework? What does it look, sound, and feel like? How have you seen these ideas in the framework come together in classrooms? What were the conditions that made that possible?

Responses from groups included:

*The responses to the above questions were popcorned out by Council members. Following the meeting, the responses were categorized in domains identified in **orange** below as they pertained to a) teachers, b) schools and districts, c) educator preparation programs, and d) partnerships between state, educator preparation, and school districts. The bullet points are a compilation of responses to the questions from all groups. Phrases in **bold** represent the themes.*

TEACHERS

- Teachers who are:
 - **confident in their knowledge and skills** to teach reading and writing (both are needed in a reciprocal learning process, reinforcing each other)
 - **grounded in the dispositions needed**
 - **empowered with a standard of practice and the ability to translate that standard into real time instruction**

- Create opportunities for students to:

- **read with other students**
- **practice phonemic awareness**
- **engage in physical movement, active, tactile engagement with teachers**
- **engage in play/silliness/noiseiness while learning**
- **practice their skills in their literacy skills and knowledge in their home language; use as a base from which to build additional language skills**
- **Recognize that there are many different learning styles and not one way of learning**
 - **Translate this recognition into ability** to instruct students with different learning styles
- **Recognize and belief in the capacity of each child to learn and that each child comes into classroom with skills, knowledge, and strengths**
 - **Translate this recognition and belief into ability** to leverage students' strengths and background knowledge and build from that
- **Recognize and believe that parents and caregivers are literacy partners**
 - **Translate this recognition and belief into ability** to work with parents as literacy partners
- **Structured, active instruction**
- **Need for intention, planning, and engaging each and every child**
- **Need to incorporate reading and writing throughout the day/multiple areas of instruction**
- **Create a classroom environment where students are:**
 - **loved and accepted**
 - **where reading comes to life with book and print awareness** and teacher supporting students to make those connections
 - **experience safety and belonging**
 - **able to make mistakes and be supported in their learning and growth**
 - **able to have a voice and agency in their own learning**

SCHOOL/DISTRICTS

- **Need to create a culture and the conditions where teachers are empowered with a standard of practice for teaching reading and writing, resourced and supported to meet that standard, and where they want to stay in the classroom.** Conditions include but not limited to:
 - **Class size** and ability to work with students in **small groups**
 - This includes **mental health of educators** and supports for teachers to support students

- **Time for teachers to plan and structure their day and instruction** (time is also an impediment due to competing demands on limited hours)
- **Physical conditions matter, too**
- **Support for school administrators** to provide the support to teachers
- **Standards for what the knowledge of school administrators need** to be to create conditions for teacher and student learning and growth
- **Create opportunities to introduce mentor teachers** particularly for novice teachers
- **Create school-wide conditions, resources, and supports for teachers and school staff to work with parents as literacy partners**
- **Provide teachers with time** and opportunities to participate in continuous learning and time to do the intentional planning needed to meet individual student needs

EDUCATOR PREPARATION PROGRAMS

- **Time for faculty at educator preparation programs to provide the preparation** needed for teachers to teach reading and writing (programs lucky if they get 1.5-2.5 years with elementary educators in prep programs). Competing priorities with the theory and research in addition to the instruction.
- **Mentoring** to supplement educator preparation program experiences
- **Experience** - it takes a lot of experience for teachers to realize what is successful

PARTNERSHIPS BETWEEN STATE, EDUCATOR PREPARATION. AND DISTRICTS

- **Teacher candidates should have access to and complete practicum experiences.** Importance of cooperating teacher and the training/modeling/intentionality behind that pairing of a teacher candidate who is practicing and model is so critical
- **Connect dots between grants for educators in schools and teacher candidate practicum requirements**
- **Master teachers** - must have a disposition to really love kids; knows how to engage kids who need different things

Additional Questions/Feedback

What questions do Council members want to explore in future meetings and readings?

- 1) What are current Educator Preparation Program (EPP) standards in Oregon?
- 2) How are EPP standards evaluated towards the standards?
- 3) What is our scope as far as teacher's licenses?
- 4) How many teachers are we talking about?
- 5) What are the current practices and syllabi look like?
- 6) Can we survey teachers to ask them what they need?
- 7) What are the assumptions about EPPs (e.g., what out of state programs do for their teachers K-5 on literacy; that all EPPs are doing the same thing)?
- 8) What are other state standards for EPPs and licensing requirements?

Council Charge Q&A

Are we focused on all EPPs in Oregon (public and private)?

Yes

What are dispositions?

Dispositions are the fundamental beliefs and values that any educator brings to the table when we do our work. For example, how we recognize students' funds of knowledge, appreciate those funds of knowledge, and ability to reframe deficit thinking with an asset-based orientation.

Are we going to bring in research about what other states are doing and programs in our state that seem to be working well?

Yes.