

Pre-Reading Packet
to read prior to October 18 meeting
Educator Preparation
Standards

Part 1 - Overview

Focused on K-5 Literacy in Oregon

**December
15**



Develop **recommendations to revise educator and school administrator preparation program standards** for literacy instruction in grades kindergarten through Grade 5 to align with the Oregon Department of Education Early Literacy Framework and the definition of research-aligned provided in this Order. Recommended standards shall include knowledge, skills, and dispositions.

**March
30**

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.

**June
30**

Develop a plan and timeline for the adoption and integration of new program and licensing standards by the Teacher Standards and Practices Commission. The Council is expected to present rules for adoption by the Teacher Standards and Practices Commission no later than June 30, 2024.

Develop an implementation plan and timeline for developing the knowledge, skills, and dispositions of educator preparation program faculty to support research-aligned literacy instruction aimed at eliminating disparities and achieving equity in literacy outcomes.

Overview of authority to establish standards for approving educator prep programs

- **State law designates TSPC as having the authority to establish approval for educator preparation providers and programs**

[\(ORS 342.147 \(1\)\(a\)\)](#)

- The law provides TSPC to establish these standards through the administrative rules it develops (Oregon Administrative Rules- OAR).
- **The Council's role is to develop recommendations to revise standards.**

More about Teacher Standards & Practices Commission (TSPC)

TSPC (the Commission) is responsible for the following areas:

- **Licensure:** The Commission establishes standards for licensure and issues licenses to teachers, administrators, school personnel service specialists and school nurses.
- **Educator Preparation Programs:** TSPC also adopts standards for, and regularly approves, all colleges and universities in the state that have educator preparation programs.
- **Professional Practices:** The Commission maintains and enforces professional standards of competent and ethical conduct.

Common Terms and Abbreviations

Oregon Administrative Rule 584-005-0005: Definitions

- **"Unit:"** The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed.
 - These are all Institutes of Higher Education currently: e.g. Oregon State University is an "Approved Unit"
 - But could be an ESD, School District or Community College if they want to go through Unit Approval
- **"Approved Program:"** An Oregon program of educator preparation approved by TSPC and offered by an accredited Oregon institution or other entity able to meet the Commission's standards.
 - This would be a Preliminary or Professional Licensure Program plus an Endorsement: e.g. Eastern Oregon's *Initial Teacher Licensure in Elementary Education*

Abbreviations

EPP: Educator Preparation Provider

Elementary MS: Elementary Education - Multiple Subjects

The Commission or TSPC: Teacher Standards and Practices Commission

OAR and ORS: Oregon Administrative Rules and Oregon Revised Statutes

What does the law say about what educator preparation programs need to do related to reading?

- **Dyslexia**

- “Standards for approval of an educator preparation program for early childhood education, elementary education, special education or reading must require that: a) the program provide instruction on dyslexia and other reading difficulties; and b) the instruction on dyslexia be consistent with the knowledge and practice standards of an international organization on dyslexia.” (ORS 341.147 (1)(c))

- **Additionally, the statute requires TSPC to require educator preparation programs for reading to:**

- “Demonstrate that candidates enrolled in the program receive training to provide instruction that enables students to meet or exceed third grade reading standards and become proficient readers by the end of third grade...” (ORS 341.147 (2)(a))
- Whether a program meets that requirement can be demonstrated to TSPC through “course curriculum, approved textbooks, or other program requirements.”(ORS 341.147 (2)(a))
- TSPC is designated with the authority to create administrative rules to approve educator preparation programs.

What requirements must be met for a **new program** to be approved?

Program standards are those which any educator preparation program that operates in Oregon must meet in order to be approved by the Teacher Standards and Practices Commission (TSPC).

Pre-Conditions

The program must be housed within an **approved Educator Preparation Provider**

Evidence of need for the program considering **local context**

Alignment of the program to the **Program Review rubric**

New Program requests are submitted to the Director of Program Approval

Note: This is provided as background only. The Council's scope does not include recommendations to change this process, rather it is to look at program approval standards that TSPC uses which you will see on subsequent pages.

Approval

New Program Requests are reviewed by the TSPC Director of Program Approval and **approved by the Commission**.

Approval is contingent upon:

- A complete application
- State recognition of all licensure, endorsement, and/or specialization programs they wish to offer

Evidence of national accreditation must be submitted within 4 years of application

State Program Review

Focused Program Review occurs after the program collects two **cycles of data following approval**.

An established program review is conducted every **3 years**

Major and minor modification requests need to be submitted to the TSPC Director of Program Approval and approved by the Commission

How many educator preparation programs have met current standards?

- In Oregon there are 14 EPPs:
 - **6 Public** Institutions
 - **8 Private** Institutions
- **All Institutions** have met or exceeded...
 - **National Accreditation** standards
 - current **Oregon TSPC** standards

How many educator preparation providers operate elementary and reading intervention programs in Oregon?

- **All institutions have Elementary Multiple Subject** Preliminary Licensure Programs
- **11 institutions have Reading Intervention** Programs
- Last year, Oregon EPPs submitted **Program Completion Reports** for:
 - **681 Elementary Multiple Subjects** candidates
 - **12 Reading Intervention** candidates
 - **1690 total programs completed** (some candidates may be recommended in more than one endorsement area)

The background of the slide features a large, faint, light blue seal of the State of Oregon. The seal is circular and contains an eagle with spread wings perched atop a shield. The shield depicts a plow and a sheaf of wheat. Below the shield is a banner with the words "THE UNION". The outer ring of the seal contains the text "STATE OF OREGON" at the top and "1859" at the bottom, with small stars separating the words.

Educator Preparation Standards

Part 2 - Oregon's Program Approval Standards

Current Literacy Standards

EPPs must meet these specific literacy-focused standards to be approved by TSPC for their elementary education programs.

These program standards also apply to Elementary MS, Special Education, and Reading Intervention endorsements.

Reading Instruction

[\(OAR 584-420-0015\)](#)

Oregon educator preparation programs (EPPs) as provided must provide the necessary program components that will enable candidates to demonstrate the ability to:

- provide classroom instruction that aligns with Oregon State Board of Education standards for early childhood, 1st, 2nd, and 3rd-grade literacy and reading standards.
- implement evidence-based reading instructional strategies to enable public school students to become proficient readers by the end of 3rd-grade.

Dyslexia and Other Reading Disabilities

[\(OAR 584-420-0016\)](#)

Oregon EPPs must provide the necessary program components that will enable candidates preparing for elementary multiple-subjects, reading intervention, and special education: generalist endorsements to meet the standards related to candidate demonstration of these abilities:

- identify the characteristics that may predict or are associated with dyslexia;
 - understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.
 - administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.
 - apply dyslexia assessment and instruction knowledge to pedagogy practice.
- Additionally, program alignment must be consistent with knowledge and practice standards of an international organization on dyslexia.

Additional Endorsement Standards

These program standards are for specific endorsements. First-time teachers will also complete Preliminary Teaching Program standards.

Elementary Multiple Subjects

[\(OAR 584-420-0035\)](#)

The Commission may provide approval to an educator preparation program that prepares candidates for an Elementary Education – Multiple Subjects endorsement only if it includes content that will enable candidates to (excerpted to include Council scope):

- Gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook
- meet reading instruction and dyslexia standards (previous slide)
- Complete teacher performance assessment
- Field experiences with supervised teaching or internships
- Integration of principles of cultural competency and equitable practice
- Know and understand major concepts, principles, research related to children and acquisition of knowledge
- Demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- Adaptation to diverse students — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- Development of critical thinking and problem solving — Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
- Collaboration with families, colleagues, and community agencies — Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Additional Endorsement Standards

These program standards are for specific endorsements. First-time teachers will also complete Preliminary Teaching Program standards.

Reading Interventionist

[\(OAR 584-420-0440\)](#)

The Commission may provide approval to an educator preparation program that prepares candidates for a Reading Intervention endorsement only if it includes content that will enable candidates to:

- Gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards
- Meet reading instruction and dyslexia standards
- Complete the Commission-approved test for Reading Intervention
- Complete a teacher performance assessment
- Field experiences with supervised teaching or internships
- Integration of principles of cultural competency and equitable practice

Demonstrate:

- knowledge and skills related to foundational reading knowledge and dispositions.
- instructional reading strategies and curriculum materials.
- knowledge and skills related to reading assessment, diagnosis and evaluation.
- ability and understand the importance of creating a literate environment.
- importance on participation in professional development related to reading instructional skills.
- ability to provide leadership, guidance and supervision of paraprofessionals.

Review of Other States: Early Literacy and Educator Preparation Program Standards

A Report Compiled for the
Early Literacy Educator Preparation Council
October, 2023



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Purpose of Document

This resource is provided for the members of the Governor’s Council for Early Literacy and Educator Preparation in response to Council member interest in learning from other states’ experience with early literacy and educator preparation. Specifically, the summaries included here focus on how states build strong connections between state literacy frameworks and educator preparation and/or educator licensure requirements.

The exercise of looking to other states is a welcome and critical step in development of policy recommendations for Oregon. The purpose of these comparisons is to learn how others have attempted to resolve similar challenges to our own, and to consider which levers are common and which are not. While there is so much to learn from other states’ experience, there is rarely an initiative or policy that can be adopted without first revising and reshaping it to meet local context. It is in that spirit that the resource is presented to help council members wrestle with the current opportunities for change, knowing that others have been there before us and have lessons to share.

Determination of States Included

Cross-state comparisons can be powerful to better understand the aspects of a state’s literacy initiative have been impactful to improve outcomes for children. In conducting background research for this Council, agency staff had previously identified several states who have implemented literacy initiatives that included pre-service components. In addition, Council members, some of which have expertise working with and in states across the country, offered some additional (often overlapping) recommendations of which states to identify in this scan. Final state selection was determined through a variety of factors including 1) the interest of Council members, 2) states with literacy-specific pre service educator standards, 3) states with average-to-above-average NAEP proficiency scores compared to national averages, 4) maintain high school graduation rates that are at-or-above the national average, and 5) states that promote conditions for learning (e.g. social-emotional learning or culturally sustaining teaching practices), or have current state-level education equity plans. Selected states are presented below in alphabetical order.


Limitations

Overall Report Limitations

This report was compiled based on web-research and did not rely on interviews with each state to confirm accuracy and up-to-date nature of state laws and policies. Additionally, this scan is not intended to capture the full breadth of what states are doing regarding early literacy. Rather, it is primarily focused on standards that states set forth for educator preparation programs regarding early literacy.

NAEP Limitations

Some limitations of NAEP that are frequently cited by education data experts and researchers are that NAEP does not measure individual student growth over time, and is intended to be a snapshot in time of a given student population. It is also the case that the NAEP was not designed to align to individual state standards. Summative tests such as NAEP are not intended to be tools to evaluate the effectiveness of particular education policies or teaching practices or



competencies in schools or educator preparation programs. NAEP is designed to monitor overall educational progress for the nation, states, large districts, and for student groups. NAEP assessments are based on frameworks that reflect ideas and input gathered by the National Assessment Governing Board from subject area experts, school administrators, policymakers, teachers, parents, and others.

State Analysis

Data Reported Below

Each state reported below, in alphabetical order, includes a table that notes 1) whether the state utilizes a statewide comprehensive vision for literacy and 2) whether the state requires that early literacy be included in educator preparation programs.

Oregon

Literacy Framework	EPP Standards
Yes	Yes

Information about current Oregon standards is detailed in pre-reading materials.

California

Literacy Framework	EPP Standards
Yes	Yes

Early Literacy & Educator Preparation Snapshot California Commission on Teacher Credentialing

According to the [California Comprehensive Literacy Plan](#), the California Commission on Teacher Credentialing adopted a new set of [Literacy Teaching Performance Expectations](#) (TPEs) at its November 2019 meeting that explicitly addresses the knowledge, skills, and abilities necessary for the development of literacy, including the teaching of reading. These 2019 TPEs are aligned with the state’s English Language Arts (ELA)/English Language Development (ELD) Framework.

According to the California Department of Education, the state’s capacity to enforce its high-quality standards has been uneven. For a variety of reasons, the range of program quality is wide. In addition, California is perhaps the only state in the nation with no specific requirement for supervised student teaching¹. While some candidates receive as much as 40 weeks of carefully supervised and calibrated clinical experience under the wing of an expert, others may receive only a few days or weeks before they begin in the classroom. In the case of school principals, very few candidates receive an internship in which they learn to practice under the wing of an expert veteran, in contrast to a growing number of states where such training is now required.

Early Literacy Program Approval Standards

California upholds Program Approval Standards for teaching programs as well as Teaching Performance Expectations for candidates. Program standards include categories such as program design, clinical practice, teacher performance assessment, as well as induction and mentorship. Programs must be aligned to the Teaching Performance Expectations, which outline areas such as planning instruction, maintaining environments for student learning, as well as subject-specific pedagogy including literacy practices ([California Commission on Teacher Credentialing, 2020](#)).

Resources

- [California Elementary Program Standards Appendix A: Content Specifications in Reading, Language, and Literature](#)
- [California Literacy Standards for Preliminary Multiple Subject and Single Subject Credentials](#)
- [Elementary Subject Matter Alignment Matrix](#)
- [EdSource Article on California’s Approach to Literacy](#)

¹ Oregon pre service candidates must complete at least 600 hours (equaling 15 weeks at 40 hours per week) of student teaching according to the program requirements of the accredited EPP (OAR 584-400-0140)



Colorado

Literacy Framework	EPP Standards
No	No

Early Literacy & Educator Preparation Snapshot Colorado Department of Education

Colorado school districts are required to ensure all K - 3 teachers complete evidence-based training in teaching reading as a result of changes to the Colorado READ Act in [SB 19-199 \(PDF\)](#). Beginning in the 2024-2025 budget year and thereafter, districts are also required to submit evidence that each principal and administrator, as defined in [Rules for the Administration of the Colorado READ Act](#), has successfully completed evidence-based training in “evidence-based literacy instruction for students in early grades” [\(SB 22-004 \(PDF\)\)](#).

Early Literacy Program Approval Standards

The Educator Preparation Office oversees program approval and re-authorization for institutions of higher education. The process is carried out collaboratively by the Colorado Department of Higher Education and CDE and includes initial approval and re-authorization not more than once every five years. Initial approval and re-authorization are required for any institution offering educator preparation programs leading to endorsement in Colorado, including public and private entities ([Colorado Department of Education Educator Talent Preparation Office, 2023](#)). Programs must align to the rules for [Initial Licensure](#) and [Endorsement](#) standards. Elementary endorsement standards include detailed literacy requirements (4.02(5) - 4.02(13); pages 12-16 of the endorsement standards)

Resources

- [READ Act Overview](#)
- [READ Act Teacher Training Requirements](#)
- [READ Act Administrative Rules](#)
- [Evidence-Based Training in Teaching Reading Required Evidence](#)
- [Colorado: Five Principles of Effective Educator Preparation](#)

Florida

Literacy Framework	EPP Standards
No	Yes

Early Literacy & Educator Preparation Snapshot Florida Department of Education

“Just Read, Florida! is the statewide reading initiative that prioritizes reading in Florida's public schools and among all the community groups and volunteer organizations that support literacy. On September 7, 2001, Governor Jeb Bush signed [Executive Order 01-260](#), designating Just Read, Florida! as a comprehensive and coordinated reading initiative. [Florida Statute 1001.215](#) was created, establishing reading as a core value in the state. Just Read, Florida! was launched with the unequivocal goal of every child being able to read at or above grade level. Just Read, Florida! is based on the latest reading research that includes emphasis on oral language development, phonological awareness, phonics, vocabulary, fluency and comprehension. With that goal in mind, Just Read, Florida! focuses on three main components: student success, educator quality and parent support.” ([FDE website](#))

Early Literacy Program Approval Standards

According to the Florida Department of Education, Initial Teacher Preparation Programs (ITPs) are offered by Florida postsecondary institutions to prepare instructional personnel, resulting in qualification for an initial Florida Professional Educator’s Certificate. Candidates of ITP Programs are typically working towards a Bachelor’s or a Master’s degree. The Office of Educator Preparation is responsible for the initial and continued approval of educator preparation programs that lead to certification to teach in Florida's schools. Florida statute requires programs be aligned to “scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.” ([Florida Statute 1004.04](#)).

Resources

- [Florida Reading Endorsement Competencies](#)
- [Florida Reading Endorsement Matrix](#)

Kentucky

Literacy Framework	EPP Standards
Yes	Yes

Early Literacy & Educator Preparation Snapshot Kentucky Department of Education

Kentucky S.B. 9 (2022), also known as the [Read to Succeed Act](#), requires teacher preparation programs for early childhood or elementary education to provide evidence-based reading instructional programming related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

“Post-Secondary/Educational Professional Standards Board (EPSB) Implementation Timeline:

Beginning in the 2022-2023 school year, postsecondary institutions offering teacher preparation programs for interdisciplinary early childhood education or elementary regular education shall include evidence-based reading instructional programming related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension and on:

- The administration of specific assessment processes and programs used to identify student strengths and needs;
- The use of assessment data for designing instruction and interventions;
- Progress monitoring of student performance; and
- Instructional strategies that address students' individual differences.

By Jan. 1, 2024, the EPSB shall develop and maintain a list of approved teacher preparation tests; and Beginning in the 2024-2025 school year, all new teachers seeking certification in interdisciplinary early childhood education or elementary education shall successfully pass an approved teacher preparation test.” ([SB 9 implementation timeline](#), p. 2)

Early Literacy Program Approval Standards

Teacher preparation in Kentucky is overseen by the Education Professional Standards Board (EPSB) of Kentucky. The Office of Educator Preparation, Assessment and Internship oversees teaching standards. The [Kentucky teaching standards](#) are aligned to InTASC standards.

Resources

- [Kentucky Program Accreditation Rules](#)
- [Kentucky Instructional Materials Guide](#)

Massachusetts

Literacy Framework	EPP Standards
Yes	Yes

Early Literacy & Educator Preparation Snapshot

Massachusetts Department of Elementary and Secondary Education (DESE)

The DESE is working with educator preparation programs to articulate expectations for all relevant licensure programs. Their goals are to ensure that “all teacher candidates have access to information about literacy and language acquisition that is based in current evidence.”

“DESE’s goal is that by SY 2024-2025, all Early Childhood, Elementary, and Moderate Disabilities teacher candidates in Massachusetts are prepared, through coursework and opportunities for practice and high-quality feedback, in evidence-based early literacy as outlined in the Mass Literacy Guide.” ([MDESE website](#))

Early Literacy Program Approval Standards

[These criteria for programs](#) are in draft form, intended to articulate expectations for programs and candidates. The expectations are specific to candidates’ content knowledge and abilities required for teaching early literacy in grades PK-3. As noted by DESD, “they are not inclusive of the breadth of knowledge and skills needed for licensure in Early Childhood, Elementary, and Moderate Disabilities., which outline the alignment between the [Mass Literacy Initiative](#) and the [Early Literacy in Educator Preparation Initiative \(p. 3\)](#).”

Resources

- [Early Literacy Observation Tool for Teacher Candidates](#)
- [Guidelines for Educator Preparation Program Approval Appendix F: Evidence-Based Practices Early Literacy](#)

North Carolina

Literacy Framework	EPP Standards
Yes	Yes

Early Literacy & Educator Preparation

Snapshot from the North Carolina Department of Education

[North Carolina S.B. 387 \(2021\)](#) codified the definition of “Science of Reading” using concepts and terminology from the pillars of reading — including phonics, phonemic awareness, fluency and vocabulary — and required coursework in the Science of Reading for elementary educator preparation programs. The bill established the [North Carolina Department of Public Instruction Early Literacy Program](#), which focuses on ensuring a high quality training program for educators and administrators working with children in the Pre-K -5th grade to ensure instruction grounded in the Science of Reading and outcomes promoting reading achievement in students.

Early Literacy Program Approval Standards

The following is an excerpt from the [North Carolina Comprehensive Plan for Reading Achievement](#):

“EPPs providing training for elementary education teachers shall include the following:

- Coursework in the Science of Reading, as defined in G.S. 115C-83.3.
- Assessment prior to licensure to determine if a student possesses the requisite knowledge in scientifically-based reading, writing, and mathematics instruction that is aligned with the State Board's expectations.
- Instruction in application of formative and summative assessments within the school and classroom setting through technology-based assessment systems available in State schools that measure and predict expected student improvement.
- Instruction in integration of arts education across the curriculum.

EPPs providing training for elementary and special education general curriculum teachers shall ensure that students receive instruction in early literacy intervention strategies and practices that are aligned with the and State and national reading standards and shall include the following:

1. Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of literacy interventions to ensure reading proficiency for all students.
2. Instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
3. Instruction in appropriate application of literacy interventions to ensure reading proficiency for all students.”

Resources

- [North Carolina Comprehensive Plan for Reading Achievement pgs 45-49](#)

Rhode Island

Literacy Framework	EPP Standards
Yes	Yes

Early Literacy & Educator Preparation Snapshot

Rhode Island Department of Elementary and Secondary Education (DESE)

The [Rhode Island Right to Read Act](#) was passed in July of 2019. The law requires educators to exhibit either proficiency in or awareness of the knowledge and practices of the Science of Reading and Structured Literacy. In addition, Local Educational Agencies (LEAs) must provide professional learning for educators to support these requirements, and Educator Preparation Programs (EPPs) must address these requirements within their programs of study.

Early Literacy Program Approval Standards

From the Rhode Island DESE [Comprehensive Literacy Guidance](#), within a section on preparation and development, the guidance notes that teacher preparation programs are the initial step in developing effective teachers. These pre-service programs need to provide all aspiring teachers, whether they need content for kindergarten or high school, with the foundational skills upon which to build the more advanced knowledge and competencies that exemplify an accomplished, effective teacher. The report goes on to describe the importance of mentorship and induction as critical for educator development and links the [standards for induction and mentorship](#). These standards serve as the next step in a continuum from the [RI Standards for Educator Preparation](#). They also align to the [RI Professional Teaching Standards](#) and are aligned to the Professional Practice components of the [Teacher Evaluation & Support System](#).

Resources

- [Rhode Island Educator Preparation Performance Rubric](#)
- [Comprehensive Literacy Plan Guiding Questions - Chapter 10 Growing Professionally: Teacher Preparation, Professional Development, and School Leadership](#)
- [Rhode Island Science of Reading and Structured Literacy: Resource Bank for Syllabi Refinement](#)



Utah

Literacy Framework	EPP Standards
Yes	Yes

Early Literacy & Educator Preparation Snapshot Utah Department of Education

Utah's P-12 Literacy Framework translates the research findings into advice and guidance to provide educators with the knowledge, tools, and resources necessary to meet the instructional needs of all students in reading, writing, and listening and speaking. The purpose of the framework is to support districts, charters, and schools in evaluating, refining, and monitoring the essential systems, structures, and literacy practices necessary to achieve greater outcomes in the area of literacy for students in elementary grades ([Utah's P-12 Literacy Framework, 2023 pg xiii](#)). As legislated in the 2022 Legislative Session, Utah has created an expert panel to support the Science of Reading (SOR). The expert panelists have deep knowledge and a research background in the science of reading and the science of reading instruction as well as practical experience translating the science of reading into effective reading instructional practices ([Utah Department of Education Office of Teaching and Learning, 2023](#)).

Early Literacy Program Approval Standards

Utah Administrative Rules ([R277-304-3](#)) indicate that Educator Preparation Programs for elementary education must incorporate [Competencies for Early Literacy](#). The competencies do not appear to align directly to or reference the Utah P-12 Literacy Framework, but include the key features of teaching reading and writing.

Resources

- [Utah's P-12 ELA Standards](#)
- [Literacy Endorsement Application](#)

Washington

Literacy Framework	EPP Standards
No	No

Early Literacy & Educator Preparation Snapshot **Washington Office of Superintendent of Public Instruction (OSPI)**

According to Washington’s Office of Public Instruction, to implement structured literacy as designed, all certified and classified educators need targeted and ongoing professional development, which includes training, coaching, and administrative support. [IDA’s Knowledge and Practice Standards](#) provide direction, inform the selection of effective professional development, and elevate educator knowledge, skills, and proficiency. It is essential that administrators understand what to look for, how to provide feedback, and what resources are needed to support educator development. Professional development on structured literacy within an MTSS framework for educators and administrators is available through [PD Enroller](#) and resources on the [OSPI website](#).

Early Literacy Program Approval Standards

In Washington, educator preparation is overseen by the Washington State Professional Educator Standards Board ([PESB](#)). The standards are broken into the categories: Program standards, role standards, endorsement competencies, CCDEI standards, and instructional topics. Literacy is encompassed within the endorsement competencies ([see standard 1B of the Washington Elementary Endorsement Competencies](#)).

Resources

- [Washington Structured Literacy Overview](#)
- [Washington Elementary Endorsement Competencies](#)
- [Washington Reading Endorsement Competencies](#)

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