

The Teacher Standards and Practices Commission develops and applies program approval standards for educator preparation programs. Program approval standards are focused on what educator preparation programs should teach educators and administrators as a condition for approving programs.

### ***Summary of recommendations***

#### Guiding Principles:

These principles frame the overall intent of the program approval recommendations.

1. It is critical to develop teachers who have the knowledge, skills, and dispositions to teach all children to read, while acknowledging that teachers' professional development continues throughout their careers on the path to full mastery.
2. Standards should be specific, but not too prescriptive. However, the forthcoming implementation guide can provide specific guidance for teacher preparation programs. While this version of recommendations is not accompanied by an implementation plan, feedback from educator preparation program leaders and faculty will inform the Council's implementation considerations as part of the June 2024 deliverable for the Council. See Appendix A for a possible Implementation Plan Example.
3. Standards chosen should reflect essential practices for literacy acquisition supported by research evidence.
4. Standards should be teachable, observable, and measurable.
5. Standards should include knowledge, skills, and dispositions that directly relate to the key indicators from the following resources: a) Oregon's Early Literacy Framework; b) Oregon's [Dyslexia Standards](#); c) [Oregon Standards for Language Arts and Literacy](#); and d) existing Oregon standards guiding teacher preparation, including [Culturally Sustaining Practices to Promote Equity](#), [Strengthening Social, Emotional and Culturally Sustaining Teaching](#), and [Standards for Competent and Ethical Performance of Oregon Educator](#).

#### Structural Change Recommendations:

There are various Oregon program approval standards that already exist and that relate to literacy. The "container" for the Council's draft recommendations is a new set of standards called, "Literacy Standards." These new standards will combine targeted existing standards *and* provide additional detail that aligns with the Oregon Early Literacy Framework.

1. Combine [Reading Instruction](#) Standards with [Dyslexia Standards](#) into one cohesive standard, "Literacy Standards."
2. Utilize existing standards as underlying expectations for literacy instruction: [Culturally Sustaining Practices to Promote Equity](#), [Strengthening Social, Emotional and Culturally Sustaining Teaching](#), and [Standards for Competent and Ethical Performance of Oregon Educator](#).
3. Create new Literacy Standards that relate to the content of Oregon's Early Literacy Framework and the models of reading acquisition embedded in the Framework.

## Literacy Program Standards (DRAFT)

- (1) **Purpose:** These standards are designed to guide the preparation of Kindergarten through 5th Grade teachers on evidence-based practices for teaching literacy. These standards are in concert with the following two Oregon laws: (1) ORS 342.147, which requires educator preparation programs to provide training to candidates that enables public school students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade; and (2) ORS 342.147 which requires the Commission to establish standards for approval of an educator preparation provider (EPP) that require early childhood education, elementary education, special education and reading programs to provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia. While the intent of these standards is to provide the essential knowledge, skills, and dispositions of teacher and administrator candidates, we recognize that knowledge of these concepts, the ability to recognize the inclusion of the concepts in instruction, and the ability to provide feedback to improve instruction will be the emphasis for those obtaining administrator licensure.
  
- (2) **Scope:** The requirements for instruction on Literacy Program Standards apply to Oregon EPPs preparing candidates for:
  - (a) Elementary-Multiple Subjects (including early childhood education)
  - (b) Reading Intervention
  - (c) Special Education: Generalist
  - (d) English for Speakers of Other Languages (proposed)
  - (e) Administrator
  
- (3) **Dispositions**<sup>1</sup>

Recognizing the importance of standards related to 584-420-0070 Culturally Sustaining Practices to Promote Equity, OAR 584-410 Competent and Ethical Performance of Oregon Educators, and OAR 584-420-0075 Social and Emotional Development to Promote Equity that should guide all instructional decisions, the following professional dispositions of teacher and administrator candidates are essential beliefs, recognitions, and awareness for evidence-based literacy instruction:

  - (a) Recognition that acquisition of reading, unlike the acquisition of oral language, is not a natural human process. Reading and writing must be taught explicitly and systematically to ensure proficiency in literacy.
  - (b) Belief that all students can develop literacy skills.
  - (c) Understanding that all practices must be evidence-based and rooted in ever-evolving research findings.
  - (d) Recognize that there are cognitive and social-emotional learning benefits to becoming both bilingual and bi-literate. Educational communities will acknowledge and value the importance of the home languages

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<sup>1</sup> \*Refer to Division 410, STATE STANDARDS FOR EDUCATOR PREPARATION PROVIDERS 584-410-0070 [Culturally Sustaining Practices to Promote Equity](#) and Chapter 584, Division 20, [STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATOR](#) , as well as standards for [Strengthening Social, Emotional and Culturally Sustaining Teaching](#)

and cultures of emergent bilingual/multilingual students, including those who bring Indigenous languages and English dialects to the classroom.

(e) Evidence-based instructional practices universally impact the learning of all students.

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

##### **(a) Literacy Acquisition**

- (i) Understand the major models of reading development as reflected in the Oregon Literacy Framework
- (ii) Understand the phases of reading development and how that information can guide planning for instruction.
- (iii) Understand the structure of language, including phonology, orthography, morphology, semantics, syntax, pragmatics, and discourse.
- (iv) Understand the reciprocal relationships among oral language, phonemic awareness, decoding, word recognition, spelling, vocabulary knowledge, and background knowledge to attain reading proficiency.
- (v) Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
- (vi) Identify and explain major research findings on aspects of cognition, behavior, and environmental, cultural, and social factors that affect reading and writing development.
- (vii) Understand the most common intrinsic differences between readers who are proficient and those who are not (i.e., linguistic, cognitive, and neurobiological).

##### **(b) Instruction**

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

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

##### **(c) Administrator candidate standards:**

- (i) Administrator candidates will demonstrate knowledge and understanding of the above literacy acquisition and instruction standards, and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate feedback.
- (ii) Administrator candidates will use evidence-based tools to evaluate and select literacy instructional materials to ensure their design is aligned with the standards and general principles of effective literacy instruction.

#### **(5) Standard 2: Literacy Foundational Skills**

The following standards unpack the current knowledge base by essential components of foundational literacy instruction, including principles for effective instruction. It is essential that candidates understand these

components and the reciprocal relationships among them, as well as the reciprocal relationship between foundational skills and higher-level literacy skills (See Standard 3).

**(a) Oral Language:**

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

- (i) The developmental sequence of oral language common to all languages.
- (ii) Establish classroom settings where oral language skills of listening and speaking are emphasized and student-to-student interaction is promoted.
- (iii) Procedures for clearly communicating with students using high-quality language and academic vocabulary.

**(b) Phonological Awareness:**

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

- (i) Correct identification, classification, and understanding of how to compare all the consonant phonemes and all the vowel phonemes of English.
- (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 to use to compare phonemes in first and second languages to inform instruction.
- (iii) Progression of phonological awareness skill development across ages and grades, including phonemic-awareness difficulties.
- (iv) Principles of effective phonemic-awareness instruction, including the general and specific goals of such instruction.

**(c) Decoding and Word Recognition:**

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

- (i) Structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
- (ii) Principles of effective decoding, word recognition, and spelling instruction for single and multisyllabic words, including the general and specific goals of such instruction.
- (iii) Procedures for teaching irregular words in small increments using special techniques.
- (iv) Different types and purposes of texts, emphasizing the role of decodable text in teaching beginning readers.

**(d) Fluency:**

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

- (i) Role of fluent word-level skills in automatic word reading, orthographic mapping, oral reading fluency, reading comprehension, and motivation.
- (ii) Varied evidence-based techniques and methods for building reading fluency.

- (iii) Considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

**(e) Administrator candidate standards:**

Administrator candidates will demonstrate knowledge and understanding of the above standards, and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate feedback.

**(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) Role and characteristics of direct, explicit methods of vocabulary instruction.
- (iv) Role and characteristics of indirect (contextual) methods of vocabulary instruction.
- (v) Importance of developing vocabulary skills through the systems of language, including phonology, orthography, syntax, semantics, morphology, etymology, and the relationships among them.

**(b) Background Knowledge**

- (i) Procedures for building general, content-specific and world knowledge across subject areas begins with educator familiarity of students' cultural/community funds of knowledge and cultural wealth as a foundation for integration across all subject areas.
- (ii) Strategies for building upon family and life experiences/languages that contribute rich context and for building new knowledge necessary to support comprehension in reading, listening and expression of ideas in communication and writing.

**(c) Comprehension**

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

- (i) Factors that contribute to deep comprehension.
- (ii) Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
- (iii) Selecting rich texts appropriate for instruction, including a wide range of genres (informational text, narrative text, and argumentation) to facilitate comprehension.
- (iv) Critical role of sentence comprehension in listening and reading comprehension.
- (v) Importance of using explicit comprehension strategy instruction, as supported by research.
- (vi) Teacher's role as an active mediator of text-comprehension processes.

**(d) Writing**

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

- (i) Reading and writing are reciprocal skills, and explicitly teaching the relationship to children is critical.

- (ii) Major domains that contribute to written expression, including transcription (manuscript and cursive handwriting, spelling, conventions, and keyboarding) and translation skills (i.e., grammar, sentence structure, writing process [including planning, writing, revising, editing, and publishing] and text structure) and the developmental phases of writing.
- (iii) Research-based principles must be aligned with the Oregon Literacy Framework for teaching written spelling and punctuation, and must be explicitly taught.
- (iv) Demonstrate an understanding of connecting writing instruction and practice to the texts/content children are reading/learning
- (v) How to apply in practice the fundamentals of sentence construction and syntax, connecting writing to content
- (vi) How to provide purposeful inclusion of writing as a strategy to increase comprehension and learning..

**(e) Administrator candidate standards:**

Administrator candidates will demonstrate knowledge and understanding of the above standards, and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate feedback.

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

**(a) Assessment**

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

- (i) Understand the differences and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
- (ii) Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, and potential bias).
- (iii) Interpret basic statistics commonly utilized in formal and informal assessment.
- (iv) Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
- (v) Understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
- (vi) Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- (vii) Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

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

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

- (i) How to use 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 Supports (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 evidence of student learning through frequent, ongoing formative assessment to respond and adjust instruction accordingly.
- (iii) How to provide all students with instruction that is needs-based, intensive, and with sufficient duration to accelerate learning.

**(c) Administrator candidate standards:**

Administrator candidates will demonstrate knowledge and understanding of the above standards, and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate feedback.

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

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

**(a) Multilingual Learners**

- (i) Understand language and literacy development of English learners.
- (ii) Understand the stages of second language acquisition and how that information guides planning for instruction.
- (iii) Teach English learners the key components of language and literacy: phonological awareness, phonics, vocabulary, fluency, spelling, and writing skills
- (iv) Use evidence-based research on how best to teach English learners
- (v) Leverage technology to adapt and enhance instruction of English learners

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

Note: By law, these standards must be included for students with dyslexia, but as the law states, are appropriate for all students. These specific standards, some of which duplicate previous standards, are included to honor the existing dyslexia standards already in rule.

- (i) Understand how reading disabilities vary in presentation and degree.
- (ii) The aims of literacy instruction apply to all children; with modifications, accommodations, supports, and technologies, every child must have access to literacy learning.
- (iii) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia
- (iv) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.
- (v) Apply dyslexia assessment and instruction knowledge to pedagogy practice
- (vi) The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students

- (vii) Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia.
- (viii) Appropriate uses of assistive technology for students with serious limitations in reading fluency.

**(9) Standard 6: Field Experiences**

Candidates are given opportunities throughout the program of study to:

- (i) Practice (e.g., rehearse, role play, or complete simulations of) evidence-based early literacy instruction prior to their field-based experiences
  - (ii) Observe (in person, virtually, or via video) models of culturally and linguistically sustaining, evidence-based early literacy practice in PK-5 classrooms aligned to the Oregon Common Core State Standards and the Oregon Literacy Framework.
- (b) Candidates are given opportunities in field-based experiences and classroom settings outside of required student teaching requirements to:
- (i) Use evidence-based instructional materials aligned to the Oregon Literacy Framework
  - (ii) Demonstrate their ability to implement culturally and linguistically sustaining, evidence-based instructional practices that are aligned to the Oregon Literacy Framework
  - (iii) Apply learning about the development of language and literacy with students within PK-5 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties



Appendix A

STANDARDS	Implementation Suggestions
<p><b>Oral Language:</b> For each of these standards, candidates will demonstrate <b>knowledge, understanding, and application</b> to effective literacy instruction for all students.</p>	
<p>I. The steps in the developmental sequence of oral language common to all languages.</p>	
<p>II. Procedures for establishing classroom settings where oral language skills of listening and speaking are emphasized and student-to-student interaction is promoted.</p>	<p><b>For EL's and all students</b></p> <p>(adapted from Cardenas-Hagan, 2010)</p> <ul style="list-style-type: none"> <li>· Establish routines in the classroom so that students understand what is expected of them. Use gestures and visual supports to further enhance EL's comprehension.</li> <li>· Provide opportunities for repetition and rehearsal so that the new information can be learned and mastered.</li> <li>· Adjust the rate of speech and complexity of language use according to the second language proficiency of students.</li> <li>· Consider pairing an EL with a more proficient English speaker.</li> <li>· Provide extra time, as ELs require more time to process language during the early stages of second language development.</li> <li>· Provide excellent models of oral language. If an EL creates a simple sentence, then build on this and focus on adding new grammatical structures, such as adjectives and adverbs.</li> <li>· Introduce and practice new learning multiple times. New learning is also more effective when both content and language skills are addressed.</li> </ul>