



EXECUTIVE ORDER NO. 23-12

STRENGTHENING EDUCATOR PREPARATION FOR LITERACY INSTRUCTION

WHEREAS, every student in elementary grades should have the best opportunity to learn how to read and write in ways that guarantee proficiency and address instructional strengths and needs of each individual student.

WHEREAS, teachers in elementary grades deserve to be supported in teaching students how to read and write in ways that are research-aligned and use formative, diagnostic assessment practices to understand individual student strengths and areas for growth.

WHEREAS, research-aligned means relevant to diverse learners and culturally responsive, developmentally appropriate literacy-focused strategies based on decades of research derived from the science of reading and writing, combined with instructional practices that are specifically designed for inclusion of students with disabilities and emerging bilingual learners.

WHEREAS, students' accumulated familial, cultural, and linguistic experiences serve as the foundation for building rich literacy skills and experiences to thrive in school and in life.

WHEREAS, many students in Oregon experience systemic disparities in lack of instructional opportunity in education systems that are not designed for them as evidenced by pervasive opportunity gaps.

WHEREAS, opportunity gaps are indicators that Oregon must ensure that educator preparation has the clear direction to develop and sustain consistent, research-aligned literacy instruction and ensure all educators and school leaders are prepared to create the conditions for students' literacy success.

NOW, THEREFORE, I, TINA KOTEK, Governor of the State of Oregon, by virtue of the power and authority vested in me by the Constitution and statutes of the State of Oregon, do hereby issue this order to become effective immediately:



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IT IS ORDERED AND DIRECTED:

1. The State of Oregon establishes a goal of ensuring that every elementary teacher in an Oregon educator preparation program is provided with explicit, research-aligned instruction on how to teach all students to read and write, including students with disabilities and students who are emerging bilingual.
2. The Governor's Early Literacy Educator Preparation Council is established.
3. The Council shall consist of no more than 20 members. The Governor shall designate two members of the Council as Co-Chairs. The members shall include:
 - (A) The Governor or her designee;
 - (B) The President of the Senate shall appoint two members of the Oregon State Senate, one from the majority party and one from the minority party, in consultation with each party's leadership;
 - (C) The Speaker of the House shall appoint two members of the Oregon House of Representatives, one from the majority party and one from the minority party, in consultation with each party's leadership;
 - (D) Two representatives from public education preparation programs in Oregon, appointed by the Governor;
 - (E) One representative from private education preparation programs in Oregon, appointed by the Governor;
 - (F) Two experts in early literacy, both of whom must have applied research or educator preparation experience in reading instruction within culturally responsive learning environments, appointed by the Governor;
 - (H) Two representatives of licensed teachers, appointed by the Governor;
 - (I) Two elementary principals, with one who serves in a small district and one in a large district, appointed by the Governor;
 - (J) The Director of the Teacher Standards and Practices Commission or their designee;
 - (K) The Director of the Higher Education Coordinating Commission or their designee;



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- (L) The Director of the Oregon Department of Education or their designee;
 - (M) The Director of the Educator Advancement Council or their designee.
4. A quorum for the Council meetings shall consist of a majority of the appointed members.
 5. The Higher Education Coordinating Council shall provide staff support to the Council. All other state agencies shall provide assistance to the Council upon request. State Directors of agencies and divisions shall cooperate and assist by providing information as needed and by meeting with and reporting to the Council as needed.

IT IS FURTHER ORDERED:

The Council is directed to develop standards for literacy instruction in Oregon educator preparation programs and an action plan for implementation. All work products and processes must include a focus on early literacy in grades kindergarten through Grade 5 and be research-aligned literacy, as defined: a) grounded in culturally responsive instructional practices; b) based on long-term research derived from the science of reading and writing; and c) developmentally appropriate and specifically designed for students with disabilities and students who are emerging bilingual learners. The Council must:

1. **Develop recommendations no later than December 15, 2023 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.
2. **Develop recommendations no later than March 30, 2024 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.



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3. **Develop a plan and timeline for the adoption and integration of new program and licensing standards by the Teacher Standards and Practices Commission**, including an assurance that program approval is conditioned upon meeting updated standards. The Council is expected to present rules for adoption by the Teacher Standards and Practices Commission no later than June 30, 2024.
4. **Develop no later than June 30, 2024 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.** The plan must include how existing State resources can be leveraged to strengthen alignment of professional learning standards to research-aligned literacy instruction and include ongoing assessment of faculty competencies (knowledge, skills, and dispositions) using multiple measures.

This Order shall remain in effect, and the Council members shall serve at the pleasure of the Governor until the actions set forth above are implemented or the Governor directs otherwise.

Done at Salem, Oregon, this 23rd day of May, 2023.



Tina Kotek
GOVERNOR

ATTEST:

Cheryl Meyers
ACTING SECRETARY OF STATE