Overview & Workspace for Revisions to Council Draft EPP Recommendations

March 12th, 2024

Process Overview

Three general categories of feedback from public comment.

Actions emerged from the "Add to Document" category.
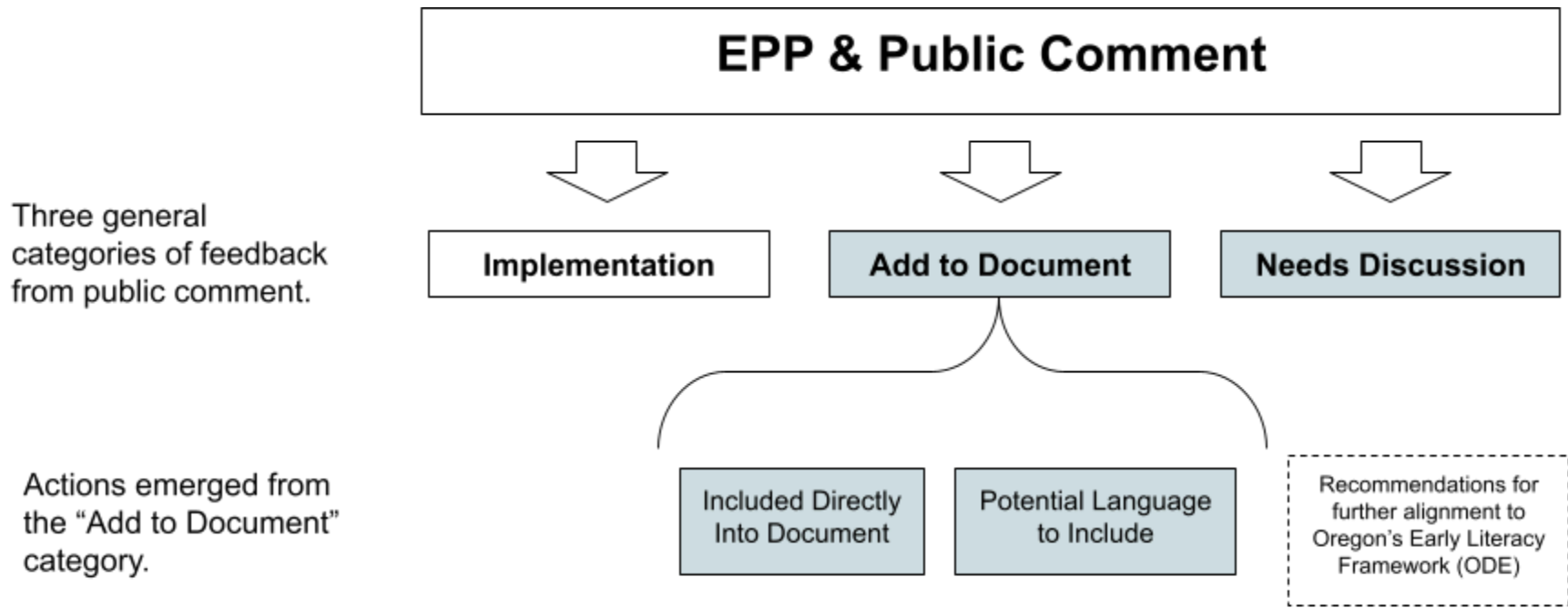
This document pertains to the "Add Document" and "Needs Discussion" action steps highlighted above.

TASK #1 Track-Changes Version

In the current draft, you will see…

Original text	The original text of Council recommendations released for public comment.
Recommendations for further alignment to Framework (ODE)	Revisions recommended by ODE to more fully align the draft recommendations released for public comment to the Oregon Early Literacy Framework, as required by the Executive Order. Developed independent of public comment.
Revision from Public Comment - Directly Included	Revisions based on public comment that were minor or strongly aligned with current language; likely not needing additional discussion.

Not yet included and detailed in the sections below…

Potential Language Needing More Discussion	Revisions based on public comment that were large in scope of change or topic that likely require additional Council discussion. Some feedback has drafted language for consideration, others do not.
Larger Discussion Needed	Topics or recommended changes from public comment that do not yet have proposed language due to size or scope of recommended change; likely needing larger discussion by the Council.

TASK #2 Potential Language Needing More Discussion

A. **With drafted potential language** <mark>ACTION NEEDED - in "Decision" column, indicate "accept," "decline," or change with specific language changes</mark>:

	Potential Language	*Decision*
1	Understand the changing relationships among the major components of literacy development in accounting for reading achievement. *Change to....* Understand how the relationship between the major components of literacy development change over time to contribute to a child's ability to read and write.	
2	Procedures for building general, content-specific, and world knowledge across subject areas begins with educator familiarity of students' and communities' ~~cultural/community~~ funds of knowledge and culture ~~al wealth~~. ~~as a foundation for integration across all subject areas~~.	
3	(d) Writing ... (ii)Major domains that contribute to written expression, including transcription (manuscript and cursive handwriting, letter formation, spelling, ... *(Letter formation is named as part of the foundational skills of Print Concepts, which is in the Framework, but not the standards. Consideration of drafting a new subsection as well.)*	
4	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~~ continuous improvement and proficiency.	
5	Recognize that there are cognitive and social-emotional learning benefits to becoming both multilingual and multiliterate. Educational communities will ~~acknowledge and value the importance of~~ design instruction and build upon students' multilingualism, thome languages	

	and cultures of emergent multilingual students, including those who bring Indigenous languages and English dialects to the classroom.	
6	"Understand the structure of languages, including phonology, orthography, morphology, semantics, syntax, pragmatics, and discourse." "Structure of English orthography, and that of other languages, and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.	
7	Sources of wide differences in students' vocabularies. *Change to…* Instructional implications of how students' vocabularies may differ.	
8	Understand the reciprocal relationships among oral language, phonemic awareness, decoding, word recognition, fluency, spelling, vocabulary knowledge, and background knowledge to attain reading proficiency	

B. Without drafted language | ==ACTION NEEDED - draft new language and accept; decline==

	Public Comment	*Original Language*	*Decision (Decline; Council Drafts Language & Accept; Council Accepts pending program staff draft language)*
1	p. 7: (4, standard 1, a, vii): How is "proficiency"	"Understand the most common intrinsic	

		defined? And how does that bar change over time for a student? Perhaps another term could bring a more developmental perspective.	differences between readers who are proficient and those who are not (i.e., linguistic, cognitive, and neurobiological)."	
2		Pg 8, (5-a-i): The sequence of oral language development is not necessarily the same in alphabetic vs non-alphabetic languages.	"The developmental sequence of oral language common to all languages."	
3		Pg 9, (5-b-iii): There is a common misconception that you must begin with onset-rime and then syllables when that is not accurate. We can start much sooner with phonemes, focusing on initial phoneme, then final and then medial and must connect them as soon as possible to the graphemes.	"Progression of phonological awareness skill development across ages and grades, including phonemic-awareness difficulties."	
4		P. 9.c.iii irregular words and special instruction need to be clearly defined	"Procedures for teaching irregular words in small increments using special techniques."	

TASK #3 Larger Discussion Needed

Theme #1: Organize standards to be more inclusive to multilingual learners & students experiencing disabilities
Examples from public comment:

- *I'm wondering if the sections for dyslexia and multilingual learners can be integrated more so that it doesn't seem like those students need different instruction, but rather just more intensified or more focused on their particular needs.*
- *Bilingual and multilingual students should not be listed in the same category as students with special needs.*
- *Marginalization of non-native English speakers, and neuro-divergent students among others.*

Theme #2: Incorporate multilingualism, dual Language & ESOL more strongly or explicitly

Examples from public comment:

- *...to truly be a set of "early literacy" standards, they should apply to the teaching and learning of literacy in ANY language offered by schools in the state."*
- *The main unintended consequences would be the lack of consideration for students of languages other than English and the vague mention of cultural differences.*
- *It also appears that ELP and ESOL standards for learners or teachers have NOT been included when creating these standards, which seems deeply contradictory.*
- *Relatedly, the expectation for ESOL endorsement candidates to meet all the early literacy standards does not account for the many reasons that a diverse set of educators may seek an ESOL endorsement*

Theme #3: Style or clarity of standards as a whole

Examples from public comment:

- *Some of the standards are not written with sufficient clarity to be feasibly implemented in a teacher education classroom, and it is not always clear what teacher candidates are being asked to do with certain information*
- *Language needs to be more accessible with examples to support fidelity across instructors (e.g., (4) Standard 1 (a) iii; all of Standard 3).*
- *Pg 4, Principle 3: Standards are not usually teachable, and are instead goals. Underneath standards are typically specific objectives and tasks to meet the standard.*
- *These recommendations state that the Oregon Early Literacy Framework were a 'North Star' for these standards. At times it is difficult to see where the connection is between these two sets of standards. Is there a way to explicitly document the connections between the two documents so there isn't an unintentional disconnect?*

Theme #4: Provide Additional Definitions or Citations (i.e. recommend further definitions of key terms)

Examples from public comment:

- *Specific explanations of what "evidence" or "research" is used should be clarified. The document does not reflect a comprehensive view of current literacy research, and so by leaving this information uncited, it falsely implies a breadth that is not present in the document or standards.*
- *The standards would benefit from an overall statement that specifies the definition of literacy (or early literacy) being used in the standards and the goal(s) of literacy instruction*

Early Literacy Educator Preparation Council Recommendations

Part 1:
Educator Preparation Program Approval

Track Changes Key (updated 3/6/24)
Green Text - ODE Recommended Revisions
Purple Text - Revisions added from public comment as synthesized by program staff

Prepared By

Oregon's Early Literacy Educator Preparation Council

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EXECUTIVE SUMMARY

Governor Tina Kotek established the Early Literacy Educator Preparation Council through Executive Order 23-12 in May 2023. It was created to strengthen the preparation of teachers and school administrators to instruct elementary students on reading and writing. The Council includes teachers, principals, literacy experts, educator preparation program representatives, and a bipartisan group of state legislators and is tasked with developing recommendations for the Teacher Standards and Practices Commission (TSPC), including their rules for approving elementary educator preparation programs that operate in Oregon and licensing requirements for elementary educators. The executive order is part of a comprehensive effort to improve the preparation and support available to teachers and school leaders around students' literacy instruction, starting with elementary grades.

The Oregon Early Literacy Framework is the "North Star" for the Council when creating the recommendations for standards. Mapping the Oregon Literacy Framework into recommended standards for educator preparation was selected because the Framework:
- is focused on grades kindergarten through grade 5.
- builds from students' and families' funds of knowledge.
- is based on long-term research derived from the science of reading and writing, including but not limited to foundational skills such as phonics, phonemic awareness, decoding, as well as background knowledge, vocabulary, reading comprehension, writing skills.
- is also based on research that includes how children's brains develop and how they make connections to content.
- recognizes the relevance, limitations, and continually evolving nature of research.
- considers developmentally appropriate practices and reaching all learners including students with disabilities, students who are multilingual learners, talented & gifted learners.

Council's Role
The Council's role is to:
1. Create recommendations as an advisory body to the Governor and the Teacher Standards and Practices Commission (TSPC) regarding educator and school administrator preparation program standards for literacy instruction in grades kindergarten through five in a manner that aligns with the Framework.
2. Create recommendations as an advisory body to the Governor and the Teacher Standards and Practices Commission (TSPC) regarding educator licensing requirements in grades kindergarten through five.
3. Consider implementation plan and timeline to align to the Council's recommendations (e.g., what should the State policymakers consider related to supporting educator preparation programs with building faculty capacity).

Overview of Educator Preparation Program Approval Recommendations

For its first of three deliverables, the Council was asked to develop recommendations to revise educator and school administrator preparation program approval 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. The Council was asked to recommend standards that include knowledge, skills, and dispositions. This report details initial recommendations related to educator preparation program approval standards, but does not yet name the recommendations for revision to licensing standards for teachers and school administrators nor an implementation plan. This latter work is scheduled to take place between February and June of 2024.

What are program approval standards?
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 be able to 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, a forthcoming proposed 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.
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](#), [Social and Emotional Development to Promote Equity](#), 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.

EDUCATOR PREPARATION PROGRAM APPROVAL RECOMMENDATIONS

These recommendations are in the form of proposed Oregon Administrative Rule (OAR). Rules are the format by which the TSPC operationalizes changes to standards for educator preparation program approval.

Literacy Program Standards (DRAFT)

(1) **Purpose**: These standards are designed to guide the preparation of Kindergarten through 5th Grade teachers and administrators 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 coaching and 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
   (e) Administrator

(3) **Dispositions** [1]
   Recognizing the importance of standards related to 584-420-0070 Culturally Sustaining Practices to Promote Equity, OAR 584-410 Competent and Ethical Performance of

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[1] *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 584-410-0075 Social and Emotional Development to Promote Equity

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 multilingual and multiliterate. Educational communities will acknowledge and value the importance of the home languages and cultures of emergent 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.
(f) Value students' identities, including their race, ethnicity, ability, gender, identity, home languages, culture, religion, and lived experiences in the design and practice of literacy instruction.
(g) Belief that all students, including students experiencing disabilities and multilingual learners, deserve access to grade-level standards, texts, tasks, and experiences alongside robust support.
(h) Value and understand multilingualism as an asset and that Indigenous communities have centered story and oral language since Time Immemorial, passing information and carrying meaning and connection over generations without it being transcribed or written.

(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~~ and core ideas from the convergence of research and science on literacy.
   (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, fluency, 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).

(viii)   Understand how each of the above concepts impact and apply to the learning and experiences of multilingual learners and students with disabilities.

(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~~ supplemental materials in terms of the standards and general principles of effective literacy instruction, including the distinction between the two.

(iv)   Culturally responsive literacy instruction includes the selection of a high-quality literacy curriculum and supplemental materials that include characters, settings, and authors which are reflective of the abilities, identities, and cultures of the full range of students and their communities.

(v)   Educators recognize and consider their own lived experiences and pursue understanding of knowledge bases traditionally excluded (i.e., Indigenous knowledge, community cultural wealth) when designing instruction (i.e. considerations of the role of background knowledge in comprehension; analyzing instructional materials).

(vi)   Understand how each of the above concepts impact and apply to the learning and experiences of multilingual learners and students with disabilities.

(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 coaching and 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.

    (iv)   The primary role oral language plays in laying the groundwork for a child's ability to read and write.

    (v)   How oral language plays a critical role in learning about self, culture, and tradition, including the importance of Indigenous languages/history and viewing multilingualism through an asset-based lens.

    (vi)   That language varieties are linguistically equal, even when they are not socially equal, and the importance of honoring different dialects and languages in literacy instruction.

(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, recognizing that phonological awareness skills can transfer across languages when students have opportunities to build these skills in their native language and English. ~~. 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) Generally, for Literacy Foundational Skills:

      (i)   Employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.

      (ii)   Develop oral language, phonological awareness, and vocabulary across each language when working with multilingual learners.

(f) 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 coaching and feedback.

(6) Standard 3: Vocabulary, Background Knowledge, Writing, and Comprehension ~~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

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

(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.

(iii) The role of background knowledge learned through oral language or print holds in students' ability to make meaning of and comprehend text.

(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 to facilitate comprehension, including a wide range of genres (informational text, narrative text, and argumentation) and multiple genres of texts that reflect and positively affirm the lives, languages, perspectives, and histories of the students in the classroom and all members of society.

(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

(iii) 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.

(iv) Research-based principles must be aligned with current research ~~the Oregon Literacy Framework~~ for teaching written spelling and punctuation, and must be explicitly taught.

 (v) Demonstrate an understanding of connecting writing instruction and practice to the texts/content children are reading/learning

(vi) How to apply in practice the fundamentals of sentence construction and syntax, connecting writing to content

(vii) 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 coaching and feedback

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

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

  (i) Understand the foundational principles of assessment literacy such as the differences and purposes for screening, progress-monitoring, diagnostic, interim and summative ~~outcome~~ assessments, including assessments in the student's home language, as well as the formative assessment process that occurs as a part of teaching and learning.

 (ii) Understand basic principles of how tests and items are developed to measure what students should know and be able to do ~~test construction and formats~~ (e.g., reliability, validity, criterion, normed, and potential bias).

(iii) Interpret and analyze multiple data points from both informal and formal assessments as well as the formative assessment process in order to help both educators and students understand where students are in their learning process and identify next instructional moves (e.g. 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 in partnership with multiple measures including informal diagnostics and the formative assessment process. ~~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 to support students in becoming self-directed learners.

(b) **Data-Based Decision-Making to Inform Instruction~~al Intensity~~**

For each of these standards, candidates will demonstrate knowledge, understanding, and application to 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 Support (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; and to deliver specific, actionable, and timely feedback that restates the goal, describes what proficiency looks like, and shows students where they are in relation to the goal.

    (iii)   How to provide all students with instruction that is needs-based, intensive, and with sufficient duration to accelerate learning.

    (iv)   How to use a holistic, assets-based analysis of multilingual students when using data from multiple languages to inform instruction.

    (v)   Interpret and analyze multiple data points from both informal and formal assessments in order to connect to prior learning and identify the next steps across the school year.

(c) **Generally, for Assessments & Data-based Decision-Making:**

    (i)   Educators use multiple assessment methods for their intended purpose, to help both educators and students understand where students are in their learning process and identify next instructional decisions.

(d) **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 coaching and feedback.

(8) Standard 5: Supporting Multilingual Learners, Students with Reading Difficulties, Reading Disabilities & Dyslexia, & Students who are Gifted and Talented

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

(a) Multilingual Learners

(i) Understand language and literacy development of multilingual learners.

(ii) Understand the stages of second language acquisition and how that information guides planning for instruction.

(iii) Teach emerging multilingual students 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 multilingual learners

(v) Leverage technology to adapt and enhance instruction of multilingual learners.

(vi) Understand implications for dual immersion teaching and learning.

(vii) Understand the benefits of developing multilingual learners' home language and literacy alongside English language and literacy.

(viii) Recognize and build from the assets of multilingualism, understanding multilingual learners' lived experiences, how they learn, and how they acquire English.

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

Note: By law, these standards must be included for students with dyslexia, but as the rule 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 identified in OAR 581-022-2445 - Universal Screenings for Risk Factors of Dyslexia 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 emerging multilingual 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.

(c) Students who are Gifted and Talented:
    (i)   Understand implications of sections 3 - 8 for students who are gifted and talented.

(9) Standard 6: Field Experiences

(a) Programs of study for candidates shall include:

    (i)   Practice (e.g., rehearse, role play, or complete simulations of) evidence-based early literacy instruction prior to their field-based experiences

    (ii)   Opportunity to 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 Standards for English Language Arts and Literacy.

(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- Council Members

Name	Agency
Governor Kotek	Governor
Michael Dembrow	Senator (D-Portland)
Suzanne Weber	Senator (R-Tillamook)
Ben Bowman	Representative (D-Tigard)
Boomer Wright	Representative (R-Coos Bay)
Ronda Fritz	Eastern Oregon University
Susan Gardner	Oregon State University
Katie Danielson	University of Portland
Julie Esparza Brown	Portland State University
Anita Archer	Early Literacy Expert
Mikkaka Overstreet	Education Northwest
Shahnaz Sahnow	Corvallis School District
Julie Ragan	Lebanon School District
Heidi Brown	Crow-Applegate-Lorane School District
Jennifer Whitten	Beaverton School District
Valerie Switzler	Tribal Representative, Confederated Tribes of Warm Springs
Melissa Goff	Teacher Standards and Practices Commission (TSPC)
Ben Cannon	Higher Education Coordinating Commission (HECC)
Charlene Williams	Oregon Department of Education (ODE)
Sara Spencer	Educator Advancement Council (EAC)