



# Oregon’s Early Literacy Framework

## Key Takeaways & Key Indicators

Purpose of this document: This is a summary of the [Oregon’s Early Literacy Framework](#), intended as a resource for the Governor’s Early Literacy Educator Preparation Council. The document is organized by each of the eight sections of the framework listed in the Table of Contents below. For each of the eight sections, you will find a compilation of:

1. **Key Takeaways** - these are taken directly from the Framework and summarize each section of the Framework.
2. **Key Indicators** - these are not in the Framework and are meant to serve as “look for’s” within district early literacy programs. They are not intended to be comprehensive but rather encapsulate the evidence and best practices in Oregon’s Early Literacy Framework. These are being used by the Oregon Department of Education as a guide to review district applications for the Oregon Early Literacy Success School Grants, and they are offered as a resource to the Council for the purposes of aligning educator preparation program approval standards.

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## NOTE FOR COUNCIL:

Work Group Proposal: 3 work groups divided by sections of the framework (all groups will also review Belonging & Family Partnerships):

- **Work Group 1:** Oral Language; Reading Models Based in Research
- **Work Group 2:** Foundational Skills; Writing, Reading Comprehension, Vocabulary & Background Knowledge
- **Work Group 3:** Core Instruction & Assessment; Reaching All Learners



## Section 1: Student Belonging – A Necessary Condition for Literacy Learning

### KEY TAKEAWAYS

- Belonging is a baseline condition for risk taking, thereby rendering it a nonnegotiable prerequisite for classrooms that maximize learning.
- Culturally responsive practice centers mutual relationship and care as conditions that foster a sense of belonging. “I am seen as unique and I am a part of a whole community.”
- Culturally responsive practice requires study and reflection regarding identities and cultural reference points brought to the classroom by BOTH educators and students.
- The culturally responsive educator sees and learns about each member of the classroom community. Culturally responsive literacy practice invites students' identities and cultural reference points into the daily rhythm, literacy content, strategies and discourse of the classroom.
- Culturally responsive practice provides literacy instruction centering access for all children to the experience of, and practice with, the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- High expectations for literacy success requires time and support for educators to repeatedly examine biases as they work to ensure literacy engagement, growth and achievement for every child.
- Every child deserves access to grade-level standards. Grade-level expectations are made doable when teachers know children well enough to both set challenges and scaffold challenges through partnership with students and families.
- Maximizing literacy learning includes providing rich and complex texts inviting children to both see themselves and learn about others.
- The social and emotional skills and context provided in the classroom allow children to practice peer-to-peer listening and speaking and normalizes the “risk, fail, try again” stamina that supports literacy achievement.



## *Student Belonging (continued)*

### **KEY INDICATORS**

The following are indicators meant to serve as “look for’s” within district early literacy programs. They are not intended to be comprehensive but rather encapsulate the evidence and best practices in the Oregon’s Early Literacy Framework.

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students’ “academic prowess” at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the “risk, fail, try again” stamina that supports literacy achievement.



## Section 2: Family & Community Partnerships

### KEY TAKEAWAYS

- Parents and families are the first, most important teachers in a child’s life. Before a child learns to read and write, they learn to listen and speak.
- Language development begins as the brain develops in response to genetic, medical, and environmental factors.
- Parents and caregivers have a role to play to supplement and reinforce the literacy learning that happens at school as much as possible at home. To create those conditions, it’s natural for parents and caregivers to need and want support, tools, and information, including knowledge of their child's strengths and needs from educators’ perspectives.
- Paying attention to the literacy and learning that happens prior to children entering kindergarten ensures that children have a more seamless transition to kindergarten.
- Across almost every facet of literacy development, support and collaboration with families and community-based organizations strengthens student literacy development and serves as accelerators for student success.
- Engagement with books and opportunities to write and draw from an early age promote excitement about reading and writing.
- Encouraging children to spend more time reading and writing outside of the school day can begin with creating a culture of reading and writing inside the school building.



## ***Family & Community Partnerships (continued)***

### **KEY INDICATORS**

Indicators in a research-aligned, culturally responsive literacy program:

- Families are honored as students' first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and Kindergarten Guidelines are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services.
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians.
- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.



## Section 3: Oral Language as the Root of Literacy Development

### KEY TAKEAWAYS

- Literacy development is increasingly understood as a process that begins as the brain develops language – hence the increasingly familiar refrain “literacy begins at birth.”
- Learning to read involves learning about print, specifically how words known from speech are represented in a visual-graphical code or written language.
- A growing number of Oregon’s children are learning more than one language and can add multilingualism as one of their many strengths.
- Transformative literacy instruction is rooted in an asset-based approach, in which teachers value the linguistic strengths students bring to the classroom.
- 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.
- All varieties of English (dialects) are valid, valued, and deserve to be recognized as such.
- Oral language plays a critical role in learning about self, culture, and tradition. A child’s ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.



## ***Oral Language as the Root of Literacy Development (continued)***

### **KEY INDICATORS**

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child’s ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students’ home languages, as well as English.
- Educators learn about the cultural and linguistic backgrounds of children in their care and value each child’s linguistic strengths.
- Indigenous languages are honored.
- Educators use storytelling to bring life to students’ (and their ancestors’) histories, cultures, and traditions.
- Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectical students.



## Section 4: Reading Models Based in Research

### KEY TAKEAWAYS

- Reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- The following five reading models reflect past and present research findings and hold important insight into how children acquire literacy skills that are paramount for shaping and reshaping how literacy instruction is approached and designed:
  - The Five Pillars of Reading
  - The Simple View of Reading
  - Scarborough’s Rope
  - The Four-Part Processing Model
  - The Active View of Reading
- Generally, these reading models emphasize the interaction between:
  - word-identification, and
  - language comprehension.
- This interaction results in reading comprehension through:
  - knowledge of the English writing system;
  - linguistic knowledge;
  - background knowledge; and
  - the type of text, nature of the task, sociocultural context, and executive functions.
- Executive functions of memory and attention can be enhanced by teaching self-monitoring strategies and motivating students to engage with text.
- A major roadblock to comprehending text is fluency. These models emphasize the importance of accurate and efficient word identification and recognition so that executive skills can be devoted to comprehending text.





## ***Reading Models Based in Research (continued)***

### **KEY INDICATORS**

Indicators in a research-aligned, culturally responsive literacy program:

- Educators understand that reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
- Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
- Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.



## Section 5: Foundational Skills

### KEY TAKEAWAYS

- Foundational skills in the teaching of literacy are essential.
- While oral language begins to develop naturally through incidental learning in the home and community, learning to read and write requires explicit instruction in foundational skills (print concepts, phonics, and phonemic awareness).
- Effective teaching of foundational skills requires explicit, systematic reading instruction and follows an intentional progression that:
  - moves early readers and writers along a continuum in the areas of print concepts, phonological awareness, phonics and word recognition, and fluency, and
  - provides daily opportunities to practice foundational reading and writing skills and to gain fluency with grade-level text (see Figure 8).
- Structured literacy instruction employs explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer. This approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- Developing oral language, phonological awareness, and vocabulary across each language is particularly important for multilingual learners.
- Foundational skill areas are addressed in the Oregon English Language Arts and Literacy Standards for students in grades K-5.
- Reviewing, adopting, and supporting the implementation of high-quality instructional materials is one of the most important jobs of education leaders.



## **Foundational Skills (continued)**

### **KEY INDICATORS**

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon’s English Language Arts and Literacy Standards for K-5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.
- Educators 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.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).



## Section 6: Writing, Reading Comprehension, Vocabulary, & Background Knowledge

### KEY TAKEAWAYS

- Foundational skills are essential to breaking the code of reading; however, they are insufficient for deep literacy learning without the integration and connection to other literacy skills.
- As students master foundational skills, instructional time shifts toward the development of other literacy skills as students begin to use texts to learn content.
- Building background knowledge should be enacted in culturally responsive ways by asking questions like, “Whose knowledge is being privileged?” then ensuring multiple perspectives are included.
- Building vocabulary ensures students are able to make meaning of the words and comprehend the text they are reading.
- Building and expanding students’ background knowledge allows them to comprehend the words they are reading as they develop foundational skills.
- Writing practice helps students solidify and make sense of foundational skills, allows them a creative outlet to emulate story and text structure, and creates opportunities to connect in meaningful ways with the world around them.
- Reading comprehension and writing instruction permeates all grades.



## ***Writing, Reading Comprehension, Vocabulary, & Background Knowledge (continued)***

### **KEY INDICATORS**

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects
- Educators continually reflect on the question, “Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?”



## Section 7: Core Instruction & Assessment

### KEY TAKEAWAYS

- Guaranteed access to quality core instruction matters; consistent, uninterrupted access to core instruction, inclusive of exposure to grade-level text, tasks, and talk is a core equity issue for children learning to read and write.
- It is important to ensure coherence in high-quality instructional materials, strategies, language of instruction, and routines across the support continuum to create a connected literacy learning experience for students.
- The formative assessment process is the strongest tool to support and accelerate learning and growth.
- To design effective literacy instruction for all students, educators need skill and understanding in several key areas: how reading develops, how to align instruction to grade-level standards, how to identify where each student is on the learning progression, and how to effectively use differentiated practices and tiered instructional supports to move all students forward in their literacy learning.
- All instructional support for students with reading and writing difficulties should be provided in addition to high-quality core literacy instruction.
- It is important to ensure coherence in high-quality instructional materials, strategies, and routines across the support continuum to create a connected literacy learning experience for students.
- It is through assessing student learning on multiple occasions using multiple methods that a true picture of student strengths and their learning edges are revealed.
- At their best, formative assessment practices and literacy tests can help learners understand where they are in the learning process and identify their next moves in reading and writing.



## ***Core Instruction & Assessment (continued)***

### **KEY INDICATORS**

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption
- Educators avoid “curricular chaos” by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.



## Section 8: Reaching All Learners

### KEY TAKEAWAYS FOR *MULTILINGUAL LEARNERS*

- All students are language learners. Multilingual learners simply require an intentionality in language instruction that is ultimately of benefit to all students in the classroom.
- Multilingual learners deserve affirmation and intentional linkage between known language and new skills.
- All students have a right to core literacy instruction. Any needed language interventions must be offered outside core literacy instruction blocks.
- Multilingual learners desire and deserve challenging content and context embedded language development alongside any needed foundational language skills.
- Literacy development for those with two languages is different from the monolingual speaker. Maximizing learning requires knowledge of each student's language context.
- English proficiency may take longer to reach than that of monolingual peers. Assessment must be informed and nuanced to account for the possibility of language development range.
- Multilingual learners benefit from classroom settings where oral language use is emphasized, and student-to-student interaction is promoted.
- The benefits of multilingual language learning are varied and research supported.





## ***Reaching All Learners (continued)***

### **KEY TAKEAWAYS FOR SUPPORTING STUDENTS WITH READING DIFFICULTIES, READING DISABILITIES AND DYSLEXIA**

- The aims of literacy instruction apply to all children; with modifications, accommodations, supports, and technologies, every child must have access to literacy learning.
- Early screening matters. Districts must universally screen for risk factors indicative of reading difficulties, including dyslexia, in kindergarten.
- Prevention of early reading difficulties must include increasingly intensified and individualized instructional support matched to students' areas of strength and need.
- To the maximum extent appropriate, all instructional support for students with reading and writing difficulties should be provided in addition to high-quality core literacy instruction.
- Instructional supports must be informed by multiple data sources and matched to areas of strength and need.
- Identifying where each student is on the learning progression supports effective use of differentiated practices and tiered instructional supports.
- Ensuring accessibility through alternative formats and technology is an important way to enhance access.
- Through the use of culturally responsive and comprehensive, coherent systems of instruction and assessment, school teams can more accurately identify students who are experiencing a specific learning disability.



## ***Reaching All Learners (continued)***

### **KEY TAKEAWAYS FOR *TALENTED AND GIFTED***

- Multilingual learners are disproportionately underrepresented in Talented and Gifted programs. It is important, therefore, for educators to be responsive to ways that multilingual learners demonstrate giftedness.
- Students may enter the classroom meeting and exceeding grade-level benchmarks; they deserve access to strategic instructional practices that provide appropriate academic challenges and opportunities to foster academic growth.
- Differentiating instruction, including depth of knowledge, critical and creative thinking skills, and accelerated rates of learning is critical to sustain engagement for gifted readers.
- Ultimately, giftedness is more than a reading level or an enrichment activity. When teachers look at a gifted student's needs, they need to assess the whole student, and be aware of students who may be twice-exceptional.



## ***Reaching All Learners (continued)***

### **KEY INDICATORS**

Indicators in a research-aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction
- Educators make connections between English and a child's home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student's home language and English.
- Striving readers have access to extended learning programs that use research-aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high-dosage tutoring programs that use qualified tutors and developmentally appropriate practices.

# Oregon Standards

Purpose: This document is intended as a resource for the Early Literacy Educator Preparation Council and compiles current Oregon standards that may relate to the Council’s work. They do not encompass all standards for educator preparation programs and teacher and principal candidates, but rather those that are most relevant for the Council’s scope ([see slides 12-15](#) from the Council’s September 25 meeting as a reminder of scope). The Council meetings have begun to review the reading-focused standards at our October 18 meeting, which were distilled on slides in this [pre-reading packet](#) on slide 11.

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## Reading Instruction: Program Standards

### [Oregon Administrative Rule 584-420-0015](#)

(1) **Purpose of the Standards:** ORS 342.147 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.

(2) **Scope of standards:** The reading instruction standards apply to all Oregon educator preparation programs preparing candidates for:

(a) Elementary-Multiple Subjects (includes early childhood education);

(b) Reading Intervention; and

(c) Special Education: Generalist.

(3) Oregon educator preparation programs as provided in subsection (2) must provide the necessary program components that will enable candidates to:

(a) Provide classroom instruction that aligns with the adopted standards of Oregon State Board of Education for early childhood, first, second and third grade literacy and reading standards; and

(b) Implement evidence-based reading instructional strategies to enable public school students to become proficient readers by the end of third grade.

**Statutory/Other Authority:** ORS 342.165

**Statutes/Other Implemented:** ORS 342.147

**History:**

[TSPC 1-2023, amend filed 02/07/2023, effective 03/01/2023](#)

TSPC 1-2017, f. & cert. ef. 2-1-17

TSPC 4-2016(Temp), f. 8-31-16, cert. ef. 9-1-16 thru 2-27-17

## Dyslexia and Other Reading Disabilities

### [Oregon Administrative Rule 584-420-0016](#)

1) **Purpose:** ORS 342.147 requires the Commission to establish standards for approval of an educator preparation provider (EPP) that require early childhood education, elementary education, special education or 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.

NOTE: This rule is established pursuant to Section 8, Chapter 245, Oregon Laws 2015 (Enrolled HB 2412) and Chapter 317, Oregon Laws 2017 (Enrolled SB 221).

(2) **Scope of standards:** The requirements for instruction on dyslexia and other reading difficulties apply to Oregon EPPs preparing candidates for:

(a) Elementary-Multiple Subjects (includes early childhood education);

(b) Reading Intervention; and

(c) Special Education: Generalist.

(3) 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:

(a) Instruction on reading difficulties; and

(b) Instruction on dyslexia instruction, as provided in subsection (4).

(4) **Standards for Dyslexia Instruction:** Candidates must demonstrate the ability to:

(a) Identify the characteristics that may predict or are associated with dyslexia;

(b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia;

(c) Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and

(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.

(5) The standards for dyslexia instruction provided in subsection (4) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.

(6) Program alignment with the dyslexia instruction standards provided in subsection (4) must be consistent with the knowledge and practice standards of an international organization on dyslexia.

(7) **Implementation of Standards:** The Commission may not deny approval of an educator preparation program for failure to comply with the standards for instruction on reading difficulties and instruction on dyslexia, as provided in subsection (5), for three years from the date that the Commission first adopts the standards or rules if the educator preparation program:

(a) Develops a plan to comply with the standards and rules; and

(b) Submits the plan to the Commission within one year of the commission adopting the standards and rules.

(8) A plan submitted under this section may phase in implementation of the requirements if complete implementation is scheduled within three years of the Commission first adopting the dyslexia instruction standards and rules under ORS 342.147 (1)(b) and (2).

**Statutory/Other Authority:** ORS 342

**Statutes/Other Implemented:** ORS 342.120 – 342.430; 342.455-342.495, 342.553 & SB 221 (2017)

**History:**

[TSPC 23-2021, minor correction filed 11/30/2021, effective 11/30/2021](#)

[TSPC 2-2018, amend filed 04/17/2018, effective 04/17/2018](#)

TSPC 1-2017, f. & cert. ef. 2-1-17

TSPC 5-2016(Temp), f. & cert. ef. 11-9-16 thru 2-27-17

TSPC 4-2016(Temp), f. 8-31-16, cert. ef. 9-1-16 thru 2-27-17

## Culturally Sustaining Practices to Promote Equity

### [Oregon Administrative Rule 584-410-0070](#)

(1) Across curriculum, experiences, and assessments, the EPP [Educator Preparation Program] integrates and models culturally sustaining practices to facilitate meaningful and equitable learning opportunities for all.

(2) EPPs actively recruit and identify strategies to retain faculty, staff, and educator candidates who:

(a) Understand, through direct knowledge or lived experience, the unique assets and needs of the students and communities that they serve; and

(b) Have backgrounds and experiences that represent the increasingly diverse student population.

(3) EPP faculty, staff and educator candidate recruiting strategies considers the growth of BIPOC and multilingual student demographics throughout the state.

(4) EPPs provide opportunities for candidates to work with diverse individuals (EPP staff and faculty, PreK-12 staff, students, and families, other candidates) in order to:

(a) Recognize and reflect on the multiple and critical perspectives of PreK-12 students, staff and families;

(b) Develop an asset-based framework for approaching instruction including resources to sustain principles of equity, fairness, and inclusion in learning environments;

(c) Reflect on their scope of influence in ways that acknowledge and respect the multiple identities students hold; and

(d) Understand how their classroom practices contribute to school climate and student sense of belonging.

(5) EPPs ensure that their program curriculum, pedagogy, course content, assessment and field experience are designed, evaluated, and reviewed with:

(a) A group of faculty that represent the candidate population across the EPP relative to background characteristics and experiences;

(b) A lens of cultural sustainability and with unique needs of the local community and its students in mind;



(c) An understanding of the initiatives and programs within the Oregon Department of Education that focus on improving successful outcomes for all students, including African American/Black, American Indian/Alaska Native, English Language and Multilingual Learners, Latino/a/x and Indigenous, LGBTQ2SIA+, and Native Hawaiian/Pacific Islander, and other programs aimed at supporting historically underserved groups as identified by the Statewide Education Initiatives Account; and

(d) Demonstrates, through action, removal of barriers and promotion of access for individuals who have been historically excluded from education opportunities (e.g., program accessibility, class model, mentorship).

(6) EPPs create opportunities for faculty, staff and candidates to critically discuss:

(a) The foundational understanding that Native Americans have lived in Oregon since time immemorial, and that an understanding of the diversity of Oregon Native American history is critical for understanding the history of Oregon and United States education and its systems;

(b) Differing, non-dominant, and multicultural perspectives on teaching and learning and their influences on intentional and ongoing personal and professional growth;

(c) The integration of underrepresented worldviews that expand beyond mainstream and local culture and dominant discourse;

(d) Education equity, accessibility, and justice within a local context; and

(e) Disproportionality within education systems including structured opportunities to analyze disaggregated data for the purpose of mitigating disparity of academic outcomes, and reducing overidentification of students of color within absenteeism, discipline, special education, and other forms of school exclusion.

**Statutory/Other Authority:** ORS 342.147 & ORS 342.147

**Statutes/Other Implemented:** ORS 342.147 & ORS 342.433; 342.437

**History:**

[TSPC 18-2023, amend filed 10/23/2023, effective 11/01/2023](#)

[TSPC 2-2018, adopt filed 04/17/2018, effective 04/17/2018](#)

## Social and Emotional Development to Promote Equity

### [Oregon Administrative Rule 584-410-0075](#)

(1) Across curriculum, experiences, and assessments, the EPP embeds and models the social and emotional competencies outlined below to promote equity-focused personal and professional growth.

(2) **Self-Awareness** – Using a lens of examining personal identity, the EPP will ensure that faculty, staff, and candidates:

(a) Recognize and examine personal, cultural, and linguistic assets and other social markers that may influence identity development and emotion regulation as it relates to one's culture, family of origin and historical experiences;

(b) Identify, recognize, and examine prejudices and biases through personal reflection by linking feelings, values, and thoughts of one's identity as an educator including their influence as an educator on larger systems (e.g., classroom, school, community); and

(c) Examine self-efficacy to develop professional identity and dispositions which enhance one's capacity to execute behaviors that demonstrate respect for different people, places and contexts.

(3) **Self-Management** – Using a lens of fostering agency, the EPP will ensure that faculty, staff, and candidates:

(a) Demonstrate competence in self-regulation strategies including identifying personal and professional stressors, and having the discipline to recognize and express emotions appropriately in a professional setting; and

(b) Continuously examine their own practice, sense of agency, initiative, and utilization of a growth mindset to explore areas of professional development; and

(c) Utilize planning and organizational skills to set and achieve personal, professional, and collective goals and proactively seek help from key partners to achieve those goals.

(4) **Social-Awareness** – Using a lens of cultivating belonging, the EPP will ensure that faculty, staff, and candidates:

(a) Acknowledge the value in others' perspectives including their assets and strengths;

(b) Identify opportunities to express gratitude and model empathy in situationally appropriate ways that promote a healthy understanding of emotions and feelings within shared environments; and

(c) Understand the influence that organizations, systems, and social norms, including those that are historically oppressive or unjust, have on attitudes, beliefs and behavior.

(5) **Relationship Skills** – Using a lens of collaborative problem-solving, the EPP will ensure that faculty, staff, and candidates:

(a) Develop and foster positive professional relationships while recognizing the importance of work-life harmony and the impact of compassion fatigue on burnout and support-seeking behaviors;

(b) Communicate effectively, resolve conflicts constructively and demonstrate group leadership when appropriate; and

(c) Use available power and privilege to elevate and amplify the voices of those who have been historically underserved by the education system by acknowledging and recognizing multiple ways of being and knowing.

(6) **Responsible Decision-Making** – Using a lens of stimulating curiosity, the EPP will ensure that faculty, staff, and candidates:

(a) Analyze available information, data, and facts to find reasonable and feasible solutions to personal and social problems;

(b) Utilize critical thinking skills to anticipate and evaluate the consequences of actions and attitudes, including implications for school and community outcomes; and

(c) Identify their scope of influence and impact by reflecting on their own role as an agent of change to promote personal and community well-being.

**Statutory/Other Authority:** ORS 342.165 & ORS 342.147

**History:**

[TSPC 17-2023, amend filed 10/23/2023, effective 11/01/2023](#)

[TSPC 4-2023, adopt filed 02/07/2023, effective 03/01/2023](#)

# Preliminary Teaching License: Program Standards

[Oregon Administrative Rule 584-420-0020](#)

(1) **Purpose of the Program:** To prepare candidates for the Preliminary Teaching License. Program completers must demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of pre-kindergarten to grade 12 students within the endorsement areas on the license.

(2) To receive state recognition of a Preliminary Teaching License program, the program must include:

(a) Content that will enable candidates to 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;

(b) Integration of principles of cultural competency and equitable practice in each standard through the entire Preliminary Teaching License program;

(c) A requirement for candidates to complete:

(A) A teacher performance assessment, as provided in 584-400-0120; and

(B) Student teaching, as provided in 584-400-0140, *Clinical Practices*;

(d) A requirement for candidates to demonstrate knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(e) A requirement for candidates to qualify for at least one endorsement, as provided:

(A) To be eligible for a program-required endorsement, as defined in 584-400-0020 *Definitions*, the candidate must complete the state-recognized endorsement program.

(B) To be eligible for a single-subject endorsement, as defined in 584-400-0020 *Definitions*, the candidate must:

(i) Complete the Commission-adopted test or assessment for the endorsement;

(ii) Complete student teaching in the endorsement area, as provided in 584-400-0140, *Clinical Practices*;

(iii) Demonstrate knowledge of the Oregon Department of Education's curriculum standards for the endorsement area, if the Oregon Department of Education has adopted standards in the subject area.

**(3) Standard 1: The Learner and Learning:**

(a) *Learner Development:* The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) *Learning Differences:* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) *Learning Environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [InTASC Standard #3]

**(4) Standard 2: Content**

(a) *Content Knowledge:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]

(b) *Application of Content:* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

**(5) Standard 3: Instructional Practice**

(a) *Assessment:* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(b) *Planning for Instruction:* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) *Instructional Strategies:* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and

their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

**(6) Standard 4: Professional Responsibility**

(a) *Professional Learning and Ethical Practice*: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) *Leadership and Collaboration*: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

**Statutory/Other Authority:** ORS 342

**Statutes/Other Implemented:** ORS 342.120 – 342.430; 342.455-342.495; 342.553

**History:**

[TSPC 3-2019, amend filed 04/08/2019, effective 04/08/2019](#)

[TSPC 7-2018, minor correction filed 06/13/2018, effective 06/13/2018](#)

TSPC 1-2017, f. & cert. ef. 2-1-17

TSPC 1-2016, f. & cert. ef. 2-10-16

TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

## Elementary Education- Multiple Subjects: Program Standards

### [Oregon Administrative Rule 584-420-0345](#)

(1) Candidates who are prepared for the Elementary Education – Multiple Subjects endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in elementary education learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for an Elementary Education – Multiple Subjects endorsement only if it includes:

(a) Content that will enable candidates to 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;

(b) Content that will enable candidates to meet reading instruction requirements as provided in OAR 584-420-0015;

(c) Content that will enable candidates to meet dyslexia instruction requirements as provided in OAR 584-420-0016;

(d) A requirement for candidates to complete the Commission-approved test for Elementary-Multiple Subjects or meet the requirements of at least one Multiple Measures content knowledge assessment option for this endorsement area;

(e) A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-400-0120;

(f) Field experiences that include supervised teaching or internships in elementary education classrooms; and integration of principles of cultural competency and equitable practice in each competency standard through the entire Elementary Education – Multiple Subjects Endorsement program.

**(3) DEVELOPMENT, LEARNING, AND MOTIVATION. Standard 1: *Development, Learning, and Motivation*** – Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**(4) CURRICULUM. Standard 2: *Reading, Writing, and Oral Language*** – Candidates 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.

(5) **Standard 3: Science** – Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

(6) **Standard 4: Mathematics** – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

(7) **Standard 5: Social Studies** – Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

(8) **Standard 6: The Arts** – Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

(9) **Standard 7: Health education** – Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

(10) **Standard 8: Physical education** – Candidates know, understand, and use – as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

(11) **INSTRUCTION. Standard 9: Integrating and applying knowledge for instruction** – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

(12) **Standard 10: 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.



(13) **Standard 11:** *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.

(14) **Standard 12:** *Active engagement in learning* – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K–6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

(15) **Standard 13:** *Communication to foster collaboration* – Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

(16) **ASSESSMENT. Standard 14:** *Assessment for instruction* – Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

(17) **PROFESSIONALISM. Standard 15:** *Professional growth, reflection, and evaluation* – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

(18) **Standard 16:** *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.

**Statutory/Other Authority:** ORS 342.165

**Statutes/Other Implemented:** ORS 342.147

**History:**

[TSPC 14-2022, amend filed 10/20/2022, effective 11/01/2022](#)

[TSPC 24-2021, minor correction filed 11/30/2021, effective 11/30/2021](#)

TSPC 1-2017, f. & cert. ef. 2-1-17

TSPC 4-2016(Temp), f. 8-31-16, cert. ef. 9-1-16 thru 2-27-17

TSPC 1-2016, f. & cert. ef. 2-10-16

TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

# English Language Learners

## [Oregon Administrative Rule 584-410-0080](#)

(1) **Purpose of the Standards:** It is the Commission's policy that every PreK-12 educator has a responsibility to meet the needs of Oregon's English Language Learner (ELL) students. As such, accreditation and educator preparation requirements must support the demand for well-prepared educators to work with second language learners of all ages.

(2) These standards apply to preservice and in-service candidates working to become teachers, administrators, personnel service educators and Educator Preparation Provider (EPP) faculty.

(3) **Standards: ELL Knowledge, Skills, Abilities and Dispositions:**

(a) Standard 1: Language: Candidates, and higher education faculty, must know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ELL and bilingual students' language and literacy development and content area achievement. Candidates and higher education faculty:

(A) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions;

(B) Are familiar with characteristics of students at different stages of second-language acquisition and English Language Proficiency (ELP) levels;

(C) Recognize the role of the first language (L1) in learning the second language (L2); and

(D) Are aware of personal, affective and social variables influencing second language acquisition.

(b) Standard 2: Culture: Candidates and higher education faculty know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement. Candidates and higher education faculty:

(A) Understand the impact of culture on language learning;

(B) Recognize and combat deficit perspectives and views on second language learner students;

(C) Understand that learners' skills, knowledge and experiences should be used as resources for learning; and

(D) Understand how one's own culture impacts one's teaching practice.

(c) Standard 3: Planning, Implementing, and Managing Instruction: Candidates and higher education faculty know and understand the use of standards-based practices and strategies related to planning, implementing, and managing English as a Second Language (ESL) and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. Candidates and higher education faculty:

(A) Are familiar with different ELL program models for language acquisition, English Language Development (ELD) and content pedagogy (sheltered and bilingual models);

(B) Incorporate basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to learners at different levels of English language proficiency within a gradual release of responsibility model;

(C) Are familiar with state-adopted English Language Proficiencies standards and are able to develop lessons that include both content and language objectives related to those standards; and

(D) Incorporate primary language support within instruction.

(d) Standard 4: Assessment: Candidates and higher education faculty understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages. Candidates and higher education faculty:

(A) Understand the role of language in content assessments; and

(B) Implement multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.

(e) Standard 5: Professionalism: Candidates and higher education faculty demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment. Candidates and higher education faculty:

(A) Understand the importance of fostering family and school partnerships; and

(B) Understand the importance of collaborating and consulting with English Language Development specialists.

(f) Standard 6: Technology: Candidates and higher education faculty use information technology to enhance learning and to enhance personal and professional productivity. Candidates and higher education faculty:

(A) Demonstrate knowledge of current technologies and application of technology with ELL students;

(B) Design, develop, and implement student learning activities that integrate information technology; and

(C) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

**Statutory/Other Authority:** ORS 342

**History:**

[TSPC 2-2018, adopt filed 04/17/2018, effective 04/17/2018](#)

## Special Education Program Standards

### [Oregon Administrative Rule 584-420-0460](#)

(1) Candidates who are prepared for special education: generalist endorsements will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the special education population.

(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a special education: generalist endorsement only if it includes:

(a) Content that will enable candidates to 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;

(b) Content that will enable candidates to meet reading instruction requirements as provided in OAR 584-420-0015;

(c) Content that will enable candidates to meet dyslexia instruction requirements as provided in OAR 584-420-0016, a requirement for candidates to complete the Commission-approved subject- matter test for special education;

(e) A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-017-1100;

(f) Field experiences that include supervised teaching or internships in classroom environments with students who are “individuals with exceptionalities” across the full range of disabilities.

(g) Integration of principles of cultural competency, cultural responsive pedagogy and equitable practices are imbedded in each competency standard through the entire special education: generalist endorsement program.

(3) Standard 1: Candidates demonstrate the ability to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(4) Standard 2: Candidates demonstrate the ability to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(5) Standard 3: Candidates demonstrate the ability to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

(6) Standard 4: Candidates demonstrate the ability to use multiple methods of assessment and data sources in making educational decisions.

(7) Standard 5: Candidates demonstrate the ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

(8) Standard 6: Candidates demonstrate the ability to use foundational knowledge of the field and their professional, ethical principles and practice standards to inform their special education practice, to engage in life-long learning, and to advance the profession.

(9) Standard 7: Candidates demonstrate the ability to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**Statutory/Other Authority:** ORS 342

**Statutes/Other Implemented:** ORS 342.120 – 342.430; 342.455-342.495 & 342.553

**History:**

TSPC 1-2017, f. & cert. ef. 2-1-17

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TSPC 1-2016, f. & cert. ef. 2-10-16

TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

## Principal License: Program Standards

### [Oregon Administrative Rule 584-430-0100](#)

(1) **Purpose of the Program:** To prepare candidates for the Principal License. Program completers must demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of pre-kindergarten to grade 12 students.

(2) To receive state recognition of a Principal License Program, the program must include:

(a) Clinical practices as the foundation of the program, with coursework as a support to the practical learning experience. In addition, the EPP must meet the minimum Commission standards for clinical practices, as provided in subsection (10) of this rule; and

(b) Practical experience and content that will enable candidates to 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.

(c) A minimum of 40 quarter or 27 semester hours.

(3) **Standard 1: Mission, Vision, and Core Values.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) an inclusive, shared mission and vision; 2) a set of core values of high-quality education, equity, and inclusion; 3) a support system; 4) a school improvement process designed to prioritize addressing race and other group-based inequities; and 5) the development of partnerships between schools, preschool and early childhood education programs, and postsecondary education, which recognize their importance to successful student learning. Program completers must understand and demonstrate the ability to:

(a) (MISSION AND VISION) Develop, advocate for, and implement a collaboratively developed, and data-informed mission and vision for the school rooted in the values of equity and inclusion;

(b) (VALUES) Articulate, advocate, model, and cultivate a set of core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust;

(c) (SUPPORT SYSTEM) Build, maintain, and evaluate a coherent, inclusive system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student; and

(d) (IMPROVEMENT) Engage staff and school community to develop, implement and evaluate a comprehensive, continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and address gaps in resources, opportunities, and outcomes for historically marginalized groups.

(4) **Standard 2: Ethics, Professional Norms, and Sociopolitical Leadership.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) professional norms; 2) decision-making; 3) educational values; 4) ethical behavior, and (5) sociopolitical awareness. Program completers must understand and demonstrate the ability to:

(a) (PROFESSIONAL NORMS) Enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with other school personnel and students, as provided in 584-020-0035, *the Ethical Educator*;

(b) (DECISION-MAKING) Evaluate the moral and legal consequences of decisions;

(c) (VALUES) Model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity;

(d) (ETHICAL BEHAVIOR) Model ethical behavior in their actions and relationships with other school personnel and students, as provided in 584-020-0035, *the Ethical Educator*; and

(e) (SOCIOPOLITICAL) Understands, values, and responds to the larger political, social, economic, legal, and cultural context including the state of Oregon's and the local community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

(5) **Standard 3: Equity and Cultural Leadership.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) equitable protocols; 2) equitable opportunity and access; 3) culturally responsive practices; 4) an inclusive school community; and 5) promotion of cultural pluralism. Program completers must understand and demonstrate the ability to:



(a) (EQUITABLE PROTOCOLS) Develop, implement, train and evaluate equitable guidelines, procedures and decisions that ensure each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referral, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations;

(b) (EQUITABLE OPPORTUNITY AND ACCESS) Ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success;

(c) (RESPONSIVE PRACTICE) Develop responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status;

(d) (INCLUSIVE SCHOOL COMMUNITY) Build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases, including the capacity to name and address how power, privilege, whiteness, racism, ableism, sexism, ageism, heterosexism, xenophobia and other forms of “othering” operate to sustain inequities for historically marginalized students and families; and

(e) (PLURALISM) Promote the preparation of students to live productively in and contribute to the diverse pluralistic cultural contexts of a global society.

(6) **Standard 4: Instructional Leadership.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments and equity lens necessary for inclusive and culturally responsive: 1) learning systems; 2) instructional practices; 3) assessment systems; and 4) learning supports. Program completers must understand and demonstrate the ability to:

(a) (LEARNING SYSTEM) Develop, align, and implement coherent and inclusive systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student;

(b) (INSTRUCTIONAL PRACTICE) Promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and culturally responsive pedagogy and practice;

(c) (ASSESSMENT SYSTEM) Employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction with a focus on addressing the ways in which the learning and organizational conditions of the school produce disparate outcomes for students based on their race, class, culture and language, gender and sexual orientation, and disability or special status; and

(d) (LEARNING SUPPORTS) Employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.

(7) **Standard 5: Community and External Leadership.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for meaningful, reciprocal, inclusive, and mutually beneficial: 1) communication; 2) engagement; 3) partnerships, including, but not limited to early childhood and postsecondary education providers; and 4) advocacy. Program completers must understand and demonstrate the ability to:

(a) (COMMUNICATION) Maintain effective two-way communication with families and the community;

(b) (ENGAGEMENT) Engage and develop a welcoming environment for families, early learning partners, community, and school personnel in strengthening student learning in and out of school;

(c) (PARTNERSHIPS) Build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development; and

(d) (ADVOCACY) Identify needs of the school, district, students, families, and the community, with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language, gender and sexual orientation, and disability or special status.

(8) **Standard 6: Operations and Management.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) management and operation; 2) equitable distribution of resources; 3) communication systems; and 4) legal compliance. Program completers must understand and demonstrate the ability to:

(a) (MANAGEMENT AND OPERATION SYSTEMS) Develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs;

(b) (EQUITABLE DISTRIBUTION OF RESOURCES) Plan for, seek, acquire, and manage resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized;

(c) (COMMUNICATION SYSTEMS) Develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement; and

(d) (LEGAL COMPLIANCE) Comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success, including the principal's responsibility to:

(A) Assure proper assignment of licensed teachers, administrators and other licensed school personnel within their school;

(B) Supervise the conduct of all school personnel volunteers, who have direct contact with students in their school;

(C) Monitor and supervise the utilization of volunteers for school functions;

(D) Monitor and supervise the access of non-school personnel and visitors to the school campus;

(E) Properly authorize out-of-school suspension and expulsions of the students under their authority;

(F) Properly authorize the expenditure of public funds under their authority; and

(G) Properly conduct investigations of complaints and employee misconduct to assure the safety of Oregon school children.

(9) **Standard 7: Human Resource Leadership.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation. Program completers must understand and demonstrate the ability to:

(a) (HUMAN RESOURCE MANAGEMENT) Develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective, culturally responsive, caring, and diverse educational personnel and creates leadership pathways for effective succession;

(b) (PROFESSIONAL CULTURE) Develop and sustain a professional culture of engagement, trust, equity, inclusion, and commitment to shared vision, goals, and objectives pertaining to the education of the whole child;

(c) (WORKPLACE CONDITIONS) Develop workplace conditions that promote employee leadership, well-being, and professional growth; and

(d) (SUPERVISION AND EVALUATION) Implement research-anchored, equity-focused systems of supervision and evaluation, including mentorship and support of newly-assigned educators, that provide actionable feedback about instruction and culturally responsive and other professional practices, promoting collective accountability.

(10) **Standard 8:** Clinical Practice Program completers who successfully complete a Principal preparation program engaged in a substantial and sustained educational leadership clinical practices experience that developed their ability to promote the success and well-being of each student, teacher and leader through clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

(a) (FIELD EXPERIENCES) Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Principal License Program Standards (1) through (7).

(b) (AUTHENTIC) Candidates are provided a minimum of 2 semester or 3 quarter credits of concentrated (10-15 hours per week) Principal clinical experiences, with a minimum of 300 hours of total clinical practice experiences provided throughout the program. The clinical practice experience must include authentic leadership activities within a building setting and must include experience in both the elementary and secondary levels.

(c) (MENTOR) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the clinical practice; is selected collaboratively by the candidate, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.

(d) (OBSERVATIONS AND EVALUATIONS) Candidates are provided a minimum number of observations and evaluations, as provided:

(A) *Faculty Supervisor:* The faculty supervisor must conduct evaluations and observations of the administrator candidate during their clinical practice, including:

(i) At least two formal *observations* of the candidate, which include information on the administrator's performance from the mentor; and

(ii) At least one formal *evaluation* of the candidate.

NOTE: The faculty supervisor must meet Commission requirements, as provided in 584-400-0140, Clinical Practices.

(B) *Mentor*: The mentor must conduct evaluations and observations of the administrator candidate during the clinical practice, including:

(i) At least two formal *observations* of the candidate; and

(ii) At least one formal *evaluation* of the candidate.

(11) **Implementation of Standards**: The Commission may not deny approval of a Principal License program for failure to comply with the standards until August 1, 2022 if the EPP:

(a) Develops a plan to comply with the standards; and

(b) Submits the plan to the Commission prior to August 1, 2021.

(12) A plan submitted under this section may phase in implementation of the requirements if implementation is completed by August 1, 2022, which is the beginning of the fourth academic year following the date the Commission first adopts the Principal License standards.

**Statutory/Other Authority:** ORS 342

**Statutes/Other Implemented:** ORS 342.120 - 342.430 & 342.455 - 342.495; 342.553

**History:**

[TSPC 9-2023, renumbered from 584-420-0060, filed 02/07/2023, effective 03/01/2023](#)

[TSPC 2-2019, adopt filed 02/25/2019, effective 02/25/2019](#)

## Recommendations Outline & Work Group Structure

The purpose of this document is to provide a sample structure for the Council to develop recommendations for the December 15 deadline. It draws from Council discussions and is intended to be reviewed and discussed by the Council on November 15. This is an overview page, followed by detail.

### Recommendation Outline Option 1

**Where would the Council begin its development of recommendations:**

- By starting with the [Oregon Early Literacy Framework indicators](#)

**Potential process & structure to develop recommendations:**

- Part 1: Develop Guiding Principles that capture Council discussion consensus points so far
- Part 2: Articulate KSD. For each of the 8 sections of the Framework, what are the knowledge, skills, and dispositions (KSD) that educator prep programs should create as conditions for teacher candidates and administrators? Then layer on what to add from other states.
- Proposed work group structure: 3 work groups divided by sections of the framework (all groups will also review Belonging & Family Partnerships):  
**Work Group 1:** Oral Language & Reading Models Based in Research  
**Work Group 2:** Foundational Skills & Writing, Reading Comprehension, Vocabulary & Background Knowledge  
**Work Group 3:** Core Instruction & Assessment; Reaching All Learners

**Resources:**

- [9/25/23 breakout notes](#) - this breakout asked the Council to consider what the Framework (taken as a whole) looks like in practice in classrooms. The notes suggest possible knowledge, skills, and dispositions that are relevant for Council’s discussion of educator prep program approval.
- [10/18/23 breakout notes](#) - Breakouts asked the Council to name their observations about Oregon’s current educator prep. program approval standards related to literacy, how they relate to various sections of the Oregon Early Literacy framework, and what they observe about other states’ standards.
- [Current Literacy Standards & Other States’ Standards described in 10/18 meeting](#) pre-reading packet- please see p. 12 and beyond.
- Additional Oregon standards, please see “[Oregon Standards Compiled](#)”. This includes the literacy-focused standards reviewed by the Council in October, plus standards related to additional topics prompted by Council inquiry.

### Recommendation Outline Option 2

**Where would the Council begin its development of recommendations:**

- By starting with no more than 2 states’ educator preparation program approval standards (which states to be decided by Council, and additional states can be added in layer outlined below).

**Potential process & structure to develop recommendations:**

- Part 1: Develop Guiding Principles that capture Council discussion consensus points so far (same as option 1)
- Part 2: Articulate KSD. For each of the two states that are primary, what are the knowledge, skills, and dispositions (KSD) that educator prep programs should create as conditions for teacher candidates and administrators? Then layer on what to add from the Oregon Early Literacy Framework.
- Proposed work group structure: Same as option 1

**Resources:**

- All of the resources on the left, plus the expertise of Council members who have exposure to how other states approach educator preparation on literacy, specifically. Please also note the section most relevant in this document hyperlinked from the [10/18 pre-reading packet](#) is page 14 and beyond.

## Outline of Option 1

### Description:

This option attempts to center the lens of the indicators for the Oregon Early Literacy Framework as the starting point for the Council. Additional lenses after that first lens are what we can borrow from other states, and expertise of educator preparation program faculty, teachers and administrators, and the Council.

### **Part 1: Guiding Principles (this is just a starting point, Council would edit and add)**

1. Standards should be specific, but not too prescriptive. Finding the right balance is key.
2. Standards should include knowledge, skills, and dispositions that draw on the key indicators from Oregon's Early Literacy Framework.
3. Standards should be focused on what educator preparation programs should be able to teach educators and administrators as a condition for approving programs.
4. Standards will be accompanied by an implementation plan and timeline as part of the June deliverable for the Council. This will consider the planning, resources, and support needed to translate standards into practice.
5. Standards should recognize that developing expert teachers takes time, and will not be possible upon immediate educator preparation program completion. At the same time, it is critical to develop teachers who have the knowledge and skills to teach most children to read.

**Part 2: Knowledge, Skills, Dispositions within the context of what educator preparation programs, for program approval, need to ensure.** These should not be construed as licensing standards of what teachers and school admin should do, as that is part of the Council's March work. This will inform that work.

### **Structural changes (this is just a starting point, Council would edit and add)**

1. Combine [Reading Instruction](#) Standards with [Dyslexia Standards](#) into one cohesive standard. For example, "Literacy Standards.
2. Create subsections of the new Literacy Standards that speak to each of the 8 sections of the Framework, identifying the knowledge, skills, and dispositions (KSD) that educator prep programs should create conditions for teacher candidates and administrators.

**Specific changes (in addition to the structural changes above) (this is just a starting point, Council would edit and add related to other sections of the Framework.**

Oregon educator preparation programs (EPPs) as provided must provide the necessary program components that will enable candidates to demonstrate the ability to ensure that instruction aligns with the Oregon Early Literacy Framework:

**EXAMPLE:** What is below represents section 4 - Reading Models Based in Research only)

1. Educators understand that reading research studies how reading skills develop and helps us to understand, including what happens in the brain when students learn to read.
2. Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
3. Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
4. Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

## Outline of Option 2

### Description:

This option attempts to center no more than 2 states' educator preparation program approval standards (which states to be decided by Council, and additional states can be added in layers outlined below). Additional lenses after that first lens are what the Oregon Early Literacy covers, as well as what we can borrow from other states, and expertise of educator preparation program faculty, teachers and administrators, and the Council.

### **Part 1: Guiding Principles (this is just a starting point, Council would edit and add)**

1. Standards should be specific, but not too prescriptive. Finding the right balance is key.
2. Standards should include knowledge, skills, and dispositions that draw on the key indicators from Oregon's Early Literacy Framework.
3. Standards should be focused on what educator preparation programs should be able to teach educators and administrators as a condition for approving programs.
4. Standards will be accompanied by an implementation plan and timeline as part of the June deliverable for the Council. This will consider the planning, resources, and support needed to translate standards into practice.
5. Standards should recognize that developing expert teachers takes time, and will not be possible upon immediate educator preparation program completion.

**Part 2: Knowledge, Skills, Dispositions within the context of what educator preparation programs, for program approval, need to ensure.** These should not be construed as licensing standards of what teachers and school admin should do, as that is part of the Council's March work. This will inform that work.

### Structural changes (this is just a starting point, Council would edit and add)

1. Council picks two states' program approval standards for literacy and compiles relevant portions of each into a template starting point for structural changes to the standards. The Council will need to grapple with a recommendation about how the existing reading and dyslexia standards fold into this, in addition to the Oregon Early Literacy Framework and how other states' standards fit into the revisions.