

## **Frequently Asked Questions**

### **Early Literacy Educator Preparation Council**

#### **Are the Council's recommendations final?**

The recommendations that move forward following the December 15 meeting will not be final. They will be subject to educator preparation and public input between the December and January Council meetings, possible further refinement by the Council in January, and rulemaking processes led by the Teacher Standards and Practices Commission (TSPC). TSPC is the rulemaking body and the ELEPC is an advisory body as discussed in previous Council meetings.

In addition, please note that the recommendations from the Council are just one of three sets of recommendations they will provide. The full set of deadlines and recommendations due by the Council can be found on [slide 13 of this presentation](#) to the Council.

#### **Will there be rulemaking and a role for TSPC?**

Yes, the recommendations that come out of the Council's work are advisory in nature and TSPC has rulemaking authority and will follow their rulemaking process.

#### **Will there be additional opportunities for feedback and how can we find out about them?**

Yes, TSPC will do additional public engagement as part of their typical process for rulemaking. In addition, the Council will have opportunities for public input on each set of recommendations.

#### **Who is on the Council and how were they selected?**

You can find the roster of Council members on the [Council's website](#). The Council was selected following an open application process and includes literacy experts, educators, educator preparation representatives and lawmakers. The [executive order](#) that established the Council provided guidance on the perspectives needed.

#### **Are the Council recommendations just copying and pasting standards from other states?**

The Council is informed by the work of other states, but the package of their recommendations are not at all copied and pasted from any state in particular. The recommendations are a result of the expertise and lived experience of the Council, informed also by how Oregon currently structures our standards and based on the information shared in information sessions and additional research that Council members have done, which has included how other states approach similar work.

UPDATED 12/12/23

NOTE (12/11/23):

Please note that this draft is currently for the Early Literacy Educator Preparation Council review. Please note that this is not the draft for Educator Prep Program and public input, which will be made available on Dec. 18. This timing is intended to allow the Council at its Dec. 15 meeting an opportunity to review these draft recommendations in totality, which they have not yet had the opportunity to do.

# Early Literacy Educator Preparation Council Recommendations

Part 1:

Educator Preparation Program Approval

Prepared By

Oregon's Early Literacy Educator Preparation Council

December 2023

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## Introduction

Governor Tina Kotek established the Early Literacy Educator Preparation Council through Executive Order 23-12 in May 2023. The Council was created to strengthen the preparation of teachers and school administrators to instruct elementary students on reading and writing. The Council 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. This executive order is part of a comprehensive effort to improve the preparation and supports 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.

## Composition

The Council has 20 members, including teachers, principals, representatives from educator preparation programs, early literacy experts, and a bipartisan group of legislators designated by the Oregon Speaker of the House and the Senate President. The Council is co-chaired by Ronda Fritz (Eastern Oregon University) and Susan Gardner (Oregon State University).

## 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).

Council meeting materials are published on its [website](#), which includes links to meeting recordings.

## Council's Standards Recommendations

For the December 15th deliverable, the Council was asked to develop recommendations to revise educator and school administrator preparation program standards for literacy instruction in grades kindergarten through Grade 5 to align with the Oregon Department of Education Early Literacy Framework and the definition of research-aligned provided in this Order.

Recommended standards shall include knowledge, skills, and dispositions. The Framework includes eight sections, though two sections that we describe as “Conditions for Learning” are demonstrated through disposition standards noted below.

## Oral Language as the Root of Literacy Development

### Dispositions

1. Multilingualism is an asset; all languages and dialects are honored.
2. Indigenous languages are honored.
3. All varieties of English (dialects) are valid, valued, and deserve to be recognized as such.
4. Oral language plays a critical role in learning about self, culture, and tradition.
5. Transformative literacy instruction is rooted in an asset-based approach, in which teachers value the linguistic strengths and cultural assets students bring to the classroom.
6. Educators value 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.

### Knowledge & Skills

#### Knowledge

1. Educators understand that the four domains of language (listening, speaking, reading, & writing) are interrelated, interdependent, and foundational to literacy.
2. Educators understand that literacy development is increasingly understood as a process that begins as the brain develops language – hence the increasingly familiar refrain “literacy begins at birth.”
3. Educators 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.
4. Educators understand that learning to read and write involves learning about print, specifically how words known from speech are represented in a visual-graphical code or written language.
5. Educators understand that children must be explicitly taught to blend sounds into words, and segment and manipulate the sounds of words, also defined as phonemic awareness.
6. Educators understand their classroom’s and school’s demographics, including the growing number of Oregon’s children who are learning more than one language and can add multilingualism as one of their many strengths.
7. Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectal students
8. 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.
9. Educators learn about the cultural and linguistic backgrounds of children in their care.

#### Skills

1. Educators are able to teach the range of phonemic awareness skills (e.g., phoneme isolation, blending, segmentation, addition, deletion, substitution).
2. Educators implement oral language development instruction in the four domains of language (listening, speaking, reading, and writing)

3. Educators access resources that support partnering with families around fostering oral home language and literacy.
4. Educators seek to understand the basic phonology of their students' first language (L1). As an example, this is critical to understand sounds students might have difficulty hearing because they are not native to their language.
5. Educators use storytelling to bring life to students' (and their ancestors') histories, cultures, and traditions.



## Reading Models Based in Research

### Dispositions

1. As defined in the *Oregon Early Literacy Framework*, the definitions of research...
2. Educators believe that all students can develop literacy skills.
3. Educators believe that all students benefit from explicit and systematic literacy instruction tailored to their individual needs and strengths.
4. Educators remain current in the reading models\* based in the *Framework*.
5. Educators recognize that groups have been excluded from research historically that may not be captured in peer-reviewed research.
6. Educators value culturally responsive and indigenous knowledge-based practices that interrelate with literacy.

### Knowledge & Skills

#### Knowledge

1. 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.
2. Educators understand that 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:
  - a. The Five Pillars of Reading (phonemic awareness, phonics, vocabulary, fluency & comprehension)
  - b. The Simple View of Reading
  - c. Scarborough’s Rope
  - d. The Four-Part Processing Model
  - e. The Active View of Reading
3. Educators understand that, generally, these reading models\* emphasize the interaction between word-identification and language comprehension. This interaction results in reading comprehension through:
  - a. knowledge of the writing system of the language of instruction;
  - b. linguistic knowledge;
  - c. background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.
4. Educators understand that 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.
5. Educators understand that executive functions of memory and attention can be enhanced by teaching self-monitoring strategies and motivating students to engage with text.

6. Educators recognize and address their own knowledge gaps, including from knowledge bases traditionally excluded (i.e., Indigenous knowledge, community cultural wealth).
7. Educators implement 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) into instruction.

### **Skills**

1. Educators implement principles of current literacy research including neurological and cognitive science, often termed “the science of reading,” to foster the development of literacy skills of all students.
2. Educators implement 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) into instruction.
3. Educators deliver explicit and systematic literacy instruction based on the current models\* of reading and tailored to their students’ individual needs and strengths.
4. Educators facilitate reading comprehension through utilizing the interaction of (a) the writing system, (b) linguistic knowledge, and (c) background knowledge, (i.e., the type of text, nature of the task, sociocultural context, and executive functions).
5. Educators utilize current reading models to facilitate reading and writing fluency.
6. Educators teach self-monitoring strategies to improve attention and executive functioning, thereby motivating students to engage with text.
7. Educators engage in self-reflection to address their own knowledge gaps, including from knowledge bases traditionally excluded (i.e., Indigenous knowledge, community cultural wealth).

*\*These reflect the best thinking and research at this time and as practices and research improve, implementation will evolve to reflect the latest research and best practices.*

## Foundational Skills

### Dispositions

#### *Teachers and administrators:*

1. Understand that building inclusive, supportive environments in schools is essential for teaching and learning to take place.
2. Understand that all children can be taught to read with evidence-based instruction.
3. Understand that culturally responsive materials and practices provide environments that foster belonging and enable students to see the relevance of reading and writing in their lives.
4. Understand that children learn best when they are part of a positive environment where everyone feels safe, seen, valued, and respected.
5. Strive to do no harm and to act in the best interests of all readers, including multilingual learners, struggling readers, and readers with dyslexia and other reading disorders.
6. Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
7. Respect objectivity by reporting assessment and treatment results accurately and truthfully.
8. Understand that acquisition of reading, unlike the acquisition of oral language, is not a natural human process. Reading and that reading and writing must be taught explicitly and systematically to ensure proficiency in literacy.

The above standards were drafted to align with sections 1 & 2 of the Oregon Early Literacy Framework. #4-6 were derived from IDA KPS.

### Knowledge & Skills

#### **Instruction** *Teachers and administrators need to: (IDA KPS Standards #4)*

1. Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, multimodal language learning techniques, and teacher-directed instruction.
2. Know/apply in practice the critical elements of explicit instruction: providing organized, focused lessons, eliciting frequent responses, monitoring student performance, providing feedback, and adjusting instruction.
3. Know/apply in practice considerations for using effective instructional routines to enhance student engagement and memory.
4. Understand/apply instructional adaptations to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

#### **Phonological-Awareness** *Teachers and administrators need to:*

5. Correctly identify, classify, and compare all the consonant phonemes and all the vowel phonemes of English. Gain information on the phonemes in the student's language of origin when feasible..
6. Know/apply in practice the levels of phonological sensitivity.

7. Know/apply in practice the progression of phonemic-awareness skill development across ages and grades, including phonemic-awareness difficulties.
8. Know/apply in practice the principles of phonemic-awareness instruction, including the general and specific goals of such instruction.

**Decoding and Word Recognition** *Teachers and administrators need to:*

9. Know/apply in practice the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
10. Know/apply in practice systematic, explicit, and cumulative instruction on phoneme-grapheme associations.
11. Know/apply in practice procedures for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
12. Know/apply in practice procedures for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed
13. Know/apply in practice procedures for teaching irregular words in small increments using special techniques.
14. Know/apply in practice procedures for systematically teaching the decoding of multisyllabic words.
15. Know/apply in practice the different types and purposes of texts, emphasizing the role of decodable text in teaching beginning readers. |

**Fluency** *Teachers and administrators need to:*

16. Know/apply in practice the role of fluent word-level skills in automatic word reading, orthographic mapping, oral reading fluency, reading comprehension, and motivation to read.
17. Know/apply in practice varied techniques and methods for building reading fluency.
18. Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
19. Know/apply in practice appropriate uses of assistive technology for students with serious limitations in reading fluency

In addition to the above knowledge, administrators need to:

1. Identify critical elements of an effective literacy foundational skills lesson as indicated in the above standards.
2. Provide effective feedback regarding implementation of instructional materials and techniques, as well as structured routines for instructional delivery.

## Writing, Reading Comprehension, Vocabulary, & Background Knowledge

### Dispositions

*Not identified*

### Knowledge & Skills

**Vocabulary** *Teachers and administrators need to be able to:*

1. Know/apply in practice the critical role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
2. Know/apply the sources of wide differences in students' vocabularies.
3. Know/apply the critical role and characteristics of indirect (contextual) methods of vocabulary instruction.
4. Know/apply the role and characteristics of direct, explicit methods of vocabulary instruction.
5. Demonstrate understanding of developing vocabulary skills through the systems of language, including phonology, orthography, syntax, semantics, morphology, etymology, and the relationships among them. (language borrowed from Ohio Standards.)

**Comprehension** *Teachers and administrators need to be able to:*

6. Know/apply in practice the factors that contribute to deep comprehension.
7. Know/apply in practice instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
8. Know/apply in practice understanding of selecting rich texts appropriate for instruction that includes a wide range of genres (informational text, narrative text, and argumentation) to facilitate comprehension. (Language from Ohio 5.2)
9. Know/apply in practice the critical role of sentence comprehension in listening and reading comprehension.
10. Know/apply in practice the importance of using explicit comprehension strategy instruction, as supported by research.
11. Know/apply in practice the teacher's role as an active mediator of text-comprehension processes.
12. Know/apply in practice strategies for developing background knowledge to enhance comprehension in reading, and expression of ideas in writing. (This standard was subcommittee developed as nothing related to background knowledge was included in either IDA KPS or Ohio standards.)

**Writing** *Teachers and administrators need to be able to:*

13. Know/apply in practice the major domains that contribute to written expression, including transcription and translation skills.
14. Know/apply in practice research-based principles for teaching letter formation, both manuscript and cursive.
15. Know/apply in practice research-based principles for teaching written spelling and punctuation.
16. Know/apply in practice the developmental phases of the writing process.

17. Know/apply methods for teaching the production of clear and coherent writing across genres in which the development, organization, and style are appropriate to the task, purpose, and audience.
18. Know/apply in practice appropriate uses of assistive technology in written expression.
19. Know/apply understanding that reading and writing are reciprocal skills and that explicitly teaching the relationship to children is critical. (This standard was also drafted by the subcommittee as it was felt it was important to attend to the craft of writing and this was not included in the IDA KPS or Ohio standards.)

In addition to the above knowledge, administrators need to:

1. Identify critical elements of effective reading and writing lessons that are based on principles of best evidence for teaching and learning outlined in above standards.
2. Provide effective feedback regarding implementation of instructional materials and techniques, as well as structured routines for instructional delivery.

## Core Instruction & Assessment

### Dispositions

Educators know, believe, and understand....

1. the need for a coherent high-quality use of instructional materials that are aligned with standards and create a continuum of learning.
2. that assessment is a component that is used in creating the most targeted and appropriate instruction for students. Assessment is a useful tool in meeting the needs of students.
3. that children should develop a love of learning during their early school years.
4. when assessing students, educators appreciate their opportunity to uplift a child's sense of self and agency as a learner by highlighting what they can do well and what they are ready to learn next
5. the foundational belief that students should not be removed from grade level core academics. "Equitable access" for All students have the right to be with their age-level peers, even if additional supports are needed. Core instruction is a valuable use of students' time to be engaged with same-age peers.
6. foster the attitude that foundational reading skills are critical for success in life.
7. that they are responsible for literacy learning for all the students in their classroom; teachers have the agency and belief that they can support and take responsibility for...
  - a. Similarly, this comes from and is reinforced by the principal.

### Knowledge & Skills

#### Knowledge

Educators understand and develop knowledge...

1. how to evaluate curriculum and curricular design using established criteria; EPP coursework prepares teachers to be "critical consumers" of curriculum.
2. Educators understand the research on high quality instructional materials. (coherent set of lessons that target grade level skills through instructional strategies that are well supported by research (from Mass DESE).
3. Know that sometimes a student needs both core instruction and additional time. Teachers understand how to use differentiation for students at different levels of need.
4. of knowing how to assess and use assessment results to target instruction;
5. Understand the purposes and differences among assessments for screening, diagnostic, progress monitoring, formative, and summative.
6. Educators understand the formative assessment is the strongest tool to support and accelerate learning and growth. (cite page 57/58)
7. that strong assessment systems tend to the 3Cs of effective assessment: coherent, comprehensive, and continuous.

#### Skills

1. 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.

2. Plan for and implement differentiated instruction.



## Reaching All Learners

### Dispositions

Educators know, believe, and understand that...

1. All students have a right to core literacy instruction. Any needed language interventions must be offered outside core literacy instruction blocks.
2. Multilingual learners deserve comprehensive literacy instruction alongside their monolingual peers, with the full guarantee of daily core instruction as an essential driver for literacy learning. Educators should reject the pervasive and misguided belief that multilingual learners must first demonstrate grade-level English proficiency before they can access grade-level work or text.
3. Part of an educator's role is to advocate within current systems what students should have access to for early literacy.
4. Multilingual learners desire and deserve challenging content and context embedded language development alongside any needed foundational language skills.
5. When designing literacy instruction for multilingual learners, students' literacy skills and language development need to be supported with emphasis on explicit teaching of both oracy and literacy with alignment to ELPA standards.
6. How to recognize and build from the assets of multilingualism and that literacy development for students with two or more languages is distinctly different from literacy development of monolingual students.
7. With the appropriate accommodations, modifications and supports, all students should have access to early literacy learning. While the path may look different (to early literacy learning, every child should have access), including the IEP process.
8. Supporting students experiencing reading difficulties, such as dyslexia, is crucial to ensuring every child has the opportunity to thrive academically and personally.
9. Understand that some students may need more support than general education provides in order to achieve grade level literacy expectations. Working collaboratively with a team, the educators employ a fair and sensitive approach to problem solving that respect and incorporates the diverse cultural backgrounds of all students.
10. Supporting students with disabilities, including drafting of the IEP, is a collaborative process.
11. Giftedness is more than an achievement level and that multilingual students are disproportionately underrepresented in TAG services. Giftedness can have varied meanings across cultures.

### Knowledge & Skills

#### Knowledge

Educators understand that...

1. Multilingual learners benefit from classroom settings where oral language use is emphasized, and student-to-student interaction is promoted.
2. Instructional practices that support multilingual learners also support monolingual English speakers.
3. Ensuring accessibility through alternative formats and technology is an important way to enhance

access.

4. Literacy development for those with two languages is different from the monolingual speaker. Maximizing learning requires knowledge of each student's language context.
5. 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.
6. The benefits of multilingual language learning are varied and research supported.
7. The aims of literacy instruction apply to all children; with modifications, accommodations, supports and technologies, every child must have access to literacy learning.
8. Understand that there is a process for early screening with dyslexia that is mandated by the state: complete universal screening, provide instructional supports for students who demonstrate the need for additional support and monitor progress, administer informal diagnostic measures and connect with families, intensify instructional support as needed based on student-level assessments, begin individual problem solving/data based individualization to adapt intervention as needed, progress monitor for students who do not make adequate progress.
9. Understand that early screening matters and prevention of early reading difficulties must include intensified and individualized instructional support
10. Understand and be aware that alternative formats and technology is an important way to enhance access.

## **Skills**

Educators can....

1. Intentionally design English literacy instruction to support multilingual learners to include a focus on linguistic transfer, including cognates; explicit instruction about phonemes that are not present within a student's home language; and incorporating students' home language(s) when possible through paired readings.
2. Employ a variety of tools to support all learners.
3. The ability to use tools to identify where students are at in their learning progressions and collaborate to provide interventions, supports, and enrichments.
4. Implement comprehensive, evidence based support so that students with reading difficulties, including dyslexia can achieve at the highest levels.
5. Specially designed instruction should enhance and build upon general education instruction. Selection, implementation and teacher knowledge of instructional materials for specially designed instruction is an area of need.

## Appendix A- Council Members

Name	Agency
Governor Kotek or her designee	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 Sahnou	Corvallis School District
Julie Ragan	Lebanon School District
Heidi Brown	Crow-Applegate-Lorane School District
Jennifer Whitten	Beaverton School District
Valerie Switzler	Tribal Representative
Dr. Wayne Strickland	Teacher Standards and Practices Commission (TSPC)
Ben Cannon	Higher Education Coordinating Commission (HECC)
Dr. Charlene Williams	Oregon Department of Education (ODE)
Sara Spencer	Educator Advancement Council (EAC)