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Office of Governor Tina Kotek

# Early Literacy Educator Preparation Council

Council Meeting 1 | September 25, 2023



# Public Meetings

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- Council meetings will be virtual for the remainder of 2023.
- Meetings will be recorded and posted online.
- Council business must be in the public forum.
- Breakout groups will be excluded from video and audio recordings, but breakouts will report out and written notes will be available and posted online.

Part 1:

Welcome, Introductions & Community  
Agreements

Part 2:

Early Literacy Success Vision, Council Role &  
Purpose, Oregon's Early Literacy Framework in  
Practice

Part 3:

Looking Ahead to Future Meetings, Closing

# Agenda

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# Introductions

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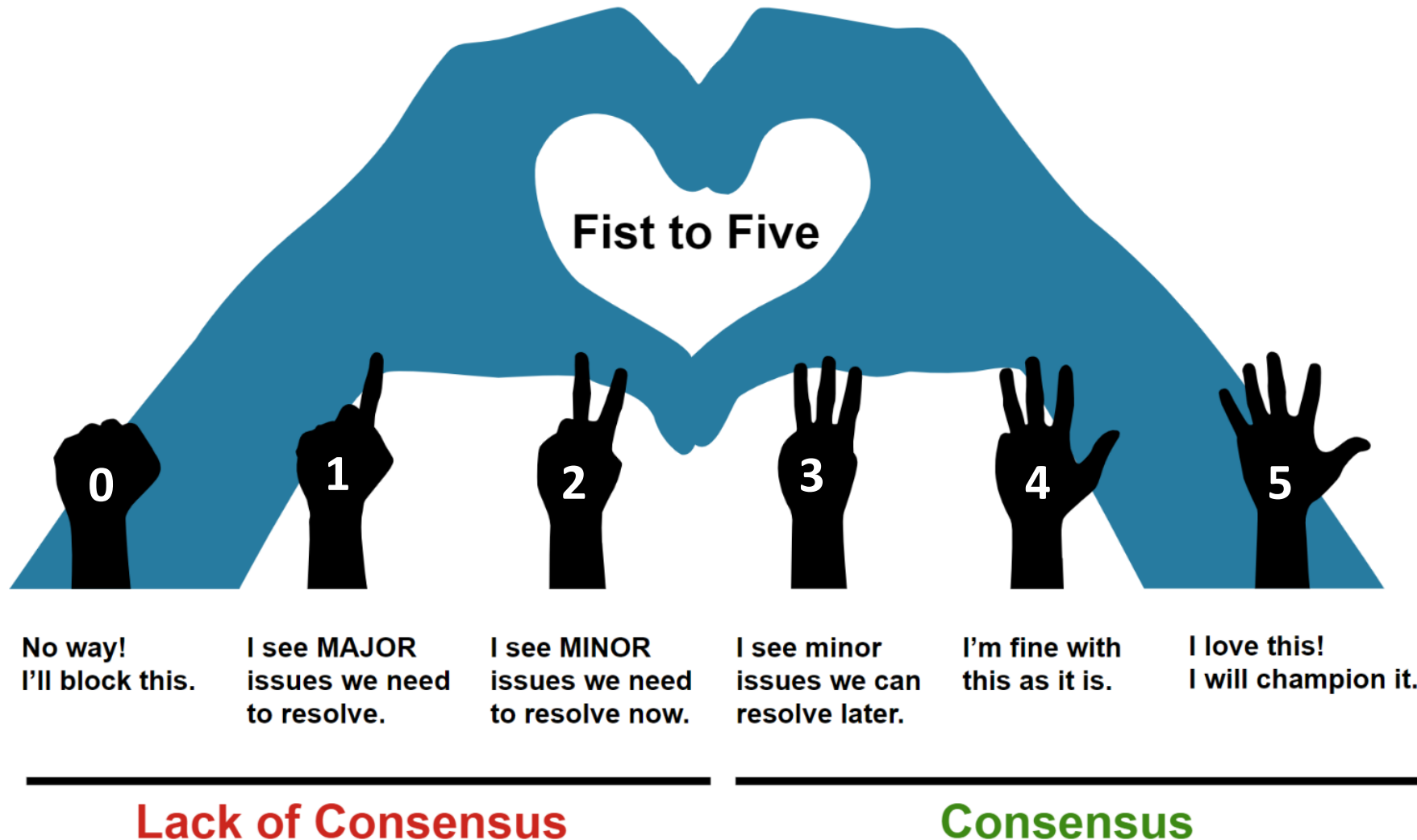
- Name
- How would you like us to refer to you (e.g., name, pronouns)
- Affiliations (e.g., institution/organization, sovereign tribal nation membership, agency)
- Role

# Community Agreements

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1. We will be engaged in the meetings as much as possible with cameras on. Our microphones will be off unless we are speaking.
2. We will listen to understand one another's perspectives and their rationale. We will speak one at a time.
3. We will be self aware of the shared space we are in and create space for those whose voice we may not have heard.
4. We will recognize our own expertise, knowledge, and lived experiences, while at the same time also recognizing each individual also brings their own of equal value.
5. We will be mindful of the natural inclination to use acronyms and words that may be perceived as jargon and explain these when we use them.
6. We will speak from our own experiences and limit generalizations.
7. We will recognize that our work is productive when shame, blame, and judgement for any individual, institution, or group is instead replaced by adopting a "when we know better, we do better" mindset. We recognize our shared desire to support the academic success and wellbeing for each and every child.
8. We will focus on the Council's charge.

# PRACTICING DECISION-MAKING



# Breakouts

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## 1. Greet each other

Please take one minute each to introduce yourself - what is one thing that is important about your experience and expertise that you think is important for your peers to know?

## 2. Discussion

Is there anything you need to be a partner in our conversations that you do not see reflected in the draft agreements?

Where are you on the fist to five spectrum (with 5 supporting without edits, and 0 as opposed). What specific edits or additions would you like the group to consider and why is that important to you?

# Full Group Share-out

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1. Each group shares Fist to Five vote tally, along with suggested edits and rationale
2. Discuss edits/rationale
3. Decide on edits or request staff to bring back revisions to next meeting



The background of the slide features a large, faint, light-blue watermark of the Seal of the State of Oregon. The seal is circular and contains the text "STATE OF OREGON" around the top and "1859" at the bottom. The central emblem depicts an eagle with wings spread, perched on a shield. Below the eagle is a landscape with a sun rising over a body of water, a ship, and a plow pulled by oxen. A banner at the bottom of the seal reads "THE UNION".

# Break

Please remember to mute and turn off cameras!



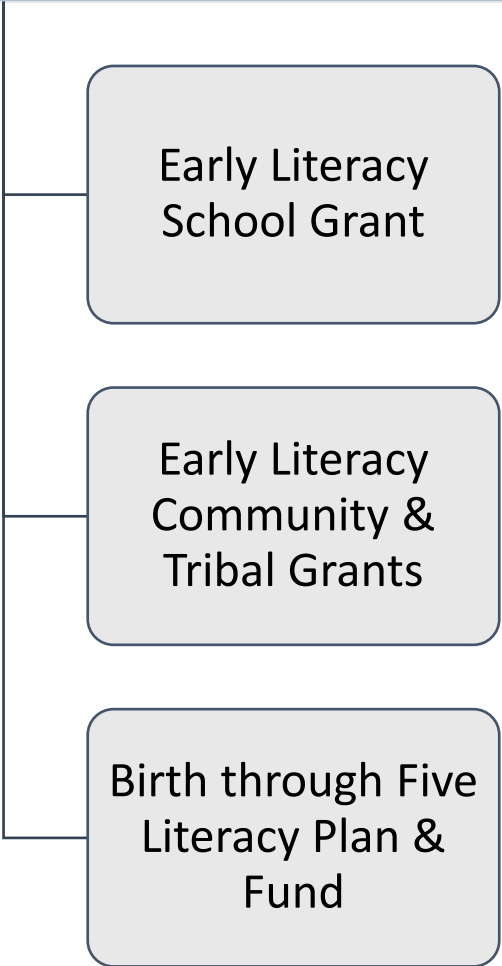
# Early Literacy Success Initiative



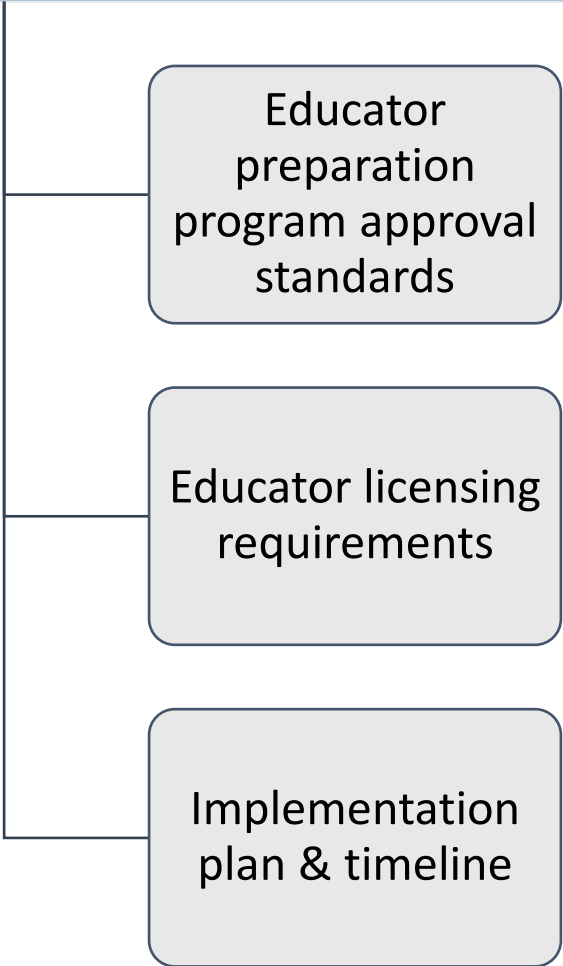
1. Each child must have access to consistent, culturally responsive, and research-aligned literacy instruction.
2. All parents and caregivers must be supported as full partners in their children's literacy development, starting at birth.
3. Every elementary teacher prepared in an Oregon educator prep programs must leave knowing how to teach and assess reading and writing in developmentally appropriate, culturally responsive, research-aligned ways.

# Early Literacy Success Initiative

## HB 3198 (2023)



## Early Literacy Educator Preparation Council (Executive Order 23-12)



# Council's Role

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Mapping the Oregon Literacy Framework into recommended standards for educator preparation programs and licensing requirements. 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.

**December  
15**

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.

**March  
30**

Develop recommendations to revise educator licensing requirements in grades kindergarten through Grade 5 and any other licenses or endorsements as appropriate, including establishing a minimum level of coursework and/or hours of study regarding the science of reading, culturally responsive reading, and writing strategies, with a focus on students who experience disabilities and emerging bilingual students.

**June  
30**

Develop a plan and timeline for the adoption and integration of new program and licensing standards by the Teacher Standards and Practices Commission. The Council is expected to present rules for adoption by the Teacher Standards and Practices Commission no later than June 30, 2024.

Develop an implementation plan and timeline for developing the knowledge, skills, and dispositions of educator preparation program faculty to support research-aligned literacy instruction aimed at eliminating disparities and achieving equity in literacy outcomes.

## What is the Council's role

- 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).

## What is not the Council's role

- 1. Create recommendations for educator preparation standards in subjects other than literacy** (English Language Arts - ELA) such as math, science, etc. or in grades beyond five.
- 2. Create recommendations for changes to ELA content standards** for instruction in any grade.
- 3. Create standards for re-certification of existing teachers in K-5** (however, the Council may decide to reference this as something to be considered in its recommended implementation plan).



# DISCUSSION



# Oregon's Early Literacy Framework

## A Strong Foundation for Readers and Writers (K-5)

Information Session for the Governor's Council on Early Literacy Educator Preparation Programs

*September 21<sup>st</sup>, 2023*

17

*Zalika Gardner, Interim Literacy Framework Content & Professional Learning Advisor, ODE  
Ken Greenbaum, Senior Strategic Advisor for Early Literacy, ODE*



**OREGON**  
**DEPARTMENT OF**  
**EDUCATION**

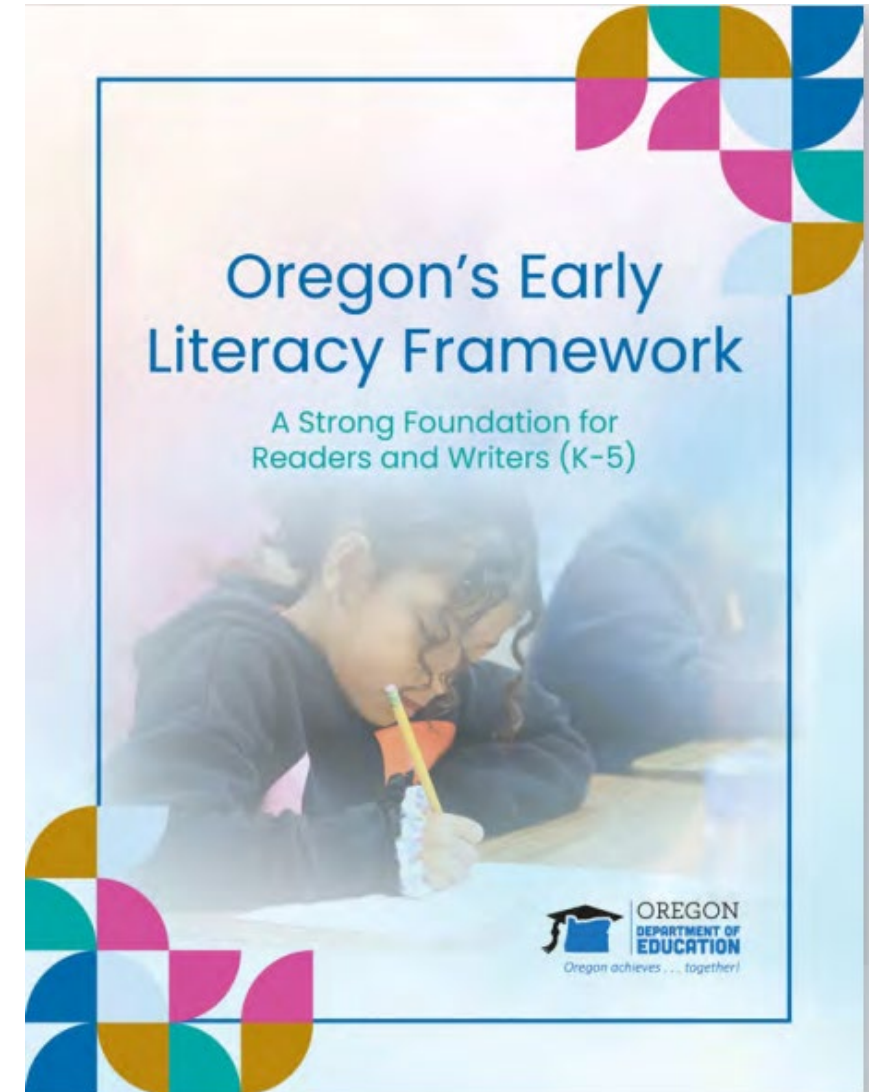
*Oregon achieves . . . together!*

# Purpose: Why a Framework?

Oregon's Early Literacy Framework emphasizes **core instructional practices** that benefit all students, with an intentional emphasis on how those practices can be leveraged to best serve students who have been historically marginalized by education systems, including **multilingual learners** and **students experiencing disabilities**.

## THE CORE PURPOSE OF THE FRAMEWORK IS TO:

1. *Build statewide coherence, clarity, and common ground*
2. *Fuel action and improvement*
3. *Provide a practical road map for schools and districts to support leading for a literacy lift*
4. *Serve as a shared north star for educators and community*
5. *Align with Governor's vision for improving student literacy outcomes*



# Eight Key Sections (pg. 1)

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

Section 2: Family and Community Partnerships

Section 3: Oral Language as the Root for Literacy Development

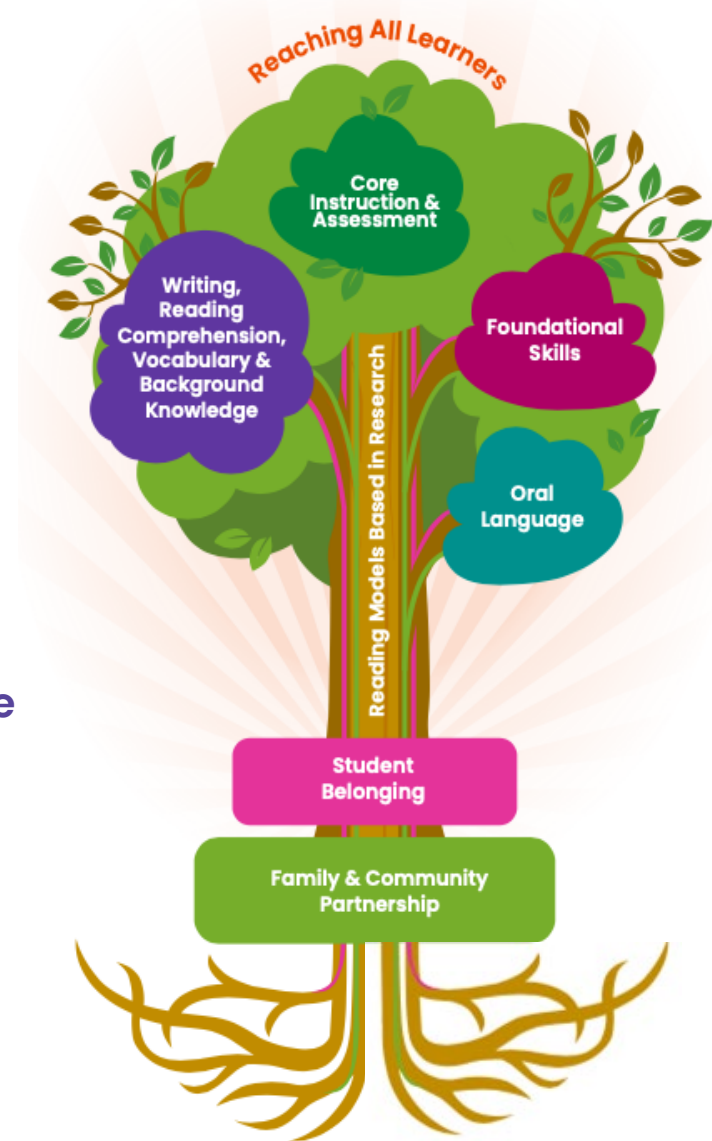
Section 4: Reading Models Based in Research

Section 5: Foundational Skills

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

Section 7: Core Instruction & Assessment

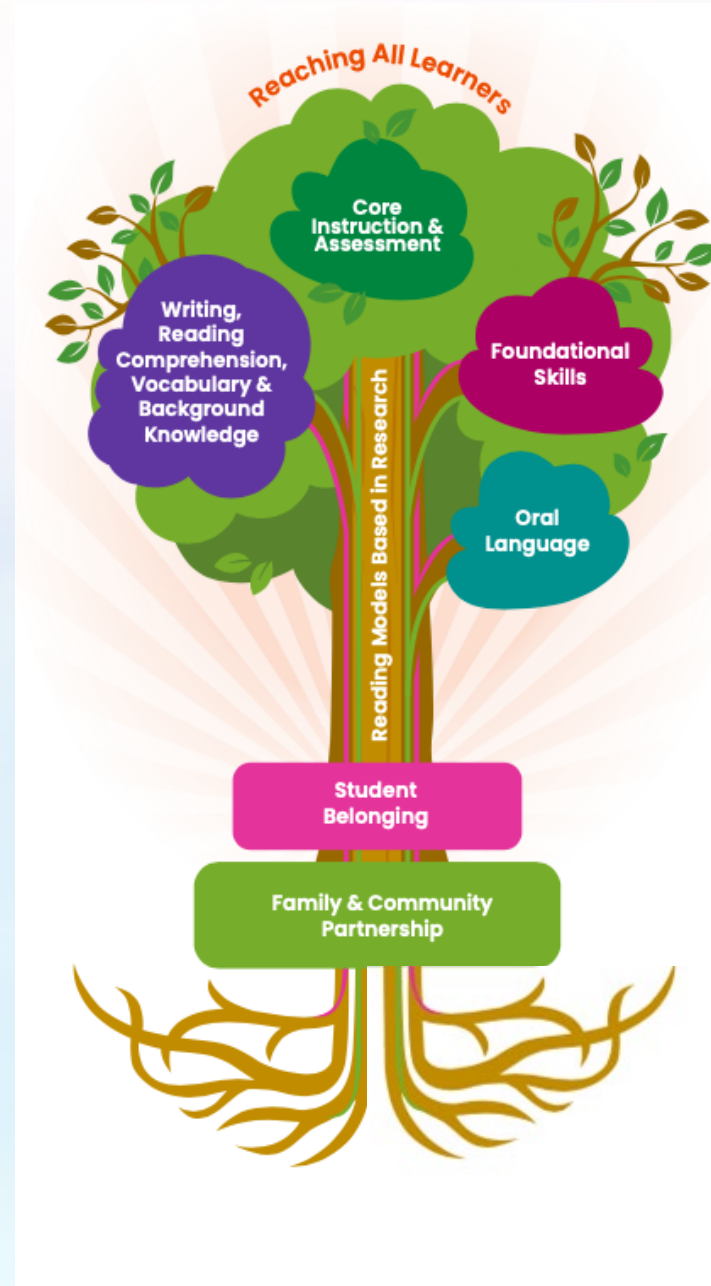
Section 8: Reaching All Learners



# In Breakout Rooms:

In your experience, where have you seen successful implementation of the core ideas of the framework?

What does it look, sound, and feel like?



# Looking ahead

Where are we going (pt. 1) – big picture?

- **Sept:** Overview of the Framework, what does it look like in practice in classrooms, what could it look like in educator preparation programs? (preliminary)

Where are we now?

- **Oct:** Current TSPC standards, educator preparation practices in Oregon, promising practices, how does Oregon compare and how relevant are state comparisons, by what measures?
- **Nov:** What do educator prep programs say about what is needed and what is in place?

Where are we going (pt. 2) – Program Approval Standards

- **Dec:** At minimum, high-level recommendations for what program approval standards should consider

# What specific information or workgroups are needed to inform your work?

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In addition to the official Council meetings, 1.5 hour meetings each month are being held in case work groups or information sessions are needed.

Examples could include...

- K-5 teacher perspectives about what preparation experiences were like and what support could have been helpful
- Elementary principal perspectives about school leader preparation strengths and needs for supporting teachers and creating school-wide systems to strengthen K-5 literacy practices
- Educator Preparation Program faculty perspectives about strengths and opportunities, and recommendations to the Council
- Integrating dyslexia and disability into general education literacy instruction

# Thank you

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