

STANDARDS the Elementary Education Program Must Address and Assess

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COE Conceptual Framework

CF

[CF1. Diversity and Inclusiveness](#)

[CF1.1](#) Work in diverse settings

[CF1.2](#) Promote inclusive environments

[CF2. Research-Based Practices and Professional Standards](#)

[CF2.1](#) Critically analyse and implement research-based practices

[CF2.2](#) Demonstrate appropriate professional knowledge, skills, & dispositions

[CF3. Impact Learning and Development](#)

[CF3.1](#) Ensure all learners and clients succeed

[CF3.2](#) Use technology to enhance learning

[CF3.3](#) Influence policy and provide leadership for organizations

[CF4. Evidence-Informed Decision Making](#)

[CF4.1](#) Use evidence to address problems of practice and make educational therapeutic decisions

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COE Dispositions

Disp

[DISP1. Advocacy for Fairness and Respect](#)

[DISP1a.](#) Demonstrate the commitment to work for equity and fairness across race, class, ethnicity, language, sexual orientation, religion, and ability or any other group identification which advantages or disadvantages a person based on a group identity.

[DISP1b.](#) Honor, value and demonstrate consideration and respect and regard for diverse patterns and expectations of learning and communication.

[DISP2. Professionalism](#)

[DISP2a.](#) Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor.

[DISP2b.](#) Demonstrate honesty, trustworthiness, and maintain confidentiality.

[DISP2c.](#) Demonstrates flexibility, a willingness to listen, accept and adapt to change, and a tolerance for

ambiguity.

DISP2d. Act independently and responsibly, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication.

DISP2e. Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants.

DISP3. Commitment to Learning

DISP3a. Demonstrate commitment to ongoing professional learning and demonstrate a belief that everyone can learn and construct knowledge.

DISP3b. Demonstrate the dedication, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator.

DISP4. Reflection

DISP4a. Review, analyze and evaluate the outcomes of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback.

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584-420-0345

Elementary Education — Multiple Subjects: Program Standards

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=152981>

MS

MS1. (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.

MS2. (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.

MS3. (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.

MS4. (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.

MS5. (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.

MS 6-10

MS6. (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.

MS7. (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.

MS8. (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.

MS9. (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.

MS10. (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.

MS 11-16

MS11. (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.

MS12. (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.

MS13. (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.

MS14. (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.

MS15. (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.

MS16. (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.

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584-420-0020

Preliminary Teaching License: Program Standards (INTASC)

INTASC

(3) Standard 1: The Learner and Learning:

INTASC1a. (a) Learner Development: The teacher understands how children learn 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]

INTASC1b. (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]

INTASC1c. (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

INTASC2a. (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]

INTASC2b. (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

INTASC3a. (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]

INTASC3b. (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]

INTASC3c. (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

INTASC4a. (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]

INTASC4b. (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]

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584-410-0080

English Language Learners

Standards: ELL Knowledge, Skills, Abilities and Dispositions

ELL

AND

584-420-0360

English for Speakers of Other Languages (ESOL): Program Standards

ESOL

Note: The text of the Oregon ELL Standards (584-410-0080) is identical to the text of the Oregon ESOL Standards (584-420-0360), except that the ELL standards include sub-standards, while the ESOL standards do not.

ELL1-3/ESOL1-3

ELL1/ESOL1. 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:

ELL1a. (A) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions;

ELL1b. (B) Are familiar with characteristics of students at different stages of second-language acquisition and English Language Proficiency (ELP) levels;

ELL1c. (C) Recognize the role of the first language (L1) in learning the second language (L2); and

ELL1d. (D) Are aware of personal, affective and social variables influencing second language acquisition.

ELL2/ESOL2. 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:

ELL2a. (A) Understand the impact of culture on language learning;

ELL2b. (B) Recognize and combat deficit perspectives and views on second language learner students;

ELL2c. (C) Understand that learners' skills, knowledge and experiences should be used as resources for learning; and

ELL2d. (D) Understand how one's own culture impacts one's teaching practice.

ELL3/ESOL3. 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:

ELL3a. (A) Are familiar with different ELL program models for language acquisition, English Language Development (ELD) and content pedagogy (sheltered and bilingual models);

ELL3b. (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;

ELL3c. (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

ELL3d. (D) Incorporate primary language support within instruction.

ELL4-6/ESOL4-6

ELL4/ESOL4. 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:

ELL4a. (A) Understand the role of language in content assessments; and

[ELL4b.](#) (B) Implement multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.

[ELL5/ESOL5.](#) 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:

[ELL5a.](#) (A) Understand the importance of fostering family and school partnerships; and

[ELL5b.](#) (B) Understand the importance of collaborating and consulting with English Language Development specialists.

[ELL6/ESOL6.](#) 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:

[ELL6a.](#) (A) Demonstrate knowledge of current technologies and application of technology with ELL students;

[ELL6b.](#) (B) Design, develop, and implement student learning activities that integrate information technology; and

[ELL6c.](#) (C) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

584-420-0360

English for Speakers of Other Languages (ESOL): Program Standards
ADDRESSED ABOVE WITH OREGON ELL STANDARDS

~~(3) Standard 1: Language: Candidates demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.~~

~~(4) Standard 2: Culture: Candidates demonstrate the ability to know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.~~

~~(5) Standard 3: Planning, Implementing, and Managing Instruction: Candidates demonstrate the ability to know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.~~

~~(6) Standard 4: Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.~~

~~(7) Standard 5: Candidates demonstrate knowledge of the history of ESL teaching. Candidates demonstrate the ability to keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate the ability to use such information to reflect upon and improve their instructional practices. Candidates demonstrate the ability to provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.~~

~~(8) Standard 6: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.~~

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Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs

TESOL

https://www.tesol.org/docs/default-source/books/2018-tesol-teacher-prep-standards-final.pdf?sfvrsn=23f3ffdc_6

TESOL1. KNOWLEDGE ABOUT LANGUAGE

Candidates demonstrate knowledge of **English language structures**, English language **use**, second language **acquisition** and **development**, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

TESOL1a. Candidates demonstrate **knowledge of English language structures** in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.

TESOL1b. Candidates demonstrate knowledge of **second language acquisition theory** and **developmental process** of language to set expectations for and facilitate language learning.

TESOL1c. Candidates demonstrate knowledge of **language processes (e.g., interlanguage and language progressions)** to facilitate and monitor ELLs' language learning in English.

TESOL1d. Candidates apply knowledge of **English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary** to promote ELLs' academic achievement across content areas.

TESOL 2. ELLS IN THE SOCIOCULTURAL CONTEXT

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

TESOL2a. Candidates demonstrate knowledge of **how dynamic academic, personal, familial, cultural, and social contexts**, including sociopolitical factors, **impact the education of ELLs**.

TESOL2b. Candidates demonstrate knowledge of **research and theories of cultural and linguistic diversity and equity** that promote academic and social language learning for ELLs.

TESOL2c. Candidates devise and implement methods to **understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data**, to develop effective, individualized instructional and assessment practices for their ELLs.

TESOL2d. Candidates devise and implement methods to **learn about personal characteristics of the individual ELL** (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

TESOL2e. Candidates identify and describe the **impact of his/her identity, role, cultural understandings,** and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

TESOL3. PLANNING AND IMPLEMENTING INSTRUCTION

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

TESOL3a. Candidates plan for **culturally and linguistically relevant, supportive environments that promote ELLs' learning.** Candidates design **scaffolded instruction of language and literacies** to support standards and curricular objectives for ELLs' in the content areas.

TESOL3b. Candidates instruct ELLs using **evidence-based, student-centered, developmentally appropriate interactive approaches.**

TESOL3c. Candidates **adjust instructional decisions after critical reflection** on individual ELLs' learning outcomes in both language and content.

TESOL3d. Candidates plan strategies to **collaborate** with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

TESOL3e. Candidates **use and adapt relevant materials and resources, including digital resources,** to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

TESOL4. ASSESSMENT AND EVALUATION

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

TESOL4a. Candidates apply knowledge of **validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests.**

Candidates make informed instructional decisions that support language learning.

TESOL4b. Candidates demonstrate understanding of **classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment**. Candidates determine language and content learning goals based on assessment data.

TESOL4c. Candidates demonstrate knowledge of **state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments**.

TESOL4d. Candidates **demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification**.

TESOL5. PROFESSIONALISM AND LEADERSHIP

Candidates demonstrate **professionalism and leadership** by collaborating with other educators, **knowing policies and legislation and the rights of ELLs**, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

TESOL5a. Candidates demonstrate knowledge of effective **collaboration strategies** in order to plan ways to **serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs**.

TESOL5b. Candidates apply **knowledge of school, district, and governmental policies and legislation that impact ELLs'** educational rights in order to advocate for ELLs.

TESOL5c. Candidates practice **self-assessment and reflection**, make adjustments for self improvement, and plan for **continuous professional development** in the field of English language learning and teaching.

TESOL5d. Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

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584-420-0015

Reading Instruction: Program Standards

RI

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=152963>

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

RIa. (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

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

584-420-0016

Instruction on Dyslexia and other Reading Difficulties: Program Standards

DYS

[DYSa.](#) (a) Identify the characteristics that may predict or are associated with dyslexia;

[DYSb.](#) (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;

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

[DYSd.](#) (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.

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AAQEP

[AAQEP1.](#) Standard 1: Candidate/Completer Performance

Evidence* shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:

[AAQEP1a.](#) Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought

[AAQEP1b.](#) Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory

[AAQEP1c.](#) Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning

[AAQEP1d.](#) Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

[AAQEP1e.](#) Creation and development of positive learning and work environments

[AAQEP1f.](#) Dispositions and behaviors required for successful professional practice

[AAQEP2.](#) Standard 2: Completer Professional Competence and Growth

Evidence* shows that completers:

[AAQEP2a.](#) Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities

[AAQEP2b](#). Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts

[AAQEP2c](#). Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts

[AAQEP2d](#). Support students' growth in international and global perspectives

[AAQEP2e](#). Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection

[AAQEP2f](#). Collaborate with colleagues to support professional learning

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FIELD EXPERIENCE RUBRIC COMPONENTS

FER

[FER1](#). Professionalism

[FER1.1](#) Independently and consistently demonstrates professionalism and ethical behaviors

[FER1.2](#) Independently and consistently, accepts and acts on feedback from cooperating teacher, university supervisor, administrators and/or families AND evaluates the effects of their own actions on others

[FER2](#). Collaboration

[FER2.1](#) Independently and consistently, collaborates with cooperating teacher, school colleagues, families, and/or community members, AND actively contributes to the school community

[FER2.2](#) Plans and implements accommodations /specially designed instruction in inclusive settings, as well as facilitates IEP/IFSP meetings and/or case management, as appropriate

[FER3](#). Learning Environment

[FER3.1](#) Communicates clear and culturally relevant expectations, norms, and routines

[FER3.2](#) Engages students in a safe, accessible, supportive, and inclusive learning community

[FER3.3](#) Maximizes instructional time

[FER4](#). Instructional Design

[FER4.1](#) Plans measurable learning objectives that align to appropriate standard(s)

[FER4.2](#) Lesson planning to engage learners and lead to attainment of desired outcomes

[FER4.3](#) Plans differentiated instruction to support students growth and development

[FER5](#). Instructional Strategies

[FER5.1](#) Clearly and accurately sets context for learning and communicates content

[FER5.2](#) Uses equitable teaching strategies based on high expectations that provide modeling and scaffolding for learner growth

[FER5.3](#) Supports students' language development and communication skills

[FER5.4](#) Engages learners in critical thinking and collaboration

[FER5.5](#) Uses culturally and linguistically responsive instructional strategies

[FER6. Monitoring Student Learning](#)

[FER6.1](#) Analyzes student data to draw conclusions about learner progress and make timely adjustments to instruction

[FER6.2](#) Uses appropriate, culturally responsive, and differentiated assessments

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TEACHER COMPETENCIES RUBRIC COMPONENTS

TCR

[TCR1. Professionalism & Collaboration](#)

[TCR1a.](#) Demonstrates ethical behaviors and professionalism

[TCR1b.](#) Analyzes practice for continuous improvement

[TCR1c.](#) Demonstrates collaboration

[TCR1d.](#) Participates in processes to support learning across the range of students

[TCR2. Learning Environment](#)

[TCR2a.](#) Establishes respectful and productive relationships with students and families

[TCR2b.](#) Engages students in an accessible, collaborative, and inclusive learning community

[TCR2c.](#) Maximizes instructional time

[TCR3. Planning](#)

[TCR3a.](#) Plans using measurable and aligned learning objective

[TCR3b.](#) Plan to engage and support learners

[TCR3c.](#) Differentiates plans to support students' development

[TCR3d.](#) Plans for assessing student learning

[TCR3e.](#) Sets context for learning

[TCR4. Instructional Strategies](#)

[TCR4a.](#) Communication of content

[TCR4b.](#) Engages students in content

[TCR4c.](#) Differentiates instruction to meet diverse student needs

[TCR5. Monitoring Student Learning](#)

[TCR5a](#). Analyzes and uses formal and informal assessment data to monitor student progress toward learning targets and provide feedback

[TCR5b](#). Analyzes student data to monitor learner progress and adjust future instruction

INTERNATIONAL DYSLEXIA ASSOCIATION

Knowledge and Practice Standards for Teachers of Reading

KPS

[KPS1](#) Standard I: Foundations of Literacy Acquisition

[KPS1.1](#) Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.

[KPS1.2](#) Understand that learning to read, for most people, requires explicit instruction.

[KPS1.3](#) Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.

[KPS1.4](#) Identify and explain aspects of cognition and behavior that affect reading and writing development.

[KPS1.5](#) Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.

[KPS1.6](#) Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.

[KPS1.7](#) Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

[KPS1.8](#) Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

[KPS1.9](#) Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

[KPS2](#) Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia

[KPS2.1](#) Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.

[KPS2.2](#) Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

[KPS2.3](#) Identify the distinguishing characteristics of dyslexia.

[KPS2.4](#) Understand how reading disabilities vary in presentation and degree.

[KPS2.5](#) Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

[KPS3](#) Standard 3: Assessment

KPS3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
KPS3.2 Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
KPS3.3 Interpret basic statistics commonly utilized in formal and informal assessment.
KPS3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
KPS3.5 Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
KPS3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
KPS3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
KPS3.8 Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.
KPS4 Standard 4: Structured Literacy Instruction
KPS4A Substandard A: Essential Principles and Practices of Structured Literacy Instruction
KPS4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
KPS4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
KPS4A.3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
KPS4B Substandard B: Phonological and Phonemic Awareness
KPS4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
KPS4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.
KPS4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.
KPS4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
KPS4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
KPS4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.

KPS4B.7 Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.

KPS4C Substandard C: Phonics and Word Recognition

KPS4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.

KPS4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.

KPS4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.

KPS4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

KPS4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

KPS4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.

KPS4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

KPS4C.8 Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

KPC4D Substandard D: Automatic, Fluent Reading of Text

KPS4D.1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

KPS4D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.

KPS4D.3 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.

KPS4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

KPS4E Substandard E: Vocabulary

KPS4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

KPS4E.2 Know/apply in practice considerations for the sources of wide differences in students' vocabularies.

KPS4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

[KPS4E.4](#) Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

[KPS4F](#) Substandard F: Listening and Reading Comprehension

[KPS4F.1](#) Know/apply in practice considerations for factors that contribute to deep comprehension.

[KPS4F.2](#) Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.

[KPS4F.3](#) Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.

[KPS4F.4](#) Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

[KPS4F.5](#) Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

[KPS4G](#) Substandard G: Written Expression

[KPS4G.1](#) Understand the major skill domains that contribute to written expression.

[KPS4G.2](#) Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.

[KPS4G.3](#) Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

[KPS4G.4](#) Know/apply in practice considerations for the developmental phases of the writing process.

[KPS4G.5](#) Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

[KPS5](#) Standard 5: Professional Dispositions and Practices

[KPS5.1](#) Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.

[KPS5.2](#) Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.

[KPS5.3](#) Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.

[KPS5.4](#) Respect objectivity by reporting assessment and treatment results accurately, and truthfully.

[KPS5.5](#) Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.

[KPS5.6](#) Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.

[KPS5.7](#) Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.

[KPS5.8](#) Support just treatment of individuals with dyslexia and related learning difficulties.

[KPS5.9](#) Respect confidentiality of students or clients.

[KPS5.10](#) Respect the intellectual property of others.

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[Oregon Early Literacy Standards](#)

<https://www.oregon.gov/gov/policies/Documents/Early%20Literacy%20Educator%20Preparation%20Council%20Final%20Report.pdf>

ELS

ELS1 Standard 1: Knowledge of Literacy Acquisition & Instruction

[ELS1a](#) Literacy Acquisition

[ELS1a.a](#) Understand the major models of reading development and core ideas from the convergence of research on literacy.

[ELS1a.b](#) Understand the phases of reading development and how that information guides planning for instruction.

[ELS1a.c](#) Understand the structure of language, including phonology, orthography, morphology, semantics, syntax, pragmatics, and discourse.

[ELS1a.d](#) Understand the reciprocal relationships among oral language, phonemic awareness, decoding, word recognition, fluency, spelling, vocabulary knowledge, and background knowledge to attain reading proficiency.

[ELS1a.e](#) Identify and explain major research findings on aspects of cognition, behavior, and environmental, cultural, and social factors that affect reading and writing development.

[ELS1a.f](#) Understand how each of the above concepts impact and apply to the learning and experiences of multilingual learners and students with disabilities.

ELS1b Instruction

[ELS1b.a](#) The general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction.

[ELS1b.b](#) Effective instructional routines to enhance student engagement and memory through rehearsal and retrieval of information.

[ELS1b.c](#) Educators recognize and consider their own lived experiences and pursue understanding of knowledge bases traditionally excluded (i.e., Indigenous knowledge, community cultural wealth) when designing instruction.

[ELS1b.d](#) Understand how each of the above concepts impact and apply to the learning and experiences of multilingual learners and students with disabilities.

[ELS1b.e](#) Analyze instructional materials in terms of the standards and general principles of effective literacy instruction.

[ELS1b.f](#) Culturally responsive literacy instruction includes the selection of a high-quality literacy curriculum and supplemental materials that include characters, subjects, settings, and authors which are reflective of the abilities, identities, and cultures of the full range of students and their communities.

[ELS2](#) **Standard 2: Literacy Foundational Skills**

[ELS2a](#) The following standards unpack the current knowledge base by essential components of foundational literacy instruction, including principles for effective instruction. It is essential that candidates understand these components and the reciprocal relationships among them, as well as the reciprocal relationship between foundational skills and other literacy skills as described in Standard 3.

[ELS2b](#) Oral Language

[ELS2b.a](#) The primary role oral language plays in laying the groundwork for a child's ability to read and write.

[ELS2b.b](#) The developmental sequence of oral language common to all spoken languages.

[ELS2b.c](#) Establish classroom settings where oral language skills of listening and speaking are emphasized and student-to-student interaction is promoted.

[ELS2b.d](#) Procedures for clearly communicating with students using academic language and vocabulary.

[ELS2b.e](#) How oral language plays a critical role in learning about self, culture, and tradition, including the importance of Indigenous languages/history and viewing multilingualism through an asset-based lens.

[ELS2b.f](#) Recognize and build from the assets of multilingualism, understanding multilingual learners' lived experiences, how they learn, and how they acquire English.

[ELS2b.g](#) That language varieties are linguistically equal, and the importance of honoring different language varieties and languages in literacy instruction.

[ELS2c](#) Phonological Awareness

[ELS2c.a](#) Correct identification, classification, and understanding of how to compare all the consonant phonemes and all the vowel phonemes of English.

[ELS2c.b](#) Identifies opportunities to obtain resources on phonemes of other languages to inform instruction and support for multilingual learners, recognizing that phonological awareness skills can transfer across languages when students have opportunities to build these skills in their native language and English.

[ELS2c.c](#) Progression of phonological awareness skill development across ages and grades, including phonemic-awareness difficulties.

ELS2c.d Principles of effective phonemic-awareness instruction focusing on segmenting and blending of phonemes.
ELS2d Decoding and Word Recognition
ELS2d.a Structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
ELS2d.b Principles of explicit instruction of letter names and letter/sound associations to ensure automaticity.
ELS2d.c Principles of effective decoding, word recognition, and spelling instruction for single and multisyllabic words, including the general and specific goals of such instruction.
ELS2d.d Evidence-based procedures for teaching irregular words.
ELS2d.e Different types and purposes of texts, emphasizing the role of decodable text in teaching beginning readers.
ELS2e Fluency
ELS2e.a Role of fluent word-level skills in automatic word reading, orthographic mapping, oral reading fluency, reading comprehension, and motivation.
ELS2e.b Varied evidence-based techniques and methods for building reading fluency.
ELS2e.c Considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
ELS2e.c.1 General Literacy Foundational Skills: Develop oral language, phonological awareness, and vocabulary across each language to the extent possible when working with multilingual learners.
ELS3 Standard 3: Vocabulary, Background Knowledge, Writing, and Comprehension
ELS3a Vocabulary
ELS3a.a The critical role of vocabulary development and vocabulary knowledge in oral and written language comprehension including instructional implications of students having varying levels of vocabulary.
ELS3a.b Role and characteristics of direct, explicit methods of vocabulary instruction.
ELS3a.c Role and characteristics of indirect (contextual) methods of vocabulary instruction.
ELS3a.d Importance of developing vocabulary skills through the systems of language, including phonology, orthography, syntax, semantics, morphology, etymology, and the relationships among them.
ELS3b Background Knowledge

EL3b.a The role background knowledge, learned through oral language or print, holds in students' ability to make meaning of and comprehend verbal language and text.

EL3b.b Strategies for building upon family and life experiences/languages that contribute rich context to building new knowledge necessary to support comprehension in reading, listening and expression of ideas in communication and writing.

EL3b.c Procedures for building knowledge networks through all grades including general knowledge, domain-specific knowledge, and world knowledge which begins with educator familiarity of students' and communities' funds of knowledge and culture.

EL3c Comprehension

EL3c.a Factors that contribute to students' meaning making and understanding.

EL3c.b Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.

EL3c.c Analyze instructional materials in terms of the standards and general principles of effective literacy instruction.

EL3c.d Culturally responsive literacy instruction includes the selection of a high-quality literacy curriculum and supplemental materials that include characters, subjects, settings, and authors which are reflective of the abilities, identities, and cultures of the full range of students and their communities.

EL3c.e Critical role of sentence comprehension in listening and reading comprehension.

EL3c.f Importance of using explicit comprehension strategy instruction, as supported by research.

EL3c.g Teacher's role as an active mediator of text-comprehension processes.

EL3d Writing

EL3d.a Reading and writing are reciprocal skills, and explicitly teaching the relationship to children is critical.

EL3d.b Major domains that contribute to written expression, including: transcription (manuscript and cursive handwriting, letter formation, spelling, conventions, and keyboarding) and translation skills (i.e., grammar, sentence structure, writing process [including planning, writing, revising, editing, and publishing] and text structure) and the developmental phases of writing.

EL3d.c Research-based principles must be aligned with current research for teaching written spelling and punctuation and must be explicitly taught.

EL3d.d Demonstrate an understanding of connecting writing instruction and practice to the texts/content children are reading/learning.

EL3d.e How to apply in practice the fundamentals of sentence construction and syntax, connecting writing

to content.

[ELS3d.f](#) How to provide purposeful inclusion of writing as a strategy to increase comprehension and learning.

[ELS4](#) Standard 4: Assessment & Data-Based Decision-Making

[ELS4a.a](#) Understanding the foundational principles of assessment, such as the differences and purposes for screening, progress-monitoring, diagnostic, interim, formative, and summative assessments, including assessments in the student’s home language whenever possible.

[ELS4a.b](#) Understand basic principles of how tests and items are developed and formatted to measure what students know and are able to do (e.g., reliability, validity, criterion, normed, and potential bias).

[ELS4a.c](#) Interpret and analyze multiple data points from both informal and formal assessments as well as the formative assessment process in order to help both educators and students understand where students are in their learning process and identify next instructional moves (e.g. Interpret basic statistics commonly utilized in formal and informal assessment).

[ELS4a.d](#) Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.

[ELS4a.e](#) Understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

[ELS4a.f](#) Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

[ELS4a.g](#) Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers to support students in becoming self-directed learners.

[ELS4b](#) Data-Based Decision-Making to Inform Instruction

[ELS4b.a](#) How to use multiple sources of data to determine the instructional needs of all students, including all reader profiles and intervention needs of struggling readers within an MTSS framework. Note: A Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system for supporting students.

[ELS4b.b](#) Know how to elicit evidence of student learning through frequent, ongoing formative assessment to respond and adjust instruction accordingly; and to deliver specific, actionable, and timely feedback that restates the goal, describes what proficiency looks like, and shows students where they are in relation to the goal.

[ELS4b.c](#) How to provide all students with instruction that is needs-based, intensive, and with sufficient duration to accelerate learning.

[ELS4b.d](#) How to use a holistic, assets-based analysis of multilingual students when using data from multiple

languages to inform instruction.

ELSS Standard 5: Supporting Multilingual Learners

ELSSa Understand language and literacy development of multilingual learners.

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

ELSSc Teach emerging multilingual students the key components of language and literacy: phonological awareness, phonics, vocabulary, fluency, spelling, and writing skills.

ELSSd Use evidence-based research on how best to teach multilingual learners

ELSSe Leverage technology to adapt and enhance instruction of multilingual learners.

ELSSf Understand implications for dual immersion teaching and learning.

ELSSg Understand the benefits of developing multilingual learners' home language and literacy alongside English language and literacy.

ELSSh Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.

ELS6 Standard 6: Students with Reading Difficulties, Reading Disabilities & Dyslexia

Note: By law, these standards must be included for students with dyslexia, but as the rule states, are appropriate for all students. These specific standards, some of which duplicate previous standards, are included to honor the existing dyslexia standards already in rule.

ELS6a Understand how reading disabilities vary in presentation and degree.

ELS6b The aims of literacy instruction apply to all children; with modifications, accommodations, supports, and technologies, every child must have access to literacy learning.

ELS6c Administer, interpret, and apply screening and progress monitoring assessments identified in OAR 581-022-2445 - Universal Screenings for Risk Factors of Dyslexia for students who demonstrate characteristics that may predict or are associated with dyslexia.

ELS6d Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.

ELS6e Apply dyslexia assessment and instruction knowledge to pedagogy practice.

ELS6f The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including emerging multilingual students.

[ELS6g](#) Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia.

[ELS6h](#) Appropriate uses of assistive technology for students with serious limitations in reading fluency.

[ELS7](#) Standard 7: Students who are Gifted and Talented

[ELS7a](#) Understand implications of sections 3 - 8 for students who are gifted and talented.

[ELS7b](#) Understand how to access and use strategic instructional practices that provide appropriate academic challenges and opportunities to foster academic growth.

[ELS7c](#) Understand how to differentiate instruction to engage gifted students to accommodate their assessed levels of learning and accelerated rates of learning.

[ELS7d](#) Understand the incidence of twice-exceptional learners who may be both gifted and reluctant readers, and the implications.

[ELS7e](#) Understand the incidence of multilingual learners who are also gifted and talented.

[ELS8](#) Standard 8: Field Experiences

(a) Programs of study for candidates shall include:

[ELS8a.a](#) Practice (e.g., rehearse, role play, or complete simulations of) evidence-based early literacy instruction prior to their field-based experiences working with students.

[ELS8a.b](#) Opportunity to observe (in person, virtually, or via video) models of culturally and linguistically sustaining, evidence-based early literacy practice in PK-5 classrooms aligned to the Oregon Standards for English Language Arts and Literacy.

(b) Candidates are given opportunities in field-based experiences and classroom settings outside of required student teaching requirements to:

[ELS8b.a](#) Use evidence-based instructional materials aligned to the Oregon Literacy Framework.

[ELS8b.b](#) Demonstrate their ability to implement culturally and linguistically sustaining, evidence-based instructional practices that are aligned to the Oregon Literacy Framework.

[ELS8b.c](#) Apply learning about the development of language and literacy with students within PK-5 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties.

[ELSDISP](#)

Dispositions: Recognizing the importance of standards related to OAR 584-420-0070 Culturally Sustaining Practices to Promote Equity, OAR 584-410 Competent and Ethical Performance of Oregon Educators, and OAR 584-420-0075 Social and Emotional Development to Promote Equity that should guide all instructional decisions, the following professional dispositions of teacher and administrator candidates are essential beliefs, recognitions, and awareness for

evidence-based literacy instruction:

ELSDISPa Value students' identities, including their race, ethnicity, ability, gender, identity, home languages, culture, religion, and lived experiences;

ELSDISPB Believe all students can learn to read and write when provided systematic, explicit instruction using evidence-based practices;

ELSDISPC Recognize that the acquisition of reading, unlike the acquisition of oral language, is not a natural human process. Reading and writing must be taught explicitly and systematically to ensure proficiency in literacy;

ELSDISPD Understanding that all practices must be evidence-based and rooted in ever-evolving research findings;

ELSDISPE Recognize that there are cognitive and social-emotional learning benefits to becoming both multilingual and multiliterate. Educational communities will design instruction that builds upon the multilingualism, home languages and cultures of emergent multilingual students, including those who bring Indigenous languages and English language varieties to the classroom;

ELSDISPF Belief that all students, including students experiencing disabilities and multilingual learners, deserve access to grade-level content, texts, tasks, and experiences alongside robust support; and

ELSDISPG 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.

ISTE STANDARDS FOR EDUCATORS (currently undergoing revision)

<https://www.iste.org/standards/iste-standards-for-teachers>

ISTE

ISTE2.1. Learner

Teachers continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Teachers:

ISTE2.1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

ISTE2.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.

ISTE2.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

ISTE2.2. Leader

Teachers seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Teachers:

ISTE2.2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

ISTE2.2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

ISTE2.2.c. Model for colleagues the identification, experimentation, evaluation, curation and adoption of new digital resources evaluation, curation and adoption of new digital resources and tools for learning.
ISTE2.3. Citizen
Teachers inspire students to positively contribute and responsibly participate in the digital world. Teachers:
ISTE2.3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
ISTE2.3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
ISTE2.3.c. Mentor students in the safe, ethical and legal practice with digital tools and protection of intellectual rights and property.
ISTE2.3.d. Model and promote management of personal data and digital identity and protect student data privacy
ISTE2.4. Collaborator
Teachers dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Teachers:
ISTE2.4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
ISTE2.4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
ISTE2.4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
ISTE2.4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as cocollaborators in student learning
ISTE2.5. Designer
Teachers design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Teachers:
ISTE2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
ISTE2.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
ISTE2.5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning
ISTE2.6. Facilitator

Teachers facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Teachers:

[ISTE2.6.a.](#) Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

[ISTE2.6.b.](#) Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

[ISTE2.6.c.](#) Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.

[ISTE2.6.d.](#) Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

[ISTE2.7. Analyst](#)

Teachers understand and use data to drive their instruction and support students in achieving their learning goals. Teachers:

[ISTE2.7.a.](#) Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

[ISTE2.7.b.](#) Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

[ISTE2.7.c.](#) Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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TOUCHSTONES FOR ANTI-BIAS/ANTI-RACIST EDUCATORS

T

Recognizing the histories of colonization, settler colonialism, white supremacy, imperialism, and neoliberalism upon which the United States and its systems of education have been built and sustained, and with awareness of the impacts of these systems of oppression along intersectional lines of race, culture, language, Tribal status/membership, gender, sexuality, dis/ability, religion, economic circumstances, and immigrant status, the faculty of the PSU Elementary Education major propose that our program be guided by these touchstones for anti-bias/anti-racist educators.

Through engaged, critical, collaborative partnerships with local school and community college leaders committed to advancing anti-bias/anti-racist teaching, the PSU Elementary Education Undergraduate program offers culturally-affirming/sustaining, meaningful, rigorous, transformational learning experiences to prepare a critical mass of aspiring anti-racist/anti-bias teachers who will:

[T1.](#) ENGAGE IN CRITICAL SELF-REFLECTION ROOTED IN KNOWLEDGE ABOUT COLONIAL HISTORIES AND SYSTEMS OF OPPRESSION.

T1.1 Engage in challenging conversations and critical self-reflection around power and privilege to raise awareness and take ownership of and responsibility for their own actions and complicity with humility, curiosity, and an eagerness to grow and change.

T1.2 Critically analyze curricula, programs, policies, structures, and systems, and their own practices with an understanding of the roots, causes, and impacts of oppression.

T2. IDENTIFY AS COMMUNITY TEACHERS AND COLLABORATE TO ENGAGE IN ASSETS-BASED PEDAGOGY AND ASSESSMENT ROOTED IN THE PERSPECTIVES, VALUES, AND EXPERIENCES OF THE COMMUNITY AROUND THE SCHOOL.

T2.1 Participate fully in the communities within and around the school, motivated by genuine respect for and desire to learn from and with students, families, and community members.

T2.2 In collaboration with communities, use student, family, and community knowledge along with disciplinary pedagogical content knowledge to (re)design curriculum, instruction, and assessment that offer accessible, meaningful, culturally affirming/sustaining, rigorous learning experiences to all students.

T2.3 Apply restorative practices to relationships within and beyond the classroom to honor the humanity of all children, youth, and adults.

T3. ENGAGE IN COURAGEOUS ANTI-OPPRESSIVE ACTION AT THE CLASSROOM, SCHOOL, AND COMMUNITY LEVEL.

T3.1 Identify oppressive conditions, including micro- and macro-aggressions, and engage in intentional, concrete, courageous actions to interrupt oppression and change inequitable classroom and school systems in the interest of liberation for students and communities.

T3.2 Actively work to change inequitable systems and disrupt institutional racism and white supremacy within and beyond the school.

T3.3 Provide learning experiences that raise critical consciousness and help students come to interrupt micro-aggressions, identify and stand against injustice and inequity, and engage in critical self-reflection and interrogation of their own privilege and power.

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Learning for Justice - Social Justice Standards

SJS

Our candidates should be prepared to teach children the following:

[SJS Identity \[I\]](#)

SJS1.1. Students will develop positive social identities based on their membership in multiple groups in society.

SJSI2 . Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
SJSI3 . Students will recognize that people’s multiple identities interact and create unique and complex individuals.
SJSI4 . Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
SJSI5 . Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
SJS Diversity [D]
SJSD6 . Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
SJSD7 . Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
SJSD8 . Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
SJSD9 . Students will respond to diversity by building empathy, respect, understanding and connection.
SJSD10 . Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
SJS Justice [J]
SJSJ11 . Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
SJSJ12 . Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
SJSJ13 . Students will analyze the harmful impact of bias and injustice on the world, historically and today.
SJSJ14 . Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
SJSJ15 . Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
SJS Action [A]
SJSA16 . Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
SJSA17 . Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
SJSA18 . Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

[SJSA19](#). Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

[SJSA20](#). Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Preparation to teach SB13-relevant Content: Tribal History/ Shared History

[SB13](#)

The law requires instruction to the Tribal approved Essential Understanding across five content areas in grades 4, 8, and 10. Lessons are available from ODE and local tribes. Grades: 4, 8, 10 Subject Areas: ELA, Health/PE, Math, Science, and Social Science

Preparation to teach Holocaust and Other Genocides (SB 664)

[SB664](#)

Learning Concepts: The law identifies nine learning concepts related to Holocaust and other genocides education. Resources and training are available through local and national organizations as well as ODE. Grades: K-12 Subject Areas: Social Science

Grade Level Guidance:

[https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/664%20grade%20level%20guidance%20Web%20accessible%20\(002\).pdf](https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/664%20grade%20level%20guidance%20Web%20accessible%20(002).pdf)

Ethnic Studies and Inclusive Education

[ESIE](#)

House Bill 2845/House Bill 2023

Standards and Materials

These complimentary laws create standards and ensure instructional materials adequately address the contributions of the full diversity of the people of Oregon.

Grades:

K-12

Subject Areas:

Social Science

Develop relevant teacher content knowledge:

<https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/Recommended%20Supplemental%20Texts%20Ethnic%20Studies.pdf>

Social Emotional Learning

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=298967>

SEL

Standard 1: Self-Awareness

Using a lens of examining personal identity, the EPP will ensure that faculty, staff and candidates

SEL1a. 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

SEL1b. Recognize unexamined prejudices and biases through personal reflection by linking feelings, values and thoughts of one's identity as an educator including their relationship as an educator on larger systems (e.g. classroom, school, community)

SEL1c. Examine self-efficacy in order to develop professional identity and dispositions which enhance one's capacity to execute behaviors that demonstrate respect for different people, places and contexts

Standard 2: Self-Management

Using a lens of fostering agency, the EPP will ensure that faculty, staff and candidates

SEL2a. 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

SEL2b. Continuously examine their own practice, sense of agency, initiative, and utilization of a growth mindset to explore areas of professional development

SEL2c. 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

Standard 3: Social-Awareness

Using a lens of cultivating belonging, the EPP will ensure that faculty, staff and candidates

SEL3a. Acknowledge the value in others' perspectives including their assets and strengths

SEL3b. Identify opportunities to express gratitude and model empathy in situationally appropriate ways that promote a healthy understanding of emotions and feelings within shared environments

SEL3c. Understand the influence that organizations, systems and social norms, including those that are historically oppressive or unjust, have on attitudes, beliefs and behavior

Standard 4: Relationship Skills

Using a lens of collaborative problem-solving, the EPP will ensure that faculty, staff and candidates

SEL4a. 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

SEL4b. Communicate effectively, resolve conflicts constructively and demonstrate group leadership when appropriate

SEL4c. 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

Standard 5: Responsible Decision-Making

Using a lens of stimulating curiosity, the EPP will ensure that faculty, staff and candidates

SEL5a. Analyze available information, data and facts in order to find reasonable and feasible solutions to personal and social problems

SEL5b. Utilize critical thinking skills in order to anticipate and evaluate the consequences of actions and attitudes, including implications for school and community outcomes

SEL5c. 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

National Council for the Social Studies

<https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers>

NCSS

NCSS1. Content Knowledge. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

NCSS2. Application of Content through Planning. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

NCSS3. Design and Implementation of Instruction and Assessment. Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

NCSS4. Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

NCSS5. Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

NATIONAL SCIENCE TEACHERS ASSOCIATION & ASSOCIATION FOR SCIENCE TEACHER EDUCATION STANDARDS

<https://static.nsta.org/pdfs/2020NSTAStandards.pdf>

NSTA

NSTA1. Content Knowledge: Effective teachers of science understand and articulate the knowledge and practices of contemporary science and engineering. They connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices for their fields of licensure.

NSTA2. Content Pedagogy: Effective teachers of science plan learning units of study and equitable, culturally-responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning.

NSTA3. Learning Environments: Effective teachers of science are able to plan for engaging all students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create an anti-bias, multicultural, and social justice learning environment to achieve these goals.

NSTA4. Safety: Effective teachers of science demonstrate biological, chemical, and physical safety protocols in their classrooms and workspace. They also implement ethical treatment of living organisms and maintain equipment and chemicals as relevant to their fields of licensure.

NSTA5. Impact on Student Learning: Effective teachers of science provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts, and science and engineering practices as a result of instruction. Effective teachers analyze learning gains for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and use these to inform planning and teaching.

NSTA6. Professional Knowledge and Skills: Effective teachers of science strive to continuously improve their knowledge of both science content and pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Association of Mathematics Teacher Educators Standards

https://amte.net/sites/default/files/SPTM_Poster.pdf

AMTE-C.1. MATHEMATICS CONCEPTS, PRACTICES, AND CURRICULUM

Well-prepared beginning teachers of mathematics possess robust knowledge of mathematical and statistical concepts that underlie what they encounter in teaching. They engage in appropriate mathematical and statistical practices and support their students in doing the same. They can read,

analyze, and discuss curriculum, assessment, and standards documents as well as students' mathematical productions.

AMTE-C.2. PEDAGOGICAL KNOWLEDGE AND PRACTICES FOR TEACHING MATHEMATICS

Well-prepared beginning teachers of mathematics have foundations of pedagogical knowledge, effective and equitable mathematics teaching practices, and positive and productive dispositions toward teaching mathematics to support students' sense making, understanding, and reasoning.

AMTE-C.3. STUDENTS AS LEARNERS OF MATHEMATICS

Well-prepared beginning teachers of mathematics have foundational understandings of students' mathematical knowledge, skills, and dispositions. They know how these understandings can contribute to effective teaching and are committed to expanding and deepening their knowledge of students as learners of mathematics.

AMTE-C.4. SOCIAL CONTEXTS OF MATHEMATICS TEACHING AND LEARNING

Well-prepared beginning teachers of mathematics realize that the social, historical, and institutional contexts of mathematics affect teaching and learning and know about and are committed to their critical roles as advocates for each and every student.

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