



HOUSE OF REPRESENTATIVES  
900 COURT ST NE  
SALEM, OR 97301

The goal of HB 3069 is to ensure that all teacher candidates have demonstrated knowledge in the science of reading instruction. Oregon does not currently require a rigorous reading assessment tool to ensure that elementary teacher candidates are prepared in the science of reading instruction prior to entering the classroom. With the introduction of the reading initiative from ODE and OEIB, Oregon teacher candidates must be prepared to support students as we raise reading standards. Ultimately, all teachers in Oregon would be trained to a level of reading specialist.

**What are other states doing?**

As Oregon was recently ranked 49<sup>th</sup> in graduation rates, it is worth noting the investments other states are making in literacy instruction.

1. 14 states require teacher candidates to demonstrate knowledge of the science of reading instruction on a stand-alone assessment prior to licensure
  - a. State laws include five components of reading instruction:
    - i. Phonemic awareness
    - ii. Phonics
    - iii. Fluency
    - iv. Vocabulary
    - v. Comprehension
  - b. These policies support the long term goal
2. Massachusetts
  - a. Massachusetts Tests for Educator Licensure (MTEL) after a process starting in the early 2000s to revise and strengthen teacher licensing requirements. The MTEL is now being used in 3 other states. The Foundations of Reading test is one part of the MTEL.
  - b. Reading First Plan – Administered by the Office of Literacy. One component of the RFP is a focus on significant professional development for teachers on the science of reading instruction.
3. Ohio
  - a. Third Grade Reading Guarantee – Ensures every struggling reading gets the support they need. Schools administer reading improvement plans for any student at the beginning of when they start to fall behind.
  - b. All pre-K through ninth grade teachers are required to pass an assessment of reading instruction beginning in 2017. In addition, the State Board of Ed adopted reading competencies for teacher training programs since 2014. The reading competences must include:
    - i. Phonemic awareness; phonics; fluency; vocabulary; comprehension; appropriate use of assessments; differentiated instruction; and selection of appropriate instructional materials; and application of research-based instructional practices.



Currently in Oregon, elementary education teacher candidates are required to take two basic subtests. A certain percentage of Subtest I does covers literacy instruction, but not in the detail outlined above. Over the next few years, Oregon will begin to administer a third test called EdTPA. This test does require greater demonstration of knowledge in the fields of mathematics and literacy and requires a candidate to submit a video sample of time spent in the classroom, allowing for better evaluation of candidates based on their clinical experience.

In addition to an elementary education license, teachers in Oregon can add a reading endorsement. In order to receive an endorsement, a teacher must return back to school and take an average of 5-6 classes which could cost anywhere from \$9,000-12,000. Teachers that receive a reading endorsement are trained to become intervention specialists and/or reading coaches. HB 3069 would work toward ensuring that all teachers can receiving training at the level of receiving a reading endorsement.

**NCTQ recommends:**

- Incorporating informational text of increasing complexity into classroom instruction. Oregon's current framework does not appear to capture the major instructional shifts of college and career-readiness standards. Oregon should strengthen its teacher prep requirements to ensure all elementary and early childhood candidates have the ability to adequately incorporate complex informational text into classroom instruction.
- Incorporate literacy skills as an integral part of every subject. Oregon should, either through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects, and the arts.
- Oregon should articulate specific requirements ensuring that elementary teachers are prepared to intervene and support students who are struggling.