

READING/LITERACY RESOURCES & INFORMATION

Spring/Summer 2004

Oregon Literacy Initiative

Oregon's State Superintendent of Public Instruction, Susan Castillo, has identified literacy as one of six statewide priorities. The Oregon Department of Education's Literacy Initiative combines federal, state, and local resources to commit energy, coordination, and consistency of effort and funding to ensure that all Oregon students attain literacy skills necessary for success in the 21st Century.

The initiative emphasizes that 1) every K-3 student will meet measurable grade-level literacy targets; and 2) all grade 4-12 students will meet measurable and increasingly more complex reading, writing, and speaking expectations through literacy instruction embedded in all subjects.

"Learning to read" in K3 will prepare students for "reading to learn" and "learning to learn" in grades 4-12. The Literacy Initiative is focusing on helping all instructors learn how to intentionally teach literacy skills so that students strengthen their ability to "read to learn."

This initiative will provide students multiple opportunities to access instruction in and modeling of reading, writing, and speaking in relevant contexts along with multiple opportunities to apply reading, writing, and speaking across all subjects.

With no Carnegie Units awarded for reading (only for literature and writing), few Oregon high schools currently provide reading instruction, yet reading is a measurement used to determine

readiness for postsecondary education.

The Literacy Initiative is grounded in:

- ❖ research-based principles including high expectations for all students
- ❖ effective instruction/professional development
- ❖ reliable and valid assessments
- ❖ agreement about what all students should know and be able to do
- ❖ learning based on student interest and individual responsibility.

A Superintendent's Literacy and Secondary Reform Institute will be held in the Portland area on August 16-18, 2004. The Institute is targeting 30 teams of teachers, administrators, district staff, ESD staff, and community partners to learn innovative ways to incorporate literacy instruction into all subjects and grades, and strategies to include literacy in district and school improvement plans.

New License Requirements for Reading Endorsement

In 2003, the Teacher Standards and Practices Commission (TSPC) revised Reading Specialist Endorsement requirements for the Initial and Continuing Teaching Licenses. A Reading Endorsement is required to teach Title I reading or any specialized, non-grade level reading class or program on an Initial or Continuing Teaching License.

TSPC requires that teachers complete an “approved reading program” to receive the Reading Specialist Endorsement on their license. Requirements include completion of coursework, satisfactory completion of practica, and passing the “Reading Specialist” Praxis II test (0300). [*Only a college-approved practica will satisfy the program completion requirement.*]

A Reading Endorsement may be added to any Basic or Standard teaching license by passing the Reading Specialist Praxis II test in addition to one of the following:

- ❖ Approved teacher education practicum (provided the college and university allows this – check with program providers).
- ❖ Verification of one year of half-time or more successful teaching experience in reading (this may have to be accompanied by an approved conditional assignment permit to teach reading).
- ❖ Completion of a TSPC-approved reading program.

There are several approved Reading Endorsement programs offered by colleges and universities in Oregon. In addition, a new distance education collaborative of public universities (CREADE) was approved by TSPC in 2003.

Collaborative Reading Education And Distance Education (CREADE)

Courses in the CREADE collaborative statewide distance education program were initiated spring term 2003 by five public universities – Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, and Western Oregon University.

Various graduate-level program and course

options are available through CREADE:

- ❖ Literacy Education Program for general classroom teachers.
- ❖ Reading Endorsement Program for teachers who want to be Reading Specialists and add the endorsement to their teaching license.
- ❖ 3- and 1-credit courses in reading.
- ❖ Courses which may apply toward a master’s degree.

Teachers apply at a common online website to participate in CREADE (418 applicants to date). They can select any of the five universities as their “home” institution. Thereafter, they enroll in CREADE courses offered from any of these universities. Most CREADE course are available in accessible distance education modes such as online.

Tuition assistance (typically 50-60% of the common tuition established for CREADE) has been available to teachers enrolling in courses through federal grant funds, with a priority on teachers from high-need schools.

*Enrollments Since Inception
(528)*

<i>Spring '03</i>	<i>Summer '03</i>	<i>Fall '03</i>	<i>Winter '04</i>	<i>Spring '04</i>
67	150	108	96	107

Reading First Grant

Reading First, a major federal program of No Child Left Behind, was initiated by Congress with the goal of having all students proficient in reading by the end of third grade. Oregon was awarded a six-year, \$50 million Reading First grant in October 2002.

Student performance and the level of poverty determine eligibility to participate in Reading First for both districts and schools. Twenty districts and 78 schools within these districts were eligible to apply for the first year of the Oregon Reading First grant. After an extensive application process, 14 districts and 35 schools were funded. Approximately 10,000 Oregon students are being served by the Reading First grant at present.

Allowable activities within this grant include scientifically based professional development, reading materials that are based on scientifically based reading research, literacy coaches, and student assessments.

Upwards of 700 Reading First school and district staff members have attended four Institutes of Beginning Reading held in Oregon. Each school has a reading coach. There is also a regional coordinator that works with the coach and the school to implement the reading programs, assessments, supplements, and interventions.

A second round of Oregon Reading First funding is scheduled for April 2005. Reading First is managed by the Oregon Department of Education.

ReadOregon.org

Several Oregon educational agencies/associations have created a single website to centralize information on reading/literacy resources. More than 2,230 visits have been logged at ReadOregon since its launch in February 2003. Information is available on:

- ❖ literacy courses, modules, workshops (e.g., offered by the Oregon Department of Education, ESDs, OEA, and colleges and universities)
- ❖ calendar of key literacy events

- ❖ university/college literacy programs
- ❖ Oregon K-12 standards in language arts and reading
- ❖ assessment and testing
- ❖ reading/literacy resources
- ❖ adult and family literacy resources.

Educational Media/ Librarianship Endorsement

Portland State University has redesigned its Educational Media/Librarianship Endorsement Program to a distance education (online) program format to make it more accessible statewide. The distance delivery format offers time and place flexibility to students. The program also offers face-to-face classes. The online courses incorporate a weekend campus residency.

The program focuses on the preparation of school library media specialists for professional positions in K-12 library media centers. The 29-credit program can be completed in four terms, including a required school-based practicum.

Recommendation for the endorsement, to be added to a current teaching license, is made to the Teacher Standards and Practices Commission upon successful completion of the program.

Summer 2003 Courses

Lib 534	Administration of School Library Media Center, 3 credits
Lib 508	Literature for At-Risk Students, 1 credit
Lib 508	Multicultural Storytelling, 1 credit
Lib 508	Information Literacy and Online Searching, 1 credit

For further information, website addresses are provided on the back page.

Oregon Network for Education

The Oregon Network for Education (ONE) is a “one-stop” website that houses a database of distance education courses (over 2,500 in various subject areas) and programs (more than 70 certificate and degree programs) from about 25 providers in Oregon – four-year colleges and universities, community colleges, and K-12.

The ONE searchable database includes information about courses available to high school students (and some middle school as well) who may need access to more flexibly delivered courses. College-level courses are also available for high school students who are “college-ready” in some subject areas.

Website Addresses

- ★ CREADE
www.ous.edu/aca/CREADE/
- ★ CREADE application
www.ous.edu/aca/CREADE/application.htm
- ★ Educational Media/Librarianship Endorsement
www.ceed.pdx.edu/lib_media
- ★ Miscue Analysis Workshop
www.ous.edu/aca/CREADE/
- ★ Literacy and Secondary Reform Institute
Oregon Department of Education
www.ode.state.or.us/
- ★ Oregon Network for Education
OregonONE.org
- ★ Reading First
<http://oregonreadingfirst.uoregon.edu/>
- ★ Teacher Standards and Practices Commission
www.tspc.state.or.us/

Miscue Analysis Workshop

A Miscue Analysis Workshop for assessing students’ reading strategies and developing appropriate instruction will be available summer 2004. Miscue experts, Professors E. Ruth Davenport (Eastern Oregon University) and Sandra Wilde (Portland State University), will offer the workshop through the CREADE program.

- ❖ *Course Number:* READ 576 (1 credit)
- ❖ *Dates:* August 13-14, 2004 (Friday/Saturday)
- ❖ *Location:* Oregon Institute of Technology (OIT) Metro campus, southeast Portland

More Information

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