Proposed Educator Preparation Program Compliance Targets

The Higher Education subcommittee is proposing that the Task Force adopt the following Educator Preparation Program Compliance Targets, which represent Educator Competencies previously approved as essential for specific subgroups of educators (e.g. all educators, Elementary educators, etc.) on January 16, 2020.

These Compliance Targets identify what educator preparation programs will prepare candidates to know, be able to do, or be able to demonstrate when they have completed their designated program of study.

Compliance Targets are organized according to the legislative directive to which they respond:
A.   the preparation of Connecticut's educators in the recognition of dyslexia;
B.   the preparation of Connecticut's educators in the detection of dyslexia; and,
C.   the preparation of Connecticut's educators in the provision of evidence-based structured literacy interventions for students with dyslexia.

To support Institutions of Higher Education (IHE) in their efforts to incorporate these Compliance Targets into existing accreditation models, each indicator has been aligned with the relevant corresponding accrediting standards of the following organizations:
● International Dyslexia Association (IDA)
● International Literacy Association (ILA)
● Interstate Teacher Interstate New Teachers Assessment and Support Consortium (InTASC)

Outcome A: (12 Clock Hours) All Connecticut Educator Preparation Programs Prepare Educators who are Knowledgeable About How to Detect Dyslexia. They prepare educators to understand…		IDA	FORT	ILA	InTASC (ALL very General)
A.1	How learning to read differs from learning to speak, with most individuals requiring explicit instruction to learn how to read.	1.2	NA	1.1 2.3	1d 4j
A.2	Factors impacting reading and writing acquisition, including: ▪ the component structures of language (phonology, orthography, syntax, morphology, semantics; organization of spoken and written discourse).	1.1	NA	1.1 1.3	4j
		1.3	Subarea 1: Objective 3;4 Subarea 2: Objective 5;7	1.1	4j
		1.4	NA	None	
		1.5	Weekly Implied	4.2	
		1.6	NA	None	
		4F.1	NA	1.1 2.3	
A.3	The typical developmental progression of the following skill domains: • oral language • phoneme awareness • decoding • spelling • reading fluency • reading comprehension • written expression	1.8	NA	1.1	4j
A.4	The most common intrinsic differences between good and poor readers (e.g. linguistic, cognitive, and neurobiological).	1.7	NA	None	2g

		IDA	FORT	ILA	InTASC
A.5	The role of: • fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension and motivation to read vocabulary development and vocabulary knowledge in oral and written language comprehension.	4D.1	Subarea 1: Objective 3; 4	1.1 2.3	4j
		4E.1	Subarea 2: Objective 5	1.1 2.3	
A.6	Reading disabilities, including: • How reading disabilities vary in presentation and degree. • How and why symptoms of reading difficulty are likely to change over time in response to development and instruction. • Definition of dyslexia (IDA and State). • Federal and state laws pertaining to the identification and instruction of students at risk for, identified with, dyslexia. • Signs and symptoms of dyslexia by age and grade.	2.1	NA	None	2g 2h
		2.2	NA	None	
		2.3	NA	None	
A.7	How to select, administer, interpret the results of the following types of reading, spelling, and writing assessments for the purpose of (a) identifying students at-risk for dyslexia, (b) develop prioritized instructional learning goals; (c) determine students' response to instruction: • universal screening • progress monitoring • criterion-referenced norm-referenced	3.1	Subarea 3: Objective 8	3.1	6j 6k 6l
		3.2	Subarea 3: Objective 8	3.1	
		3.5	Subarea 3: Objective 8	3.2	

Candidate Outcome B: (12 Clock Hours) All Connecticut Educator Preparation Programs Prepare Educators who are Knowledgeable About How to Detect Dyslexia. They prepare educators to understand…		IDA	FORT	ILA	InTASC (ALL Very General)
B.1	The rationale for adapting reading, spelling, and writing instruction to accommodate individual differences in cognitive, linguistic, sociocultural and behavioral aspects of learning.	4A.3	Weakly Implied	2.3	7j
B.2	Methods for adapting, designing, and delivering evidence-based reading, spelling, and writing curricula to meet the needs of students with weaknesses in working memory, attention, and/or executive function.	4C.5	NA	1.1 2.3	7k
B.3	The definition of, and what constitutes, the principles and practices of Structured Literacy.	4A.1	NA	2.3	7k
B.4	Know considerations for the appropriate uses of assistive technology in written expression.	4G.5	NA	5.3	

Candidate Outcome C: All of Connecticut's Special Education, and Remedial Reading Educator Preparation Programs Prepare Candidates who Possess Specialized Knowledge and Skills that Enable them to Effectively Provide Evidence-Based Structured Literacy Interventions to Students with Dyslexia. They prepare educators to…		IDA	FORT	ILA	InTASC (ALL Very General)
C.1	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.	1.9	Partial	None	1f
C.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.) and how to interpret basic statistics commonly utilized in formal and informal assessment for the purpose of: • Selecting and utilizing well-validated screening tests designed to identify students at risk for reading difficulties.	3.2	Subarea 3: Objective 8	3.1	6k
	• Utilizing informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing.	3.3	Subarea 3: Objective 8	3.2	
	• Applying the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques.	3.4	NA	3.3	

		3.5	Implied	3.2	
		3.6	Partial	3.1	
C.3	How to present and explain assessment results, verbally and in writing, to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.	3.8	NA	3.4	6o
C.4	The structure of English orthography and the patterns and rules that inform the teaching of single and multi-syllabic regular word reading.	4C.1	Subarea 1: Objective 3	1.1 1.3 2.3	4j
C.5	Text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.	4D.3	NA	1.1 2.3	4j
C.6	The sources of wide differences in students' vocabularies and the role and characteristics of (a) indirect (contextual) methods of vocabulary instruction; and, (b) direct, explicit methods of vocabulary instruction.	4E.2	Implied: Subarea 2: Objective 5	1.1 2.3	4j
		4E.3	Subarea 2: Objective 5	1.1 2.3	
		4E.4	Subarea 2: Objective 5	1.1 2.3	
C.7	The role of sentence comprehension in listening and reading comprehension.	4F.3	NA	1.1 2.3	4j
C.8	Major skill domains that contribute to written expression and the developmental phases of the writing process.	4G.1	NA	1.2	4j
		4G.4	NA	1.2 2.3	
C.9	How to prioritize specific phonological, phonics (reading and spelling), sight word reading, fluency, vocabulary, listening and reading comprehension, and written expression skills for instruction based on a comparison of student achievement against developmental milestones.	4B.4	NA	2.3	1d 7c
C.10	How to develop and implement a structured phonics lesson, to include reading and spelling, whose content meaningfully addresses students' instructional needs within and across lesson components.	4C.3	NA	1.1 2.3	7k
C.11	Varied instructional routines, techniques and methods - and their corresponding evidence base- that reflect the principles and practices of Structured Literacy, to teach/develop each of the following: a. phonological/phonemic awareness. b. the six syllable types to support phonics decoding and encoding instruction for single syllable word reading. c. the six syllable types and morphology (prefixes, suffixes, roots, and combining forms) to support multi-syllable word reading instruction. d. irregular word/sight word reading/spelling (e.g. Fernald Technique). e. word reading automaticity and reading fluency skills. f. teach comprehension of major genres: narrative, expository, argument, with consideration for the teacher's role as an active mediator. g. letter formation (both manuscript and cursive), written spelling and punctuation.	4B.6	NA	2.3	7k
		4C.2	NA	1.1 2.3	
		4C.7	Subarea 1: Objective 4	1.1 2.3	
		4C.6	NA	1.1 2.3	
		4D.2	Subarea 1: Objective 3	1.1 2.3	
		4F.2	NA	1.1 2.3	
		4F.4	NA	1.1 2.3	
		4F.5	NA	1.4	
		4G.2	NA	1.2 2.3	
		4G.3	NA	1.2 2.3	

		IDA	FORT	ILA	InTASC (ALL Very General)
C.12	How to effectively apply foundational knowledge to evaluate, select and/or develop and utilize decodable texts to provide students who are learning to read with the opportunity to apply taught phonics concepts in context.	4C.8	NA	2.3	7k

Candidate Outcome D: All of Connecticut's Special Education, and Remedial Reading Educator Preparation Programs Require Candidates to Complete a Supervised Structured Literacy Practicum. They prepare educators to implement the following in practice. . .		**IDA**	**FORT**	**ILA**	**InTASC** (ALL Very General)
D.1	Read and interpret common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators for the purposes of informing the analyses of students' literacy profiles and the generation of instructional recommendations.	3.7	NA	3.1	6k
D.2	Prioritize specific phonological, phonics (reading and spelling), sight word reading, fluency, vocabulary, listening and reading comprehension, and written expression skills for instruction based on a comparison of student achievement against developmental milestones.	4B.4	NA	2.3	1d
D.3	Develop and implement a structured phonics lesson, to include reading and spelling, whose content meaningfully addresses students' instructional needs within and across lesson components.	4C.3	NA	1.1 2.3	7k
D.4	Select and implement varied instructional routines, techniques and methods that reflect the principles and practices of Structured Literacy, to teach/develop each of the following: a. phonological/phonemic awareness. b. the six syllable types to support phonics decoding and encoding instruction for single syllable word reading. c. the six syllable types and morphology (prefixes, suffixes, roots, and combining forms) to support multi-syllable word reading instruction. d. irregular word/sight word reading/spelling (e.g. Fernald Technique). e. word reading automaticity and reading fluency skills. f. letter formation (both manuscript and cursive), written spelling and punctuation.	4B.1	NA	1.1	7k
		4B.2	Subarea 1: Objective 1	2.3	
		4B.3	Subarea 1: Objective 1	2.3	
		4B.5	Subarea 1: Objective 1	2.3	
		4B.7	NA	5.3	
		4C.2	NA	1.1 2.3	
		4C.7	Subarea 1: Objective 4	1.1 2.3	
		4C.6	NA	1.1 2.3	
		4D.2	Subarea 1: Objective 3	1.1 2.3	
		4G.2	NA	1.2 2.3	
		4G.3	NA	1.2 2.3	
D.5	Evaluate, select and/or develop and utilize decodable texts to provide students who are learning to read with the opportunity to apply taught phonics concepts in context.	4C.8	NA	2.3	7k
D.6	Apply in practice considerations for the appropriate uses of assistive technology for students with serious limitations in reading fluency and for written expression.	4.D4	NA	2.3	
		4G.5	NA	5.3	
D.7	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.	4.A2:	NA	2.3	