DUAL LANGUAGE

The demand for qualified educators in dual language or immersion classrooms is growing at a rapid rate. The supply of qualified educators has not kept pace with the growing demand. Districts have assigned or conditionally assigned educators into the classrooms to meet the growing demand.

Oregon has not established knowledge, skill and competencies for educators for immersion or dual language classrooms. A stakeholders group initiated by Portland Public Schools and Lewis and Clark College formed a partnership to begin the work of identifying the knowledge and competencies for educators in immersion and dual language classrooms. The initial steering committee was expanded to include additional districts with immersion and dual language programs and institutions of higher education developing dual language preparation programs.

The steering committee developed a draft set of domains and objectives for immersion or dual language educators. The draft standards were developed based on research of best practices in several other states. The committee held a working session with other interested stakeholders to receive feedback on the draft competencies. The feedback provided great clarification along with the strong support for the initial draft standards.

Based upon the competencies recommendation of the steering committee, rules were drafted to establish competencies for dual language educators. The steering committee would also recommend the establishment of a specialization for dual language educators.

The draft rules were submitted to the commission and were approved to be sent to hearing at the November 2013 commission meeting. The commission will consider adoption of the rules at the March 2014 meeting. If the rules are adopted, institutions of higher education can seek approval for dual language educator preparation programs.

ELL STANDARDS FOR ALL EDUCATORS AND FACULTY

TSPC, Oregon Department of Education, public and private higher education in partnership with some school district representatives have been working on an off for over two years to identify knowledge, skills and competencies *general education educators* need in order to meet the educational needs of all English Language Learners (ELL) in Oregon p-12 classrooms.

The stakeholders group was asked for feedback on the recommendations. The feedback was positive and supportive, with input on clarification or strengthening of the recommended language. In addition, the stakeholders group identified next steps for implementation of the recommendations. Some of the key points made by stakeholders include:

- It is every educator's responsibility to meet the needs of ELL students;
- Accreditation requirements should support the recommendations for all EPP programs.

- Like the current public school workforce, is critical for EPP faculty to have professional development to support the recommended competencies for educators.
- The recommendations should apply to pre-service and current workforce teachers, administrators, personnel service educators (counseling, psychologists and social workers) and EPP education faculty.
- It is necessary to have on-going collaboration between K-12 and EPPs to achieve these goals.

The recommendation from the collaborative effort was put into rule form for consideration at the November 2013 meeting of the commission. It was proposed moving the draft rules to hearing with possible adoption at the March 2014 meeting. The agenda item was tabled at the request of institutions of higher education who questioned the necessity of EPP faculty being included in the requirement. Additionally, it was questioned how the commission would expect EPP provide evidence of compliance. It is an expectation that programs provided data as part of the program review process that candidates in programs demonstrate these competencies. Currently, EPPs must provide evidence faculty are modeling "best practices" in teaching as part of the unit accreditation process.