Connecticut State Department of Education
Office of Dyslexia and Reading Disabilities (ODRD)

Educator Literacy Competency Targets
Definitions Related to Deliverable

Competencies:
The ODRD defines competencies as the measurable and observable knowledge, skills, abilities, behaviors, and mindsets that **contribute to effective educator performance** related to (1) utilizing evidence-based structured literacy methods to support the teaching of listening, speaking, reading, and writing skills in an integrated manner; (2) screening students for dyslexia risk; (3) determining IDEA eligibility for Specific Learning Disability: Dyslexia; and, (4) providing intensive, individualized structured literacy interventions for students identified as at-risk for and/or with dyslexia and other reading disabilities.

Competency Categories:
Competency categories are **broad domains** that are essential for success in (1) utilizing evidence-based structured literacy methods to support the teaching of listening, speaking, reading, and writing skills in an integrated manner; (2) screening students for dyslexia risk; (3) determining IDEA eligibility for Specific Learning Disability: Dyslexia; and, (4) providing intensive, individualized structured literacy interventions for students identified as at-risk for and/or with dyslexia and other reading disabilities.

Performance Competencies:
Performance competencies are the **skills and behaviors** that contribute to effective educator performance related to (1) utilizing evidence-based structured literacy methods to support the teaching of listening, speaking, reading, and writing skills in an integrated manner; (2) screening students for dyslexia risk; (3) determining IDEA eligibility for Specific Learning Disability: Dyslexia; and, (4) providing intensive, individualized structured literacy interventions for students identified as at-risk for and/or with dyslexia and other reading disabilities.

Essential Routines and Strategies:
Essential routines and strategies are the assessment, instruction, and intervention methods and practices, grounded in educational theory and supported by empirical evidence, that **effectively promote student learning and achievement.**

Foundational Declarative Knowledge:
Foundational declarative knowledge is the factual information that represents specific facts, concepts, principles, rules, and theories related to (1) utilizing evidence-based structured literacy methods to support the teaching of listening, speaking, reading, and writing skills in an integrated manner; (2) screening students for dyslexia risk; (3) determining IDEA eligibility for Specific Learning Disability: Dyslexia; and, (4) providing intensive, individualized structured literacy interventions for students identified as at-risk for and/or with dyslexia and other reading disabilities. This knowledge serves as the foundation for critical thinking, problem-solving and reasoning and provides educators with the **factual information and conceptual understanding necessary to comprehend, analyze, and apply knowledge in various contexts**.

Demonstration of Performance Competencies:
Demonstration of performance competencies refers to the observable behaviors, actions, and practices educators are expected to exhibit in their professional roles, with consideration for: (1) utilizing evidence-based structured literacy methods to support the teaching of listening, speaking, reading, and writing skills in an integrated manner; (2) screening students for dyslexia risk; (3) determining IDEA eligibility for Specific Learning Disability: Dyslexia; and, (4) providing intensive, individualized structured literacy interventions for students identified as at-risk for and/or with dyslexia and other reading disabilities.

Evaluation of Performance Competencies:
Evaluation of performance competencies specifies the systematic processes that will be used to evaluate educators' effectiveness with demonstrating performance competencies related to: (1) utilizing evidence-based structured literacy methods to support the teaching of listening, speaking, reading, and writing skills in an integrated manner; (2) screening

students for dyslexia risk; (3) determining IDEA eligibility for Specific Learning Disability: Dyslexia; and, (4) providing intensive, individualized structured literacy interventions for students identified as at-risk for and/or with dyslexia and other reading disabilities. Evaluations may include rubrics to support multiple sources of evidence, including observations, artifacts, and student outcomes. The evaluation process aims to provide educators with constructive feedback, support their professional growth and development, and ensure accountability for meeting established standards of performance. The evaluation protocol may differ for pre-service and in-service educators.