

Ohio Legislative Requirement for

12 Semester Hours Reading Grades PreK-12

For Ohio Educator Licensure Reports: Early Childhood,
Middle Childhood, & Intervention Specialist

(2008 Modified Ohio/IRA Report Standards)

A minimum of twelve semester hours in the teaching of reading including at least one separate three semester hour course in the teaching of phonics and coursework on knowledge and beliefs about reading; knowledge base; individual differences; reading difficulties; creating a literate environment; word identification; vocabulary and spelling; comprehension; study strategies; writing; assessment; communicating information about reading; curriculum development; professional development; research; supervision of paraprofessionals; and professionalism for early childhood license, the middle school license, the intervention specialist license; and the early childhood intervention specialist license.

Ohio Legislative Requirement 12 Semester Hours Reading for Early Childhood Education Middle Childhood Education Intervention Specialist Licensure

Introduction

The Ohio Educator Licensure Standards for 12 Semester Hours in Reading were revised in November, 2008, by the Office of Educator Preparation Education Consultants, after a thorough review of the International Reading Association Standards, 2003.

Performance-based standards

The 12 semester hour reading requirement is considered part of the program's planned, purposeful, and continuing evaluation of candidate proficiencies for Early Childhood, Middle Childhood, and all Intervention Specialists licensure. Ohio requires performance-based programs and reports which must include educator licensure candidate performance assessments as follows:

- The use of multiple measures to capture various proficiencies of candidates
- Actions by the program to set performance levels and judge accomplishments of candidates
- Efforts to assure reliability and validity of the assessments
- The manner in which results of assessments are used to evaluate and improve the program and candidate performance
- Performance-based assessments which are appropriate for the standards including multiple forms of measurement, and measurement at points over a candidate's progression through a program

Licensure Rule 3301-24-05 (A) (1)

A minimum of twelve semester hours in the teaching of reading, as required in section 3319.24 of the Revised Code, including at least one separate three semester hour course in the teaching of phonics and coursework on knowledge and beliefs about reading; knowledge base; individual differences; reading difficulties; creating a literate environment; word identification; vocabulary and spelling; comprehension; study strategies; writing; assessment; communicating information about reading; curriculum development; professional development; research; supervision of paraprofessionals; and professionalism for early childhood license, the middle school license, the intervention specialist license; and the early childhood intervention specialist license

Please note: Courses other than those in the teaching of reading may be utilized to meet some indicators if those courses are required of all candidates within the licensure area, and if the equivalent of 9 semester hours in the teaching of reading and the 3 semester hour phonics course are maintained.

3319.24 Coursework in teaching reading and phonics required for certain initial provisional license applicants.

This section does not apply to any applicant for an educator license that is designed for persons specializing in teaching children in kindergarten through twelfth grade, or the equivalent, in the area of dance, drama, theater, music, visual arts, or physical education or a specialty area substantially equivalent to any of these when such applicant will be teaching children in the specialty area specified in the license.

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State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at

www.education.ohio.gov

Ohio Legislative Requirement for 12 Semester Reading

Standard 1. Phonics Course – 3 semester hour

- 1.1 The candidate has knowledge and skills of phonics instruction.
- 1.2 The candidate models instruction at each of the fundamental stages of word recognition.
- 1.3 The candidate demonstrates an understanding of the nature of the English language and its orthography.
- 1.4 The candidate uses phonics to teach students to use their knowledge of letter/sound correspondence to decode words.

Standard 2. Knowledge Base and Beliefs about Reading

- 2.1 The candidate recognizes the importance of teaching the processes and skills of reading.
- 2.2 The candidate understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.
- 2.3 The candidate demonstrates an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
- 2.4 The candidate demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation.
- 2.5 The candidate demonstrates an understanding of the interrelation of reading and writing, and listening and speaking.
- 2.6 The candidate understands how various factors such as content, purpose, tasks and setting influence the reading process.
- 2.7 The candidate understands the role of metacognition in reading, writing, listening, and speaking.

Standard 3. Creating a Literate Environment

- 3.1 The candidate understands and accepts the importance of reading as a means to learn, access information and to enhance the quality of life.

3.2 The candidate uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.

3.3 The candidate recognizes the value of reading aloud to learners.

3.4 The candidate provides opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes.

3.5 The candidate uses instructional and information technologies to support literacy learning.

3.6 The candidate demonstrates an understanding of emergent literacy and designs experiences to support it.

3.6.1 The candidate demonstrates an understanding of the theoretical and research foundations of emergent literacy.

3.6.2 The candidate is able to design and implement appropriate emergent literature instruction and assessment practices.

3.6.3 The candidate uses effective techniques and strategies to ensure children's literacy development and growth.

Standard 4. Individual Differences

4.1 The candidate understands and is sensitive to differences among learners and how these differences influence reading.

4.2 The candidate demonstrates an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process.

4.3. The candidate creates and implements reports designed to address the strengths and needs of individual learners.

4.4 The candidate communicates with students about their strengths, areas for improvement, and ways to achieve improvement in reading.

4.5 The candidate collaborates with parents, support personnel, and others to support students' reading and writing development.

Standard 5. Comprehension

5.1 The candidate provides direct instruction and models what, when, and how to use reading strategies with narrative and expository texts.

- 5.2 The candidate models questioning strategies.
- 5.3 The candidate teaches students to connect prior knowledge with new information.
- 5.4 The candidate teaches students strategies for monitoring their own comprehension.
- 5.5 The candidate ensures that students can use various aspects and structures of text to facilitate comprehension.
- 5.6 The candidate teaches effective study, time management, and test taking strategies.
- 5.7 The candidate provides opportunities to locate and use a variety of print, nonprint, and electronic reference strategies.
- 5.8 The candidate teaches students to vary reading rate according to the purpose(s) and difficulty of the material.

Standard 6. Word Identification, Vocabulary, and Spelling

- 6.1 The candidate teaches students to monitor their own word identification through the use of syntax, semantic, and graphophonemic relations.
- 6.2 The candidate teaches students to use context to identify and define unfamiliar words.
- 6.3 The candidate demonstrates understanding of developmental spelling and applies this knowledge to spelling instruction.
- 6.4 The candidate teaches students to recognize and use various spelling patterns in the English language as an aid to word identification.
- 6.5 The candidate employs effective techniques and strategies for the ongoing development of independent vocabulary acquisition.

Standard 7. Curriculum Development

- 7.1 The candidate creates individualized and group instructional interventions based on a range of authentic literacy tasks using a variety of texts.
- 7.2 The candidate adapts instruction to meet the needs of different learners to accomplish Different purposes.
- 7.3 The candidate selects and evaluates instructional materials for literacy, including those that are technology-based.

7.4 The candidate aligns curriculum and instruction with state and local standards.

Standard 8. Assessment and Diagnosis of Reading Difficulties

8.1 The candidate recognizes assessment as an ongoing and indispensable part of reflective teaching and learning.

8.2 The candidate is knowledgeable about the characteristics and appropriate application of widely used and evolving assessment approaches.

8.3 The candidate conducts assessments that involve multiple indicators of learner progress and takes into account the context of teaching and learning.

8.4 The candidate uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.

8.5 The candidate creates assessments that take into account the complex nature of reading, writing and language and that are based on a range of authentic literacy tasks using a variety of texts.

8.6 The candidate aligns assessment with curriculum and instruction.

Standard 9. Writing

9.1 The candidate teaches students planning strategies most appropriate for particular kinds of writing

9.2 The candidate teaches students to draft, revise, and edit their writing.

9.3 The candidate teaches students the conventions of standard written English needed to edit their compositions.

Standard 10. Professionalism, Professional Development and Research

10.1 The candidate uses multiple indicators to judge professional growth.

10.2 The candidate models ethical professional behavior.

10.3 The candidate reflects on practice to improve instruction and other services to the students.

10.4 The candidate applies research for improved literacy.

Standard 11. Field Experiences

11.1 There are logical, sequential and planned reading experience(s) integrated into coursework where candidates participate in classroom(s) with certified/licensed, experienced teacher(s) and work with P-12 students.