Ohio | **Board of Regents**
Department of Education

Ohio Legislative Requirement for

3 Semester Hour Reading

For Ohio Educator Licensure Reports: Multi-Age, Adolescence to Young Adult, Career-Technical

(2008 Modified Ohio Competencies)

A minimum of three semester hours on the teaching of reading in the content area that includes instruction in organizing instruction, use of protocols for oral language development, strategies for word skill development, strategies for reading comprehension, and assessment strategies for instructional purposes for the multi-age license, the adolescence to young adult license, and the career-technical license.

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Introduction
The Ohio Educator Licensure Requirements for 3 Semester Hour in Reading were revised in November, 2008, by the Office of Educator Preparation.

Licensure Rule 3301-24-05 (A) (2)
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Performance-based standards
The 3 semester hour reading requirement is considered part of the program's planned, purposeful, and continuing evaluation of candidate proficiencies for Multi-Age, Adolescence to Young Adult, and Career-Technical licensure. Ohio requires performance-based programs and reports which must include educator licensure candidate performance assessments.

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Multi-Age, Adolescence to Young Adult, Career-Technical Licenses Standard: Candidates design and implement instruction in the content area to ensure each student's reading development and growth.

1. Candidates know and can provide varied instruction to accommodate the needs of individual learners along the developmental continuum.

2. Candidates have knowledge of and demonstrate skill in teaching students' oral language and reading acquisition.

3. Candidates use the major components of reading (e.g., word identification and phonics, vocabulary and background knowledge, comprehension strategies) to identify students' strengths and weaknesses in word skill development.

4. Candidates implement strategies to increase students' understanding of content through word/vocabulary development.

5. Candidates use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students; including those at different developmental stages of reading, and students from different cultural and linguistic backgrounds.