

Literacy Specialist Endorsement

2004 Modified Ohio/IRA Program Standards
(Grades K-12)

Literacy specialist (limited to a teaching license that is endorsed for the teaching of reading grades kindergarten through twelve), valid for providing coaching and professional development in the teaching of reading for classroom teachers at all levels. Candidates must have at least three years of successful experience teaching reading under a standard teaching certificate or license.

Ohio Educator Licensure Program Standards for Literacy Specialist Endorsement

Introduction

The Ohio Educator Licensure Program Standards for Literacy Specialist Endorsement programs were based on the International Reading Association's Standards for Reading Professionals 2003, with special attention to the criteria for reading specialist/literacy coaches and teacher educators. The Ohio Standards also promote a research agenda: The Literacy Specialist Endorsement requires an understanding of research methodologies as they apply to reading and writing, engagement in inquiry to advance understanding of teaching reading and writing, and collaboration with other professionals for the purpose of advancing knowledge of reading and writing research.

Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (E) (9)

An endorsement of a teacher license, valid for teaching the subject or learners named, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination (reading endorsement test) prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution. The endorsement may be added to any standard teaching certificate or provisional teaching license.

The Literacy Specialist has knowledge of the academic content standards appropriate to grade level as it applies to literacy and the English/Language Arts. The Literacy Specialist is intended as part of a "career ladder" in literacy, and the knowledge base for the endorsement is built on the reading foundation established by the reading endorsement. Literacy Specialists provide assistance and coaching directly to teachers rather than to students. For these reasons, the Literacy Specialist Endorsement has the following requirements approved by the Ohio Teacher Education and Licensure Advisory Commission (OTELAC) in February 2003:

- Professional license or certificate;
- At least three years of successful teaching of reading under a standard teaching certificate or license; and
- Reading Endorsement

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: <http://esb.ode.state.oh.us/communications/standards.aspx>

LITERACY SPECIALIST ENDORSEMENT STANDARDS

Standard 1. Candidates demonstrate knowledge of the foundations of reading and writing processes and instruction.

1.1 Candidates demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

1.1.1 Candidates know major theories in the fundamental areas as they related to reading. Candidates can analyze and synthesize the knowledge and theories as it relates to the instruction of reading.

1.2 Candidates demonstrate knowledge of reading research and histories of reading, as well as contemporary theories.

1.2.1 Candidates can summarize and articulate how seminal reading studies impact reading instruction

1.3 Candidates demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.

1.3.1 Candidates analyze and synthesize the themes of research in the areas of language development and learning to read as it relates to instruction.

1.4 Candidates demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension and motivation) and how they are integrated in fluent reading.

1.4.1 Candidates are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) in fluent reading.

Standard 2. Candidates have knowledge of a wide range of instruction practices, approaches, methods and curriculum materials to support reading and writing instruction.

2.1 Candidates use key instruction grouping options (independent, small-group, whole class, computer-based) and methods as appropriate for accomplishing given objectives.

2.1.1 Candidates support classroom teachers and paraprofessionals in their use of instruction grouping options. They assist teachers in selecting appropriate instructional options by demonstrating those options and explaining the evidence-based rationale for changing configurations to best meet the needs of all students.

2.2 Candidates use and demonstrate a wide range of instructional practices, including technology-based practices that promote reading and writing across the curriculum for learners at differing stages of development and from differing cultural and linguistic backgrounds.

2.2.1 Candidates understand how the “new literacies” —including digital (multi-modal) composition, technologies, critical thinking, collaborative decision-making and critical/cultural analysis of a range of texts/genres—enhance student learning.

2.2.2 Candidates support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches and methods, including technology-based practices. They assist teachers in selecting practices to best meet the needs of all students and demonstrate the options in their own teaching and in demonstration teaching.

2.3 Candidates plan, use and demonstrate appropriate curriculum materials, including technology-based, for effective reading and writing instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds.

Standard 3. Candidates use a variety of assessment tools and practices to plan effective instruction.

3.1 Candidates use a wide range of assessment tools and practices that range from individual and standardized group tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

3.1.1 Candidates can compare and contrast, use, interpret and recommend a wide range of assessment tools and practices. They can demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.

3.2 Candidates use a developmental continuum as a basis for interpreting reading and writing behaviors and to identify students’ proficiencies and difficulties.

3.2.1 Candidates support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.

3.3 Candidates use assessment information to plan and revise effective instruction for all students.

3.3.1 Candidates assist the classroom teacher in using assessment to plan instruction for all students. The specialist uses in-depth assessment information to plan individual instruction for struggling readers. They effectively collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.

3.3.2 Candidates will have extensive and intensive practicum experiences within each of the grade bands—early childhood, middle childhood and adolescence.

3.4 Candidates communicate results of assessment to specific individuals and community members (students, parents, caregivers, colleagues, administrators, policy makers, community members, clinical specialists, school psychologists, social workers, and classroom teachers.)

3.4.1 Candidates communicate assessment information to various audiences for both accountability and instructional purposes.

Standard 4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge and by using instructional practices, approaches and methods, curriculum materials, and appropriate assessments.

4.1 Candidates are cognizant of and utilize students' interests, reading and writing abilities and backgrounds as bases for the reading and writing program.

4.1.1 Candidates assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests and background of all students, with particular emphasis on the culture of the particular classroom.

4.2 Candidates use a large and varied supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultural and linguistic backgrounds.

4.2.1 Candidates assist the classroom teacher in the selection of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

4.3 Candidates model reading and writing enthusiastically as valued life-long activities.

4.3.1 Candidates demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. They assist teachers and paraprofessionals in modeling reading and writing as valued lifelong activities.

4.4 Candidates motivate learners to be life-long readers.

4.4.1 Candidates use methods to effectively revise instructional plans to motivate all students. The specialist assists classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and can articulate the research base that grounds their practice.

4.5 Candidates serve as catalysts for reform by engaging all stakeholders of the school community in the design and implementation of effective reading and writing processes that support and promote effective literacy efforts in the school culture.

Standard 5. Candidates view professional development as a career-long effort and responsibility.

5.1 Candidates display positive dispositions to reading and the teaching of reading.

5.1.1 Candidates can articulate the theories related to the connections between teacher dispositions and student achievement.

5.2. Candidates continue to pursue the development of professional knowledge and positive dispositions related to the teaching of reading and writing.

5.2.1 Candidates conduct professional study groups for paraprofessionals and teachers and assist them in identifying, planning, and implementing personal professional development. They advocate to advance the professional research base to expand knowledge –based practices.

5.3 Candidates work with colleagues to observe, analyze, reflect, and provide feedback on each other's practice.

5.3.1 Candidates positively and constructively provide an evaluation of their own or others' teaching practices. They assist classroom teachers and paraprofessionals as they strive to improve their practice.

5.4 Candidates participate in, initiate, implement, and evaluate professional development programs.

5.4.1 Candidates exhibit leadership skills in professional development. The specialist plans, implements, and evaluates professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional programs, and can articulate the evidence base that grounds their practice.

Standard 6. Candidates view research as an integral part of professional development and as a responsibility to advance understanding of teaching and learning.

6.1 Candidates develop an understanding of research methodologies as they apply to reading and writing.

6.1.1 Candidates identify and articulate specific research methodologies used to inform the reading field.

6.1.2 Candidate read and critique reading and writing research.

6.1.3 Candidates participate in research activities with sound research methodologies.

6.2 Candidates engage in inquiry to advance understanding of teaching reading and writing.

6.2.1 Candidates read, compare and contrast articles in peer review and other professional journals and publications.

6.3 Candidates collaborate with other professionals for the purpose of advancing knowledge of reading and writing research.

6.3.1 Candidates participate in professional conferences.

6.3.1 Candidates participate in professional conferences.

6.3.2 Candidates contribute to the dissemination of reading research to education communities (other professionals, paraprofessionals, parents, and community members).

Standard 7. Candidates complete appropriate internship experience (minimum of one year) including a school-based practicum in a professional development activity supporting colleagues in the continuous improvement of literacy curriculum, instruction and assessment, including diagnostic reading/writing and clinical experiences.

7.1 Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions in regards to coaching and professional development in the teaching of reading for classroom teachers at all grade levels. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with students, parents, caregivers, colleagues, administrators, policy makers, community members, clinical specialists, school psychologists, social workers, and classroom teachers.

7.2 Candidates apply skills and knowledge articulated in these standards and have experiences that occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills in the instruction of reading and writing processes and instruction.

7.3 Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards.