Ohio Educator Licensure Program Standards for Middle Childhood/Middle Childhood Intervention Specialist Dual Licensure Program

In 2019, a new Middle Childhood Intervention Specialist licensure band was approved to be implemented exclusively for dual licensure programs. At the request of the Ohio Department of Higher Education, an expert panel, consisting of middle childhood and special education expert representatives from public and private teacher preparation institutions of higher education were charged with developing the Ohio Educator Licensure Program Standard Crosswalks for the Middle Childhood/Middle Childhood Intervention Specialist Dual Licensure program. The Ohio Educator Licensure Program Standards for the Middle Childhood Dual Licensure program were reviewed between September 2020 and November 2020, with meetings occurring virtually throughout the fall. The standardized crosswalks will enable institutions of higher education to submit Dual Licensure programs for review. After extensive review and discussion, the committee determined that programs offering the Inclusionary Middle Childhood Dual Licensure Program would be responsible for ensuring the following standards sets were addressed in the curriculum:

- Council for Exceptional Children (CEC) Standards
- Association for Middle Level Education Middle Level Teacher Preparation (AMLE) Standards

This licensure program is valid for teaching the subject or learners named, who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution.
We wish to acknowledge the following individuals who served on the expert panel:

Deb Gallagher  Bowling Green State University, Co-chair
Kristall Day  Ohio Dominican University, Co-chair
Kristi Borcherdt  Bowling Green State University
Jen Hollinger  University of Mount Union
Charles Kemp  Shawnee State University
Jennifer Green  Walsh University

Middle Childhood/Middle Childhood Intervention Specialist Dual Licensure

<table>
<thead>
<tr>
<th>CEC 2020 Standards</th>
<th>AMLE 2012 Standards</th>
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<tbody>
<tr>
<td>Link: Initial Practice-Based Professional Preparation Standards for Special Educators</td>
<td>Link: 2012 AMLE Approved Standards</td>
</tr>
<tr>
<td>Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</td>
<td>Candidates practice within ethical guidelines and legal policies and procedures.</td>
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<tr>
<td>1.1</td>
<td>Candidates practice within ethical guidelines and legal policies and procedures.</td>
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<tr>
<td>1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.</td>
<td>5. Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.</td>
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<tr>
<td>5. Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and...</td>
<td>3. Element a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.</td>
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<tr>
<td>3. Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.</td>
<td>5. Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.</td>
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<tr>
<td>1.3</td>
<td>Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.</td>
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<tr>
<td>5. Element a. Professional Roles of Middle Level Teachers:</td>
<td>Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).</td>
</tr>
<tr>
<td>5. Element d. Dispositions and Professional Behaviors:</td>
<td>Middle level teacher candidates</td>
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Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs.

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<tr>
<th>Objective</th>
<th>Rationale and Implementation</th>
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<tr>
<td><strong>2.1</strong></td>
<td>Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.</td>
</tr>
<tr>
<td><strong>1.Element a. Knowledge of Young Adolescent Development</strong></td>
<td>Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.</td>
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<tr>
<td><strong>2.2</strong></td>
<td>Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</td>
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<tr>
<td><strong>1.Element b. Knowledge of the Implications of Diversity on Young Adolescent Development</strong></td>
<td>Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.</td>
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<tr>
<td>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</td>
<td>3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</td>
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<tr>
<td>1. Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction: Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.</td>
<td>1. Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.</td>
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</table>
common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

2. Element c. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

4. Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to

2. Element a. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer
achieve mastery of curricular standards and individualized goals and objectives. They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

2. Element b. Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

2. Element c. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

4. Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.
### Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

| 4.1 | Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities. |
| 4.2 | Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services. |
| 4.3 | Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction. |

### 4. Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

| 4.1 | Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities. |
| 4.2 | Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services. |
| 4.3 | Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction. |

### Standard 5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals’ development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to

| 5.1 | Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet |

### 4. Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.
<p>| 5.1 | Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning. | rigorous academic and non-academic content and goals for each individual. | candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. | Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning. | 4. Element b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). |</p>
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<tr>
<th>5.4</th>
<th>Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</th>
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<th>Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</th>
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<td>6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.</td>
<td>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual. Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).</td>
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Standard 6: Supporting Social, Emotional, and Behavioral Growth
Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
| Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

4. Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.

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**6.3** Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.  
**1. Element a. Knowledge of Young Adolescent Development:** Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose
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<tr>
<th>Standard 7: Collaborating with Team Members</th>
<th>7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.</th>
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<td>7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.</td>
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Standard 7: Collaborating with Team Members
Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
| 5. Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). | 7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. | 5. Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). | teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). |
| 7.3 | Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families. | 5. Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). |
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| 7.4 | Candidates work with and mentor paraprofessionals in the paraprofessionals’ role of supporting the education of individuals with exceptionalities and their families. | 5. Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). |
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<tr>
<th>FIELD EXPERIENCES/STUDENT TEACHING</th>
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<tbody>
<tr>
<td><strong>Mentor Teacher Qualifications</strong></td>
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<td>(appropriate licenses held)</td>
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<tr>
<td><strong>Candidate's Role</strong></td>
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<tr>
<td>general and special education - experiences split evenly between general and special education across program, including student teaching or professional year <em>(This does not apply to a single teaching license)</em></td>
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<tr>
<td>Experiences across appropriate middle childhood levels</td>
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...middle childhood range of abilities, and in the variety of collaborative and inclusive middle childhood settings that are appropriate to their license and content roles. Clinical experiences should take place in the same age ranges covered by the license. ... These field and clinical experiences are supervised by qualified professionals.