

Reading and Literacy Endorsement Standards September 7, 2018

In response to a request from the Ohio Department of Education, a panel of literacy faculty members from across the state was convened by the Ohio Department of Higher Education in order to review and revise the 2007 Ohio Reading Endorsement Standards. The goal was to develop standards to guide teacher educators in preparing candidates with the knowledge and skills required to successfully support the state-approved 2014 Reading Competencies and in alignment with the OAE 038 & 039 Tests. This work is an extension of the 2018 Ohio 12-Hour Reading and Literacy Standards, and therefore implies consistency with and competency in those standards as a foundation for engaging these standards. (https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/education-prep/documents/Reading%20Core%20Standards%20February%202018_0.pdf) In addition, it is grounded in other foundational standards including the 2017 International Literacy Association Standards for the Preparation of Literacy Professionals, the 2006 NCTE Standards for Middle and High School Literacy Coaches, and the International Dyslexia Association Knowledge and Practice Standards for Teaching of Reading, among other professional documents. The panel commenced its work in October 2017, meeting face-to-face and virtually throughout the winter and spring. In July 2018, a first draft of the revised standards was distributed electronically, statewide, for feedback from all educational stakeholders. Comments were collected and this feedback was used to further refine the standards. This document reflects the final, revised version of these research-based standards.

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NOTE: In addition to these standards, all candidates must also complete a 50 hour field-based practicum in order to meet the requirements for a Reading and Literacy Endorsement in the state of Ohio.

Standard 1: Theoretical Foundations of Literacy

Candidates demonstrate knowledge of the theoretical, historical, and research-based foundations of literacy and language and the ways in which they interrelate, including the social, cultural, political, linguistic, and cognitive dimensions that affect how students who speak only a single language (English or another language) and students who speak more than one language or dialect engage in literacy practices and how these various dimensions shape understandings of the demands of reading and writing across the grade levels, the curriculum, various contexts, and the lifespan.

1.1 Candidates understand that literacy, in addition to comprising a set of reading and writing skills that need to be taught, is a situated social practice that is always ideological, and they recognize and value the ways that people use it in their lives both within and beyond classrooms and schooling to accomplish specific purposes.

1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and research-based components of reading development (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) throughout the grades and its relationship with other aspects of literacy, and understand how various factors such as content, purpose, tasks, and

setting influence the reading process (as articulated in the 2018 Ohio 12-Hour Reading and Literacy Core Standards).

1.3 Candidates demonstrate research-based knowledge of the major theoretical, conceptual, historical, and epistemological aspects of writing development, foundational skills, and writing processes and their relationships with other aspects of literacy, and understand how various factors such as content, purpose, tasks, and setting influence the writing process (as articulated in the 2018 Ohio 12-Hour Reading and Literacy Core Standards).

1.4 Candidates demonstrate knowledge of the theoretical, conceptual, historical, epistemological and ideological components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with literacy.

1.5 Candidates recognize the importance of embedding reading and writing instruction in a meaningful context for the purpose of accomplishing specific tasks or for pleasure and employ strategies to encourage and motivate all students to pursue and respond to reading and writing for personal growth and fulfillment as well as academic ends.

Standard 2: Diversity, Equity, and Cultural Competence

Candidates demonstrate cultural competence and knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; recognize and can leverage the range of linguistic resources students bring; demonstrate an understanding of themselves and others as cultural beings; provide cross-cultural literacy leadership to support classrooms and schools that are inclusive and affirming; and advocate for equity and asset-based views of students' languages and literacies at school, district, and community levels.

2.1 Candidates demonstrate understanding of themselves and others as cultural beings through their literacy pedagogy and interactions with individuals both within and outside of the school community.

2.2 Candidates demonstrate knowledge of foundational theories about diverse learners, including bilingual and bidialectal learners, and can leverage these cultural and linguistic resources in asset-based rather than deficit-based ways to promote equity, and culturally and linguistically responsive literacy instruction.

2.3 Candidates understand the importance of making literature and other media available that allows all people to see themselves represented in texts and to learn about others through the reading of diverse literature.

2.4 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing literacy instruction that is culturally and linguistically responsive and inclusive of people with disabilities and acknowledges and values the diversity in the school and in the homes and communities of their students.

2.5 Candidates influence, support, and encourage processes that increase diversity skills among literacy educators; empower colleagues, co-workers, and constituents from diverse backgrounds to foster a climate of inclusion based on linguistic or other diversities; share information about literacy learning and interests of diverse populations; and advocate for their concerns.

Standard 3: Designing Responsive Literate Environments for Curriculum and Instruction

Candidates meet the literacy needs of all learners and collaborate with school personnel to use a variety of culturally, linguistically, and developmentally responsive print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe and effective ways; and foster a positive climate that supports a literacy-rich learning environment.

3.1 Candidates collaborate with school personnel, parents, and community members to provide opportunities for student choice and engagement with a variety of print and digital texts and media to motivate all learners.

3.2 Candidates foster a literacy-rich learning environment that supports academic and social risk-taking by developing and enacting classroom routines, grouping structures, and social interactions that promote independence, self-direction, collaboration and responsibility for literacy learning and where students read and write purposefully to make meaning, gain knowledge, and enhance personal growth.

3.3 Candidates can integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.

3.4 Candidates build collaborative classroom communities that support and engage all students in reading, writing, listening, speaking, viewing, and visually representing their thoughts and ideas and can support colleagues in this work.

3.5 Candidates assist colleagues and students in selecting texts (e.g., multicultural, multilingual, fiction, drama, poetry, nonfiction) that connect with students' interests and backgrounds and align with state and local literacy standards.

3.6 Candidates know, model, and can assist colleagues in using strategies to actively engage students in literacy learning, including asking students to express and defend the point of view of authors as well as develop and express an informed point of view of their own.

3.7 Candidates recognize ways to select, organize, and manage instructional materials and technologies to address the literacy needs and interests of groups and individuals and can support colleagues in teaching students how to vary strategies for different texts (i.e, conventional print as well as multimodal texts) and purposes for reading and writing.

Standard 4: Word Recognition Skills: Phonological Awareness, Phonics & Structural Analysis, Spelling, and Fluency

Candidates demonstrate understanding of the relationships among phonological awareness, phonics, word structure, and fluency as they relate to decoding and encoding, and are competent in providing research-based instruction related to each of these skills (as articulated in the 2018 Ohio 12-Hour Reading and Literacy Core Standards).

4.1 Candidates demonstrate understanding of the stages of language acquisition for monolingual and also emergent bilingual learners, phonological skill development, the overall continuum of reading development, and subsequent instructional implications.

4.2 Candidates demonstrate understanding of the role of phonological and phonemic awareness and reading development and strategies for promoting phonological awareness skills across age and grade levels (K-12) and have knowledge of instructional strategies to identify and resolve difficulties with phonemic awareness skills.

- 4.3** Candidates have knowledge of common English language phoneme pronunciations, as well as variations in these among students who speak more than one language or dialect, and can use this knowledge to assist students with English phoneme pronunciation and structural analysis of words in English.
- 4.4** Candidates support the development of students' concepts of print and the alphabetic principle.
- 4.5** Candidates can articulate the key roles phonological awareness and phonemic awareness play in reading and spelling outcomes.
- 4.6** Candidates demonstrate knowledge of the progression of phonics skills from simple to complex.
- 4.7** Candidates understand English orthography and the relationship between spelling and meaning and can apply this knowledge to provide instruction that is developmentally appropriate.
- 4.8** Candidates understand the role of fluency at both the word and connected-text levels and the relationship between fluency and comprehension.
- 4.9** Candidates understand the role of rapid and efficient decoding in reading fluency, recognize fluency as a product of appropriate speed, accuracy, and prosody, and demonstrate knowledge of strategies for improving students' fluency by developing and reinforcing decoding skills.

Standard 5: Comprehension and Meaning Making Across Genres and Content Areas

Candidates are skilled in developing and implementing instructional strategies across grade levels, across the curriculum, and across genres to improve academic literacy and engagement in English language arts, social studies, mathematics, science, and other curricular areas.

- 5.1** Candidates understand the role of background knowledge in literacy learning, and know, can model, and can assist colleagues in using reading strategies to promote students' comprehension of both literary and informational texts.
- 5.2** Candidates know, model, and can assist colleagues in using strategies to support students with the writing process and the characteristics of different types of expository and imaginative writing.
- 5.3** Candidates know, model, and can assist colleagues in the selection of texts for different purposes (i.e., close reading, locating facts, independent reading, and reading for enjoyment) and have knowledge of strategies for motivating and supporting students to read both informational and fictional texts in a variety of genres and modes of discourse.
- 5.4** Candidates know and can assist colleagues in understanding the key dimensions of text complexity (i.e., qualitative, quantitative, reader, and task) and the importance of considering these dimensions when selecting a wide body of appropriate literary and non-fiction texts, and other resources that reflect various content areas and disciplines.
- 5.5** Candidates know and can assist colleagues in understanding the specific demands of reading literary texts, content and discipline-specific texts, textbooks, websites, social media, etc., and the accompanying text structures that students commonly encounter in these.
- 5.6** Candidates understand and can assist colleagues in understanding literary texts from various genres, cultures, and time periods and how to use evidence and main ideas, among other features, as the basis for interpretation.
- 5.7** Candidates know and model various methods for promoting and expanding academic, disciplinary, and content-related vocabulary development of all learners.

5.8 Candidates know and model strategies for promoting content-area and disciplinary knowledge through reading and for improving research habits and study skills.

Standard 6: Knowledge of Struggling Readers and Writers and Students with Reading Disabilities

Candidates can identify and distinguish between readers who struggle (which may include emergent bilinguals) as distinct from readers with specific reading disabilities, and the key markers of these, and can collect the appropriate data needed for identification as part of multifaceted evaluations, participate in the identification decision making process, and plan research-based instruction for students with specific reading disabilities.

6.1 Candidates have knowledge of specific reading disabilities (e.g., dyslexia), including the cognitive/neurological basis of these and related learning disabilities that can impact literacy learning (i.e., language disabilities, ADD/ADHD, dysgraphia, autism), and can demonstrate this knowledge by creating reading instruction that effectively meets the needs of children with a variety of reading and learning profiles.

6.2 Candidates understand that reading and writing difficulties exist on a continuum of severity and change as learners develop over time. Candidates are adept at providing research-based, developmentally-appropriate instruction to address the needs of struggling readers and writers.

6.3 Candidates understand federal and state laws that pertain to reading disabilities and can serve as resources to other school staff and families in IEP planning and implementation as needed.

6.4 Candidates understand “best practices” in diagnosing a reading disability, including requirements for including intervention data as part of the eligibility decision-making process.

6.5 Candidates understand and can articulate the importance of early identification and proper evidence-based intervention for the amelioration of reading difficulties.

Standard 7: Assessment, Intervention, & Evaluation

Candidates are able to distinguish between and understand elements of various reading and writing assessments; they can describe, select, and administer a variety of appropriate assessment tools, including through the use of digital technologies; interpret and share the results of assessments with colleagues, students, and families; and use the assessment results to plan instruction and intervention, individually and in collaboration with other educational professionals, in support of students’ literacy learning.

7.1 Candidates understand and appropriately use formal and informal techniques for assessing reading and writing development, and demonstrate proficiency in commonly-used assessments for screening, benchmarking, diagnosing, and monitoring literacy needs and achievement.

7.2 Candidates demonstrate knowledge of the technical adequacy (i.e., reliability, validity) and the statistical components (i.e., standard deviation, raw/scaled/standardized score, percentile rank, grade equivalent) of assessments and can effectively communicate results and assist families, students, and other stakeholders in their understanding of literacy assessments.

7.3 Candidates use assessment data to plan and guide instruction and intervention for literacy learners at all skill levels, and to monitor student progress to determine the effectiveness of specific intervention practices at the individual, grade, and building levels.

7.4 Candidates demonstrate knowledge of and can select from a wide variety of intervention strategies to address reading and/or writing difficulties, promote literacy achievement, and advocate for effective literacy practices.

7.5 Candidates demonstrate skills in integrating technology to improve assessment processes and enhance intervention practices.

7.6 Candidates are able to identify students who are exceeding grade level expectations and are able to use data from both standardized and local assessments to plan appropriate instruction and demonstrate growth in learning.

Standard 8: Professional Literacy Leadership, Collaboration, and Communication

Candidates are reflective, lifelong literacy learners who collaboratively design, implement, and assess instructional practices and interventions that support students and professional colleagues; demonstrate knowledge of foundational and current research related to literacy education and instruction; develop, refine, and model leadership skills; and engage in collaborative decision making with and advocate on behalf of professional colleagues, students, families, and communities.

8.1 Candidates become self-aware learners who know how/where to seek out new information to refine their practice and to share with others.

8.2 Candidates engage in collaborative decision making with professional colleagues to design, implement, and assess instructional practices and interventions at the individual classroom, grade, school, and district level.

8.3 Candidates collect data and analyze research to improve their practice and inform their participation in building- and district-wide initiatives.

8.4 Candidates assume leadership roles at the school and district level and maintain strong relationships with professional literacy organizations, fostering a network of like-minded educators with whom to share professional resources.

8.5 Candidates communicate, consult with and advocate on behalf of professional colleagues, students, families, and communities for effective literacy practices and policies. Candidates value and use effective and sustained approaches to communication with the students, families and classrooms they support.