

From: [Smith, Randy](#)
To: [Rodgers, Emily](#)
Cc: [Sutherland, Sue](#); [Greenbaum, Rob](#); [Reed, Katie](#); [Smith, Randy](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Miranda, Antoinette](#); [Locascio, Pete](#); [Snyder, Anastasia](#)
Subject: Proposal to revise the Reading Endorsement (K-12) Program
Date: Friday, November 22, 2024 12:29:34 PM
Attachments: [image001.png](#)

Emily:

The proposal from the Department of Teaching and Learning to revise the Reading Endorsement (K-12) Program was approved by the Council on Academic Affairs at its meeting on November 20, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next [Annual Activities Report](#) to the University Senate (July 2025).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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Katie Reed

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TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **10/24/2024**

RE: Proposal to **Revise the Reading Endorsement** in Education and Human Ecology

The **Department of Teaching and Learning** in the **College of Education and Human Ecology** is proposing a **Revision to the Reading Endorsement**.

The proposal was received by the Graduate School on **9/26/2024**. The combined GS/CAA subcommittee first reviewed the proposal on **10/24/2024** and supports the proposal advancing to CAA for review.

Memo

September 26, 2024

To: W. Randy Smith, Vice Provost – Council on Academic Affairs

From: Aaron Bagent, Curriculum Specialist

RE: PROGRAM REVISION: Reading Endorsement, Department of Teaching and Learning

Please find materials included in this proposal related to revise the Reading Endorsement program. The department wishes to revise the courses listed in each of the five required sections of the program. Because requirement sections II and III are moving from a choice of courses to a single, required course, and account for six of the 12 minimum credits required to complete the program, the percent change is 50%. Although requirement section I is also collapsing from a choice of two courses into a single course, it is not required if the student took the course as part of the prerequisite coursework. Therefore, it was not factored into this calculation. The EHE Curriculum Committee unanimously approved this revision on September 19, 2024.

If there are any questions, please contact the Executive Director of Undergraduate Education at locascio.7@osu.edu.



**THE OHIO STATE
UNIVERSITY**

Curriculum Proposal Checklist

Title of Program:

Effective term:

College:

New/Establish:

Secondary Major Eligible:

Academic Unit:

Revise:

50% Revision:

Mark Up:

Program Contact:

Terminate:

Suspend:

Certificate Category*:

Degree/Credential:

Program of Study :

Title:

Code:

Program Focus*:

Credit hours to degree/credential:

Is this a change to the current total?

Yes No

Program offered only online?

Yes No

If yes, is there a signed MOU with ODEE?

Yes No

Campus(es) where offered:

Columbus

ATI

Lima

Mansfield

Marion

Newark

Rationale:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable



Noelle W. Arnold, PhD
Senior Associate Dean
Professor, Department of Educational Studies

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September 26, 2024

Dr. W. Randy Smith, PhD
Vice Provost for Academic Programs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Vice Provost Smith,

I am writing on behalf of the College and Education and Human Ecology (EHE). The college supports the recent curricular change that was approved by the EHE Curriculum Committee regarding the revisions to the Reading Endorsement in the Department of Teaching and Learning. The proposed changes include:

- Aligning the new program to recent changes put forth by the Ohio Department of Higher Education.

The proposed changes update the curriculum and changes the coursework in the program by 50%.

Sincerely,

Noelle W. Arnold, PhD
Senior Associate Dean
Professor, Department of Educational Studies
College of Education and Human Ecology

Proposed Changes to the Reading Endorsement

Submitted by the Adhoc Committee to realign the Reading Endorsement to the new state standards (Drs. Jamie Lipp, Patricia Enciso, Leslie Moore, and Emily Rodgers).

Rationale for revisions to the Reading Endorsement:

In 2023, the Ohio Department of Higher Education (ODHE) released new Reading Endorsement standards. An ad hoc committee met in the spring of 2024 to review the syllabi and our current Reading Endorsement. The following changes are proposed:

1. Revised the introduction to help recruit Reading Endorsement teachers to pursue an MA. The statement explains that all hours on the Reading Endorsement can apply to an MA in LLL but they have to be enrolled as an MA student; otherwise, only 10 GND hours can transfer to an MA in LLL. If planning to pursue an MA IN LLL, teachers should apply to the Graduate School before completing 10 GND hours.
2. Revised prerequisite statement to align better with state requirements. ODHE's website says prerequisite is "12 hour reading core including the 3-hour phonics."
<https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-institutions#Requirements>
3. Course "Exceptions and Substitutions" now "Appeals for Prerequisite Coursework" to clarify that substitutions are only allowed for the prerequisite coursework.
4. According to an OSU rule, no non-OSU graduate course work can be applied to an Endorsement. Dr. Subedi is working on an exception for the RE. Replaced the highlighted language after "Non-OSU Coursework with " No hours can be transferred from another institution toward the Reading Endorsement, except for the prerequisites.
5. Revised title Reading Endorsement "PK-12"
6. Categories I-5: removed options. Only one course per category can be taken, all are offered online. Removed exceptions for all but Category III.
7. After the 5469 course, revised to say Must be taken at the Graduate level if not completed as part of the 12-hour prerequisite core because only graduate courses can count on the Reading Endorsement.
8. Remove" Note: Student's exact curriculum may vary depending upon program of study determined by student and advisor." This is inaccurate.
9. Substitutions - move from page 3 to page 1:
Requests for Substitutions are submitted to T&L Academic Services {ADD WEBSITE OR LINK HERE}. All requests and syllabi are reviewed by the Literacies, Literature, and Learning Section Head who consults with faculty supervisors for the requested change. Final decisions will be emailed to the student within two weeks of their request.

Graduate Studies Committee Review: September 11, 2024

Documents included for review:

1. Proposed Changes to the Reading Endorsement
2. Five syllabi: EDUTL 5469, EDUTL 5470, EDUTL 5471, EDUTL 6303, EDUTL 7428
3. Current Reading Endorsement
4. Proposed Reading Endorsement
5. Reading Endorsement Standards Crosswalk
6. ODHE Reading Endorsement Standards



Reading Endorsement (K-12)

Name:	OSU ID	Date:
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The Reading Endorsement and Master of Arts (MA)

The Reading Endorsement may be completed as Graduate Non-Degree status; enrollment in a master's program is not a requirement. However, only 10 credit hours earned as graduate non-degree can be transferred to an MA. Therefore, you are encouraged to enroll in the MA program when you start the Reading Endorsement.

Program Prerequisites (9-12 credit hours)

- Valid Ohio Teaching License
- Pre-service literacy coursework
 - One 3 credit hour literature course: Children’s or Young Adult Literature
 - One phonics course (can be counted toward category I below if completed within last 10 years)
 - 9 or 12 pre-service reading/literacy coursework depending on your license type:

License Type	Pre-service Literacy Requirement
Adolescent/Young Adult (AYA): 7-12	9 credit hours
Career Technical	9 credit hours
Early Childhood: P-3	12 credit hours
Middle Childhood: 4-9	12 credit hours
Multi-Age: K-12, P-12	9 credit hours

Pre-service Literacy Coursework	Credits	Grade	Year
TOTAL CREDIT HOURS			

Exceptions and Substitutions

Requests for substitution must be coordinated by T&L Academic Services. Students are required to provide T&L Academic Services with a course syllabus and a written statement of request. T&L Academic Services will refer the request to Reading and Literacy in Early and Middle Childhood Area of Study for review; they consult with faculty who teach the course to review the syllabus for the requested substitution. Final decisions will be emailed to the student within 2-4 weeks of their request.

Only one course from another institution may be used towards the Reading Endorsement coursework requirements (Categories I-V).

Program Requirements

- Coursework in Categories II-V below MUST be completed at the graduate-level within 10 years.
- If courses in Categories I-III exceed the 10-year limit, a different course in that area must be taken.
- If a required course from Categories II and/or III was taken to meet initial licensure/certification requirements, candidates must select another course option within that category.
- Students must obtain a letter grade of "C" or better in each of the required courses below.

I. Phonics (May be taken at the undergraduate level and count toward pre-service coursework if completed within 10 years)	Term/Year	Grade
EDUTL 5469 (669), Language and Word Study for All Learners <i>(online in summer semesters)</i>		
EDUTL 5365/7365, (665) Linguistics for Literacy Educators		

II. Fundamental Issues: Choose One (Must be completed before Practicum)	Term/Year	Grade
EDUTL 7429, Reading Complex Texts for Comprehension and Interpretation		
EDUTL 7427, Advanced Teaching of Developmental Reading and Writing <i>(online in autumn semesters)</i>		
EDUTL 7428 (828), Trends and Issues in Teaching Reading <i>(online in autumn semesters)</i>		

III. Linguistically Diverse Readers: Choose One (Must be completed before IV) (A valid Ohio teaching license/endorsement in TESOL may fulfill this requirement)	Term/Year	Grade
EDUTL 5610 (606), Language Arts and ESL Instruction		
EDUTL 6303 (703), Linguistic Diversity in Education <i>(online in spring semesters)</i>		

IV. Assessment & Remediation Practicum (Must be completed before V)	Term/Year	Grade
EDUTL 5470 (670), Assessment & Instruction for Struggling Readers <i>(online in summer semesters)</i>		

V. Final Practicum (A Reading Recovery teacher, teacher leader, or Literacy Collaborative practicum may be substituted for EDUTL 5471 if taken within 10 years)	Term/Year	Grade
EDUTL 5471 (671), Clinical Practice in Treating Reading Disabilities <i>(online in summer semesters)</i>		

TOTAL CREDITS (12-hour minimum)/ GPA: ___ / ___

Upon successful completion of all required coursework and the appropriate OAE Reading subtests (Codes 038 and 039), candidates are required to submit the ODE Licensure Application and payment online through the [ODE website](#).

To be completed by T&L Academic Services:

SSN (last 4):	DOB:	Email:
Campus:	Term of Completion:	State ID:

Opioid Module*	Praxis II/ OAE Test Name	Test Date	Test Score (>220)
OK to add Endorsement to (Initial Ohio Licensure):		T&L Academic Services Initials/Date:	

**As of July 1, 2019, The Ohio Department of Education requires all students seeking license or endorsement to complete the new version on the Opioid Module. To verify completion, students must document their certificate by sending it to tl-academicsservices@osu.edu, prior to applying for license or endorsement.*



Reading Endorsement (PK-12)

Name:	OSU ID	Date:
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Pursue a master’s degree in Literacies, Literature, and Learning concurrently with The Reading Endorsement
 Credit earned when enrolled in the Reading Endorsement are “graduate non-degree hours (GND).” Only 10 GND hours can be transferred to an MA. Thus, applicants who plan to pursue an MA are encouraged to enroll in the graduate program when starting the Reading Endorsement so that all 12-15 hours can be applied to the MA.

Program Prerequisites

- Valid Ohio Teaching License
- 12 hour reading core, including a 3-hour Phonics course and a course in children’s or young adult literature.

Pre-Service Reading/Literacy Coursework	Institution	Credits	Grade	Year
TOTAL CREDIT HOURS				

Appeals for Prerequisite Coursework

The applicant must identify the prerequisite hours on the table above. Exceptions or waivers are submitted to T&L Academic Services accompanied by a written request, and where possible, a syllabus. The materials are forwarded to the Section Head for Literacies, Literature, and Learning who consults with course supervising faculty for review and a decision. Final decisions will be emailed to the applicant within two weeks of the request.

Program Requirements

- All coursework **MUST** be completed at the graduate-level within 10 years of applying to the Ohio Department of Education & Workforce (ODEW).
- If courses exceed the 10-year limit, the course should be retaken.
- Students must obtain a letter grade of "C" or better in each of the required courses below.
- **Non-OSU Coursework:** No hours can be transferred from another institution toward the Reading Endorsement, except for the prerequisites.

The Reading Endorsement can be completed in four semesters

I. Phonics	Term/Year	Grade
EDUTL 5469 (669), Language and Word Study for All Learners <i>(Must be taken at the graduate level if not taken as part of the prerequisite core)</i>		
II. Fundamental Issues	Term/Year	Grade
EDUTL 7428 (828), Trends and Issues in Teaching Reading		
III. Linguistically Diverse Readers	Term/Year	Grade
(A valid Ohio teaching license/endorsement in TESOL may fulfill this requirement)		
EDUTL 6303 (703), Linguistic Diversity in Education		
IV. Assessment & Remediation Practicum (Must be completed before V)	Term/Year	Grade
EDUTL 5470 (670), Assessment & Instruction for Struggling Readers		
V. Final Practicum	Term/Year	Grade
EDUTL 5471 (671), Clinical Practice in Treating Reading Disabilities		

TOTAL CREDITS GPA: ____ / ____

Upon successful completion of all required coursework and the appropriate OAE Reading subtests (Codes 038 and 039), candidates are required to submit the ODEW Licensure Application and payment online through the [ODEW website](https://www.odew.org).

To be completed by T&L Academic Services:

SSN (last 4):	DOB:	Email:	
Campus:	Term of Completion:	State ID:	
Opioid Module*	Praxis II/ OAE Test Name	Test Date	Test Score (>220)
OK to add Endorsement to (Initial Ohio Licensure):		T&L Academic Services Initials/Date:	

The Ohio Department of Education & Workforce Development requires all students seeking license or endorsement to complete the Opioid Module, the Computer Science Computational Thinking Module, and the Ohio Standards for Pupil Services and Endorsements training. To verify completion, students must document their certificate by sending it to tl-academicsservices@osu.edu, prior to applying for license or endorsement.

Reading Endorsement Standards (2023)	Component	5469	6303	5470	5471	7428
<p>Standard 1: Foundations of Language and Literacy Acquisition</p> <p>The Foundations of Language and Literacy Acquisition standard includes the examination of theoretical models that inform reading acquisition as well as the cognitive and neurological processes involved with language and literacy development. It is critical for educators to recognize how language and literacy are interrelated, with literacy building upon oral language through explicit and systematic instruction to ensure all students learn to read.</p>	1.1 Demonstrate understanding of the language processing requirements of proficient reading and writing: phonological, orthographic, morphological, semantic, syntactic, discourse.	x	0	0	0	0
	1.2 Demonstrate understanding of the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	x	0	0	0	0
	1.3 Demonstrate understanding of the most common differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	0	0	x	x	0
	1.4 Demonstrate knowledge of phases in the typical developmental progression of word reading development.	x	0	0	0	0
	1.5 Demonstrate understanding of the significance of explicit and systematic instruction in learning to read.	x	0	x	x	0
	1.6 Demonstrate understanding of neurobiological and cognitive processes involved in reading acquisition, growth, and development.	0	0	x	0	0
	1.7 Demonstrate understanding of the findings of the National Reading Panel and National Early Literacy Panel	0	0	x	0	x
	1.8 Demonstrate understanding of the importance of literacy-rich and culturally representative linguistic environments for developing readers.	0	x	0	0	x
	1.9 Demonstrate understanding of how environmental, cultural, and social factors contribute to literacy development.	0	x	0	0	x
<p>Standard 2: Knowledge, Synthesis, and Application of Research</p> <p>The Knowledge, Synthesis, and Application of Research standard highlights the importance of critically analyzing and synthesizing the evolving body of research in multiple literacy-related fields. It encourages educators to apply the research to implement comprehensive reading instruction that meets the needs of diverse learners.</p>	2.1 Demonstrate the ability to critically analyze and synthesize the evolving research in literacy assessment and instruction from multiple fields, including but not limited to education, cognitive psychology, neuroscience, linguistics, and special education.	0	0	0	0	x
	2.2 Demonstrate the ability to implement research-based practices to guide literacy assessment and instruction to meet the diverse needs of students.	x	x	x	x	x
	2.3 Demonstrate the ability to conduct literacy-related research through practical application and field-based studies.	0	0	0	x	0
	2.4 Demonstrate understanding of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students.	x	0	x	x	0
<p>Section 3: Diverse Reader Profiles</p> <p>The Diverse Reader Profiles standard emphasizes the importance of understanding characteristics, strengths, and needs of readers along the continuum of skills and abilities. The needs of students with dyslexia and other reading disabilities, English learners, and emergent bilinguals require careful consideration to provide effective instruction with appropriate interventions and enrichments.</p>	3.1 Demonstrate understanding of the characteristics of dyslexia and other reading disabilities.	x	0	x	x	0
	3.2 Demonstrate understanding of readers' profiles and characteristics of reading difficulties.	0	0	x	x	0
	3.3 Demonstrate understanding of the needs and strengths of English learners and emergent bilinguals.	x	x	0	0	x
	3.4 Recognize the influence of dialectal density and first language proficiency on the acquisition of language and literacy.	x	x	0	0	0
<p>Standard 4: Assessment</p> <p>The Assessment standard emphasizes the importance of utilizing various reading and writing assessments (screening, diagnostic, progress monitoring, classroom assessment). It focuses on the ability to select, administer, interpret, and share the results of assessment tools, as well as use assessment results to differentiate core instruction and plan for intervention.</p>	4.1 Demonstrate understanding of the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.	0	0	x	x	0
	4.2 Demonstrate the ability to utilize well-validated screening tests designed to identify students at risk for reading difficulties and determine the effectiveness of core instruction.	x	0	x	x	0
	4.3 Demonstrate understanding and application of the principles of progress monitoring and reporting with Curriculum Based Measures (CBMs), including graphing techniques.	0	0	x	x	0
	4.4 Demonstrate the ability to utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.	x	0	x	x	0
	4.5 Demonstrate the ability to summarize and communicate orally and in writing the meaning of formal and informal educational assessment data to share with students, parents/caregivers, and other educators.	x	0	x	x	0
<p>Standard 5: Explicit and Systematic Literacy Instruction</p> <p>The Explicit and Systematic Literacy Instruction standard highlights the knowledge and skills needed for effective literacy instruction, encompassing foundational knowledge and practical applications. This standard highlights the utilization of evidence-based instruction in the domains of word recognition and language comprehension and fosters an exploration of the relationships among phonological awareness, phonics, advanced word study, fluency, and comprehension.</p>	5.1 Demonstrate understanding and application of the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and regions of the brain necessary for skilled reading.	x partially (no brain regions)	0	x	0	0
	5.2 Demonstrate understanding and application of the 5 Pillars of Reading for Conventional Literacy and the 5 Pillars of Reading for Adolescent Literacy, recognizing the similarities and differences across the language and literacy continuum.	0	0	x	0	0
	5.3 Demonstrate understanding and application of the components of reading for Emergent Literacy and Early Literacy, from birth to age 5, recognizing the similarities and differences across the language and literacy continuum.	x partially	0	x	0	0
	5.4 Demonstrate understanding and application of the specific concepts of word recognition (phonics, phonological awareness, sight word recognition, advanced word study, letter recognition, print concepts) to ensure automatic and instant retrieval of words for reading fluency.	x	0	0	0	0
	5.5 Demonstrate understanding and application of the specific concepts of language comprehension (vocabulary, language structures/syntax, background knowledge, verbal reasoning, literacy knowledge, and oral language development).	x partially	0	x	0	0
	5.6 Recognize the contributions of oral language, phonology, fluency, and morphology to both word recognition and language comprehension.	x	0	0	0	0
	5.7 Demonstrate understanding and application of background knowledge, vocabulary, syntax, writing, and comprehension across disciplines and content areas in both conventional and adolescent literacy.	x	x	0	0	0
	5.8 Demonstrate understanding and application of practices that have a strong evidence base versus those that are grounded in disproven theories, i.e. three cueing systems, balanced literacy.	0	0	x	x	x
6.1 Demonstrate understanding and application of the major skill domains that contribute to written expression (foundational skills/transcription X composition/translation=skilled writing).	x for transcription/spelling	0	x	x	0	

<p>Standard 6: Explicit and Systematic Writing Instruction The Explicit and Systematic Writing Instruction standard emphasizes the importance of demonstrating an understanding of the relationships between foundational writing skills instruction and composition skills instruction in ensuring that students become proficient writers. It focuses on recognizing the role of writing in building foundational skills (handwriting and spelling) as well as facilitating reading comprehension as students write about the texts they read. It also applies foundational knowledge of language concepts to enable students to access and demonstrate a command of writing complex text structures.</p>	6.2 Demonstrate application of the fundamentals of sentence construction and syntax, connecting writing to content.	x	x	0	0	0
	6.3 Demonstrate application of the development of skilled written composition through explicit instruction, applying the phases of writing.	x for emergent and early writing	x	0	0	0
	6.4 Demonstrate understanding of the importance of increasing student writing practice, connecting writing to texts and content (before, during, and after reading).	0	x	0	0	0
	6.5 Demonstrate understanding and application of the research-based principles for teaching letter formation, both manuscript and cursive, to automaticity.	0	0	x	x	0
	6.6 Demonstrate understanding and application of teaching spelling and punctuation to automaticity.	0	0	x	x	0
	6.7 Demonstrate understanding and application of building background knowledge and vocabulary as applied to clear expression of ideas in writing.	0	x	0	0	0
	6.8 Demonstrate application of the purposeful inclusion of writing as a support for comprehension.	0	x	0	0	0
	6.9 Demonstrate understanding and application of how and when assistive technology should be utilized.	0	0	x	x	0
	<p>Standard 7: Multi-Tiered Systems of Support in Literacy The Multi-Tiered Systems of Support standard emphasizes the importance of collaboratively designing, implementing, and assessing instructional practices and interventions that support students across three tiers of reading instruction. It focuses on demonstrating knowledge of foundational and current research related to literacy instruction and engaging in collaborative decision making within multi-disciplinary teams.</p>	7.1 Recognize the significance of core instruction aligned with evidence-based language and literacy practices as a preventative for reading difficulties.	0	0	x	0
7.2 Demonstrate understanding and application of well-validated screening tests designed to identify students at risk for reading difficulties and determine the effectiveness of core instruction.		0	0	x	x	0
7.3 Demonstrate an understanding of the evidence-based practices for core instruction and interventions.		x partially for PA phonics phonics instruction spelling	0	x	x	0
7.4 Demonstrate understanding of and apply in practice data-based decision making for MTSS, linking screenings, diagnostic assessment, progress monitoring, and descriptive data to instructional decisions.		x - basic intro to MTSS	0	0	x	0
7.5 Demonstrate an understanding of the role of collaboration through a multidisciplinary team to determine instructional needs of students.		0	0	0	x	0
7.6 Demonstrate understanding and application of progress monitoring assessments to determine effectiveness of intervention systems.		0	0	x	x	0
7.7 Recognize the role of systems for the implementation of MTSS - assessment, shared leadership, instruction, curriculum, scheduling, and professional learning.		0	0	x	x	0



Reading Endorsement Standards

In response to section 3333.048 of the Amended Substitute House Bill Number 33 of the 135th Ohio General Assembly, the Ohio Department of Higher Education (ODHE) convened a panel of experts from both public and private institutions to update the standards for the Reading Endorsement program to ensure alignment with the Science of Reading. The panel met virtually in consultation with the Chief of Literacy and other literacy staff at the Ohio Department of Education and Workforce.

Panel members:

Chanda Coblentz	University of Mount Union	Margaret Lehman	Lourdes University
David Brobeck	University of Cincinnati	Mary Heather Munger	University of Findlay
Kerry Teeple	University of Findlay	Melissa Weber-Mayrer	Ohio Department of Education and Workforce
Lindsey Roush	Walsh University	Carolyn Turner	Ohio Department of Education and Workforce
Lindsay Vance	Lourdes University	Michelle Elia	Marietta College
Lucie Collier	Mount St. Joseph University	Sandra Summerfield	Central State University
Mandy Wallace	Youngstown State University		

The revised Reading Endorsement Standards set forth by the Ohio Department of Higher Education articulate the knowledge and skills that educators need to provide effective literacy instruction. Literacy is a foundational skill that permeates all aspects of education, and educators play a critical role in empowering students to become proficient readers, writers, and communicators. Understanding key components of literacy instruction – such as foundations of language and literacy acquisition, diverse reader profiles, assessment, explicit and systematic reading and writing instruction, and multi-tiered systems of support – are essential for student success. These revised standards reflect Science of Reading research and highlight the importance of staying current with evolving reading research in utilizing evidence-based practices. These standards are intended to build upon the foundational knowledge established in the 12-Hour Reading and Literacy Core and prioritize classroom application and implementation.

The ODHE Reading Endorsement Standards are organized into seven components that are interconnected and essential to literacy development. The seven components are as follows:

1. Foundations of Language and Literacy Acquisition

The Foundations of Language and Literacy Acquisition standard includes the examination of theoretical models that inform reading acquisition as well as the cognitive and neurological processes involved with language and literacy development. It is critical for educators to recognize how language and literacy are interrelated, with literacy building upon oral language through explicit and systematic instruction to ensure all students learn to read.

2. Knowledge, Synthesis, and Application of Research

The Knowledge, Synthesis, and Application of Research standard highlights the importance of critically analyzing and synthesizing the evolving body of research in multiple literacy-related fields. It encourages educators to apply the research to implement comprehensive reading instruction that meets the needs of diverse learners.

3. Diverse Reader Profiles

The Diverse Reader Profiles standard emphasizes the importance of understanding characteristics, strengths, and needs of readers along the continuum of skills and abilities. The needs of students with dyslexia and other reading disabilities, English learners, and emergent bilinguals require careful consideration to provide effective instruction with appropriate interventions and enrichments.

4. Assessment

The Assessment standard emphasizes the importance of utilizing various reading and writing assessments (screening, diagnostic, progress monitoring, classroom assessment). It focuses on the ability to select, administer, interpret, and share the results of assessment tools, as well as use assessment results to differentiate core instruction and plan for intervention.

5. Explicit and Systematic Literacy Instruction

The Explicit and Systematic Literacy Instruction standard highlights the knowledge and skills needed for effective literacy instruction, encompassing foundational knowledge and practical applications. This standard highlights the utilization of evidence-based instruction in the domains of word recognition and language comprehension and fosters an exploration of the relationships among phonological awareness, phonics, advanced word study, fluency, and comprehension.

6. Explicit and Systematic Writing Instruction

The Explicit and Systematic Writing Instruction standard emphasizes the importance of demonstrating an understanding of the relationships between foundational writing skills instruction and composition skills instruction in ensuring that students become proficient writers. It focuses on recognizing the role of writing in building foundational skills (handwriting and spelling) as well as facilitating reading comprehension as students write about the texts they read. It also applies foundational knowledge of language concepts to enable students to access and demonstrate a command of writing complex text structures.

7. Multi-Tiered Systems of Support in Literacy

The Multi-Tiered Systems of Support standard emphasizes the importance of collaboratively designing, implementing, and assessing instructional practices and interventions that support students across three tiers of reading instruction. It focuses on demonstrating knowledge of foundational and current research related to literacy instruction and engaging in collaborative decision making within multi-disciplinary teams.

These professional standards are designed with a primary focus of improving literacy instruction and providing PreK-12 students with the knowledge and skills they need to become competent readers and writers. Alignment with these standards ensures that educators understand the evolving body of Science of Reading research and are prepared to implement evidence-based practices for the betterment of our schools and communities.

1. FOUNDATIONS OF LANGUAGE AND LITERACY ACQUISITION

1.1 Demonstrate understanding of the language processing requirements of proficient reading and writing: phonological, orthographic, morphological, semantic, syntactic, discourse.

1.2 Demonstrate understanding of the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.

1.3 Demonstrate understanding of the most common differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

1.4 Demonstrate knowledge of phases in the typical developmental progression of word reading development.

1.5 Demonstrate understanding of the significance of explicit and systematic instruction in learning to read.

1.6 Demonstrate understanding of neurobiological and cognitive processes involved in reading acquisition, growth, and development.

1.7 Demonstrate understanding of the findings of the National Reading Panel and National Early Literacy Panel

1.8 Demonstrate understanding of the importance of literacy-rich and culturally representative linguistic environments for developing readers.

1.9 Demonstrate understanding of how environmental, cultural, and social factors contribute to literacy development.

2. KNOWLEDGE, SYNTHESIS, AND APPLICATION OF RESEARCH

2.1 Demonstrate the ability to critically analyze and synthesize the evolving research in literacy assessment and instruction from multiple fields, including but not limited to education, cognitive psychology, neuroscience, linguistics, and special education.

2.2 Demonstrate the ability to implement research-based practices to guide literacy assessment and instruction to meet the diverse needs of students.

2.3 Demonstrate the ability to conduct literacy-related research through practical application and field-based studies.

2.4 Demonstrate understanding of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students.

3. DIVERSE READER PROFILES

3.1 Demonstrate understanding of the characteristics of dyslexia and other reading disabilities.

3.2 Demonstrate understanding of readers' profiles and characteristics of reading difficulties.

3.3 Demonstrate understanding of the needs and strengths of English learners and emergent bilinguals.

3.4 Recognize the influence of dialectal density and first language proficiency on the acquisition of language and literacy.

4. ASSESSMENT

4.1 Demonstrate understanding of the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

4.2 Demonstrate the ability to utilize well-validated screening tests designed to identify students at risk for reading difficulties and determine the effectiveness of core instruction.

4.3 Demonstrate understanding and application of the principles of progress monitoring and reporting with Curriculum Based Measures (CBMs), including graphing techniques.

4.4 Demonstrate the ability to utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

4.5 Demonstrate the ability to summarize and communicate orally and in writing the meaning of formal and informal educational assessment data to share with students, parents/caregivers, and other educators.

5. EXPLICIT AND SYSTEMATIC LITERACY INSTRUCTION

5.1 Demonstrate understanding and application of the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and regions of the brain necessary for skilled reading.

5.2 Demonstrate understanding and application of the 5 Pillars of Reading for Conventional Literacy and the 5 Pillars of Reading for Adolescent Literacy, recognizing the similarities and differences across the language and literacy continuum.

5.3 Demonstrate understanding and application of the components of reading for Emergent Literacy and Early Literacy, from birth to age 5, recognizing the similarities and differences across the language and literacy continuum.

5.4 Demonstrate understanding and application of the specific concepts of word recognition (phonics, phonological awareness, sight word recognition, advanced word study, letter recognition, print concepts) to ensure automatic and instant retrieval of words for reading fluency.

5.5 Demonstrate understanding and application of the specific concepts of language comprehension (vocabulary, language structures / syntax, background knowledge, verbal reasoning, literacy knowledge, and oral language development).

5.6 Recognize the contributions of oral language, phonology, fluency, and morphology to both word recognition and language comprehension.

5.7 Demonstrate understanding and application of background knowledge, vocabulary, syntax, writing, and comprehension across disciplines and content areas in both conventional and adolescent literacy.

5.8 Demonstrate understanding and application of practices that have a strong evidence base versus those that are grounded in disproven theories, i.e. three cueing systems, balanced literacy.

6. EXPLICIT AND SYSTEMATIC WRITING INSTRUCTION

6.1 Demonstrate understanding and application of the major skill domains that contribute to written expression (foundational skills/transcription X composition/translation=skilled writing).

6.2 Demonstrate application of the fundamentals of sentence construction and syntax, connecting writing to content.

6.3 Demonstrate application of the development of skilled written composition through explicit instruction, applying the phases of writing.

6.4 Demonstrate understanding of the importance of increasing student writing practice, connecting writing to texts and content (before, during, and after reading).

6.5 Demonstrate understanding and application of the research-based principles for teaching letter formation, both manuscript and cursive, to automaticity.

6.6 Demonstrate understanding and application of teaching spelling and punctuation to automaticity.

6.7 Demonstrate understanding and application of building background knowledge and vocabulary as applied to clear expression of ideas in writing.

6.8 Demonstrate application of the purposeful inclusion of writing as a support for comprehension.

6.9 Demonstrate understanding and application of how and when assistive technology should be utilized.

7. MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) IN LITERACY

7.1 Recognize the significance of core instruction aligned with evidence-based language and literacy practices as a preventative for reading difficulties.

7.2 Demonstrate understanding and application of well-validated screening tests designed to identify students at risk for reading difficulties and determine the effectiveness of core instruction.

7.3 Demonstrate an understanding of the evidence-based practices for core instruction and interventions.

7.4 Demonstrate understanding of and apply in practice data-based decision making for MTSS, linking screenings, diagnostic assessment, progress monitoring, and descriptive data to instructional decisions.

7.5 Demonstrate an understanding of the role of collaboration through a multidisciplinary team to determine instructional needs of students.

7.6 Demonstrate understanding and application of progress monitoring assessments to determine effectiveness of intervention systems.

7.7 Recognize the role of systems for the implementation of MTSS - assessment, shared leadership, instruction, curriculum, scheduling, and professional learning.