**Teacher Professional Development in Research-Based Reading Instruction Submission Form**

ORC 3313.608(I) requires the Ohio Department of Education (ODE) to create an approved list of professional development in research-based reading instruction to support the teacher qualifications component of the Third Grade Reading Guarantee. Upon adoption of Reading Competencies by the Ohio State Board of Education in January 2014 the list of approved Professional Development in Research-Based Reading Instruction must be aligned to the standards therein. This teacher qualification option is student-specific and available only for teachers of students who:

1. Are English learners and have been enrolled in U.S. schools for three years or less, or
2. Have an individualized education program (IEP).

If districts, community schools or other entities believe they have a teacher professional development that meets the criteria provided, a submission form can be completed and submitted to the ODE. Submission forms must include evidence that shows how the professional development is aligned to [Ohio’s Reading Competencies](http://education.ohio.gov/getattachment/Topics/Early-Learning/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-District-Resources/Approved-List-of-Research-Based-Reading-Instructio/Reading_Competencies.pdf.aspx). The organizational structure of the reading competencies includes a knowledge section: what teachers should know about reading; and an application section: ways to demonstrate understanding. All submissions must include evidence of both knowledge and application of the competency being addressed. **Submissions without evidence of a practicum component will be rejected.**

Those interested in submitting a professional development series with evidence to ODE should complete this submission form and send it to [ThirdGradeGuarantee@education.ohio.gov](mailto:ThirdGradeGuarantee@education.ohio.gov). The deadline for submission is end of business [insert date].

**Submission Guidelines**

1. No more than one professional development series can be included on each submission form.
2. All criteria subcomponents must have evidence provided for consideration.
3. The submission form document should include the name of the professional development and the person or entity submitting the form.
4. Complete the point of contact section included in the submission form. Ohio Department of Education staff will use this section if they have questions.
5. All submission forms must be submitted to [ThirdGradeGuarantee@education.ohio.gov](mailto:ThirdGradeGuarantee@education.ohio.gov) for consideration. Forms sent to other email addresses will not be considered.
6. All submission forms must be sent electronically by November 18, 2016 to be considered.

**Teacher Professional Development in Research-Based Reading Instruction Submission Form**

Directions: Complete the contact information and submission form below.

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| **Contact Information** | |
| **Point of Contact Name** |  |
| **Entity Name (If Applicable)** |  |
| **Telephone Number** |  |
| **Email Address** |  |
| **TITLE:** |  |
| **Training is appropriate for teachers of (mark all that apply):** | * **Students with disabilities** * **Students who are English learners** * **Both students with disabilities and students who are English learners** |

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| **Criteria I. Develop Skills and Apply Knowledge** | **Evidence**  **Submissions without evidence of a practicum component will be rejected.** |
| Describe the practicum component of the professional development (i.e the means of implementing the professional development with students in a supervised situation so as to identify potential difficulties and confirm fidelity with using the professional development).  **Submissions without evidence of a practicum component will be rejected.** |  |

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| **Criteria II. Alignment to Ohio’s Learning Standards and the Five Components of Reading** | **Evidence**  **(provide evidence of both knowledge and application of the competency being addressed)** |
| 1. How does the professional development align to Ohio’s English Language Arts Standards? |  |
| 1. How does the professional development align to Ohio’s Reading Competencies to support the development of Phonological Awareness (both knowledge and application)? |  |
| 1. How does the professional development align to Ohio’s Reading Competencies to support the development of Phonics (both knowledge and application)? |  |
| 1. How does the professional development align to Ohio’s Reading Competencies to support the development of Fluency (both knowledge and application)? |  |
| 1. How does the professional development align to Ohio’s Reading Competencies to support the development of Vocabulary (both knowledge and application)? |  |
| 1. How does the professional development align to Ohio’s Reading Competencies to support the development of Comprehension (both knowledge and application)? |  |

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| **Criteria III: Differentiated Instruction and Responsiveness**  **Please make note of scoring requirements in subcomponents (A) and (B) for trainings appropriate for teachers of students with disabilities and/or students who are English learners.**  **If any subcomponent (C), (D), or (E) is not aligned (less than 50% alignment) to Ohio’s Reading Competencies, the submission will be rejected.** | **Evidence**  **(provide evidence of both knowledge and application of the competency being addressed)** |
| 1. How does the professional development equip teachers to design instruction, as well as select and use developmentally appropriate materials that acknowledge sociocultural and linguistic differences, and address the needs of diverse learners (e.g., students with dyslexia, students identified as gifted, or students with disabilities)?   **Note: If this training is being submitted as a training appropriate for teachers of students with disabilities, criteria III subcomponent (A) must be at least “mostly aligned” with Ohio’s Reading Competencies, as defined by the Reading Competency Criteria Rubric, or the submission will be rejected.** |  |
| 1. How does the professional development equip teachers to understand and apply current theories of second language acquisition to differentiate instruction for English learners with varied levels of language proficiency and school backgrounds?   **Note: If this training is being submitted as a training appropriate for teachers of students who are English learners, criteria III subcomponent (B) must be at least “mostly aligned” with Ohio’s Reading Competencies, as defined by the Reading Competency Criteria Rubric, or the submission will be rejected.** |  |
| 1. How does the professional development equip teachers to understand how to determine difficulties students are having with a foundational component(s) of reading and use data to differentiate instruction for all students, monitor student progress and adjust instruction? |  |
| 1. How does the professional development equip teachers to understand and apply how language and cognitive development can impact reading proficiency and the delivery of appropriate instruction? |  |
| 1. How does the professional development equip teachers to understand the characteristics of proficient and advanced readers to more effectively implement differentiated instruction in the five components of reading? |  |

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| **Criteria IV. Research-Based Reading Instruction** | **Evidence**  **(provide evidence of both knowledge and application of the competency being addressed)** |
| 1. How does the professional development equip teachers to design and sequence instruction that reflects an understanding of the relationship among content, concepts, and processes within school and district curriculum priorities, Ohio’s Learning Standards and the multiple pathways for learning depending on student needs? |  |
| 1. How does the professional development equip teachers to understand and design instruction that links to students’ regional, cultural, linguistic and individual backgrounds? |  |
| 1. How does the professional development equip teachers to establish routines within learning environments, through modeling and teaching that support positive and respectful social environments? |  |
| 1. How does the professional development equip teachers to understand, design and implement instructional activities that build on an understanding of the integration of phonological skills, phonics decoding, spelling, word recognition, reading fluency, vocabulary, comprehension, and writing related to texts? |  |
| 1. How does the professional development equip teachers to understand and implement theories of reading development and research that describe the cognitive and motivational foundations of reading and writing development, processes and components? |  |

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| **Criteria V. Appropriate Instructional Materials** | **Evidence**  **(provide evidence of both knowledge and application of the competency being addressed)** |
| 1. How does the professional development equip teachers to understand text complexity and evaluate and select texts using quantitative and qualitative tools? |  |
| 1. How does the professional development equip teachers to understand, evaluate and use high-quality programs, print, digital instructional materials and resources that are research-based and be able to make informed decisions about implementing packaged “programs” of reading instruction? |  |
| 1. How does the professional development equip teachers to understand, analyze and select instructional materials and resources that: align with instructional practices; are varied and appropriate to the ability of the student; actively engage readers in ownership of their learning; and integrate technology where appropriate? |  |

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| **Criteria VI. Assessments and Data Analysis** | **Evidence**  **(provide evidence of both knowledge and application of the competency being addressed)** |
| 1. How does the professional development equip teachers to understand the purpose of various assessments and implement them appropriately to monitor and measure student achievement? |  |
| 1. How does the professional development equip teachers to understand adequacy of assessments, reliability and validity of assessments, standard error of measurement, distinguishing between norm-referenced and criterion-referenced assessments, and the major types of derived scores from standardized tests? |  |
| 1. How does the professional development equip teachers to interpret data reports, communicate information from assessments effectively and clearly to parents and other stakeholders, and use evidence-based rationale to inform and drive instruction for prescriptive and diagnostic teaching? |  |
| 1. How does the professional development equip teachers to understand and apply how assessment data is used to differentiate instruction, intensify intervention, and meet the needs of all students? |  |
| 1. How does the professional development equip teachers to integrate technology within an assessment environment to create a relevant and engaging experience? |  |