

Science of Reading Professional Development Requirements under House Bill 33 of the 135th General Assembly



Guidance for Districts and Schools

Revised May 2024



**Department of
Education &
Workforce**

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Introduction

The state operating budget makes historic investments in literacy to support schools and districts in implementing the science of reading. A key component of this support includes professional development to ensure all teachers across the state have the training and skills to provide effective literacy instruction in the science of reading. This guidance document provides information about the following: Requirements for districts and schools, professional development overview, alignment with professional development completed to meet the requirements of Ohio's Dyslexia Support Laws, professional development pathways, stipends for completing professional development, science of reading professional development facilitators, and course completion and credit.

Requirements

Section 265.330 in House Bill 33 of the 135th General Assembly

(A)(1) *Of the foregoing appropriation items 200566, Literacy Improvement, and 2006A4, Literacy Improvement, a total of up to \$43,000,000 in each fiscal year shall be used by the Department of Education and Workforce to reimburse school districts, community schools established under Chapter 3314. of the Revised Code, and STEM schools established under Chapter 3326. of the Revised Code for stipends paid under division (A)(3) of this section to teachers to complete professional development in the science of reading and evidence-based strategies for effective literacy instruction. The Department shall provide professional development courses for this purpose.*

(2) *Districts and schools shall require all teachers and administrators to complete a course provided by the Department under division (A)(1) of this section not later than June 30, 2025, except that any teacher or administrator who has previously completed similar training, as determined by the Department, shall not be required to complete the course. Teachers shall complete the course at a time that minimizes disruptions to normal instructional hours. Districts and schools shall pay a stipend to each teacher who completes a professional development course under division (A)(2) of this section as follows:*

(a) *\$1,200 for each of the following:*

- i.** *A teacher of grades kindergarten through five;*
- ii.** *An English language arts teacher of grades six through twelve;*
- iii.** *An intervention specialist, English learner teacher, reading specialist, or instructional coach who serves any of grades pre-kindergarten through twelve.*

(b) *\$400 for each teacher who teaches a subject area other than English language arts in grades six through twelve.*

(3) Each district or school may apply to the Department, in a manner prescribed by the Department, for reimbursement of the cost of the stipends. The Department shall not reimburse any stipend paid to an administrator to complete a professional development course provided by the Department under division (A)(2) of this section.

Requirements for Districts and Schools

Districts and schools must require all teachers and administrators to complete the Department's science of reading professional development course by **June 30, 2025**. This includes teachers and administrators in the following entities:

- City, local, and exempted village school districts,
- Joint vocational school districts,
- Community schools,
- STEM schools, and
- Educational service centers.

Any teacher or administrator who has previously completed similar training, as determined by the Department, is not required to complete the course (see more on page 5). Under state law, districts and schools must pay a stipend to each teacher who completes the Department's professional development course as follows:

- A stipend in the amount of **\$1,200** for each of the following:
 - A teacher of grades kindergarten through 5.
 - An English language arts teacher of grades 6 through 12.
 - An intervention specialist, English learner teacher, reading specialist, or instructional coach who serves any of grades, prekindergarten through 12.
- A stipend in the amount of **\$400** to each teacher who teaches a subject area other than English language arts in grades 6 through 12.

Districts and schools are responsible for developing mechanisms to verify teacher completion of the Department's professional development course in the science of reading for the purposes of stipend reimbursement. Districts and schools are also responsible for paying teachers who complete the Department's professional development course in the science of reading a stipend. Districts and schools may apply to the Department for reimbursement of the cost of the stipends. *The Department will not pay stipends directly to teachers for completing the science of reading professional development course.*

Requirements for Teachers and Administrators

Teachers and administrators must complete the Department's professional development course in the science of reading by **June 30, 2025**. Teachers and administrators who previously completed similar training, as determined by the Department, are not required to complete the Department's course. Districts and schools are responsible for determining which of their employees are teachers or administrators who must be required by the district

or school to complete the Department’s professional development course in the science of reading. **If a district or school directs a teacher who has previously completed similar training to complete the Department’s coursework, the Department will not provide reimbursement for stipends paid to teachers or administrators who have previously completed similar training.** The Department’s coursework is provided at no cost to all teachers and administrators across the state.

The Department will not provide reimbursement for stipends paid to administrators who complete the Department’s Science of Reading professional development course.

Professional Development Overview

The Department contracted with Keys to Literacy to develop the Department’s professional development course in the science of reading pursuant to section 265.330(A)(1) of H.B. 33.

The Department provides multiple professional development sequences or pathways to meeting this requirement, based on a teacher’s role and prior training completed to meet Ohio’s Dyslexia Support Laws professional development requirement.

Similar Trainings to Meet the Requirement

The Department has determined the following professional development and/or training courses are similar trainings to the Department's professional development courses in the science of reading and evidence-based strategies for effective literacy instruction. **As such, any teacher or administrator who has previously completed one of the following courses or trainings is considered to have satisfied the requirement to complete a professional development course provided by the Department for purposes of section 265.330(A)(2) of H.B. 33.** Please note that certain courses or trainings have been determined to be similar training only for certain roles, content areas, or grade levels.

PREKINDERGARTEN-GRADE 12

The following trainings are considered similar trainings for the purpose of meeting the science of reading professional development requirement. Teachers and administrators who have completed any of the trainings listed in the links below are not required to complete the Department’s science of reading professional course.

- [Training Accredited \(Accreditation & Accreditation Plus\) by the International Dyslexia Association.](#)
 - [Click here](#) to see the full list of IDA-accredited courses.
- [Training approved by the Ohio Dyslexia Committee for Structured Literacy Certification.](#)
 - [Click here](#) to see the list of approved courses.

PREKINDERGARTEN ONLY

In addition to the trainings listed on page 5, each of the following trainings represent comprehensive trainings that include all components of emergent literacy and are considered similar trainings for the purpose of meeting the science of reading professional development requirement. **Any prekindergarten teacher who has previously completed one of the following trainings is considered to have met the science of reading professional development requirements.**

Training	Vendor
Keys to Emergent Literacy	Keys to Literacy
LETRS Early Childhood	Lexia Learning

GRADES 6-12 TEACHERS OF SUBJECTS OTHER THAN ENGLISH LANGUAGE ARTS ONLY

In addition to the trainings listed on page 5, each of the following trainings are similar to the Department's course and developed by the same vendor and therefore are considered similar trainings for the purpose of meeting the science of reading professional development requirement. **Any 6-12 teacher of subjects other than ELA who has previously completed one of the following trainings is considered to have met the science of reading professional development requirements.**

Training	Vendor
Keys to Adolescent Literacy	Keys to Literacy
Key Comprehension Routine	Keys to Literacy
Key Vocabulary Routine	Keys to Literacy
Keys to Content Writing	Keys to Literacy

ADMINISTRATORS ONLY

In addition to the trainings listed on page 5, each of the following trainings are similar for the purpose of meeting the science of reading professional development requirement for administrators only. **Any administrator who has previously completed one of the following trainings is considered to have met the science of reading professional development requirements.**

Training	Vendor
Pathways to Literacy Leadership	AIM Institute for Learning and Research
LETRS for Administrators	Lexia Learning

Alignment with Professional Development Completed to Meet the Requirements of Ohio’s Dyslexia Support Laws

On April 23, 2024, the Ohio Dyslexia Committee authorized the Department’s Science of Reading professional development course as an approved training to meet the Dyslexia professional development requirements. **Teachers and intervention specialists who complete either Pathway A or Pathway C of the [Department’s science of reading professional development course](#) will fulfill both the [Dyslexia professional development requirements](#) and the [Science of Reading professional development requirements](#).**

The following professional development opportunities may have been completed to meet the requirement for 18 hours of professional development in Ohio’s Dyslexia Support Laws. These opportunities include some but not all of the concepts addressed in the Department’s professional development courses in the science of reading and therefore, do not fully satisfy the requirements of House Bill 33.

Teachers who have completed one of the options below to satisfy the requirements of Ohio’s Dyslexia Support Laws have met the prerequisite requirement to complete an **abbreviated course** in the science of reading, available through [Pathway B](#).

- [The Ohio Department of Education and Workforce’s Introduction to Dyslexia, Grades K-3 course](#)
- [The Ohio Department of Education and Workforce’s Introduction to Dyslexia for Grades 4-12 course](#)
- [Training Developed and Delivered by Instructors of Structured Literacy Certification Programs¹](#)

Additional information regarding the intersection of the requirements for professional development in Ohio’s Dyslexia Support Laws and House Bill 33 are available in [Appendix A](#).

Note: Completion of similar trainings may be used to meet the professional development requirement under H.B. 33. However, completion of the Department’s course is the only completion option for stipend eligibility.

Professional Development Pathways

There are multiple pathways to meet the H.B. 33 requirement for professional development in the science of reading, depending on the age band a teacher primarily serves, and any

¹ This is 18 hours of training developed and provided by individuals qualified to provide the coursework and [practicum approved for Structured Literacy Certification by the Ohio Dyslexia Committee](#).

previous professional development completed to meet the requirements of Ohio’s Dyslexia Support Laws.

All professional development sequences within the professional development offered by the Department consist of online modules completed in the Department’s Learning Management System in addition to optional face-to-face facilitated meetings with a trained facilitator.

Teachers will enroll in a specific course in the Learning Management System that includes all modules in the appropriate sequence for their role and training requirement.

KINDERGARTEN-GRADE 5 PATHWAYS

PATHWAY A: OHIO’S INTRODUCTION TO THE SCIENCE OF READING COURSE, KINDERGARTEN-GRADE 5

Pathway A: Ohio’s Introduction to the Science of Reading Course, Kindergarten-Grade 5 is designed to provide professional learning in the science of reading for teachers of kindergarten-grade 5, as well as Intervention specialists, English learner teachers, reading specialists, or instructional coaches serving students in kindergarten-grade 5. This pathway is also for teachers of related arts and elective subjects teaching students in kindergarten to grade 5. If a teacher, reading specialist, or instructional coach has previously completed a similar training, they are exempt from the requirement to complete the Department’s science of reading professional development course.

A teacher of grades kindergarten-5 will complete the following course sequence if the teacher has not completed the Department’s dyslexia professional development course, or a similar course approved by the Department:

Title	Format	Hours
Introduction to Evidence-Based Language and Literacy Instruction	Online	3.5 hours
Supporting Learners with Reading Difficulties	Online	2.5 hours
Data-Driven Decision Making to Support All Learners	Online	2 hours
Access to Rigorous Grade-Level Content	Online	1 hour
Phonemic Awareness	Online	2 hours
Phonics	Online	3 hours
Vocabulary	Online	2 hours
Fluency	Online	1 hour
Reading Comprehension	Online	2.5 hours
Writing	Online	2.5 hours
		22 hours

PATHWAY B: OHIO'S INTRODUCTION TO THE SCIENCE OF READING COURSE, KINDERGARTEN- GRADE 5 (ABBREVIATED)

Teachers of grades kindergarten-5 who previously completed the Department's Introduction to Dyslexia course in the Learning Management System, are eligible to complete the following abbreviated sequence:

Title	Format	Hours
Introduction to Evidence-Based Language and Literacy Instruction	Online	3.5 hours
Reading Comprehension (K-5)	Online	2.5 hours
Writing (K-5)	Online	2.5 hours
		8.5 hours

ENGLISH LANGUAGE ARTS 6-12 PATHWAYS

PATHWAY C: OHIO'S INTRODUCTION TO THE SCIENCE OF READING COURSE, GRADES 6-12 ENGLISH LANGUAGE ARTS

A teacher of English language arts in grades 6-12 will complete the following course sequence:

Title	Format	Hours
Introduction to Evidence-Based Language and Literacy Instruction	Online	3.5 hours
Supporting Learners with Reading Difficulties	Online	2.5 hours
Data-Driven Decision Making to Support All Learners	Online	2 hours
Access to Rigorous Grade-Level Content	Online	1 hour
Advanced Word Study and Phonics (6-12)	Online	2.5 hours
Vocabulary (6-12)	Online	2.5 hours
Fluency (6-12)	Online	1 hours
Motivation (6-12)	Online	30 minutes
Reading Comprehension (6-12)	Online	2.5 hours
Writing	Online	3 hours
		21 hours

Teachers of English language arts in grades 6-12 are not required to complete professional development under Ohio's Dyslexia Support Laws and an alternative, or abbreviated pathway, is not available for teachers of English language arts in grades 6-12.

PATHWAYS FOR TEACHERS, READING SPECIALISTS, AND INSTRUCTIONAL COACHES SERVING PREKINDERGARTEN-GRADE 12 STUDENTS

A teacher, intervention specialist, English learner teacher, reading specialist, or instructional coach who serves any of grades prekindergarten through 12 can enroll in either the kindergarten-grade 5 or English Language Arts 6-12 pathway (either Pathway A or C) to meet

the requirement. Personnel in these roles may want to consider the primary grade band of students they support in selecting a pathway.

Intervention specialists serving students in grades kindergarten-5 who previously completed the Department’s Introduction to Dyslexia course in the Learning Management System, are eligible to complete the abbreviated sequence in [Pathway B](#). Intervention specialists in grades 6-12 who previously completed the Department’s Introduction to Dyslexia course in the Learning Management System, are eligible to complete the abbreviated sequence in Pathway D.

PATHWAY G: OHIO’S LANGUAGE AND LITERACY COURSE SEQUENCE – PREKINDERGARTEN

Alternatively, teachers, intervention specialists, English learner teachers, reading specialists, or instructional coaches serving prekindergarten students may complete the following sequence available from the Department through a partnership with the Rollins Center for Language and Literacy. Instructions for accessing this course sequence, which is available for Ohio Child Care and Resource Referral Association (OCCRRA) credit, can be found on [the Department’s website](#).

Title	Format	Hours
An Ecosystem Approach to Developing the Foundation for Reading in the Early Years	Online	3.5 hours
The Power of Language	Online	2.5 hours
Meaningful Conversations	Online	1.5 hours
Transforming Story Time	Online	3.5 hours
Building World Knowledge	Online	2 hours
Monitoring Children’s Progress in Language & Literacy in the Early Years	Online	3.5 hours
Supporting Dual Language Learners Right from the Start	Online	4 hours
		20.5 hours

PATHWAY D: OHIO’S INTRODUCTION TO THE SCIENCE OF READING COURSE, GRADES 6-12 (ABBREVIATED)

Intervention specialists serving students in grades 6-12 who previously completed the Department’s Introduction to Dyslexia course in the Learning Management System are eligible to complete the following abbreviated sequence:

Title	Format	Hours
Introduction to Evidence-Based Language and Literacy Instruction	Online	3.5 hours
Reading Comprehension (6-12)	Online	2.5 hours
Writing (6-12)	Online	3 hours
		9 hours

TEACHERS OF SUBJECT AREAS OTHER THAN ENGLISH LANGUAGE ARTS FOR GRADES 6-12 PATHWAY

PATHWAY E: OHIO'S INTRODUCTION TO THE SCIENCE OF READING COURSE, SUBJECT AREAS OTHER THAN ENGLISH LANGUAGE ARTS GRADES 6-12

Teachers of subject areas other than English language arts, including teachers of related arts and elective subjects, for grades 6-12 are eligible to complete the following course sequence under Pathway E:

Title	Format	Hours
Introduction to Evidence-Based Language and Literacy Instruction	Online	3.5 hours
Access to Rigorous Grade-Level and Complex Text	Online	1 hour
Reading Comprehension	Online	2.5 hours
Motivation	Online	0.5 hours
		7.5 hours

ADMINISTRATORS PATHWAY

PATHWAY F: OHIO'S INTRODUCTION TO THE SCIENCE OF READING COURSE, ADMINISTRATORS K-12

Title	Format	Hours
Introduction to Evidence-Based Language and Literacy Instruction	Online	3.5 hours
Access to Rigorous Grade-Level and Complex Text	Online	1 hour
Leading the Science of Reading	Online	2.5 hours
		7 hours

As a best practice, administrators are also encouraged to participate in professional development sequences that the educators in their building or district are completing.

Stipends for Completing Professional Development

Districts and schools will pay stipends directly to teachers who complete the Department's professional development course before June 30, 2025. Districts and schools are responsible for determining which of their employees are teachers or administrators who must be required by the district or school to complete the Department's professional development course in the science of reading. Teachers who successfully complete the Department's professional development course will receive a certificate of completion. To be eligible for a professional development stipend under H.B. 33, teachers must complete the Department's professional development in full, receiving a certificate of completion. Schools and districts are

responsible for confirming a teacher’s participation and full completion of the professional development upon submitting requests to the Department for stipend reimbursement.

The Department partnered with the Management Council of the Ohio Education Computer Network to develop a system to reimburse schools and districts for the cost of teacher stipends. Districts and schools are responsible for paying the stipend to teachers who complete the course prior to submitting a claim for reimbursement. The amount of the stipend paid to the teacher (\$1,200 or \$400) is subject to the **employee** portion of the required retirement contribution and any applicable taxes. However, the payment from the Department will include reimbursement of the **employer** portion of the required retirement contribution and federal Medicare tax (bringing the reimbursement total to \$1,385.40 or \$461.80). Districts and schools will make the determination of the timing, manner, and mechanisms for paying stipends to their teachers who complete the course.

The law requires teachers to complete the course at a time that minimizes disruptions to normal instructional hours. Because teachers are receiving a cash stipend, schools and districts should consult with their legal counsel to determine the best time for professional development to be completed. Schools and districts should consider ethics, collective bargaining agreements, and local needs when determining how to complete professional development requirements. Districts and schools are encouraged to avoid compensated professional development days.

Reimbursement to Districts and Schools for Stipends Paid to Teachers

The Department will not directly pay teachers for professional development stipends. However, the Department will reimburse districts and schools for paying teachers professional development stipends. The following are the general steps for stipend reimbursement to districts and schools:

1. Teacher completes course.
2. School or district verifies teacher’s course completion.
3. School or district pays teacher a stipend.
4. School or district requests reimbursement.
5. Department provides reimbursement through the state foundation funding mechanism.

The Department (through the Management Council of the Ohio Education Computer Network) may verify the teacher completed the course and require documentation the teacher was paid. Stipend reimbursement requests will be collected from districts and schools by the Department periodically. Instructions to access the stipend reimbursement portal are available in [this document](#).

Ineligibility for Stipends

Administrators completing the Department’s science of reading professional development course are not eligible for stipends. Chartered nonpublic schoolteachers are not eligible for stipends, although they may access the training at no cost.

Teachers who have completed similar training, as described above, are not eligible for a stipend, even if they complete the Department’s course. While a teacher may choose to take the Department’s course work, the stipend is only to be provided when a school or district requires the teacher to take the professional development course and they have not already completed similar training.

Science of Reading Professional Development Facilitators

To support the application of new learning to classroom practice, the Department’s courses include optional facilitated meetings. Qualified regional consultants and in-district personnel may be trained to provide facilitation related to course content. Facilitators will be trained to support the application of learning to classroom practice, including leading facilitated meetings for each course sequence. Facilitators will be expected to adhere to the Department’s protocols and standards for facilitation of this professional learning.

Information regarding [access to facilitation](#) is available on the Department’s website.

Course Completion and Credit

Under [H.B. 33 of the 135th General Assembly](#), the Department of Education and Workforce must work with the Ohio Department of Higher Education, educator preparation programs, and local professional development committees (LPDCs) to help teachers and administrators who complete the Department of Education and Workforce’s science of reading professional development course to earn college credit.

Satisfactory completion of a professional development course in the Learning Management System will result in a certificate being provided to the teacher or administrator.

Additionally, LPDCs are required to count completion of the science of reading professional development course toward professional development coursework requirements for teacher licensure renewal.

LPDCs must permit teachers to apply any hours earned in the science of reading that exceed the minimum number of hours required for professional development coursework for teacher licensure renewal to the next renewal period for the license.

Access to Additional Professional Learning

Literacy Academy on Demand

[Literacy Academy on Demand](#) offers short, easily accessible courses on literacy for grades K-12. Each course is centered around a brief video of an expert in literacy instruction, along with resources, reflection questions, and articles. These courses should take 30-60 minutes to complete. The goal of each course is to provide teachers, coaches, and administrators with quick overviews of topics, along with tangible steps that they can take in their classrooms, coaching sessions, or team meetings to improve literacy instruction.

Note: Completion of Literacy Academy on Demand courses does not count towards meeting the science of reading professional development requirements under state law. Teachers are not eligible for stipends for completing the Department's Literacy Academy on Demand courses.

Appendix A: Science of Reading and Dyslexia Professional Development Requirements Comparison Chart

This chart describes the differences between major aspects of the science of reading professional development requirement under H.B. 33 of the 135th General Assembly and the Dyslexia professional development requirements under [Ohio Revised Code 3319.077](#).

	The Department’s Science of Reading Professional Development Course Requirements	Ohio’s Dyslexia Support Laws Professional Development Requirements
Requirement	All teachers and administrators must complete the Department’s Science of Reading professional development course by June 30, 2025.	The Dyslexia Support Laws require K-3 teachers and special education teachers of students in grades K- 12 to complete 18 clock hours of approved professional development in dyslexia.
Duration of the Requirement	This requirement is in effect until June 30, 2025	This is an ongoing requirement with no expiration date.
Timeline	Teachers and administrators must complete the Department’s science of reading professional development course by June 30, 2025	<p>The following timelines apply to teachers hired before April 12, 2021, who provide instruction to students in the following grade bands:</p> <ul style="list-style-type: none"> • By the beginning of the 2023-2024 school year: Teachers of grades K-1, including special education teachers. • By Sept. 15, 2024: Teachers of grades 2-3, including special education teachers. • By Sept. 15, 2025: Special education teachers of students in grades 4-12. <p>Teachers hired after April 12, 2021, must complete 18 hours of approved training in dyslexia within two calendar years after their hiring date, unless the teacher completed the training while employed by a different district.</p>
Required Roles	This requirement applies to all teachers, including intervention specialists, reading specialists, instructional coaches, and administrators.	The dyslexia professional development requirements apply to teachers of students in grades K-3 and intervention specialists of students in grades K-12.

	The Department’s Science of Reading Professional Development Course Requirements	Ohio’s Dyslexia Support Laws Professional Development Requirements
Exemptions	Any teacher or administrator who has previously completed similar training, as determined by the Department, shall not be required to complete the course, according to section 265.330(A)(2) of H.B. 33.	Teachers of fine arts, music, and physical education are not required to complete the dyslexia professional development requirements.
Administrators	Administrators are required to complete the course. However, administrators are not eligible for stipends.	Administrators are generally not required to complete the dyslexia professional development requirements, unless their school district of employment chooses to impose such a requirement in accordance with O.R.C. 3319.077(E)
Prekindergarten	All teachers are required to meet the Science of Reading professional development requirements.	The dyslexia professional development requirements are not applicable to prekindergarten teachers.
Stipends	Teachers in the following roles are eligible for stipends to be paid by districts and schools for the stated amounts for completing the Department’s science of reading professional development course: <ul style="list-style-type: none"> • \$1,200 for each of the following: <ul style="list-style-type: none"> ○ A teacher of grades kindergarten-5; ○ An English language arts teacher of grades 6-12; and ○ An intervention specialist, English learner teacher, reading specialist, or instructional coach who serves any of grades prekindergarten-12. • \$400 for each teacher who teaches a subject area other than English language arts in grades 6-12. 	The Department does not provide stipends or stipend reimbursements for completion of the dyslexia professional development requirements.
Are There Other Trainings That Fulfil the Professional Development Requirement?	Yes. Previously completed similar trainings will fulfil the requirements. A list of similar trainings are available on the Professional Development in the Science of Reading webpage .	Yes. The Department’s Introduction to Dyslexia Course is one of several options to meet the Dyslexia Support Laws’ professional development requirements. For more information about all approved trainings, please see the Dyslexia Professional Development webpage .

	The Department's Science of Reading Professional Development Course Requirements	Ohio's Dyslexia Support Laws Professional Development Requirements
Length of Course	Varies by pathway.	The dyslexia professional development requirement provides for the completion of 18 clock hours of approved professional development in dyslexia.