



**Department of
Higher Education**

Mike DeWine, Governor
Randy Gardner, Chancellor

Ohio Educator Licensure Program Standards for PK-5 Primary Licensure Programs

In 2019, the licensure band in Ohio changed from PK-3 to PK-5 in General Education. Due to this change, at the request of the Ohio Department of Higher Education, a panel of experts from public and private teacher preparation institutions of higher education was charged with developing the Ohio Educator Licensure Program Standard Crosswalks for the PK-5 Licensure program. The Ohio Educator Licensure Program Standards for PK-5 Licensure programs were reviewed by the panel of experts between September 2020 and November 2020, with meetings occurring virtually throughout the fall, and were revised to update to the most current standards by another panel of experts in the spring of 2021.

Note: Ohio programs for the Pre-Kindergarten through Grade 5 Primary Generalist license will be reviewed using the Ohio P-5 Standards. These standards are built on the NAEYC PK-Age 8 and CAEP Elementary standards.

This licensure program is valid for preparing teachers to teach the subject or learners named. Candidates for this license are those who are deemed to be of good moral character; who have successfully completed an approved program of preparation; who have successfully completed an examination(s) prescribed by the State Board of Education; and who have been recommended by the dean or head of teacher education at an approved institution.

We wish to acknowledge the following individuals who served on the expert panels:

Panel that met in the fall of 2020 included:

Dottie Erb, Co-Chair	Marietta College
Mary Murray, Co-Chair	Bowling Green State University, Emerita
Kimberly Cassidy	Shawnee State University
Kimberly Christensen	Bowling Green State University
Allison Gunter	Muskingum University
Dawn Henry	Heidelberg University
Jennifer Ottley	Deans Compact
Kathy Winterman	Xavier University

The panel that met in spring of 2021 included:

Dottie Erb, co-chair	Marietta College
Thomas Roberts. Co-chair	Bowling Green State University
Sue Corbin	Notre Dame College
Kevin Jones	Cedarville University
Dawn Henry	Heidelberg University
Karl Wheatley	Cleveland State University
Carrie Biales	University of Cincinnati
Kate Delaney	University of Toledo
Sandra Pech	Kent State University

**Ohio
P-5 Standards
(2021)**

**Standard 1
Understanding and Addressing Each Child's Development, Culture, and Learning**

1.a.

Candidates understand how children grow and develop across physical, cognitive, social-emotional, and linguistic domains; recognize variations in the development of P-5 children; identify unique strengths and needs of individual children, and use this knowledge to plan instruction.

1.b.

Candidates understand and appreciate diversity in families, cultures, and communities and demonstrate respect for children's varied approaches to learning and capacity to make choices in order to ensure equitable agency and access to learning.

1.c.

Candidates partner with families and other professionals, and use community resources to support children's learning and development.

**Standard 2
Knowledge of Content for Teaching**

2.a

Candidates demonstrate and apply understandings of the elements of Literacy, including oral, nonverbal, and written communication development aligned with PK5 Ohio Learning Standards.

2.b

Candidates demonstrate Mathematics central concepts, methods and tools of inquiry aligned with PK5 Ohio learning standards.

2.c

Candidates demonstrate Science central concepts, methods and tools of inquiry aligned with PK5 Ohio learning standards.

2.d

Candidates demonstrate Social Studies central concepts, methods and tools of inquiry aligned with PK5 Ohio learning standards.

2.e

Candidates demonstrate an understanding of transdisciplinary connections among PK5 content areas.

Standard 3
Assessment and Planning

3.a.

Candidates understand and apply a wide range of developmentally, culturally, and linguistically appropriate formative and summative assessments to determine students' competencies and needs.

3.b.

Candidates use formative and summative assessment data to plan and modify instruction in order to promote development and learning.

3.c.

Candidates effectively communicate assessment results and recommendations for student growth with families and caregivers.

3.d.

Candidates understand and apply equitable and appropriate feedback and grading practices.

Standard 4
Social and Emotional Support for Learners

4.a.

Candidates demonstrate knowledge of social emotional needs of PK5 students and how to build a supportive classroom environment.

4.b.

Candidates know and use effective classroom management strategies that are developmentally appropriate for PK5 students.

4.c.

Candidates provide instructional and social emotional supports that demonstrates an understanding of how adverse childhood experiences impact student learning, development, and mental health.

Standard 5
Supporting Each Child Using Effective Instruction

5.a.

Candidates apply various theoretical models of instruction that meet the needs of all children.

5.b.

Candidates use a variety of developmentally appropriate evidence-based instructional practices to ensure the learning of every child.

5.c.

Candidates demonstrate competency at facilitating transdisciplinary curricula, including play and project-based learning.

5.d.

Candidates use a variety of strategies, formats, and groupings in order to address the needs of all students.

5.e.

Candidates use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 6
Professionalism and Advocacy

6.a.

Candidates work collaboratively with colleagues, mentors, other school personnel, families, and other stakeholders.

6.b.

Candidates participate in peer and professional learning opportunities to enhance student development and learning.

6.c.

Candidates learn about and draw on the strengths of the local community to advocate for and support student needs and learning.

6. d. Candidates know and uphold ethical, legal, and professional guidelines.