**Ohio Educator Preparation Program Standards for Elementary and Middle Education (PK-8)**

In response to a change in ORC 3319.22 the licensure band in Ohio updated from a Primary PK-5 grade band to an Elementary and Middle Education PK-8 grade band. Due to this change, at the request of the Ohio Department of Higher Education (ODHE), a committee of experts, who were nominated by public and private teacher preparation programs across Ohio, were charged with developing the program standards for the new Elementary and Middle Education (PK-8) license. The PK-8 Standards Creation Committee met virtually 19 times between September 2024 and May 2025. In consultation with the Ohio State Board of Education (SBOE), the Ohio Department of Education and Workforce (ODEW), and the Ohio Department of Children and Youth (ODCY) the standards within this document were created.

Programs leading to the Elementary and Middle Education (PK-8) license will be reviewed using the standards outlined in this document. Additionally, Elementary and Middle Education (PK-8) programs will need to align to the most recent version of the 12-Hour Reading and Literacy Core Standards, Prekindergarten Literacy Standards and other applicable State of Ohio standards as posted on the ODHE website.

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 the 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.

<u>The following definitions will be used throughout the document:</u>

Candidate – Refers to the pre-service teacher candidate that is enrolled in the Elementary and Middle Education (PK-8) program.

Learner – Refers to the K-12 student in a K-12 setting.

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## Standard 1: Learner Development & Learner Needs

1.1 Learner Development:

Candidates demonstrate a knowledge of learners' needs and development including physical, cognitive, social-emotional, linguistic, moral characteristics, and interests. As associated with Ohio's K-2, 3-5, and Middle Grades Social and Emotional Learning Standards.

1.2 Meeting the Needs of all Learners:

Candidates demonstrate knowledge that the unique backgrounds of learners have implications for their development. They are responsive to the unique backgrounds of learners and their families.

1.3 Learner Differences:

Candidates demonstrate knowledge and understanding of factors that influence development and learning including individual differences and varied needs for services and supports to plan and implement learning experiences and environments.

1.4 Applying Knowledge of Learners:

Candidates use their comprehensive knowledge of learners to plan, implement, and assess learning experiences using strengths-based approaches and developmentally and culturally responsive practices.

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## Standard 2: Content Knowledge

2.1 Early Learning:

Candidates demonstrate a depth and breadth of pedagogical content knowledge associated with Ohio's Early Learning and Development Standards (approaches to learning, cognitive development, creative development, language and literacy, mathematics, physical development and wellness, science, social and emotional development, and social studies).

2.2 Science:

Candidates demonstrate a depth and breadth of content and pedagogical content knowledge associated with Ohio's K-8 Science Learning Standards and Model Curriculum, including the content strands (life science, physical science, and earth and space science) and facility with the Nature of Science, practices and processes of scientific inquiry, and Ohio's Cognitive Demands for Science.

2.3 Social Studies:

Candidates demonstrate a depth and breadth of content and pedagogical content knowledge associated with Ohio's K-8 Social Studies Learning Standards and Model Curriculum, including the four disciplines within the Social Studies (History, Geography, Government and Economics) emphasizing the study of individuals, communities, systems, and their interactions across time and place to be able to prepare learners for local, national, and global citizenship.

2.4 Mathematics:

Candidates demonstrate a depth and breadth of content and pedagogical content knowledge associated with Ohio's K-8 Learning Standards for Mathematics, including all the domains (counting and cardinality, operations and algebraic thinking, number and operations, measurement and data, geometry, ratio and proportional relationship, the number system, expressions and equations, statistics and probability, and functions) developing mathematical practices appropriate for learners.

2.5 English Language Arts:

Candidates demonstrate a depth and breadth of content and pedagogical content knowledge associated with Ohio's K-8 Learning Standards for English Language Arts across all domains (reading literature, informational text, foundational skills, writing, speaking and listening, and language) aligned with the Science of Reading.

2.6 Interdisciplinary Curriculum:

Candidates connect interdisciplinary concepts and tools while using differing perspectives to engage learners in critical thinking, creativity, making connections among subject areas, and collaborative problem solving related to authentic local and global issues.

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## Standard 3: Designing Contexts for Learning

3.1 Community of Learners:

Candidates create and maintain positive developmentally and culturally responsive practices, foster an inclusive classroom environment, build rapport, respect, trust, and a sense of belonging for all learners.

3.2 Creation of Responsive Learning Spaces:

Candidates demonstrate knowledge of and the ability to create a positive learning space that establishes developmentally appropriate classroom procedures and an inclusive physical environment.

3.3 Engagement and Motivation:

Candidates apply evidence-based practices to promote learner autonomy and support engagement and motivation.

3.4 Planning for Assessment and Instruction:

Candidates apply empirically supported theories to create measurable student learning outcomes. These learning outcomes guide planning for assessment and instruction that support individual learner needs in classroom settings.

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**Standard 4: Instruction**

4.1 Theory to Practice:

Candidates are conversant with a wide variety of evidence-based, developmentally appropriate, culturally and linguistically responsive, and fair instructional practices grounded in theory, and which support all learners.

4.2 Real World Context of Instruction:

Candidates use pedagogical strategies grounded in developmentally appropriate interdisciplinary content to engage learners in critical thinking and collaborative problem solving related to authentic, real world, local, and global issues that are culturally relevant to learners.

4.3 Instructional Strategies:

Candidates select and apply their knowledge of various research-based pedagogical approaches to teaching and learning (e.g. play-based, emergent, integrated, inquiry-based, cooperative learning, explicit instruction, Universal Design for Learning (UDL) etc.) to plan developmentally appropriate instruction, guide learning, and improve comprehension of content.

4.4 Learning Goals:

Candidates plan instruction aligned with state and national standards to meet the varied needs of learners and explicitly link learning activities to those goals.

4.5 Digital Tools and Resources:

Candidates identify and ethically utilize appropriate digital tools and resources to enhance and support learning that is age or developmentally appropriate.

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**Standard 5: Assessment**

5.1 Applying Learner-Centered Assessment Practices:

Candidates identify, select, develop, and apply a variety of developmentally, culturally, and linguistically appropriate screening, diagnostic, formative, and summative assessments to determine and support learners' developmental progress, knowledge, skills, dispositions, and learning needs.

5.2 Data Based Decision Making:

Candidates make data-informed decisions to plan, differentiate, adapt, and evaluate instruction.

5.3 Effective Communication of Assessment and Learner Progress:

Candidates communicate assessment results, feedback, and evidence-based growth recommendations clearly and promptly to learners, families, and colleagues.

5.4 Inclusive Assessment Practices:

Candidates implement transparent and culturally responsive assessment practices that allow learners to self-assess, set goals, monitor growth, and understand their progress.

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**Standard 6: Professionalism**

6.1 Collaboration with Partners:

Candidates collaborate and consult with families, education professionals, and community partners to meet a variety of learner needs, enhance learning, and strengthen the school environment.

6.2 Ethics:

Candidates uphold and follow professional ethics and policies outlined in the Licensure Code of Professional Conduct for Ohio Educators.

6.3 Advocacy:

Candidates serve as advocates for just practices and policies that support all learners, their families, and the teaching profession. They identify and leverage the strengths of their local community to ensure practices and policies are rooted in community realities and priorities.

6.4 Professional Development:

Candidates seek and engage in continuous, purposeful professional development that enhances their professional literacy and practice. They identify and use peer-reviewed resources to justify and inform their instructional choices and support their professional growth.