



Ohio's Science of Reading Course (Pathways A, B, C, D, E, F, and G)

Clearview Local Schools Optional College Credit

Ashland University Syllabus

October 1, 2024, through May 1, 2025

1. Educators will gain an understanding of literacy development based on comprehensive scientific findings from cognitive, psychological, and educational disciplines.
2. Educators will identify and practice the essential components of reading instruction that all students need to develop foundational literacy skills (including language comprehension and writing) within a systematic scope and sequence of skills and concepts.
3. Educators will identify and use instructional delivery methods that support student literacy development, including integrating handwriting to support reading and written expression).
4. Educators will identify instructional practices not supported by evidence (for example, cueing system).
5. Educators will recognize the risk factors and characteristics of dyslexia and understand how reading difficulties vary in presentation and degree across ages, grades, and responses to educational experiences.
6. Educators will recognize and use in practice curriculum-based measures and diagnostic/survey-level assessments that support the identification of risks and characteristics of dyslexia and use the data to support instructional planning within an MTSS system.
7. Educators will identify distinctive properties of different text types (for example, decodable, leveled, authentic), and understand when, and how to scaffold the use of each for instruction.

NOTE:

Educators should only take abbreviated pathways (Pathway B and Pathway D) if they have completed the 18-hour Introduction to Dyslexia Course, Grades K-3, the Introduction to Dyslexia Course, Grades 4-12, or [18 hours of training provided by instructors of Structured Literacy Certification programs](#). Courses and pieces of training other than these do not qualify educators for the abbreviated pathways.

Pathway A: Ohio's Introduction to the Science of Reading Course, Kindergarten-Grade 5

2 graduate credit hours available, complete the following work:

1. Complete all modules in Pathway A
2. Identify a need for more evidence-based instruction in at least one area (word recognition, vocabulary, reading comprehension, or writing) that you currently need to address or that you have seen as a recurring problem in your classroom.

3. Using the current curriculum and supplemental materials, plan an evidence-based lesson to address the demonstrated need you currently have in your classroom or a need you see most prominent.
4. Write a short paper (1-2) pages explaining the problem.
5. Turn in the plan you have developed.
6. Create a follow-up activity that can be used to document improvement
7. Provide a screenshot or electronic copy of the Completion Certificate

Pathway B: Ohio's Introduction to Science of Reading, Kindergarten – 5, Abbreviated Course

Pathway B: *Ohio's Introduction to the Science of Reading, Kindergarten-Grade 5 (Abbreviated)* Course is only open to those who have previously completed the Ohio Department of Education and Workforce's *Introduction to Dyslexia Course, Grades K-3* in the Department's learning management system (LMS), *Introduction to Dyslexia Course, Grades 4-12* in the Department's LMS, or 18 hours of [training provided by Instructors of Structured Literacy Certification Programs approved by the Ohio Dyslexia Committee](#). Other training will not fulfill the requirements to access this abbreviated Science of Reading Course.

1 graduate credit hours available, complete the following work:

1. Complete all modules in Pathway B
2. Identify a need for more evidence-based instruction in at least one area (word recognition, vocabulary, reading comprehension, or writing) that you currently need to address or that you have seen as a recurring problem in your classroom.
3. Using the current curriculum and supplemental materials, plan an evidence-based lesson to address the demonstrated need you currently have in your classroom or a need you see most prominent.
4. Write a short paper (1-2) pages explaining the problem.
5. Turn in the plan you have developed.
6. Provide a screenshot or electronic copy of the Completion Certificate

Pathway C: Ohio Introduction to Science of Reading, Grades 6-12

2 graduate credit hours available, complete the following work:

1. Complete all modules in Pathway C
2. Identify a need for more evidence-based instruction in at least one area (word recognition, vocabulary, reading comprehension, or writing) that you currently need to address or that you have seen as a recurring problem in your classroom.
3. Using the current curriculum and supplemental materials, plan an evidence-based lesson to address the demonstrated need you currently have in your classroom or a need you see most prominent.
4. Write a short paper (1-2) pages explaining the problem.
5. Turn in the plan you have developed.
6. Create a follow-up activity that can be used to document improvement

7. Provide a screenshot or electronic copy of the Completion Certificate

Pathway D: Ohio's Introduction to Science of Reading, Grades 6-12, Abbreviated Course

1 graduate credit hours available, complete the following work:

1. Complete all modules in Pathway D
2. Identify a need for more evidence-based instruction in at least one area (word recognition, vocabulary, reading comprehension, or writing) that you currently need to address or that you have seen as a recurring problem in your classroom.
3. Using the current curriculum and supplemental materials, plan an evidence-based lesson to address the demonstrated need you currently have in your classroom or a need you see most prominent.
4. Write a short paper (1-2) pages explaining the problem.
5. Turn in the plan you have developed.
6. Provide a screenshot or electronic copy of the Completion Certificate

Pathway E: Ohio's Introduction to the Science of Reading Course, Grades 6-12 Content Areas

1 graduate credit hour available, complete the following work:

1. Complete all modules (four required and four optional) in Pathway E
2. Provide a written summary of each topic and how it relates to your content.
3. Choose one of the topics and create a lesson within your content using the concepts to address potential reading problems.
4. Provide a screenshot or electronic copy of the Completion Certificate

Pathway F: Ohio's Introduction to the Science of Reading Course, Administrators K-12

1 graduate credit hour available, complete the following work:

1. Complete all Pathway F modules successfully
2. At points during the course, you will be asked to reflect on a text the educators in your building provide to students. Before beginning the course, it will be helpful to identify three or four texts used with students. These can be from a book, assignment, or online. Each text does not need to be more than one page.
3. Log the reflections in either the Response Notebook or Word document.
4. Provide an electronic copy or screenshot of the completion certificate.

Pathway G: Prekindergarten Language and Literacy

2 graduate credit hours available, complete the following work:

The Ohio Department of Education and Workforce continues to partner with The Rollins Center for Language and Literacy to **bring free language and literacy training to Ohio-based early care and**

education professionals. The Rollins Center at the Atlanta Speech School and its online professional development community Cox Campus have been built with leading experts and fully funded by philanthropy to remove barriers to access for teachers, schools, districts, and families. Pre-Kindergarten intervention specialists, English learner teachers, reading specialists, or instructional coaches may wish to access the following sequence available from the Department through a partnership with the Rollins Center for Language and Literacy. Pathway G: Cox Campus Coursework Sequence

Title	Format	Hours
An Ecosystem Approach to Developing the Foundation for Reading in Early Years - ST10125649	Online	3.5
The Power of Language - ST10126793	Online	2.5
Meaningful Conversation - ST10126695	Online	1.5
Transforming Story Time - ST10126792	Online	3.5
Building World Knowledge - ST10126788	Online	2
Monitoring Children's Progress in Language & Literacy in the Early Years - ST10126763	Online	3.5
Supporting Dual Language Learners Right from the Start - ST10126786	Online	4
		20.5

STEP 1:

To ensure you receive credit upon completion of a course, please utilize the following directions:

1. Log-in • Log in to your Cox Campus account by visiting <https://coxcampus.org>.
2. Select the update profile button • The Update Profile Button is located on the right side of your dashboard below your profile picture/profile icon.
3. My Account Page • After clicking on the Update Profile Button, the next screen will be your My Account page. Scroll down the page and find the Certification Number Field.
4. Certification Number Field • After locating the Certification Number Field enter your OPIN ID (numerals only, no text, for example, 1111-0000).
5. Save • To ensure your profile is updated, navigate to the bottom of the page and select the Save Changes button.

Upon Completion From your OCCRRRA account, please run your Profile Training Summary for your records.

1. Complete each module.
2. Write a summary of each topic and how it will impact your practice.
3. Using one of the topics from the list create a lesson plan that will assist you in using the concepts in the topics with your students. Provide the lesson to your adjunct.