

Reminder: Online Licensure Beginning on 1/1/14

Local Professional Development Committees will want to inform members that beginning in January 2014, the submission and approval process for first-time or renewal licensure applications **must be** completed online. Educators who are up for renewal are encouraged to investigate the online procedure *early* to ensure they receive their renewed license well before the traditional expiration date of June 30th. Information on the new procedure can be accessed at the following site <http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License>.

Third Grade Guarantee Mid-Year Checklist

Ohio educators and K-3 students affected by the requirements of the Third Grade Guarantee are approaching the mid-point of the instructional year. Now is an excellent time to check with affected members to ensure appropriate resources have been provided to them to meet the instructional goals of the law.

Have teachers of Kindergarten through third grade students identified and provided with a Reading Improvement Plan (RiMP) been consistently provided the critical resources to effect reading improvements? Specifically:

- 1) Time** - To write RiMPs, to administer occasional formative checks, to record/update RiMP plans and/or files, to provide the required *additional* interventions provided for in students' RiMPs.
Yes ____ No ____
- 2) Personnel** - Support personnel to provide additional interventions and/or flexibility to reduce ratios and/or flexible grouping to meet RiMP student needs.
Yes ____ No ____
- 3) Resources** - Materials such as leveled literature in varied genres, manipulatives and/or supplies to support phonemic recognition/letter correspondence and vocabulary development.
Yes ____ No ____
- 4) Tier Two and/or Tier Three Intervention** - Systematic, explicit intervention sources for students not successful with regular classroom and/or tier one supports.
Yes ____ No ____

Additionally:

- Have parents been adequately, regularly informed of the law, including the specific consequences put forth in law?
Yes ____ No ____
- Have genuine efforts been made to include parents in the development of the RiMP?
Yes ____ No ____
- Have districts utilized funding sources to support the law's mandates?
Yes ____ No ____
- Has said funding been distributed equitably with considerations for areas of greatest need?
Yes ____ No ____
- Have planning efforts focused on early identification and intervention to prevent reading failure and consequent punitive consequences for students and teachers?
Yes ____ No ____