

Ohio Alternative Resident Educator License Alternative Resident Educator Institute (AREI) Syllabus

Important: The AREI is not part of the University's enrolled system and is not a college course. The fee you have paid is a registration fee and not tuition. The AREI does not earn college credit and is not stated on a university transcript. The AREI is not eligible for financial aid or tuition reimbursement. School districts may offer financial reimbursement for non-credit bearing trainings. Check with your school district's HR Department.

Ohio's Alternative Resident Educator License

The State Board of Education has adopted rules establishing the standards and requirements for obtaining an Alternative Resident Educator License for teaching in grades kindergarten to twelve in a designated subject area, and in the area of intervention specialist in grades kindergarten to twelve, and for world languages in grades prekindergarten to twelve, and for career-technical workforce development areas.

Applicants for the four-year Alternative Resident Educator License for designated subjects in grades K-12, intervention specialist grades K-12 and world languages grades P-12 must satisfy the following conditions prior to issuance of the license:

- Hold a bachelor's degree with a GP of 2.5 or higher from an accredited institution of higher education;
- Pass an examination in the subject area for which application is being made;
- Pass the Ohio Assessment for Educators (OAE) 090 Foundations of Reading exam (for candidates seeking Intervention Specialist or Integrated Language Arts licensure); and
- Successfully complete the Alternative Resident Educator Institute (AREI).

An Alternative Resident Educator License is valid for four years and may be extended on a case-by-case basis.

To advance to a five-year professional educator license, the alternative resident educator must meet the following requirements:

- Successful completion of four years of teaching under the Alternative Resident Educator License;
- Successful completion of the four-year Resident Educator Program;
- Successful completion of 12 semester (18 quarter) hours of professional education coursework, from a college or university approved to prepare teachers, in the principles and practices of teaching, student development and learning, pupil assessment procedures, curriculum development, classroom management and teaching methodology, **OR** completion of a Professional Development Institute approved by the Ohio Department of Higher Education **AND** A three semester hour course in the teaching of reading in the content area for all subject areas except integrated language arts and intervention specialist licensure areas, which require successful completion of at least six semester hours in the teaching of reading (including at least one separate three semester hour teaching of phonics course)
- Successful completion of the state board of education examination required for

teacher licensure that measures professional knowledge. Please note: An educator with an alternative resident educator license must take this exam during the second year of teaching under the license;

Alternative Resident Educator Institute (AREI)

State legislation also set requirements for the Alternative Resident Educator Institute (AREI) to provide instruction in the principles and practices of teaching for individuals seeking an Alternative Resident Educator License covering such topics as student development and learning, pupil assessment procedures, curriculum development, classroom management, and teaching methodology.

The Alternative Resident Educator Institute (AREI) delivers these content requirements and aligns with the Ohio Standards for the Teaching Profession. The AREI is a series of three pedagogical content modules with 15 assignments and a field experience requirement:

- Module 1: Teaching as a Profession
- Module 2: Student Development and Learning
- Module 3: Essentials of Teaching Practice

Three (3) pre-recorded online coaching sessions are available. Additionally, an instructional coach offers up to ten (10) 15 minute online live sessions to respond to a participant's questions regarding content and assignments.

AREI Information

- **Content Delivery**

A provider approved by the Ohio Department of Education delivers the AREI. Modules are located online, and the information, activities and assessments are consistent regardless of the format or provider. The AREI uses an asynchronous model, which means the participant does not need to be online at the same time as other participants or the instructor. The participant submits the assignments at his/her own pace. Communication with the instructor and technical support is through email and an online messaging system. The instructor provides assignment feedback as necessary for the student to achieve mastery of the assignment content (mastery is set at 80%).

- **Coaching**

The AREI provides participants three (3) pre-recorded online coaching sessions are available. Additionally, an instructional coach offers up to ten (10) 15 minute online live sessions, either one-on-one or in small groups, to respond to a participant's questions regarding content and assignments.

- **Participant Responsibilities**

An AREI participant uses the same skills expected in a college course. It is the responsibility of the participant to read all of the content information, complete all of the activities and assignments, and record (through note taking or creation of electronic files) AREI information necessary for assignments and future

reference. Since the AREI offers an on-line self-paced format, the participant needs to assign adequate time for completion of the modules.

- **Computer Access/Skills**

Most supplemental information required to complete activities and assignments is only available on-line. Participants need to have reliable access to an internet connection as well as the following computer skills:

- The ability to download, upload and attach files;
- The ability to create Word documents and tables;
- The ability to create computer folders and files; and
- The ability to create and receive email.

- **Field-Based Experience**

Several of the AREI activities and 15 assignments require participants to observe in an approved field-based setting and must include interaction with P-12 aged children, who are age- appropriate for the licensure sought, and must include observation, active participation, and leading instruction (please note that athletic coaching is not applicable). A participant needs scheduling flexibility to participate in an approved field-based experience for at least 25 hours during the course of the AREI.

- **Background Check**

Because field-based experience involves interaction with minor students, participants must take and pass both a BCI and FBI background check. All background check reports must be submitted via electronic submission directly from the Ohio Bureau of Criminal Investigation. The checks on file at the Ohio Department of Education must be less than 365 days old upon registering for the AREI and when applying for the Alternative Resident Educator License. ARE participants will need to check with their field experience site regarding BCI and FBI background check requirements. It is recommended that AREI participants check with the local school district, neighboring school district or the region's Educational Service Center, for availability of Web Check. If none of these options are available, possible sites are listed on the [Attorney General's Website](#).

Educators should ask whatever agency they use for the background checks if they have *both the Ohio and National Web Check machines*. Please be sure to tell the agency to complete the section on the form that asks where you want the results sent by checking *Teacher Certification*.

- **Availability of Materials**

AREI modules and information will be available for 16 weeks from the date of acceptance into the AREI. Time for completion may not be extended. Participants are responsible for maintaining their own documents and information from the AREI as instructed.

AREI Description

• Module Outcomes

As each module is completed, an AREI participant creates a collection of career reference documents as well as compiles a portfolio of assignments for use as a summative assessment. Each module has a set of outcomes:

- Teaching as a Profession
 - Recognize the specific requirements and individual responsibilities for teaching in Ohio.
 - Examine the various teaching opportunities within the area of licensure sought.
 - Review Ohio's four-tier licensure structure and the requirements for each level.
 - Review the Resident Educator Program.
 - Obtain knowledge of the various standards that frame the teaching profession.
 - Learn the Ohio Standards for Educators.
 - Obtain baseline knowledge of the legal and ethical issues impacting Ohio's teachers.
 - Review basic school and district schedules.
 - Examine the roles and responsibilities of various school staff members.
 - Recognize various types of collaboration, consultation, and communication within a school setting.

- Student Development and Learning
 - Obtain knowledge of basic learning theories and the development of cognitive abilities in learners.
 - Examine the physical, emotional, and social development of learners, including adolescents.
 - Recognize diversity in learners, including race, ethnicity, socioeconomics and language.
 - Examine various disability categories under IDEIA.

- Essentials of Teaching Practice
 - Understand and develop curriculum
 - Learn about planning and delivering lessons.
 - Develop individual and unit lessons.
 - Explore various instructional techniques.
 - Understand the role of assessment in instruction.
 - Review various assessment strategies.
 - Examine basic classroom management techniques.
 - Obtain knowledge of how to manage classrooms of diverse students.

• Portfolio Components

A portfolio of assignments builds throughout the IPTI. Upon opening each module, take the time to review each of the assignments to gauge the time it will require you to complete and submit the assignment. Note: There are some that will take more time and require advanced planning to complete.

The portfolio components are as follows:

Module One:

- (1) Self-Assessment Reflection
- (2) Goal Setting Tool
- (3) Standards Alignment Table
- (4) Statement of Professional Responsibility
- (5) Teacher Interview (This assignment requires finding a teacher that is currently in the Area of Licensure and grade level for which you are seeking licensure)

Module Two:

- (6) Personalized Learning SWOT
- (7) Student Case Study (This assignment requires you find a student in the grade level and currently enrolled in the subject area for which you are seeking licensure)
- (8) Culturally Responsive Teaching Plan
- (9) IEP Accommodation Analysis

Module Three: This will be the most labor intensive of the course. Review the assignments to be sure you have sufficient time to meet the date of expiration for your course.

- (10) Individual Lesson Plan
- (11) Detailed Lesson Plan with Differentiation
- (12) Lesson Assessment Collection
- (13) 10-Lesson Unit Plan
- (14) Classroom Management Plan
- (15) Final Reflection

AREI Assessment

- **Individual Assignments**

Each assignment pairs with a rubric that identifies the assignment components and a range of performance for each component. Participants must score a minimum of 80% Proficient on each individual assignment in order to successfully complete the IPTI. If an assignment does not initially meet the 80% Proficient criteria, participants may revise and resubmit.

- **Writing Requirements**

All written assignments must be completed as follows:

- 12-point font (Times New Roman, Arial, Calibri or other standard font)
- Double-spaced
- One-inch margins

- **Module Completion**

- IPTI modules are self-paced. A participant is permitted 16 weeks from the date of acceptance into the IPTI to successfully complete all activities and 15 assignments – this time period may not be extended;
- While you determine your personal time to complete the 16-week training, following are suggestions for each module:

Module One: Two-Four weeks
Module Two: One-Two weeks
Module Three: Four plus weeks

- Be sure to remain cognizant of your course completion date. This is important as you need to be aware that all assignments (including the final one; Assignment 3.6/15) must be turned in at least seven days before your deadline. The seven days will allow the time for you to make corrections, should it be necessary, in order to obtain proficiency

Successful completion of the AREI requires the following:

- AREI modules are self-paced. A participant is permitted 16 weeks from the date of acceptance into the AREI to successfully complete all activities and 15 assignments – this time period may not be extended;
- All portfolio assignments scored at a minimum 80% Proficient (Proficient rating in all rubric criteria);
- A final summative assessment of the portfolio is scored at a minimum 80% (Proficient rating in all rubric criteria);
- Field experience; and
- A Certificate of Completion is issued upon meeting the above requirements and completing the AREI feedback survey.