

Early Literacy Preparation: Early Childhood Education/Elementary/Special Education



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

The Indiana Department of Education (IDOE) is dedicated to ensuring high-quality educator preparation, including the developmental skills necessary for effective early literacy education for those preparing early childhood, elementary, and special education educators. Therefore, educator preparation program proposals in each of these areas, including Transition to Teaching or alternative route licensure options (initial or add-on), must show evidence of being aligned to *science of reading*, defined in Indiana Code (IC) 20-18-2-17.5 as a vast, interdisciplinary body of scientifically-based research that:

- (1) requires the explicit, systematic inclusion of the following five (5) essential components:
 - (A) Phonemic awareness;
 - (B) Phonics;
 - (C) Fluency;
 - (D) Vocabulary;
 - (E) Comprehension; and
- (2) is supported by evidence that informs:
 - (A) how proficient reading and writing develop;
 - (B) why some students have difficulty with reading and writing; and
 - (C) how to effectively assess and teach reading and writing to improve outcomes for all students; and
- (3) has a demonstrated record of success, and when implemented, leads to increased student competency in the areas of:
 - (A) phonemic awareness;
 - (B) phonics;
 - (C) reading fluency;
 - (D) vocabulary development;
 - (E) oral language skills;
 - (F) reading comprehension; and
 - (G) writing and spelling.

Early Literacy Endorsement Licensure Requirements

Indiana is dedicated to ensuring 95% of third grade students can read by 2027. House Enrolled Act (HEA) 1558 (2023) required the Indiana State Board of Education (SBOE) to establish a required literacy endorsement for teacher candidates, as defined in IC 20-28-3-1, applying for an initial Professional Educator License covering the pre-K-5 grade span or special education

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licensure after June 30, 2025. To further strengthen the professional knowledge of educators with an existing license covering the pre-k-5 grade span or special education licensure, HEA 1243 (2024) revised IC 20-28-5-19.7 to include the Early Literacy Endorsement requirement for Indiana educators **renewing** a practitioner Professional Educator License or accomplished practitioner Professional Educator License that includes these specified grades and content areas after July 1, 2025. While earning the early literacy endorsement is strongly encouraged, only current educators who teach in a content area that involves literacy instruction for PK-5 students will be required to earn the early literacy endorsement. Please visit [here](#) for more information regarding both current and future educators and early literacy endorsement requirements.

Future educators seeking to apply for their first professional educator license in one or more of the content areas and grade spans noted below are required to obtain the Early Literacy Endorsement beginning July 1, 2025:

- Early Childhood (Pre-K-3);
- Early Childhood Special Education (Pre-K-3);
- Elementary Education/Generalist (1-6), (K-6);
- Elementary/Primary (K-3);
- Elementary/Intermediate (4-6); and
- Special Education (K-6), (1-6), (K-12), (Pre-K-12)

Educator preparation programs are responsible for preparing preservice educators and ensuring those completing the program have met all licensure requirements, including testing. A passing score of 159 on the Teaching Reading: Elementary (5205) Praxis exam is required to earn the Early Literacy Endorsement.

For more information, please review the Early Literacy Endorsement Frequently Asked Questions (FAQ) document and other items listed under General Guidance on IDOE's [Literacy Development webpage](#).

Guiding Questions and Supporting Evidence

Instructions: While drafted documents and “plans” are acceptable, proposals must provide strong evidence of alignment. Guiding questions are provided and must be addressed within proposals.

Supporting Evidence and Documents*

- Course syllabi for literacy courses

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- Course materials (schedule of instruction, assignment details, resources, assessments, slide presentations, modules, connections to practice opportunities, articles, etc.)
- Guest access to online courses (where applicable)
- Evidence of where literacy skills are introduced, practiced, and demonstrated
- Rubrics
- High-quality curricular materials (HQCM)
- List of textbooks, articles, seminal work, or other written resources used in the program
- Information on the selection of placement schools for literacy field-based experiences

*The above list is not required in its entirety. You may have examples of items listed above or others not included. The more samples or evidence provided, the more likely the program receives IDOE approval. Programs should include at least 75% of the above documentation and any additional evidence to support the proposal.

Guiding Questions

1. How are each of the following explicitly and systematically included within your program proposal *and* how are each addressed within Scarborough's Rope and the Simple View of Reading?
 - a. Phonemic awareness
 - b. Phonics
 - c. Fluency
 - d. Vocabulary
 - e. Comprehension
2. How will you address instructional preparation in reading and writing development within your program?
3. How will you ensure your candidates are prepared to identify, define, and explain how proficient reading and writing develops?
4. How will you ensure your candidates are prepared to identify, define, and explain why some students have difficulty with reading and writing?
5. How will you ensure your candidates are prepared to know how to effectively assess and teach reading and writing to improve outcomes for all students?

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6. How will you ensure your candidates are prepared to ensure student competency in the following areas? Be sure to include how these are addressed within Scarborough's Rope and the Simple View of Reading:

- a. Phonemic awareness
- b. Phonics
- c. Reading fluency
- d. Vocabulary development
- e. Oral language skills
- f. Reading comprehension
- g. Writing and spelling

7. How will you ensure candidates are prepared for the Teaching Reading: Elementary (5205) Praxis exam? Include specific intervention strategies or support for candidates struggling to pass the exam, additional preparation resources, etc.

8. Are there any additional resources, information, or evidence to share with reviewers that demonstrate alignment with science of reading?

Visit IDOE's [Educator Preparation Programs webpage](#) for additional information. Contact IDOE's Office of Educator Talent with additional questions.