

**Crosswalk of Rule to Statute – 1 CCR 301-92 RULES FOR THE ADMINISTRATION OF THE COLORADO READING TO ENSURE ACADEMIC DEVELOPMENT ACT (READ ACT)**

Rule – 1 CCR 301-92	Statute
<p><b>2.00 Definitions.</b></p> <p>2.01 Administrator: Any person who administers, directs or supervises the education instructional program, or a portion thereof in any school or school district in the state and who is not the chief executive officer or an assistant chief executive officer of a school.</p> <p>2.27 Principal: Any person who is employed as the chief executive officer or an assistant chief executive officer of any school in the state and who administers, directs or supervises the education instruction program in such school.</p> <p>2.30 Reading Interventionist: An educator who provides individual or small group literacy instruction to one or more students to supplement core academic instruction.</p>	<p><b>22-60.5-102. Definitions.</b></p> <p><b>(3)</b> “Administrator” means any person who administers, directs, or supervises the education instructional program, or a portion thereof, in any school, school district, or nonpublic school in the state and who is not the chief executive officer or an assistant chief executive officer of such school.</p> <p><b>(16)</b> “Principal” means any person who is employed as the chief executive officer or an assistant chief executive officer of any school or nonpublic school in the state and who administers, directs, or supervises the education instructional program in such school or nonpublic school.</p>
<p><b>13.00 District Reporting Requirements.</b></p> <p>13.01(C) <del>An assurance</del> Evidence that each teacher employed to teach kindergarten or any of grades one through three and, beginning in 2024-25, each reading interventionist employed to teach students in any of grades four through twelve has <del>submitted evidence to CDE indicating the successful completion of</del> successfully completed evidence-based training in teaching reading that was either: included as a course in an approved program of preparation or an alternative teacher program; included as a course in a post-graduate degree program in teaching reading or literacy; provided by CDE or included on the CDE advisory list of professional</p>	<p><b>22-7-1210.5. Per-pupil intervention money - uses - distribution - monitoring - repeal.</b></p> <p><b>(3)</b></p> <p><b>(b)</b> To receive per-pupil intervention money in a budget year, a local education provider must meet the following requirements:</p> <p><b>(II)</b> For the 2022-23 budget year and budget years thereafter, the local education provider must submit evidence that it is in compliance with the teacher training requirements specified in section 22-7-1208 (6);</p> <p><b>(II.5)</b> For the 2024-25 budget year and budget years thereafter, the local education provider must submit evidence that it is in compliance with</p>

development programs; or provided by an LEP or deemed appropriate for license renewal pursuant to section 22-60.5-110(3), C.R.S.

13.01(C)(1) The evidence-based training in teaching reading must have included a minimum of 45 hours and must have addressed the content of the educator preparation literacy standards referenced in the state board's Rules for the Administration of Educator License Endorsements, 1 CCR 301-101, section 4.02(5) through 4.02(12) (effective January 15, 2020~~May 30, 2019~~).

13.01(C)(2) A teacher or reading interventionist is deemed to have successfully completed evidenced-based training in teaching reading if the LEP submits evidence that the teacher or reading interventionist:

13.01(C)(4) An LEP that is not in compliance with this subsection 13.01(C) for reading interventionists employed to teach students in any of grades four through twelve as of the beginning of the 2024-25 school year or for a subsequent school year may request a one-year extension from the state board based on demonstration of good cause for inability to comply. The request, including an explanation of the good cause for inability to comply, must be submitted in writing to the state board at [state.board@cde.state.co.us](mailto:state.board@cde.state.co.us).

13.01(D) For the 2024-25 budget year and budget years thereafter, evidence that each principal in a school that serves kindergarten or any of grades one through three and each administrator with responsibility that pertains to programs in kindergarten or any of grades one through three has successfully completed evidence-based training designed for school administrators in the science of reading and was either: included as a CDE-approved course in an approved program of preparation, as defined in section 22-60.5-102(8), C.R.S., for principals or administrators or an individualized alternative principal program or other alternative principal program approved pursuant to section 22-60.5-305.5, C.R.S.; included as a course in a CDE-approved post-graduate degree program in teaching reading or literacy; provided by CDE or included on the CDE advisory list of professional development programs

the principal and administrator training requirements specified in section 22-7-1208 (6.5) and the reading interventionist training requirements specified in section 22-7-1208 (6.7);

**22-7-1208. Local education providers - procedures - plans - training.**

**(6.5)**

**(a)** By the beginning of the 2024-25 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2023-24 budget year shall ensure that each principal in a school that serves kindergarten or any of grades one through three and each administrator with responsibility that pertains to programs in kindergarten or any of grades one through three successfully completes or has successfully completed evidence-based training designed for school administrators in the science of reading. the evidence-based training in the science of reading must include the concepts of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension to assist principals in coaching and evaluating teachers. The training must also include topics related to implementing schoolwide scientifically based and evidence-based reading programming. To comply with this subsection (6.5)(a), a local education provider shall submit evidence that each principal and administrator described in this subsection (6.5)(a) has successfully completed evidence-based training in the science of reading that is:

**(I)** Included as a course in an approved program of preparation, as defined in section 22-60.5-102 (8) for principals or administrators, or an individualized alternative principal program, or other alternative principal program, approved pursuant to section 22-60.5-305.5;

**(II)** Included as a course in a post-graduate degree program in teaching reading or literacy;

provided by the department pursuant to section 22-7-1209(2)(c), C.R.S.; or included in a CDE-approved training provided by an LEP or deemed appropriate for license renewal pursuant to section 22-60.5-110(3), C.R.S.

13.01(D)(1) The evidence-based training designed for school administrators in the science of reading must include a minimum of 45 hours and must address the following standards:

13.01(D)(1)(a) **Principal Literacy Standard I: Foundational Knowledge of the Science of Reading:** Principals demonstrate knowledge of the evidence-based foundations of language and literacy (reading, writing, speaking, and listening), instructional practice, and the major theoretical, conceptual, and evidence-based foundations of the science of reading to implement schoolwide scientifically and evidence-based reading instructional programming to improve literacy achievement for all students.

13.01(D)(1)(a)(i) Element A: Principals demonstrate knowledge of the foundational reading skills in the science of reading, including phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

13.01(D)(1)(a)(ii) Element B: Principals demonstrate knowledge of the instructional practice of explicit, systematic, and evidence-based learning and instruction addressing oral language development and writing.

13.01(D)(1)(a)(iii) Element C: Principals demonstrate knowledge of the major theoretical instructional models such as The Simple View of Reading and Scarborough's Reading Rope.

13.01(D)(1)(b) **Principal Literacy Standard II: Curriculum, Instruction, Assessment, and Evaluation:** Principals ensure the implementation of curriculum and instructional programming aligned to the science of reading, understand that reading difficulty exists along a continuum of

(III) Provided by the department or included on the advisory list of rigorous professional development programs provided by the department pursuant to section 22-7-1209 (2)(c); or

(IV) Provided by a local education provider or is appropriate for license renewal pursuant to section 22-60.5-110 (3).

(b) The department shall provide, at no cost, training for elementary school administrators to meet the requirements specified in subsection (6.5)(a) of this section. the department may provide the training in-person or online.

(c) Notwithstanding subsection (6.5)(a) of this section, a local education provider that is not in compliance with the requirements of this subsection (6.5) as of the beginning of the 2024-25 school year or for a subsequent school year may request a one-year extension from the state board based on a demonstration of good cause for inability to comply.

(d) The state board may adopt rules as necessary to specify the content and minimum number of hours required for the training described in subsection (6.5)(a) of this section; the time frames and procedures for complying with the requirements specified in subsection (6.5)(a) of this section and for applying for an extension pursuant to subsection (6.5)(c) of this section; and the form in which a local education provider must submit evidence of the completion of the training required in subsection (6.5)(a) of this section.

**(6.7)**

(a) By the beginning of the 2024-25 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2023-24 budget year shall ensure that each reading interventionist employed to teach students in any of grades four through twelve successfully completes or has successfully completed evidence-based training in teaching reading as described for teachers in subsection (6) of this section. To comply with

severity, understand how curriculum impacts learning, and coach and evaluate to increase the quality of instruction for all students.

13.01(D)(1)(b)(i) Element A: Principals understand the components of the science of reading and use that knowledge to ensure schoolwide adoption and implementation of standards-aligned, scientifically and evidence-based core, supplemental, and intervention curricular resources.

13.01(D)(1)(b)(ii) Element B: Principals understand that reading difficulty exists along a continuum of severity, understand the distinguishing characteristics of reading difficulties, and understand how this affects curricular and instructional programming decisions to support learners on this continuum.

13.01(D)(1)(b)(iii) Element C: Principals coach and evaluate educators in their use of evidence-based literacy instruction to ensure that the school meets the literacy needs of all students.

13.01(D)(1)(b)(iv) Element D: Principals ensure that literacy assessments and evaluations are scientifically and evidence-based.

13.01(D)(1)(b)(v) Element E: Principals lead, monitor, and evaluate the school's comprehensive scientifically and evidence-based language and literacy assessment systems, monitor gaps or redundancy across assessments, and adjust the assessment system accordingly to foster school literacy improvement for all students.

13.01(D)(1)(c) **Principal Literacy Standard III: Literacy Leadership and Professional Learning:** Principals demonstrate leadership by aligning literacy instructional programming to the science of reading and supporting evidence-based professional learning,

13.01(D)(1)(c)(i) Element A: Principals establish, align, and ensure the implementation of the science of reading through job-embedded professional learning based on school-wide assessment data.

this subsection (6.7)(a), a local education provider shall submit evidence that each reading interventionist employed to teach students in any of grades four through twelve has passed an end-of-course assessment of learning at the completion of the evidence-based training.

**(b)** The department shall provide, at no cost, training for reading interventionists to meet the requirements specified in subsection (6.7)(a) of this section. the department may provide the training in-person or online.

**(c)** Notwithstanding subsection (6.7)(a) of this section, a local education provider that is not in compliance with the requirements of this subsection (6.7) as of the beginning of the 2024-25 school year or for a subsequent school year may request a one-year extension from the state board based on a demonstration of good cause for inability to comply.

**(d)** The state board may adopt rules as necessary to specify the content and minimum number of hours required for training for reading interventionists required in subsection (6.7)(a) of this section; time frames and procedures for complying with the requirements specified in subsection (6.7)(a) of this section and for applying for an extension pursuant to subsection (6.7)(c) of this section; and the form in which a local education provider must submit evidence of the completion of an end-of-course assessment of learning as required in subsection (6.7)(a) of this section.

13.01(D)(1)(c)(ii) Element B: Principals analyze and guide literacy instruction through data analysis, observation, and coaching conversations.

13.01(D)(1)(d) **Principal Literacy Standard IV: Diversity, Equity, and Inclusion:** Principals lead and guide school efforts to advance diversity, equity, and inclusion.

13.01(D)(1)(d)(i) Element A: Principals promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction; and lead change in educational practices and institutional structures to promote equitable literacy instruction for all students.

13.01(D)(1)(d)(ii) Element B: Principals apply foundational knowledge of scientifically and evidence-based practices and promote equitable literacy instruction to meet the diverse and inclusive needs of all learners.

13.01(D)(1)(d)(iii) Element C: Principals create an environment that prioritizes transforming and creating scientifically and evidence-based learning experiences for students that reflect their language and culture and create a link between the school and family literacy practices.

13.01(D)(2) A principal or administrator is deemed to have successfully completed the evidenced-based training if the LEP submits evidence that the principal or administrator:

13.01(D)(2)(a) Successfully passed a CDE-approved course in an approved program of preparation, as defined in section 22-60.5-102(8), C.R.S., for principals or administrators, or an individualized alternative principal program, or other alternative principal program, approved pursuant to section 22-60.5-305.5, C.R.S. and passed the end of course assessment of learning;

13.01(D)(2)(b) Successfully passed a CDE-approved course in a post-graduate degree program in teaching reading or literacy and passed the end of course assessment of learning;

13.01(D)(2)(c) Successfully completed a training provided by CDE or included on the advisory list of rigorous professional development programs provided by CDE pursuant to section 22-7-1209(2)(c) and passed the end of course assessment of learning; or

13.01(D)(2)(d) Successfully completed a CDE-approved training that was provided by an LEP or that is appropriate for license renewal pursuant to section 22-60.5-110(3) and passed the end of course assessment of learning.

13.01(D)(3) In the event that a principal or administrator completes one of the evidence-based training options listed in 13.01(D)(2) but lacks proof of passing an end of course assessment, the principal or administrator may take and pass an alternate assessment authorized by the State Board aligned to the expectations of this section.

13.01(D)(4) An LEP that is not in compliance with this subsection 13.01(D) as of the beginning of the 2024-25 school year or for a subsequent school year may request a one-year extension from the state board based on demonstration of good cause for inability to comply. The request, including an explanation of the good cause for inability to comply, must be submitted in writing to the state board at [state.board@cde.state.co.us](mailto:state.board@cde.state.co.us).