READ Act Training Office Hours

Tuesday, April 22, 2025

Introactions

Melissa Ahlstrand

Literacy Program Supervisor, Elementary Literacy and School Readiness Office

Karol Gates

Senior Literacy Consultant Administrator & Principal Training, Elementary Literacy and School Readiness Office

Tara Rhodes

Data Evaluator and Analyst, Elementary Literacy and School Readiness Office

READ Act Training Office Hours

Scheduled Dates and Times
- April 22, 2025: 3-4 PMMT
- May 20, 2025: 3-4 PMMT

Power Points will be posted after each session on the READ Act web page titled:
READ Act Informational Webinars

- Organized by topic

- As we complete discussion of each topic, there will be a designated time for questions. You can **raise your hand** and **unmute your mic** or you can **type questions in the Q and A feature** that are related to the topic.

- Some questions will be answered during the webinar and others will be captured for further consideration.

Additionally:

- For questions about the evidence-based teacher and school administrator trainings email: ReadActTraining@cde.state.co.us

- For READ Act data inquiries email: READActData@cde.state.co.us

- For all other questions related to the READ Act email: ReadAct@cde.state.co.us

- Pepper Platform Technical Assistance: PepperSupport@pcgus.com

Session Objectives:

- SB 19-199 & SB 22-004 training requirements & Definitions

- Training Options

- Share information on how to submit documentation to COOL

- Overview of data collection process

- Review frequently asked questions

Colorado READ Act
Evidence-Based Training in Teaching Reading SB19-199 & SB22-004

SB19-199

By the beginning of the 2022-23 school year and continuing for each school year thereafter, each district that receives READ funding must ensure that K-3 teachers complete evidence-based training in teaching reading and pass an end of course assessment.

SB22-004

By the beginning of the 2024-25 school year and continuing for each school year thereafter, each district that receives READ funding must ensure that each reading interventionist employed to teach students in grades 4-12 complete evidence-based training in teaching reading and pass an end of course assessment.

* Teachers will have to have completed evidence-based training in teaching reading that aligns with the <u>READ Act and Rule</u>

Definition of teacher and reading interventionist in READ Act Rule:

Teacher: The professional responsible for the literacy instruction of the student(s) and may include the main instructor for a class, an instructional coach, reading interventionist, special education teacher, Title 1 teacher or other personnel who are identified as effective in the teaching of reading.

Reading Interventionist: An individual employed to teach students and whose primary job duties include providing reading intervention to students on READ Act Plans during regular school hours to supplement core academic instruction and who is employed in any of grades K-12.

- CDE understands that in some cases there will be teachers in some communities who hold multiple roles and be a "professional responsible for literacy instruction."

- CDE is concerned about **job function** rather than job title. CDE does not have the information for job function. That is only information that district leaders have, **therefore the ultimate determination of the breadth of that definition will rest with district leaders.**

SB22-004

Starting with the 2024-25 school year and continuing for each school year thereafter, each district that receives READ funding must 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

* Principals & administrators will have to have completed evidence-based training in reading that aligns with the <u>READ Act and Rule</u>

Definition of Administrator and Principal in State Board Rules:

Administrator: Any school-based or centrally- or regionally-based employee of an LEP who is responsible for designing, implementing and/or providing professional development on the elementary literacy instructional program for kindergarten or any of grades one through three in any school or LEP in the state, and who is not the principal. This would include an assistant or vice principal of an elementary school. It also includes any employee of the LEP conducting observations of and/or providing coaching to a teacher providing literacy instruction in kindergarten or grades one through three.

Principal: Any person who is employed as the chief executive officer of any school in the state that serves kindergarten or any of grades one through three.

- CDE is concerned about **job function** rather than job title. CDE does not have the information for job function. That is only information that district leaders have, **therefore the ultimate determination of the breadth of that definition will rest with district leaders.**

> **Each district that receives READ funding must ensure that all K-3 teachers, 4-12 reading interventionists, principals, and administrators complete evidence-based training in teaching reading and pass an end of course assessment.**

Deadlines for K-3rd grade teachers, 4-12 reading interventionists, and principals & administrators:

- **August 1, 2025:** Evidence-based training in teaching reading must be completed

- **August 15, 2025:** Documentation should be submitted to the Colorado Online Licensing (COOL) system

Teachers and administrators hired after June 1, 2025, will need to register for a training as soon as they receive their district email address and have it completed soon after. They must be prepared to show evidence that they are enrolled and progressing in a CDE-approved training.

Questions

Training Options

Colorado READ Act
Pathways for Meeting READ Act Teacher Training Requirements

A teacher is deemed to have successfully completed evidence-based training in teaching reading if the LEP submits evidence that the teacher:

Successfully completed a CDE-provided reading training designed to meet this training requirement and passed the end of course assessment of learning

Passed a CDE-approved undergraduate or graduate reading course and passed the end of course assessment of learning

Passed a CDE-approved district or BOCES reading course or a course appropriate for license renewal and passed the end of course assessment of learning

Holds a state or Colorado endorsement as a Reading Teacher or Reading Specialist

Successfully completed a training program included on the department's advisory list of professional development and passed the end of course assessment of learning

State Board approved assessment of knowledge or teaching reading
- Praxis Teaching Reading: Elementary 5205 exam with a passing score of 159 or higher

* Teachers will have to have completed evidence-based training in teaching reading that aligns with the READ Act and Rule

Building a Strong Foundation
for Lifelong Literacy Success

Keys to Beginning Reading

Both trainings are approved to meet the READ Act teacher training requirements for <u>all</u> teachers

- Building a Strong Foundation for Lifelong Literacy Success has a K-12 lens
- Keys to Beginning Reading has a K-3 lens

Colorado READ Act
Principal/Administrator Training

Two Course Options are

Available https://www.cde.state.co.us/coloradoliteracy/onlinecdeadministratortraining

20-Hour Requirement		5-Hour Requirement
5 hours of Coursework aligned to Colorado Administrator/Principal Literacy Standards 1 CCR 301-92, 13.01 (D) (1)	**OR**	**5 hours** of Coursework aligned to Colorado Administrator/Principal Literacy Standards 1 CCR 301-92, 13.01 (D) (1)
COMBINED WITH		**COMBINED WITH**
15 hours of K-3 Teacher Training Requirement 1 CCR 301-101 4.02(5) through 4.02(12)		Completion of an approved 45-hour K-12 Teacher course 1 CCR 301-101 4.02(5) through 4.02(12)

All current Principals and administrators must have completed the training by August 1, 2024. Each year after, newly hired principals/administrators must have evidence they completed an approved leadership course by August 1 (end of the first year of hire).

Once principals/administrators have completed coursework, they should upload their Evidence of Completion (EOC) into the COOL system to obtain the *READ Act Administrator* designation on their license.

- Updates will be made to the PCG Pepper platform in June 2025

- CDE and PCG will be sharing regular communication about these platform updates via the website, Spark, Scoop, READ Act Listserv and through scheduled webinars and office hours.

- These updates will make the CDE provided online courses fully accessible, and it will be more intuitive for the user.

CDE Provided K-12 Online Training Updates

The following updates have been made to the CDE provided online K-12 training: *Building a Strong Foundation for Lifelong Literacy Success*

- Added updated facilitator guides & 108 strategy guides
  - Can be found in section 1 of each module under the module introduction

Facilitator Guides	Instructional Strategy Guides
• Module 1 includes the Facilitator Guide Overview and Module 1 Facilitator Guide • Each module after module 1 includes the Facilitator Guide for that module	• Each module includes a PDF that lists the strategy guides and where they can be found in each module • The strategy guides are also linked to the PDF list found at the beginning of each module.

Questions

READ Act Designation
Submitting Documentation to Colorado Online Licensing System (COOL)

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- Licensed teachers, principals and administrators submit CDE-approved documentation through the Colorado Online Licensing System (COOL) to have the READ Act designation added to their license no later than August 15, 2025.

- For information on how to submit documentation of meeting the READ Act training requirements to COOL and for instructions on how to download a certificate of completion from the CDE online training platform, Pepper, visit the CDE webpage titled:

  - *Submitting Evidence of Completion to Receive READ Act Designation*

The READ Act training requirement is not tied to licensure renewal but is used for the purposes of portability. Not completing the training will not impact the status or renewal of an educator's license.

Non-licensed teachers, principals and administrators will need to connect with their district to submit their evidence of completion.

- The district will have a process for non-licensed educators to submit their documentation to the district. The district will then submit this data to CDE.

The READ Act training requirement is not tied to licensure renewal but is used for the purposes of portability. Not completing the training will not impact the status or renewal of a teacher's license.

Questions

Overview of the READ Training Collection

General Information

- ## Collection Dates:
  - ○ Collection Open: August 1, 2025
  - ○ Collection Close: August 30, 2025

- ## Purpose:
  - ○ The purpose of this collection is for districts to report on the important milestones in implementing key provisions of S.B. 19-199. Demonstrating completion of the training is necessary for funding disbursement.

General Process

- Typically, the district will assign a data respondent to work in Data Pipeline.

- This person will complete uploads, resolve errors, and eventually submit the data to CDE through Data Pipeline.

- The data collection lead will communicate with the district data respondents pertaining to the collection.

- However, collaboration between the district data respondent and READ lead is essential; this assists in a smoother process for districts.

File Layout Changes:

- The columns that hold the additional explanations for code 13 (a status code indicating non-completion) were removed for both the teacher and administrator sets of fields.

Coding Changes:

- Instead, codes were added to the main status column to indicate the reason for non-completion.

Current Action Steps for District Leaders

- Make sure that your district has a data respondent assigned to the collection. If not, and you need help, please reach out to READActData@cde.state.co.us.

- Make sure you connect with your district data respondent prior to the collection opening (and maybe prior to the end of the school year).

- Make sure that anyone who needs to take the training does so in a timely manner. This will affect how quickly your district can finalize their submission in the Fall.

- The READ Training Export report is now in production. This is the beginning point of the collection.

Questions

Frequently Asked Questions

All K-3rd grade teachers, 4-12 reading interventionists, principals and administrators as defined by the READ Act and Rule, are required to complete the evidence-based training in teaching reading.

Language from the READ Act:

(6)(a) By the beginning of the 2021-22 school year and continuing for each school year thereafter, each local education provider that received per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2019-20 budget year shall ensure that each teacher employed to teach kindergarten or any grades one through three successfully completes or has successfully completed evidence-based training in teaching reading. To comply with this subsection (6)(a), a local education provider must submit evidence, as described in subsection (6)(b) of this section, that each teacher employed to teach kindergarten or any of grades one through three has successfully completed evidenced-based training in teaching reading….

(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…

13.01(D): 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…

Question:
Which K-3 teachers, 4-12 reading interventionists, principals and administrators should take the training per the READ Act?

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Definition of teacher, reading interventionist, principal and administrator found in the READ Act Rule:

- **Teacher:** The *professional responsible for the literacy instructio*n of the student(s) and may include the main instructor for a class, an instructional coach, reading interventionist, special education teacher, Title 1 teacher or other personnel who are identified as effective in the teaching of reading.

- **Reading Interventionist:** An individual employed to teach students and whose primary job duties include providing reading intervention to students on READ Act Plans during regular school hours to supplement core academic instruction and who is employed in an of grades K-12.

- **Principal:** Any person who is employed as the chief executive officer of any school in the state that serves kindergarten or any of grades one through three.

- **Administrator:** Any school-based or centrally- or regionally-based employee of an LEP who is responsible for designing, implementing and/or providing professional development on the elementary literacy instructional program for kindergarten or any of grades one through three in any school or LEP in the state, and who is not the principal. This would include an assistant or vice principal of an elementary school. It also includes any employee of the LEP conducting observations of and/or providing coaching to a teacher providing literacy instruction in kindergarten or grades one through three

*CDE is concerned about **job function** rather than job title. CDE does not have the information for job function. That is only information that district leaders have, **therefore the ultimate determination of the breadth of that definition will rest with district leaders**.*

Question:
Are K-12 special education teachers required to complete the
READ Act teacher training?

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- Yes, K-12 special education teachers are required to complete the READ Act teacher training if they are providing reading intervention to students on READ Plans.

Question:
Are paraprofessionals required to take the READ Act Teacher Training?

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- No. Paraprofessionals are not required to complete the READ Act Teacher Training.

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- If a sub is hired for a long-term position (more than 2 weeks) working with K-3rd grade students or as a 4-12 reading interventionist, the sub will need to complete the READ Act teacher training requirements.

- If a sub is hired for a long-term position (more than 2 weeks) working as a principal or administrator supporting grades K-3, then the sub will need to complete the READ Act principal/administrator training requirements.

These subs can sign up for one of the free CDE-provided training options as soon as they are hired.

Districts can access reports from the Colorado Online Licensing system (COOL) that include information on which staff members have met the READ Act training requirements.

- The READ Act report:
  - Based on the most recent HR collection and includes the names of any educator in the district that has obtained the READ Act training designation
  - This report also includes the designation code and pathway option the educator selected to meet the READ Act teacher training requirements.

- Individual educator search in COOL:
  - Districts can do an individual educator search in COOL.
  - Individual educator reports show whether the educator has or has not obtained the READ Act teacher training designation.
  - This report does not include a designation code, or the pathway selected by the educator to meet the READ Act teacher training requirements.

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CDE Educator Talent Licensing department manages the COOL system. If there are questions about pulling reports from COOL, licensing, adding a designation or an endorsement to a license, please contact Educator Talent Licensing through the: **Online Support Form**

Educator Licensing Contact Us webpage:
https://www.cde.state.co.us/cdeprof/contactus

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Educators are more than welcome to attend the READ Act Training Update webinars; however, it is the responsibility of the district to inform them about the READ Act training requirements. This would include but is not limited to:

- Pathway options available for meeting this requirement
- Deadlines for meeting this requirement
- Submitting documentation to COOL
- District systems for collecting documentation of meeting this requirement

Question:
Do all K-3 teachers, 4-12 reading interventionists, principals and administrators defined by the READ Act and Rule need to complete the training for a district to receive funding?

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- Yes, all K-3 teachers, 4-12 reading interventionists, principals and administrators as defined by the READ Act and Rule need to complete the READ Act training for a district to receive funding.

  - READ Funding will be based on the district submissions to Data Pipeline in August to CDE.

Question:
Do any state universities/colleges offer Science of Reading courses that meet the READ Act teacher training requirements?

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- Four universities have submitted courses that have been approved to meet the READ Act teacher training requirements.

- Because these courses are part of a teacher prep program, they are not posted on the CDE website.

Questions

READ Act Teacher Training Live Monthly Office Hours

Topics will include:

- Information about the READ Act training requirements
- Information about pathway options to meet this requirement
- Information on teacher reporting to the Colorado Online Licensing system (COOL)
- Information on district reporting
- Important dates

Scheduled Dates and Times

- March 25, 2025: 3-4 PMMT
- April 22, 2025: 3-4 PMMT
- May 20, 2025: 3-4 PMMT

Visit the CDE *READ Act Teacher Training* and the *READ Act Principal/Administrator Training* webpages for more information about the READ Act teacher training requirements

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Questions

Helpful Links

READ Act Main Page:
http://www.cde.state.co.us/coloradoliteracy

READ Act Teacher Training Webpage:
http://www.cde.state.co.us/coloradoliteracy/teacher-training

READ Act Principal/Administrator Training Webpage:
READ Act Principal/Administrator Training | CDE (state.co.us)

Submitting Documentation for READ Act Designation:
http://www.cde.state.co.us/coloradoliteracy/readactdesignation

CDE-Approved Professional Development:
http://www.cde.state.co.us/coloradoliteracy/option-advisorylistofpd

Webinar/Office Hours Information:
 https://www.cde.state.co.us/coloradoliteracy/readactwebinars

READ Act Statute and State Board Rules:
http://www.cde.state.co.us/coloradoliteracy/readactstatuteandstateboar
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