

# The Rhode Island Right to Read Act

## Frequently Asked Questions

- **How will we meet the timeline proposed within the legislation?**

We realize that due to the challenges presented by COVID-19, as well as additional costs incurred by the Curriculum Bill, training all teachers by the 2023-2024 school year may be challenging. While this is still the expected date as outlined in the [legislation](#), RIDE is committed to working with LEAs and the legislature to continue to meet the requirements of the Right to Read Act and develop concrete plans to complete training with reasonable timeline that also reflects the urgency of the need for our educators to be equipped with this knowledge.

- **How will teachers meet Awareness requirements?**

RIDE is developing an *awareness* training that will be offered at no-cost to LEAs through an online platform. There will be a series of modules with a total of 8-10 hours of content. The first module will be available August 2021 with the remaining modules completed by the end of the year.

- **Is there an option to “test out” of the proficiency requirement?**

Currently, RIDE is investigating options of a test for preservice teacher certification. For educators who have a deep knowledge of the Science of Reading and Structured Literacy and/or previous coursework that aligns with the *proficiency* expectations, there may be an option to take a test in the future to meet *proficiency* requirements. Further guidance will be forthcoming.

- **Can my curriculum vendor provide this training?**

No. *Proficiency* and *awareness* training must be completed using a [RIDE approved provider](#).

- **What if I have already been trained in Orton-Gillingham?**

Successful completion of Orton-Gillingham Associate or Certified-level training by a Fellow certified by the Orton-Gillingham Academy (OGA), formerly Association of Orton Gillingham Practitioners and Educators (AOGPE), coupled with the completion of pre-designated *awareness* modules that cover content in the Science of Reading and Structured Literacy that is not consistently emphasized within this training, will meet *proficiency* requirements.

Other Orton-Gillingham providers or O-G based programs that have not been approved by this accrediting body are encouraged to [apply](#) to become an approved provider during the open application period.

- **What if I have already been trained in the Science of Reading?**

Educators will not require further training if they have *previously*:

- Completed a [University Program Accredited by IDA](#)
- Obtained CERI certification by completing an [IDA accredited training program](#)\* and receiving a passing score on KPEERI. Educators also must complete pre-designated *awareness* modules that cover content in the Science of Reading and Structured Literacy that is not emphasized within these trainings.
- Completed training by an [IMSLEC](#) accredited organization at a CALP or CALT level. Educators also must complete pre-designated *awareness* modules that cover content in the Science of Reading and Structured Literacy that is not emphasized within these trainings.
- Been accredited by [ALTA](#) at the CALP or CALT level. Educators also must complete pre-designated *awareness* modules that cover content in the Science of Reading and Structured Literacy that is not emphasized within these trainings.
- Successfully completed training from a [RIDE approved provider](#)

If you have been trained by a provider that is not included within the RIDE-approved provider list prior to 2021, please encourage the [training organization to apply](#) during the open application period. Please note these are approved pathways for those who have already completed this training. Educators who have not yet begun *proficiency* training must utilize one of the RIDE-approved providers.

\* Exceptions include Wilson Level I and IMSE Level I. These trainings do not contain enough critical components of the Science of Reading and Structured Literacy to meet the *proficiency* requirements of the Right to Read Act.

- **Why are Wilson Level I and II not on RIDE’s list of approved providers?**

Wilson has not applied to be an approved provider of the Literacy/Dyslexia endorsement.

Wilson is an IDA accredited training. Therefore, educators who have completed Wilson Level II training prior to 2021 may apply to take the KPEERI exam to become CERI certified. This, coupled with the completion of pre-designated *awareness* modules that cover content in the Science of Reading and Structured Literacy that is not included within this training, will meet *proficiency* requirements.

Wilson Level I does not contain enough critical components of the Science of Reading (e.g., theoretical frameworks, language comprehension, assessment, neurobiological learning differences) and Structured Literacy (e.g., all syllable types, advanced phonics, all spelling rules and generalizations, all layers of morphology, syntax, semantics) to meet the *proficiency* requirements.

- **Why is Reading Recovery not an approved pathway?**

Reading Recovery has not applied to be an approved provider for the Literacy/Dyslexia Endorsement. Reading Recovery has historically emphasized a meaning-based decoding strategy, which is not aligned with the Science of Reading. Furthermore, based on what is publicly available, Reading Recovery does not contain enough critical components of Structured Literacy to meet the *proficiency* requirements.

- **What if I have already completed LETRS training?**

LETRS 3<sup>rd</sup> edition (Units 1-8) is a RIDE approved provider for the *proficiency* pathway. Earlier iterations of LETRS training do not meet *proficiency* expectations.

- **Which pathway do I need to complete if I hold multiple certifications (e.g., middle grades certificate AND elementary certificate; reading specialist and ELA middle grades)?**

*Proficiency* or *awareness* requirements will be determined based on the certification being used for an educator's current employment position.

For example:

- Educator holds a middle grades and elementary certificates and currently teaches 2<sup>nd</sup> grade - expectation is to complete the *proficiency* training.
- Educator holds a reading specialist and ELA middle grades certificates and currently is a reading specialist in middle school – expectation is to complete the *proficiency* training.
- Educator holds a special education and secondary history certificates and currently teaches special education in high school – expectation is to complete the *proficiency* training.
- Educator holds an elementary and social studies middle grades certificates and currently teaches 7<sup>th</sup> grade social studies – expectation is to complete the *awareness* training.

- **Revision: Will Speech-Language Pathologists (SLPs) be required to meet awareness or proficiency requirements?**

The Right to Read Act defines the roles required for awareness and proficiency as teachers. Thus, SLPs are not required by law to undergo proficiency or awareness training. However, we strongly encourage all educators within LEAs to engage in a minimum of awareness training, particularly educators working directly with supporting students to develop language and literacy skills such as SLPs.

- **Why are there asterisks next to some educator roles within the Proficiency and Awareness work assignment tables within the LEA Guidance Document (pg. 5-6)?**

The Right to Read Act defines the roles required for awareness and proficiency as teachers. Therefore, building and district administrators, school counselors, curriculum directors, speech & language pathologists (SLPs), school social workers, school psychologists, and registered school nurses are not required by law to undergo proficiency or awareness training. However, we highly encourage all educators within LEAs to engage in a minimum of awareness training, particularly educators working directly with supporting students to develop language and literacy skills.

- **Do K-12 special educators working with students with severe intellectual disabilities also require proficiency?**

Yes. K-12 special educators working with students with mild to moderate and severe intellectual disabilities are required to demonstrate *proficiency* in the Science of Reading and Structured Literacy. This training will add to educators' understanding of how the process of reading develops across a neurodiverse population of students.

- **Do educators who provide supports for students who are differently abled in nonpublic special education schools need to adhere to the Right to Read Act expectations?**

Yes, since educators working in nonpublic special education schools work with differently abled students from RI public schools, they need to meet the appropriate Right to Read Act requirement. Proficiency or Awareness training is determined by the educator's current work assignment. Therefore, if an educator holds multiple teaching certificates, the requirement will be determined by the certificate being used for the assignment. Please refer to Table 1 & 2 within the Right to Read Act LEA Guidance Document (pgs. 5 & 6) for further details regarding proficiency and awareness requirements.

- **Will I be able to renew my teacher certification if I have not yet completed by Right to Read Act training?**

Yes. Currently employed educators must complete the required professional learning but it is not linked to certification renewal.

- **If I am currently employed in a Rhode Island public school, do I need to submit anything to RIDE for my certification once I complete my approved Awareness or Proficiency Training?**

At this time, individual participants and their LEAs must maintain all training records of successful completion of *proficiency* and *awareness* training. RIDE will develop a data collection mechanism to ensure all LEAs are meeting the requirements of the Right to Read Act.

- **What is the relationship between the Right to Read Act and the Literacy/Dyslexia endorsement?**

Upon completion of a RIDE approved *proficiency* training, educators are eligible to submit their evidence of completion to receive a [Literacy/Dyslexia Endorsement](#) at no cost to the educator.

- **Will the percentage of educators meeting the Right to Read Act requirements be included within the LEA report cards?**

Beginning in the 2024-2025 school year, the percentage of educators in an LEA meeting the Right to Read Act requirements of *proficiency* and *awareness* will be publicly reported.

- **Will preservice teachers be trained to meet Proficiency or Awareness within their Educator Preparation Programs (EPP)?**

Yes. By 2025, elementary educators must demonstrate *proficiency* or *awareness* in the knowledge and practices of the Science of Reading and Structured Literacy upon completion of a state approved EPP or when seeking teacher licensure by reciprocity, or by adding an endorsement. If a preservice teacher has graduated from an EPP that has met the requirements of the Right to Read Act, no additional training will be required upon being hired.

- **What if I am an educator that has received training in the Science of Reading from another state and am seeking certification in Rhode Island?**

Educators who seek certification for employment in Rhode Island need to demonstrate either *proficiency* or *awareness* based upon their [certification areas](#). Educators have the following options to fulfill this expectation:

- Proficiency:

- Completed [University Program Accredited by IDA](#)
- Obtained CERI certification by completing an IDA accredited course\* and received a passing score on KPEERI. Educators also must complete pre-designated *awareness* modules that cover content in the Science of Reading and Structured Literacy that is not included within these trainings.
- Completed training by an [IMSLEC](#) accredited organization at a CALP or CALT level. Educators also must complete pre-designated *awareness* modules that cover content in the Science of Reading and Structured Literacy that is not included within these trainings.
- Accredited by [ALTA](#) at the CALP or CALT level/ Educators also must complete pre-designated *awareness* modules that cover content in the Science of Reading and Structured Literacy that is not included within these trainings.
- Pass the RIDE approved assessment\*\*
- Provide certificate of *proficiency* completion from [RIDE approved provider](#)

- Awareness:

- Provide certificate of *awareness* completion from RIDE approved provider.
- Provide certificate of completion from an [Independent Teacher Training Programs Accredited by IDA](#) \*

*Proficiency* or *awareness* training must begin within one year of start of employment in Rhode Island public schools and completed within the timeframe of the approved program.

\*Exceptions include Wilson Level I and IMSE Level I. These trainings do not contain enough critical components of the Science of Reading and Structured Literacy to meet the *proficiency* requirements of the Right to Read Act.

\*\*RIDE has additional [reciprocity flexibility](#) with other states; therefore, this assessment would not be required. However, this assessment could be taken as an alternate pathway to meet the *proficiency* requirements of the Right to Read Act.