



# **Welcome to the SB19-199 Webinar**

September 24, 2020

# Introduction and Webinar Purpose

## Introductions:

- Floyd Cobb, Ph.D., Executive Director, Teaching and Learning Unit
- Anji Gallanos, Director, Preschool through 3rd Grade (P-3) Office
- Melissa Ahlstrand, Literacy Program Supervisor, Preschool through 3rd Grade (P-3) Office
- Whitney Hutton, Literacy Business Analyst, Preschool through 3rd Grade (P-3) Office
- Andreia Simon, READ Act Communications and District Support, Preschool through 3rd Grade (P-3) Office

## Purpose:

- CDE is hosting monthly webinars to keep interested parties informed of the implementation process and to provide updates on the changes required by SB19-199.
- The last monthly SB19-199 webinar will be hosted on October 20, 2020.



# Webinar Logistics

# Webinar Logistics

## Q&A During Webinar



### Questions:

- Organized by topic.
- As we complete discussion of each topic, there will be designated time for participants to **enter questions in the Q&A feature** that are related to that specific topic.
- Some questions will be answered during the webinar and others will be captured for further consideration.

### Additionally:

- Opening of school 2020-21 FAQs have been posted on the P-3 Website:
  - <https://www.cde.state.co.us/early/opening2020-21#kindergarten%20through%203rd%20grade%20literacy>

For general questions after webinar, please email:

[readact@cde.state.co.us](mailto:readact@cde.state.co.us)

# Webinar Logistics

## Webinar Posting

### **Today's Recording and PowerPoint:**

Will be posted by end of day on Monday, September 28 on the [SB19-199 Monthly Updates – Recorded Webinars](#) webpage.

### **Next month's webinar:**

Thursday, October 20, 2:30-3:30 pm

Registration can be found on the [SB19-199 Amendment Updates](#) webpage.

# READ Act Budget Updates

# READ Act Budget Updates

- CDE distributed READ funds the week of September 1, 2020
  - The per-pupil amount for the 2020-21 school year is \$640.40 for students identified as having a significant reading deficiency
  - READ funds should be coded to the new grant code of 3259
- CDE is currently in the process of finalizing the budget revision process and timeline

If you have any questions, please contact Whitney Hutton at [Hutton\\_W@cde.state.co.us](mailto:Hutton_W@cde.state.co.us)

# Questions?

## READ Act Budget Updates



# Required Evidence-Based Training for K-3 Teachers

# Required K-3 Teacher Training

## Completion of Evidence-Based Training in Teaching Reading

Taken from the [Rules for the Administration of the READ Act](#), 1 CCR 301-92, section 13.01(C):

13.01(C) An assurance that each teacher employed to teach kindergarten or any of grades one through three has submitted evidence to CDE indicating the successful completion of 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 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 May 30, 2019).

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

13.01(C)(2)(a) successfully completed a CDE-provided reading training designed to meet this training requirement and passed the end of course assessment of learning; or

13.01(C)(2)(b) passed a CDE-approved undergraduate or graduate reading course and passed the end of course assessment of learning; or

13.01(C)(2)(c) 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; or

13.01(C)(2)(d) holds a state of Colorado endorsement as a Reading Teacher or Reading Specialist; or

13.01(C)(2)(e) successfully completed a training program included on the department's advisory list of professional development programs created pursuant to C.R.S. § 22-7-1209(2)(c) and passed the end of course assessment of learning.

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

# Required K-3 Teacher Training

## CDE-Provided Training

### Online Asynchronous Training

- Public Consulting Group: *Focus on Foundational Reading Skills*
- **REGISTRATION IS NOW OPEN**
- <https://www.cde.state.co.us/coloradoliteracy/onlinecdetraining>

### Virtual Face-to-Face Synchronous Training

- Keys to Literacy: *Keys to Beginning Reading*
- **REGISTRATION IS NOW OPEN**
- <https://www.cde.state.co.us/coloradoliteracy/cdeprovided-readingtraining-f2f>

#### No cost includes the following:

- Training
  - Including training license and registration, if required
- All required training materials
- Trainer

# Required K-3 Teacher Training

Appropriate Undergraduate or Graduate University Course in Teaching Reading or Appropriate Course for Licensure Renewal

## Undergraduate or Graduate University Course

- Application for this pathway option will be posted soon
- Application will require the following:
  - Documentation of alignment to the READ Act
  - Documentation of 45 hours
  - Documentation that course aligns with the educator preparation literacy standards
  - Documentation of course completion and passing an end of course assessment

## Course Appropriate for Licensure Renewal

- Application for this pathway option will be posted soon
- Application will require the following:
  - Documentation of alignment to the READ Act
  - Documentation of 45 hours on content
  - Documentation that course aligns with the educator preparation literacy standards
  - Documentation of course completion and passing an end of course assessment

# Required K-3 Teacher Training

## District or BOCES Provided Professional Development

### **District or BOCES provided professional development**

- The application for Districts of BOCES to submit a training for review is posted on the CDE website
- The application is on a rolling timeline, so a District/BOCES can submit their professional development to be reviewed at any time.
- CDE will make every effort to review two applications a month beginning in August 2020
  - All applications will be reviewed in the order they are received

<https://www.cde.state.co.us/coloradoliteracy/option-advisorylistofpd>

# Required K-3 Teacher Training

## Reading Teacher or Reading Specialist Endorsement

Teacher holds a state of Colorado endorsement as a Reading Teacher or Reading Specialist

<https://www.cde.state.co.us/coloradoliteracy/readingendorsements>

# Required K-3 Teacher Training

Completed Training Program from the CDE Advisory List of Professional Development

- Districts can select a professional development from the *CDE Advisory List of Approved Professional Development*
- Districts that select this option will work directly with the vendor

<https://www.cde.state.co.us/coloradoliteracy/option-advisorylistofpd>

# Required K-3 Teacher Training

## State Board Approved Assessment Option

The State Board of Education approved **Praxis Teaching Reading: Elementary 5205** as “one of the approved content assessment options to meet the teacher training requirement within SB19-199.”

Teachers who score at least 159 on the ETS Praxis Teaching Reading Elementary assessment (5205) will have met the evidence-based teacher training requirement established in SB19-199.

<https://www.cde.state.co.us/coloradoliteracy/boardapprovedalternativeassessments>



# Required K-3 Teacher Training Timeline Requirement & Extension

- The department has received requests for flexibility in the requirement given the added challenges teachers face as they adapt to remote instruction during the COVID-19 pandemic.
- At the State Board of Education meeting on September 10, the board affirmed its commitment to the new requirements for districts to ensure that all students have teachers who are trained in evidence-based reading instruction before the 2021-2022 school year.

# Required K-3 Teacher Training

## Teacher Training webpage

**COLORADO**  
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### K-3 Teacher Evidence-Based Reading Training Requirements

Jump to a section:

[About the Training Requirements](#) | [Training Requirement Options](#) | [District/BOCES Options for Teachers](#)

#### About the Training Requirements

Colorado school districts are required to ensure all kindergarten through 3rd grade teachers complete evidence-based training in teaching reading by the 2021-22 school year, as a result of changes to the Colorado READ Act in 2019 (P.L. 2019-001). In subsequent years, districts will need to ensure that teachers new to teaching K - 3rd grade also meet this requirement.

To meet this training requirement, State Board of Education rules require that the evidence-based training in teaching reading must:

- Consist of a minimum of 45 hours;
- Address the content of the educator preparation literacy standards referenced in the state board's [Rules for the Administration of Educator License Endorsements](#) (3 CCR 301-101 - section 4.62(3) through 4.62(4)) (effective May 30, 2019); and
- Include an end of course assessment that teachers can provide evidence of passing.

State law and State Board of Education rules allow the following options for teachers to meet the training requirement. CDE will provide information for teachers to submit documentation that one of these training options met the hour, content and assessment requirements. At this time, CDE anticipates that the documentation will be a part of a teachers' license.

\*\*\* CDE is currently working on a system for teachers to submit documentation of meeting the training requirement. We anticipate having more information about the process in the fall of 2020. As more information becomes available, this webpage will be updated. \*\*\*

[Teacher Training Frequently Asked Questions](#)

#### Training Requirement Options

Teachers need to only complete one of these options to meet the training requirement.

Teachers need to meet this training requirement only once. The rules for the Colorado READ Act define a kindergarten through 3rd grade teacher as a "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 I teacher or other personnel who are identified as effective in the teaching of reading".

State law provides districts the ability to request a one-year extension from the CDE to comply with this requirement. Depending upon the length of the impact of COVID-19, the department may consider a blanket one-year extension for all school districts.

##### Option 1 - Reading Teacher or Reading Specialist Endorsement

- Teachers who have a Colorado Reading Teacher or Reading Specialist endorsement meet the training requirement.

[Explore Reading Endorsements](#)

##### Option 2 - State Board Approved Assessment of Knowledge of Teaching Reading

Up-to date information about the K-3 teacher training can be found on the K-3 Teacher Evidence-Based Reading Training Requirements webpage

<http://www.cde.state.co.us/coloradoliteracy/teacher-training>

# Questions?

## K-3 Teacher Training

# READ Act/UIP Requirements

# READ Act/UIP Requirements

## New Reporting Requirements

SB19-199 updates to the READ Act emphasize the importance of using scientifically and evidence-based instruction to achieve the goal of the READ Act: teaching all students to read by third grade.

These updates include new, additional district UIP reporting requirements.

Beginning in 2020-2021, district UIPs must include information regarding:

- READ Act assessments
- Literacy instructional programs
- Intervention services for students with an SRD
- PD plans (required for districts using PPI or ELG funds on PD)

# READ Act/UIP Requirements

## Technical Assistance

CDE staff hosted a webinar on these new requirements on September 4, 2020. A recording of this webinar, along with links to Office Hours and additional resources can be found on the UIP website:

<https://www.cde.state.co.us/uiip/uiip-read-requirements>

### Unified Improvement Planning

#### New READ Act District Reporting Information



#### Purpose and Overview

In 2019, the State Board of Education and Colorado legislature worked together on several updates to the READ Act through Senate Bill 19-198 (SB 19-199). The updates emphasize the importance of using evidence-based instructional practices to achieve the original goal of the READ Act – teaching all students to read by third grade. The updates include requirements for districts reporting in their Unified Improvement Plans (UIPs).

Beginning in 2020-2021, district UIPs must include information about the district's K-3 reading assessments, curricula and instructional programs, as well as intervention services and supports. Districts that receive and use per-pupil intervention funds or Early Literacy Grant program funds on professional development must also include information about the professional development plan.

For more in-depth guidance please review the [new READ Act UIP reporting requirements document](#).

#### Requirements Overview

- Beginning in the 2020-21 school year, districts must report K-3 literacy core and supplemental programming and assessments, as well as intervention services and support.
- Districts must also report professional development plans that are funded via READ Act and/or Early Literacy Grant money. This reporting should be done within the Major Improvement Strategies and/or action planning sections of the UIP.

#### Colorado READ Act

For more detailed information about the Colorado READ Act, visit the [Colorado Department of Education's READ Act Website](#). (<https://www.cde.state.co.us/coloradoliberty>)

#### Reporting Guidance





# Questions?

## READ Act/UIP Requirements

# Fall 2020 READ Act Guidance:

## Assessment, Identification of SRD, READ Plans



# READ Plan Initiation

Fall 2020

- The requirements for READ plan initiation have not changed.
- Statute requires that a READ plan be created as soon as possible after a student's significant reading deficiency is identified. (22-7-1206 (1)(a))

# READ Act Assessment Vendor Guidance

Fall 2020

READ Act assessment vendor guidance for fall 2020 is linked on the website:

- [READ Act Approved Interim Assessment](#)
- [READ Act Approved Diagnostic Assessment](#)

During this time, it is especially important to remember the **purpose** of READ Act assessments, including:

- Early identification of risk for reading difficulty
- Informed universal/targeted instruction and intervention
- Use of assessment data to improve student outcomes

# READ Act Assessment Requirements

Fall 2020

These requirements have not changed for the 2020-2021 school year.

Assessment Requirement	Kindergarten	Grades 1-3
Administer approved <b>interim assessment</b>	<p>During first 90 calendar days of school year.</p> <p>If administered within first 60 calendar days of school year, not required to administer literacy component of the school readiness assessment.</p>	Within first 30 calendar days of a student's first date of attendance.

If a student scores below the cut-score on the approved interim assessment, the student shall be assessed using a state board approved **diagnostic assessment** within 60 calendar days of the initial administration of the interim reading assessment.

# Identification of SRD

## Updated Rules for the Administration of the CO READ Act

On March 12, 2020, the State Board of Education approved updated Rules for the Administration of the READ Act, 1 CCR 301-92.

One of the changes is related to identification of an SRD:

Previous Rule	Updated 2020 Rule
<b>Students who score at or below the cut-off score for a Significant Reading Deficiency on a State Board approved interim reading assessment shall receive the services outlined in section 4.00 of these rules, below. (3.01)</b>	<p><b>3.02</b> In grades K-3, a determination that a child has a significant reading deficiency in English will be based on:</p> <p><b>3.02(A)</b> A child scoring below the cut-score for a significant reading deficiency on a state board approved interim assessment; and</p> <p><b>3.02(B)</b> Results from a state board approved diagnostic assessment that identifies a student's significant reading deficiency in one or more of the following components of reading: phonemic awareness; phonics; vocabulary development; reading fluency including oral skills and reading; and</p> <p><b>3.02(C)</b> A body of evidence.</p>

# Questions?

## Fall 2020 READ Act Guidance

# Related Resources

# Related Resources

## Frequently Asked Questions

Please visit the [Opening of School Preschool through Third Grade](#) webpage for more information.

### Opening of School 2020-21 Preschool Through 3rd Grade

Preschool  
Questions

READ Act  
Questions

Kindergarten School  
Readiness Questions

#### Preschool

Questions and answers are related to the Colorado Preschool Program, Preschool Special Education, and Child Find for children from birth through age 5 during Safer At Home and Beyond.



# Final Questions



# Ways to Stay Involved

- General questions after webinar
  - Please email: [readact@cde.state.co.us](mailto:readact@cde.state.co.us)
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