



# Read Act School Administrator Course: Stakeholder Review and Revision Process

The purpose of this document is to outline the process used by the Colorado Department of Education for the 2023-2024 Read Act school administrator/principal training stakeholder course review and revision process. Per the 2022 legislative revision of the Read Act (SB22-004), beginning in the 2024-25 budget year and budget years thereafter, districts are required to submit evidence that each principal and each administrator as defined in the rules successfully completed evidence-based training designed for school administrators in the science of reading.

The evidence-based training designed for school administrators and principals in the science of reading must include a minimum of 20 hours. However, for a principal or administrator who has previously completed the CDE-approved evidence-based training in teaching reading for teachers, as described in section 13.01(C), the evidence-based training designed for school administrators in the science of reading may be abbreviated and must include a minimum of 5 hours.

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 20 hours (or 5 hours if the school administrator has already completed a [CDE-approved evidence-based training in teaching reading for teachers](#));

Address the content of the principal literacy standards referenced in the state board's [Rules for the Administration of The Colorado Reading to Ensure Academic Development Act \(Read Act\), 1 CCR 301-92, section 13.01\(D\)\(1\) \(effective December 30, 2022\)](#); and

Include an end of course assessment that school administrators can provide evidence of passing.

This document provides an overview of the guiding principles, roles and responsibilities, and a timeline of activities for the stakeholder course review and revision process. For additional details regarding the administrator training requirements please visit the [CDE Read Act School Administrator Training website](#).

## Guiding Principles

Guiding principles were developed to inform decision-making throughout the administrator course review and revision process.

- *Transparent:* The department will make every attempt to ensure the decisions and processes for the administrator course review and revision process are public.
- *Inclusive:* The department will strive to engage key stakeholders in the administrator course review and revision process. The review process will also include opportunities for any leader taking the course to offer feedback for continuous improvement.
- *Research-informed:* Throughout the administrator course development, review and revision process, the department and its contractor [The Public Consulting Group](#) (PCG) will base its content on research and lessons learned from other states.
- *Consistent:* The administrator course review and revision process will be consistent with statutory requirements and will ensure that critical alignment and learning from the CDE provided [K-12 teacher training](#) is embedded
- *Substantive:* The administrator course review and revision process will ensure resources provided focus on the substance of the science of reading using an adult learning theory basis and including relevant and value-add leadership resources for observing and supporting highly effective science of reading classrooms and intervention groups.
- *Improvement-oriented:* The purpose of the administrator course review and revision process is to ensure a continuous improvement commitment in which stakeholder feedback as well as participant feedback is considered and included when applicable.

## Course Review Participant Roles and Responsibilities

Ensuring the guiding principles are adhered to will rely on a group of school and district leaders and science of reading specialists. An application process will be used to form a group of diverse stakeholders to serve as reviewers and offer feedback to the CDE and PCG.

**Co-Chairs-** The stakeholder team will be led by two co-chairs. One is an out-of-state school superintendent leader to offer an unbiased perspective from both the state level and the leadership level. The other is a long-time elementary principal currently immersed in implementing the science of reading in all classrooms as well as piloting a first-of-its kind Dyslexia support model.

**Stakeholders** will be chosen based on a short application process to ensure a mix of leaders and science of reading specialists from various regions of the state, various years of experience, and various levels of science of reading knowledge to offer multiple voices to the course content. Stakeholders will enroll and take the 5 or 20 hour course (depending on eligibility) and fill out a feedback form that will inform the course design team at PCG and CDE to determine what edits might be needed. Stakeholders will have until the end of October to complete the course and feedback form. Stakeholders will receive completion certificates to demonstrate they have met the new leadership requirements.

**CDE staff** will be responsible for assisting the co-chairs in facilitating the administrator course review and revision process. This includes coordinating the course development process with PCG, designing the parameters of the review process, compiling all feedback throughout the review process and documenting the continuous improvement model and key shifts made as a result of feedback.

## Leadership Stakeholder Course Review and Revision Timeline

