



COLORADO
Department of Education

READ Act Training Office Hours

Tuesday, February 25, 2025

Introductions



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READ Act Training Office Hours

Scheduled Dates and Times

- February 25, 2025: 3-4 PMMT
- March 25, 2025: 3-4 PMMT
- 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](#)

Webinar Logistics

Q&A During the Webinar



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- 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:



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- SB 19-199 & SB 22-004 training requirements & Definitions
- Training Options
- Share information on how to submit documentation to COOL
- Review frequently asked questions

Colorado READ Act

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



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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 READ Act and Rule*

Colorado READ Act

Teachers Required To Take The Training

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.**

Colorado READ Act

Evidence -Based Training in Teaching Reading SB22 - 004 Continued



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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 READ Act and Rule*

Colorado READ Act

Principal/Administrators Requires To Take The Training



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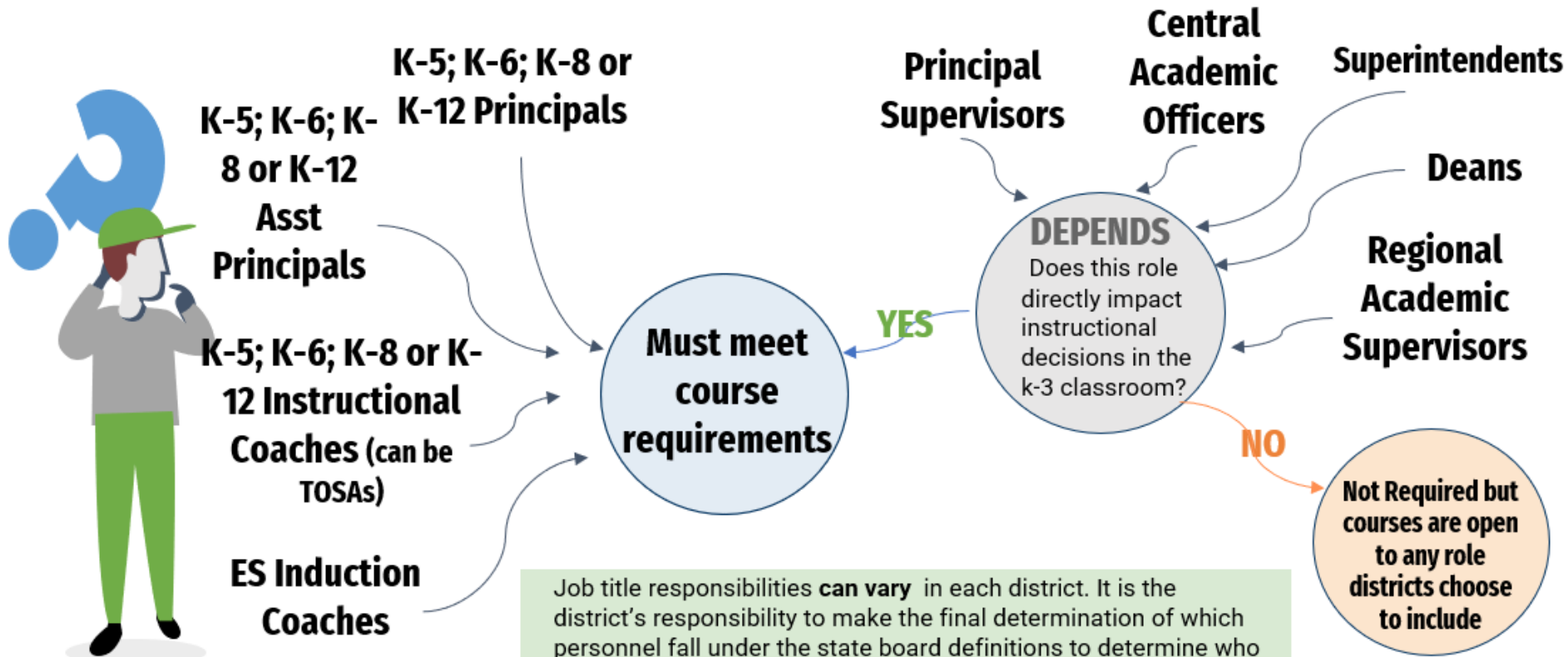
Definition of Administrator and Principal in State Board Rules:

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.**

Which leaders fall under coursework requirements?



Job title responsibilities **can vary** in each district. It is the district's responsibility to make the final determination of which personnel fall under the state board definitions to determine who must meet the coursework requirements. Keep in mind: Districts should set parameters that **meet or exceed** policy.

A good 'rule of thumb' would be to ensure any personnel that directly impact instructional decisions in k-3 classrooms are trained to make informed literacy decisions rooted in [Scientifically Based Reading Research \(SBRR\)](#).

Colorado READ Act

READ Act Training Deadlines



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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.

Teachers, principals and administrators must be prepared to show evidence that they are enrolled and progressing in a CDE-approved training.

Questions



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Training Options



Teacher & 4 - 12 Reading Interventionist Options



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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***

Colorado READ Act

CDE-Provided Teacher Trainings



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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 all teachers

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

Principal & Administrator Options



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Colorado READ Act

Principal/Administrator Training



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State Board Rules [1 CCR 301-92](#) p.19:

The evidence-based training designed for school administrators 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, an abbreviated training must include a minimum of **5 hours.**

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Principal/Administrator Training Continued



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Two Course Options are

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

20-Hour Requirement

5 hours of Coursework aligned to Colorado Administrator/Principal Literacy Standards

1 CCR 301-92, 13.01 (D) (1)

COMBINED WITH

15 hours of K-3 Teacher Training Requirement

1 CCR 301-101 4.02(5) through 4.02(12)

OR

5-Hour Requirement

5 hours of Coursework aligned to Colorado Administrator/Principal Literacy Standards

1 CCR 301-92, 13.01 (D) (1)

COMBINED WITH

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.

Questions



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READ Act Designation

Submitting Documentation to Colorado Online Licensing System (COOL)



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READ Act Designation

Colorado State Licensed Teachers



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.

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.

READ Act Designation

Colorado State Non - Licensed Teachers



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.

Colorado READ Act

Submitting Documentation to COOL & Downloading a Certificate of Completion from Pepper



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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*](#)

Questions



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Frequently Asked Questions



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Question:

Who must complete the READ Act Training?



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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 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 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:

Do Teachers on Special Assignment, Deans, etc.. Need to take the teacher or principal/administrator training?



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Districts should determine which roles fall under these definitions. If the job title/responsibilities fit any description in the definition, these roles must meet course requirements:

Definition in State Board Rules:

- **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 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

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.

Question:

Are long term subs. (hired for 2 weeks or more) required to take the READ Act 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.

Question:

Are K - 3rd grade teachers, K - 12 reading interventionists or principals and administrators who work at private schools required to take the READ Act teacher training?



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- The READ Act training requirements relates to local education providers who receive READ Act per-pupil dollars. If a school district, or in this case a private school, does not receive READ Act per-pupil dollars, then it is not responsible for complying with the teacher training provision.

Question:

What is the deadline for K - 3 teachers, 4 - 12 reading interventionists, principals and administrators to meet the READ Act training requirements?



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All K-3rd grade teachers, reading interventionists, principals and administrators as defined by the [READ Act](#) and [Rule](#) hired on or before **June 1, 2025**, are required to have completed the READ Act training **by August 1, 2025**.

- Includes teachers, principals and administrators hired from out of state.
- Includes intermediate teachers transitioning down to work with K-3rd grade.
- Includes teachers, principals, and administrators who were granted a Good Cause Extension by the State Board of Education in the 2024 data collection.
- Teachers taking LETRS 3rd edition to meet this requirement will need to have both volumes 1&2 completed as well as pass the end of course assessment for each volume by August 1, 2025.

Question:

Can districts access reports from the Colorado Online Licensing system (COOL) that include information on which staff members have met the READ Act teacher training requirements?



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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.

Question:

Why are some teachers who have the READ Act Training designation on their license NOT on the READ Act report in COOL?



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- The READ Act report pulls based on a district's HR collection/report, so there may be educators in a district that do not appear on the report yet or there may be staff who need to be removed if they are no longer employed with the district.
- The READ Act report in COOL will be updated to this year's HR collection/report once it has been finalized.
- The list from COOL is a starting point that is pulled from last year's data.

Question:

Who should be contacted about licensing questions including the READ Act designation?



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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>

Question:

How will CDE communicate READ Act teacher training reporting requirements to districts?



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- CDE will be offering multiple informational webinars to support districts.
- It will be the responsibility of the district to communicate and share reporting requirements with their own HR departments.

Question:

Is the expectation that districts share information about the READ Act training with educators (teachers and administrators) or should they attend these webinars?



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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:

Can any teacher or principal/administrator who completes the READ Act training upload their documentation into COOL?



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Yes, a licensed educator who has completed one of the READ Act training requirements can upload their documentation to COOL and have the READ Act designation added to their license.

- This includes educators with an alternative license or a sub. license
- If an educator does not have a license with the CDE, then they will need to submit their documentation of meeting the READ Act training requirements to their district. The district will then have a process to share this documentation with the CDE.

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



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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

- December 17, 2024: 3-4 PMMT
- January 14, 2025: 3-4 PMMT
- February 25, 2025: 3-4 PMMT
- 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



Questions



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Helpful Links



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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 \(state.co.us\)](http://www.cde.state.co.us/coloradoliteracy/principal-administrator-training)

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/readactstatuteandstateboardrules>