

The Rhode Island Right to Read Act

Frequently Asked Questions

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

RIDE has partnered with BRIDGE-RI to develop a series of five courses that meet the *awareness* requirements of the Right to Read Act. There are five two-hour courses for a total of 10 hours of content. For more information, visit the [Right to Read Act page, awareness tab](#).

- **Is there an option to take a test to demonstrate proficiency?**

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 is an option to demonstrate proficiency by taking either the KPEERI or the Pearson Foundations of Reading. Further information can be found within this [guidance document](#).

- **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 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 the [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 the [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 the [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.

- **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 the [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 completed LETRS training?**

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

- **What If I have already been trained in Wilson?**

Wilson Reading System is a research-based intervention (Tier 3) for students in grades 2 and above that aligns with Science of Reading and Structured Literacy practices. It provides intensive instruction for students who are struggling with reading. The scaffolded training ensures fidelity of implementation of the Wilson Reading System.

The Rhode Island Right to Read Act establishes a need to increase educators understanding of the science of reading and structured literacy through professional learning. This knowledge is curriculum agnostic and allows educators to apply this knowledge and understanding throughout all their instruction.

Since the Wilson Reading System is an approved IDA training provider, Rhode Island educators who completed Wilson Levels I & II prior to 2020 and have a passing score on the KPEERI and completed the RIDE Awareness Modules meet *proficiency* expectations.

- **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.

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

Proficiency or awareness requirements will be determined based on an educator's current employment role.

For example:

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

- **Are Speech-Language Pathologists (SLPs) 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.

- **Do Bilingual/Dual Language educators need to complete proficiency or awareness training?**

Bilingual/Dual Language educators who provide any instruction in English are required to demonstrate *proficiency* in the Science of Reading and Structured Literacy. Whereas Bilingual/Dual Language educators who provide all instruction in a language other than English are required to demonstrate *awareness* in the Science of Reading and Structured Literacy. However, we strongly encourage all Bilingual/Dual Language educators, regardless of the language of instruction, to engage in *proficiency* training as they all directly support 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 assignment role. 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 the 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?**

Individual participants and their LEAs must maintain all training records of successful completion of *proficiency* and *awareness* training and/or provide records to the person in their school or district that is charged with collecting Right to Read Act data. RIDE will collect data to ensure all LEAs meet 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.

Note: To be eligible for the Literacy/Dyslexia Endorsement, an educator must complete a [RIDE approved training](#).

- **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 role and [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 the [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 the [awareness modules](#) that cover content in the Science of Reading and Structured Literacy that is not emphasized within these trainings.
- Accredited by [ALTA](#) at the CALP or CALT level. Educators also must complete the [awareness modules](#) that cover content in the Science of Reading and Structured Literacy that is not emphasized 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 the 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.

- **Will RIDE collect Right to Read Act data?**

Beginning in the 2022-2023 school year, LEAs will report to RIDE educators meeting proficiency and awareness expectations.

- **Will preservice teachers be trained to meet Proficiency or Awareness within the 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.

- **Which Pearson Foundational Skills Test is approved to demonstrate proficiency expectations?**

The Pearson *SA-190: Foundations of Reading* assessment is the approved assessment to meet Right to Read Act proficiency expectations. It is important to note Pearson has several iterations of their Foundations of Reading assessment that are not approved to meet proficiency expectations (i.e., CT-90, MA-90).

Educators who achieve a score of 233 or higher on the *SA-190: Foundations of Reading* assessment shall provide their score report to their LEA administration as evidence of meeting the proficiency requirements of the Right to Read Act.

If an educator has taken MA190: Foundations of Reading, after February 8, 2021, and passed this assessment, they may provide their score report as evidence of meeting the proficiency requirements of the Right to Read Act.