



# Right to Read Act FAQ

(Updated November 2025)

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# Demonstrating Right to Read Proficiency/Awareness

## Ways educators can meet requirements and approved training routes

Question	Answer
How do teachers meet Right to Read awareness requirements?	Teachers who need to meet awareness expectations should complete the Right to Read: The Science of Reading and Structured Literacy Awareness series. The series is composed of five two-hour courses that should take approximately 10 hours to complete. The series is available at no cost. The course is available at <a href="#">BRIDGE-RI</a> .
How do teachers meet Right to Read proficiency requirements?	<p>Per the Right to Read Act, a teacher may demonstrate proficiency by</p> <ul style="list-style-type: none"><li>• completing a RIDE approved professional learning provider course*</li><li>• or passing the RIDE approved test*</li><li>• or possessing a master's degree in reading or related academic discipline</li><li>• or possessing a reading specialist and/or consultant certificate.</li></ul> <p>*Information about approved providers and testing can be found in the proficiency tab on the <a href="#">RIDE Right to Read webpage</a>.)</p>
Is there an option to take a test to demonstrate proficiency?	For educators who have deep knowledge of the Science of Reading and Structured Literacy and/or previous coursework that aligns with the Rhode Island proficiency expectations, teachers may demonstrate proficiency by successfully completing either the KPEERI or the Pearson Foundations of Reading test. Additional information regarding assessment expectations, please refer to the <a href="#">Right to Read Proficiency Examination Guidance document</a> .
Which Pearson Foundational Skills Test is approved to demonstrate proficiency expectations?	<p>The Pearson Foundations of Reading assessment is approved to meet Right to Read proficiency expectations, specifically,</p> <ul style="list-style-type: none"><li>• The SA-190: Foundations of Reading (Administered between: February 8, 2021 - August 31, 2025)</li><li>• The Foundations of Reading 890 assessment (Administered beginning September 1, 2025)</li></ul> <p>An educator who achieves a score of 233 or higher on either test, shall provide their score report as evidence of meeting the proficiency requirements of the Right to Read Act.</p> <p>It is important to note that Pearson has older iterations of their Foundations of Reading assessments that are not approved to meet proficiency expectations (e.g., CT-90, MA-90). If the test was taken prior to February 8, 2021, those tests are not approved.</p>

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## Certification & Endorsements

What educators need to know about endorsements, documentation, and certification renewal

Question	Answer
<b>Who is eligible for the RIDE Literacy/Dyslexia Endorsement?</b>	<p>Upon successful completion of a RIDE approved proficiency training, educators are eligible to submit their evidence of completion within the RIDE Portal/My eCert to receive the Literacy/Dyslexia Endorsement at no cost to the educator.</p> <p>Note: To be eligible for the Literacy/Dyslexia Endorsement, an educator must complete a RIDE approved proficiency training or a RIDE approved proficiency educator preparation program.</p>
<b>If I am currently employed in a Rhode Island public school, do I need to submit any paperwork to RIDE for my certification once I complete my Right to Read approved proficiency or awareness training?</b>	<p>No. It is strongly recommended that individual teachers maintain all training records of successful completion of how they meet proficiency or awareness expectations. Each LEA is required to maintain a record of teacher training, as RIDE requires LEAs to update on August 15th of each calendar year, indicating teacher compliance with the Right to Read law and regulations through the Personnel Assignment Submission: Right to Read Data Collection.</p>
<b>Will I be able to renew my certification if I have not yet completed the Right to Read training?</b>	<p>Yes. Per the law's expectation, completion of proficiency or awareness training is needed for employment purposes in Rhode Island; therefore, it is not linked nor required for certification renewal.</p>

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# Role-Based Requirements

Who needs Awareness vs. Proficiency? Which roles are included or exempt?

Question	Answer
Who needs Awareness vs. Proficiency?	See <a href="#">The Rhode Island Right to Read Act LEA Guidance Document</a> , pages 5 and 6
Which Right to Read expectations apply for content teachers who provide integrated language and content instruction, per the MLL regulations?	<p>The Right to Read requirements for content area teachers who provide integrated language and content instruction remain the same as for those only providing content instruction. For example:</p> <ul style="list-style-type: none"> <li>● High school math or science teacher who provides integrated language and content instruction needs to meet Right to Read awareness expectations</li> <li>● Elementary classroom teacher who provides integrated language and content instruction needs to meet Right to Read proficiency expectations</li> </ul>
Do teachers working in central office roles, using teacher certifications (i.e., not administrator certifications) need to meet Right to Read requirements (e.g., Literacy Coordinator)?	<p>The Right to Read Act and regulations define the roles for awareness and proficiency as teachers. Therefore, administrators and curriculum coordinators are not required by law to complete proficiency or awareness training. However, it is strongly encouraged that all educators within LEAs engage in a minimum of awareness training, and are highly recommended to complete proficiency training for those who work directly with other educators who are supporting students and teachers in developing language and literacy skills.</p>
Which Right to Read expectations apply to interventions or coaches (e.g. Behavior Disorder, Reading, or Math)?	<p>Interventionists or coaches who work directly with students are required to meet Right to Read expectations.</p> <ul style="list-style-type: none"> <li>● Literacy/Reading Interventionists must meet proficiency requirements.</li> <li>● Elementary Math Interventionists who only teach math must meet awareness requirements, at a minimum.</li> <li>● Behavior Disorder Coaches/Interventionists must meet proficiency requirements if they provide direct literacy instruction; if they provide solely behavioral support, they only need to meet awareness expectations.</li> </ul>
Do Long Term Substitutes (LTS) need to meet Right to Read requirements?	<p>Long-term substitutes are excluded from the Right to Read expectations. Although LTS are not required to meet expectations, it is highly recommended that they be provided the opportunity to complete the training appropriate to their role.</p>

<b>Do School Nurse Teachers need to meet Right to Read Requirements?</b>	School nurse teachers are included in the Awareness level requirement because the certificate is a teacher certificate. If the school nurse is not teaching any classes and 100% of their time is in nursing, it is recommended but not required that they complete awareness professional learning.
<b>Do Preschool/PreK teachers using an Early Childhood certification need to meet Right to Read requirements?</b>	<p>A Preschool/PK teacher meets proficiency expectations upon completion of either LETRS for Early Childhood or AIM for Early Childhood. All teachers in K-12 roles requiring proficiency would need to complete LETRS Units 1-8 (3rd edition), AIM Pathways to Proficient Reading, or another RIDE approved proficiency program.</p> <p>If a Preschool/PK teacher completes a RIDE approved proficiency program, such as LETRS Units 1-8 or AIM PPR, they would meet proficiency expectations and be eligible for the Literacy/Dyslexia Endorsement.</p>
<b>What are the expectations for teachers working on expert residency or emergency certificates?</b>	Per the Right to Read regulations, compliance is not tied to one's certification; rather, it is determined by the role an educator currently holds. It is recommended that LEAs provide proficiency or awareness training for newly hired educators, unless an educator is currently enrolled in a RIDE-approved educator preparation program, as all RIDE -approved preparation programs have been reviewed and approved to ensure candidates meet proficiency or awareness requirements upon completion.
<b>If a teacher holds multiple teaching certificates which expectation do they need to meet: awareness or proficiency?</b>	<p>Proficiency or awareness requirements will be determined based on an educator's current employment role.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Teacher holds a middle grades and elementary certificate and currently teaches 2nd grade - the expectation is to complete proficiency training.</li> <li>● Teacher holds a secondary science certificate and currently is a Dean for the high school - the expectation is they are recommended to complete awareness training.</li> <li>● Teacher holds a special education and secondary history certificate and currently teaches special education in high school - the expectation is to complete proficiency training.</li> <li>● Teacher holds an elementary and social studies middle grades certificates and currently teaches 7th grade social studies - the expectation is to complete awareness training.</li> </ul>
<b>Do Bilingual/Dual Language teachers need</b>	Bilingual/Dual Language teachers who provide any instruction in English are required to complete proficiency training. Whereas Bilingual/Dual Language teachers who provide all instruction in a language other than English are

<b>to complete proficiency or awareness training?</b>	required to complete awareness training. However, RIDE strongly encourages all Bilingual/Dual Language teachers, regardless of the language of instruction, to engage in proficiency training (e.g., Intalexia, Valley Speech) as they all directly support students to develop language and literacy skills.
<b>Do K-12 Special Education teachers working with students with severe intellectual disabilities need to complete proficiency expectations?</b>	Yes. K-12 special education teachers working with students with mild to moderate and severe intellectual disabilities are required to complete proficiency training. This training will build upon teachers' understanding of how the process of reading develops across a neurodiverse population of students.
<b>Do teachers who provide supports for Rhode Island students who are differently-abled in non-public special education schools need to adhere to the Rhode Island Right to Read Act expectations?</b>	Yes. Teachers working in non-public special education schools work with differently abled students from Rhode Island public schools, they must meet the appropriate Right to Read Act expectation. Proficiency or Awareness training is determined by the teacher's current role. <insert link to Guidance Table 1 & 2)

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# Hiring, Role Changes, and Reassignments

## How requirements apply when employment status or assignment changes

Question	Answer			
What if a teacher moved into a new role mid-year last school year? Does this change in role allow for an extension to meet the Right to Read requirements?	<p>Any staff members who are reassigned to a role that requires Right to Read training but do not yet meet the requirements must complete the appropriate training within one (1) year of starting the new position, unless the training extends beyond one (1) year. In this case, the teacher may complete the requirements within two (2) years. &lt;insert Regs&gt;</p> <p>Although the educator will still be listed as not meeting requirements in the Right to Read data collection, LEAs will be able to provide a viable justification.</p>			
What if a teacher is reassigned to a new role that now requires them to meet proficiency or awareness training?	<p>When considering reassignments, LEAs may want to prioritize teachers with the appropriate training for the new role. Any teachers who are reassigned to a role that requires Right to Read training but do not yet meet the requirements must complete the appropriate training within one (1) year of starting the new role, unless the training extends beyond one (1) year. In this case, the teacher may complete the requirement within two (2) years. (200-RICR-20-20-6.3.F)</p>			
What are the expectations for teachers working on expert residency or emergency certificates?	<p>Per the Right to Read regulations, compliance is not tied to one’s certification; rather, it is determined by the role an educator currently holds. LEAs must provide proficiency or awareness training for newly hired educators, unless an educator is <b>currently</b> enrolled in a RIDE-approved educator preparation program, as all RIDE-approved preparation programs have been reviewed and approved to ensure candidates meet proficiency or awareness requirements upon completion.</p>			
What type of Right to Read training is required for employment as a teacher in Rhode Island?	<p>To be <i>certified</i> in Rhode Island, one does not need to meet the Right to Read Act expectations. The law clearly states it is needed for <i>employment</i>. Therefore, teachers who seek employment in Rhode Island must demonstrate either proficiency or awareness based upon their roles within the district. The appropriate training must be completed within one (1) year of the start of employment in Rhode Island, unless the training extends beyond one (1) year (e.g., LETRS). In this case, the teacher may complete the requirement within two (2) years.</p> <p>Teachers hired from outside Rhode Island, may also demonstrate meeting proficiency or awareness requirements via the following:</p> <table><tr><td></td><td>Provide documentation for</td><td>Additional requirement</td></tr></table>		Provide documentation for	Additional requirement
	Provide documentation for	Additional requirement		

	<b>Proficiency</b>	Completion of a <a href="#">University Program Accredited by International Dyslexia Association</a>	NA
		Center for Effective Reading Instruction (CERI) certification as acquired through completion of an International Dyslexia Association (IDA) accredited course* and a passing score on Knowledge and Practice Examination for Effective Reading Instruction (KPEERI)	Must complete the RIDE Science of Reading and Structured Literacy Awareness modules, available on <a href="#">BRIDGE-RI</a> , which cover content not emphasized within CERI
		Completion of training by an International Multisensory Structured Language Education Council (IMSLEC) accredited organization at a Cognitive Academic Language Practitioner (CALP) or Cognitive Academic Language Practitioner (CALT) level	Must complete the RIDE Science of Reading and Structured Literacy Awareness modules, available on <a href="#">BRIDGE-RI</a> , which cover content not emphasized within the IMSLEC CALP or CALT level trainings
		Academic Language Therapy Association (ALTA) Certified at the CALP or CALT level	Must complete the RIDE Science of Reading and Structured Literacy Awareness modules, available on <a href="#">BRIDGE-RI</a> , which cover content not emphasized within the ALTA CALP or CALT level
		Certificate of proficiency completion from a <a href="#">RIDE approved provider</a>	No additional training is needed; teacher would be eligible for the RIDE Literacy/Dyslexia Endorsement
		<a href="#">Pass a RIDE approved assessment</a>	RIDE recommends teachers who successfully pass the KPEERI also engage in the RIDE Science of Reading and Structured Literacy



			Awareness courses available on <a href="#">BRIDGE-RI</a>
	<b>Awareness</b>	Certificate of awareness completion from RIDE approved provider ( <a href="#">BRIDGE-RI</a> )	NA
		Certificate of completion from an Independent Teacher Training Programs Accredited by International Dyslexia Association*	NA
	*Exceptions include Wilson Level I and Institute for Multi-Sensory Education (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.		
<b>What if a teacher with extenuating circumstances (e.g., maternity or sick leave) will not be able to complete the required Right to Read Act training required for their role during the current school year?</b>	Teachers who are unable to complete proficiency/awareness training due to extenuating circumstances may be granted one (1) additional year to do so and remain in a position requiring proficiency. (200-RICR-6.3.1.C.1)		
<b>What if a teacher has indicated that they do not intend to complete the required Right to Read training for their current work assignment?</b>	Teachers who do not complete the required Right to Read training for their work assignment must be reassigned to a role that does not require Right to Read training, per RI Right to Read Regulation 200-RICR-6.3.1.C.2. All applicable laws and regulations must be followed to ensure the proper assignment of personnel.		

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# Rhode Island Educator Preparation Programs (EPP)

## How EPP training interacts with R2R requirements

Question	Answer
<b>Will LEAs need to provide Right to Read training for recent teacher graduates from Rhode Island Educator Preparation Programs (EPPs)?</b>	<p>All teachers who completed a Rhode Island state-approved EPP program as of May 2025 will have met proficiency or awareness requirements.</p> <p>Any teacher who has graduated from a RI EPP in the following areas will have met proficiency expectations: Early Childhood, Elementary, Early Childhood Special Education, Elementary Special Education, Middle Grades Special Education, Secondary Grades Special Education, ESOL, Bilingual/Dual Language, or Reading Specialist.</p> <p>Any teacher who has graduated from a RI EPP in the following areas will have met awareness expectations: Middle Grades: English, Mathematics, Science or Social Studies; Secondary Grades: English, Mathematics, Science, Social Studies, Business Education, or Career and Technical Education; and All Grades: Art, Dance, Family Consumer Science, Health, Music, Physical Education, Technology, Theater, Library Media Studies, School Nurse Teacher, or World Language.</p> <p>Teachers who completed any of the aforementioned programs will receive verification of their status, indicating they have met the proficiency or awareness requirement in the form of a note on their transcript. LEAs should review new teachers' transcripts upon hiring to confirm completion of the appropriate expectations for the role in which they are being assigned. This data will be included within the Right to Read Data Collection within RIDE's Personnel Data Collection portal per the <a href="#">RI Right to Read Regulations</a>.</p>
<b>Will LEAs need to provide Right to Read training for recent teacher graduates from out-of-state Educator Preparation Programs (EPPs)?</b>	<p>To determine requirements for a teacher who recently completed an out-of-state EPP, refer to <u><i>What type of Right to Read training is required for employment as a teacher in Rhode Island?</i></u> in the "Hiring, Role Change" tab within this document.</p>

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# Data Collection & Reporting

## What RIDE collects and reports

Question	Answer
Will RIDE collect Right to Read Act data?	LEAs will update all Right to Read data by August 15th of each year in accordance with the regulations.

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