



Application for Literacy/Dyslexia Endorsement Providers

The Rhode Island Department of Education is seeking providers from higher education institutions, professional learning providers, non-profit organizations, and vendors to become an approved provider of professional learning leading to a Literacy/Dyslexia Endorsement.

Additionally, the Literacy/Dyslexia Endorsement ensures approved providers will develop teacher knowledge in Structured Literacy and the Science of Reading meeting the expectations for proficiency in accordance with the [Right to Read Act 16-11.4-6](#).

Structured Literacy is an approach to teaching that integrates speaking, listening, reading, and writing by providing explicit, systematic, diagnostic-prescriptive instruction in phonological and phonemic awareness, sound-symbol correspondence (phonics), syllables, morphology, semantics, and syntax.

The Science of Reading (also known as Scientific Reading Instruction) is empirically-based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes.

Interested providers must complete the endorsement provider application.

Submission and Review of Application

Instructions:

1. Review the competencies associated with this endorsement.
2. Complete this application and provide supporting evidence for each component/concept listed.
3. Please identify the location in your professional learning materials where each of the aforementioned concepts are included.
4. Key program materials including PowerPoints with facilitator notes, syllabus, participant handouts, or other artifacts must be provided for review and be accompanied by this completed review form.
5. Email this application with supporting documentation to Kristin Re at kristin.re@ride.ri.gov
6. RIDE will review the submitted documentation to determine if the offerings meet the plan of study for the endorsement. Please allow 6-8 weeks for review. RIDE will notify applicants and publish all approved provider names to the [RIDE website](#).
7. Once approved by RIDE, the provider may begin to offer the plan of study that leads to an approved endorsement area.



Section A: Contact Information

Provider Name:		
Address:		
City:	State:	Zip Code:
Contact Name and Title:		
Email:		
Phone Number (with extension, if applicable) () - x	Fax Number: () -	

Section B: Description of Provider and Qualifications of Facilitators

Provide a brief (250-word max.) description of your qualifications. As attachments, provide resumes or curriculum vitae (two-page limit) for staff responsible for overseeing and facilitating the learning experiences/competencies that lead to endorsement in this area.

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Section C: Evidence of Meeting Competencies

For each of the competencies listed, please provide a detailed response to the following questions:

Competency I: <i>Demonstrate and apply foundational knowledge on the science of reading development and reading difficulties derived from interdisciplinary research with special emphasis on language/literacy needs of students with dyslexia and other language-based learning disabilities.</i>
Briefly (250-word max.) describe how you prepare educators to demonstrate Competency I above. How do you assess it?



Knowledge and Skills Related to the Reading Process, Science of Reading Research and Methods:	
Component/ Concepts:	Location within Plan (be specific: pg#, slide number, etc.)
Theoretical Models including the Simple View of Reading, Scarborough's Rope and the Four-Part Processor	
How the brain learns to read	
Permanent word storage and orthographic mapping	
Neurobiological learning differences including dyslexia (decoding) and developmental language disorder (word comprehension)	
Literacy needs of students with language-based learning difficulties	
<p>Please provide attachments or links to documents that demonstrate how you prepare educators to demonstrate this competency. Examples include, but are not limited to, a syllabus, a PowerPoint presentation with facilitator notes, or participant handouts. If you have an online platform, please provide a sample login to assist the review committee in understanding the nature of your offerings. Please list the artifacts here or within the table above.</p>	
<p>Please describe the opportunities for educators to apply their knowledge and understanding of Competency I. Please provide a list of applied practice opportunities that includes:</p> <ul style="list-style-type: none"> Identifying which components of Competency I the opportunities support When the applied practice opportunities occur (e.g., during professional learning time, in classrooms, in a tutorial setting) How reflection and feedback for the applied practice opportunities are provided to educators 	



Competency II:

Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities.

Briefly (250-word max.) describe how you prepare educators to demonstrate Competency I above. How do you assess it?

Instruction:

Component/ Concepts:

Location within Plan (be specific: pg#, slide number, etc.)

Systematic

Explicit

Incorporating multiple modalities

Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials

Differentiating and scaffolding instruction for students with language-based learning differences

Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)

Please provide attachments or links to documents that demonstrate how you prepare educators to demonstrate this competency. Examples include but are not limited to a syllabus, a PowerPoint presentation with facilitator notes, or participant handouts. If you have an online platform, please provide a sample login to assist the review committee in understanding the nature of your offerings. Please list the artifacts here or within the table above.

Please describe the opportunities for educators to apply their knowledge and understanding of Competency I. Please provide a list of applied practice opportunities that includes:

- Identifying which components of Competency II the opportunities support
- When the applied practice opportunities occur (e.g., during professional learning time, in classrooms, in a tutorial setting)
- How reflection and feedback for the applied practice opportunities are provided to educators



Competency III:

Select and conduct assessments within a Response to Intervention or Multi-Tiered Systems of Support Framework, analyze assessment data to inform instruction, and communicate findings with students, families and other educators.

Briefly (250-word max.) describe how you prepare educators to demonstrate Competency III above. How do you assess it?

Assessment:

Component/ Concepts:	Location within Plan (be specific: pg#, slide number, etc.)
Diagnostic-Prescriptive	
Criterion referenced assessment measures	
Using assessment measures to understand a student's learning profile	
Using assessment data within Multi-tiered Systems of Support Framework	
Communicating findings of assessment data with students, families, and other educators	

Please provide attachments or links to documents that demonstrate how you prepare educators to demonstrate this competency. Examples include but are not limited to a syllabus, a PowerPoint presentation with facilitator notes, or participant handouts. If you have an online platform, please provide a sample login to assist the review committee in understanding the nature of your offerings. Please list the artifacts here or within the table above.

Please describe the opportunities for educators to apply their knowledge and understanding of Competency I. Please provide a list of applied practice opportunities that includes:

- Identifying which components of Competency III the opportunities support
- When the applied practice opportunities occur (e.g., during professional learning time, in classrooms, in a tutorial setting)
- How reflection and feedback for the applied practice opportunities are provided to educators



Competency IV:

Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review instruction based on analysis of student data.

Briefly (250-word max.) describe how you prepare educators to demonstrate Competency IV above. How do you assess it?

Knowledge and Skills Related to Phonology:

Component/ Concepts:	Location within Plan (be specific: pg#, slide number, etc.)
Phonology	
Phonological Awareness	
Phonemic Awareness	
Articulation of the sounds	

Knowledge and Skills Related to Phonics, Decoding and Encoding:

Component/ Concepts:	Location within Plan (be specific: pg#, slide number, etc.)
Alphabetic Principle	
Decoding	
Correspondence of letters and sounds	
Encoding	
Syllable types	
Syllable division rules	
Schwa	
Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)	
Spelling rules and generalizations	
Student text selection including decodable text	
Assistive technology supports	

Knowledge and Skills Related to Fluency:

Component/ Concepts:	Location within Plan (be specific: pg#, slide number, etc.)
Rate	
Accuracy	
Prosody	
Instruction and practice	

Knowledge and Skills Related to Vocabulary:



Component/ Concepts:	Location within Plan (be specific: pg#, slide number, etc.)
Taught directly and indirectly	
Developing vocabulary through oral language	
Morphology Supports Word Comprehension and Vocabulary Building Across Contents: (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)	
Multiple meanings and contexts	
Choosing and Leveling Words for Explicit Instruction	
Knowledge and Skills Related to Comprehension:	
Component/ Concepts:	Location within Plan (be specific: pg#, slide number, etc.)
Listening and reading comprehension	
Background knowledge	
Assistive technology accommodations including audiobooks to build background knowledge	
Grammar	
Text Structures	
Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning	
Connecting writing to reading to further comprehension (e.g., explicit instruction in pronoun referents, cohesive ties, and syntax elements including sentence types and sentence combination activities)	
<p>Please provide attachments or links to documents that demonstrate how you prepare educators to demonstrate this competency. Examples include but are not limited to a syllabus, a PowerPoint presentation with facilitator notes, or participant handouts. If you have an online platform, please provide a sample login to assist the review committee in understanding the nature of your offerings. Please list the artifacts here or within the table above.</p>	
<p>Please describe the opportunities for educators to apply their knowledge and understanding of Competency I. Please provide a list of applied practice opportunities that includes:</p> <ul style="list-style-type: none"> Identifying which components of Competency IV the opportunities support When the applied practice opportunities occur (e.g., during professional learning time, in classrooms, in a tutorial setting) 	



- How reflection and feedback for the applied practice opportunities are provided to educators

Section D: Offering Details

Plan of Study:
Provide a detailed description of how the plan of study will be taught (modules, courses, PL sessions or workshops), the time requirement to complete endorsement area (number of days, hours) and the fee.
Describe the provider's continuous improvement process and the data sources and specific data points used to inform improvements to their offering.
Certifications/ Assessment:
List any certifications or credentials participants will be eligible for upon completion of your professional learning (e.g., IMSLEC, AOGPE, Micro-credential):
List the exam(s) participants will be qualified and/or prepared to take upon completion of your professional learning: _____ KPEERI _____ Pearson Foundations of Reading _____ Vendor Created Final Assessment _____ Other: _____
Evidence of Past Impact:
Provide evidence of impact from past professional learning your organization has conducted. Evidence reported must include actual results of the professional learning (e.g., percent increase in student achievement), not simply a description of how the evidence was gathered.

Which grade spans do the offerings focus on? Check all that apply.

- ☐ (PK-12) All Grades
☐ (Birth-G2) Early Childhood
☐ (K-5) Elementary



☐ (6-8) Middle

☐ (9-12) High

Section E: District/ School References:

List up to three references of districts or schools with whom you have worked in the past who can speak to the quality of your professional learning support.

Organization/School	Contact Name & Role	Phone/Email
1.		
2.		
3.		

Section F: Assurance

Please assure the following statement by checking the box, and printing your name below:

☐ On behalf of the organization/provider, I assure that the information provided is accurate.

_____ Organization or Provider Name	_____ Date
_____ Name and Title	_____ Signature

Please e-mail this application and supporting documentation to Kristin Re at kristin.re@ride.ri.gov



To be completed by the Review Committee

	Section B: Provider Description and Staff Qualifications			
	0	1	2	3
Provider Description	The application does not include a description of qualifications of facilitators.	The qualifications of the provider and facilitators are insufficient.	The provider and facilitators have sufficient qualifications related to the endorsement area.	The provider and facilitators have significant qualifications relevant to the endorsement area.
Staff Qualifications	The application does not include staff resumes or the facilitators' resumes do not include evidence of facilitation learning experiences.	The facilitators' resumes include evidence of facilitating learning but not in the endorsement area.	The facilitators' resumes include evidence of facilitating learning in the endorsement area.	The facilitator's resumes include evidence of significant experience facilitating learning experiences in the endorsement area.

		Section C: Competencies			
		0	1	2	3
Competency I	Preparation	The provider does not describe and/or provide artifacts that demonstrate how it will prepare educators to demonstrate Competency I.	The description and evidence provide insufficient detail about how the provider will prepare educators to demonstrate Competency I or the evidence does not reflect best practice.	The description and evidence provide sufficient examples of how the program will prepare educators to demonstrate Competency I. The evidence reflects research and best practice.	The description and evidence are strong examples of how the program will prepare educators to demonstrate Competency I. The evidence reflects research and best practice.
	Assessment	The provider does not describe how it will assess Competency I.	The provider describes how it will assess Competency I, but the description lacks detail; the assessment method is unclear.	The provider describes clearly how it will assess Competency I.	The provider describes clearly how it will assess Competency I in authentic ways.
Competency II	Preparation	The provider does not describe and/or provide artifacts that demonstrate how it will prepare educators to demonstrate Competency II.	The description and evidence provide insufficient detail about how the provider will prepare educators to demonstrate Competency II or the evidence does not reflect best practice.	The description and evidence provide sufficient examples of how the program will prepare educators to demonstrate Competency II. The evidence reflects research and best practice.	The description and evidence are strong examples of how the program will prepare educators to demonstrate Competency II. The evidence reflects research and best practice.



		Section C: Competencies			
		0	1	2	3
	Assessment	The provider does not describe how it will assess Competency II.	The provider describes how it will assess Competency II, but the description lacks detail; the assessment method is unclear.	The provider describes clearly how it will assess Competency II.	The provider describes clearly how it will assess Competency II in authentic ways.
Competency III	Preparation	The provider does not describe and/or provide artifacts that demonstrate how it will prepare educators to demonstrate Competency III.	The description and evidence provide insufficient detail about how the provider will prepare educators to demonstrate Competency III or the evidence does not reflect best practice.	The description and evidence provide sufficient examples of how the program will prepare educators to demonstrate Competency III. The evidence reflects research and best practice.	The description and evidence are strong examples of how the program will prepare educators to demonstrate Competency III. The evidence reflects research and best practice.
	Assessment	The provider does not describe how it will assess Competency III.	The provider describes how it will assess Competency III, but the description lacks detail; the assessment method is unclear.	The provider describes clearly how it will assess Competency III.	The provider describes clearly how it will assess Competency III in authentic ways.
Competency IV	Preparation	The provider does not describe and/or provide artifacts that demonstrate how it will prepare educators to demonstrate Competency IV.	The description and evidence provide insufficient detail about how the provider will prepare educators to demonstrate Competency IV or the evidence does not reflect best practice.	The description and evidence provide sufficient examples of how the program will prepare educators to demonstrate Competency IV. The evidence reflects research and best practice.	The description and evidence are strong examples of how the program will prepare educators to demonstrate Competency IV. The evidence reflects research and best practice.
	Assessment	The provider does not describe how it will assess Competency IV.	The provider describes how it will assess Competency IV, but the description lacks detail; the assessment method is unclear.	The provider describes clearly how it will assess Competency IV.	The provider describes clearly how it will assess Competency IV in authentic ways.



	Section D: Offering Details			
	0	1	2	3
Plan of Study	The provider does not describe how the plan of study will be taught.	The provider's description of how the plan of study will be taught is unclear or missing key details.	The provider's description of how the plan of study will be taught is clear and generally reflects best practice.	The provider's description of how the plan of study will be taught is clear and reflects best practice.
Continuous Improvement Process	The provider does not describe a continuous improvement process.	The provider's description of its continuous improvement process is unclear.	The provider describes clearly its continuous improvement process and the data it uses to inform improvements.	The provider describes its continuous improvement process and gives examples of how it has used data and the process in the past to inform improvements.