



COLORADO
Department of Education

READ Act Training Office Hours

Thursday, October 29, 2024

READ Act Training Office Hours

Melissa Ahlstrand

Literacy Program Supervisor, Elementary Literacy
and School Readiness Office

Karol Gates

Senior Literacy Consultant Administrator &
Principal Training, Elementary Literacy and
School Readiness Office

Scheduled Dates and Times

- October 29, 2024: 3-4 PMMT
- November 19, 2024: 3-4 PMMT
- 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

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
- Review how to access the CDE online training

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*

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.**

1 CCR 301-92

13.01(D): **For 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.**

- 13.01(D)(1) **Any evidence-based training designed for school administrators in the science of reading must address the following standards: [\(full List of Principal Literacy Standards can be found here\)](#)**
- *Principal Literacy Standard I: Foundational Knowledge of the Science of Reading (Elements A-C)*
- *Principal Literacy Standard II: Curriculum, Instruction, Assessment, and Evaluation (Elements A-E)*
- *Principal Literacy Standard III: Literacy Leadership and Professional Learning (Elements A-B)*
- *Principal Literacy Standard IV: Diversity, Equity, and Inclusion (Elements A-C)*

Colorado READ Act

Principal/Administrators Requires To Take The Training

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.**

Colorado READ Act

READ Act Training Deadlines

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

Training Options



Teacher & 4-12 Reading Interventionist Options



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Colorado READ Act

Pathways for Meeting READ Act Teacher Training Requirements



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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.**

Colorado READ Act

Principal/Administrator Training Continued



- The CDE provided administrator training **opened on August 1, 2023** through the Public Consulting Group
- A team of stakeholders used a “secret shopper” approach to review and give feedback on content August-November, 2023 [Stakeholder Process](#)
- Participants will need to complete coursework no later than August 1, 2024.

Colorado READ Act

Principal/Administrator Training Two Course Options Available



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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)

COMBINE

D 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.

READ Act Designation

Submitting Documentation to Colorado Online Licensing System
(COOL)



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READ Act Designation

Colorado State Licensed Teachers



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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



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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*](#)

Frequently Asked Questions



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Question:

Who must complete the READ Act Training?



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 an of 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?



- 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?



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, any licensed teacher who has completed the READ Act teacher training requirements can upload their documentation to COOL and have the READ Act designation added to their license.

Question:

Do teachers with an alternative teaching license or principals with a principal authorization license submit their documentation of meeting the READ Act teacher training requirement to COOL?



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

Question:

Do teachers, principals or administrators without a license submit their documentation of meeting the READ Act teacher training requirements to COOL?



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- Only licensed teachers, principals and administrators submit their READ Act training documentation to COOL.

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.

How to Access the CDE Online Training



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CDE Online READ Act Courses

Registering for the CDE Pepper Training



First, the learner will want to register for a Pepper account through the CDE website

1. Go to the CDE webpage titled: [CDE provided Reading Training – Online](#)
2. Click on the green button titled: *Register for and Access Online Training*

The screenshot shows the CDE website interface. At the top, there is a navigation bar with the Colorado Department of Education logo and a search bar. Below the navigation bar, there are several tabs: FAMILIES, EDUCATORS, DISTRICTS, COMMUNITIES, and SCHOOLview. The main content area is titled 'CDE-Provided Reading Training – Online'. Underneath, there is a section titled 'Explore Reading Course Options' with a green button that says 'Register for and Access Online Training'. This button is circled in red, and a red arrow points to it with the text 'click green button' written in red. To the right of the button, there is a 'Reading Course Details' section with a bulleted list of information. On the far right, there is a sidebar with various links and a 'CONTACT US' button at the top right.

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

CDE Online READ Act Courses

Registering for the CDE Pepper Training Continued



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Next, the learner is asked to type in their email address.

- This email address will become the username for the Pepper account, so the learner will want to remember which email address was used to register for the Pepper account.

The screenshot shows a registration page for the Pepper account. At the top left is the Pepper logo. The main heading is "Building a Strong Foundation for Lifelong Literacy Success". Below this is a logo featuring a stylized 'C' with a tree and a mountain, and the CDE logo. The text reads: "To enroll in the six modules of the READ professional learning series 'Building a Strong Foundation for Lifelong Literacy Success,' please enter your district/school email address in the box below and press the arrow to continue." There is an "Email" label above a text input field containing "example: username@domain.com" and a blue "Click to Submit" button. At the bottom, there are links for "Help & Support" and "Privacy Notice", a copyright notice for "© 2022 Public Consulting Group, Inc.", and the logo for "PUBLIC CONSULTING GROUP" with the tagline "Solutions that Matter".

CDE Online READ Act Courses

Registering for the CDE Pepper Training Short Application



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After the email address is typed in, a short registration form will come up.

- Fill in all the required information in order to create the Pepper account.
- Once the application is completed, the learner will automatically be signed into their Pepper account.

Building a Strong Foundation for Lifelong Literacy Success



Please complete the following fields to register for an account.

Required fields are noted by **bold text and an asterisk (*)**. Please use name as listed on your government issued ID.

E-mail *

anlstrand_m@dpsk12.org

Password *

The password should consist of following characters: A-Z, a-z, 0-9 and one of the following special characters: !@#\$%^&* and must be 8-16 characters long.

Public Username *

example: JaneDoe

Username cannot be the same as your password. This will be shown in any discussions or forums you participate in.

First Name *

example: Jane

Needed for any certificates you may earn.

Last Name *

example: Doe

Needed for any certificates you may earn.

CDE Online READ Act Courses

Registering for the CDE Pepper Training Selecting Course



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In the registration form, to properly set up the Pepper Account, the learner must select the correct training.

- For the **45-hour teacher** training select “**K-12 Teacher**” as the training.
- For the **20-hour principal/administrator training** select “**Admin./Principal 20**” as the training.

A screenshot of a registration form. The question "Which READ ACT training are you taking? *" is circled in red. Below the question is a dropdown menu with "K-12 Teacher" selected. Below the dropdown is a checkbox labeled "I agree to the Terms of Service *". At the bottom of the form is a grey button labeled "Create My Pepper Account".

Which READ ACT training are you taking? *

K-12 Teacher

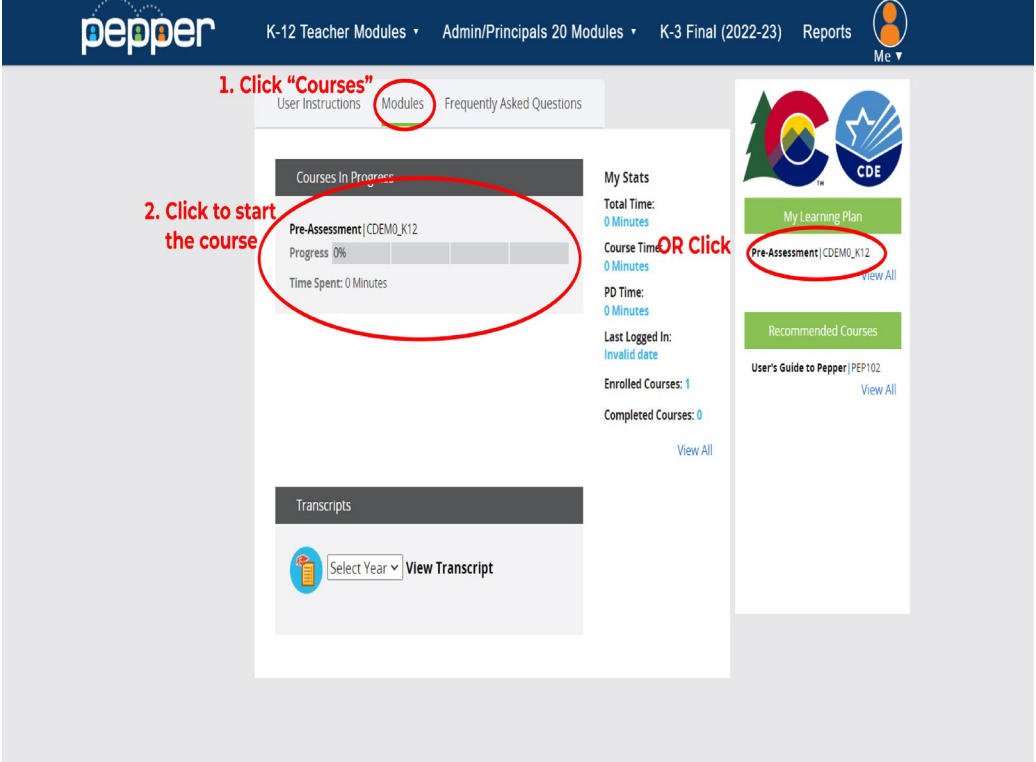
I agree to the [Terms of Service](#) *

Create My Pepper Account

CDE Online READ Act Courses

Accessing the Preassessment

- Once registration is completed, the learner will be brought to the Pepper dashboard
- The K-12 teacher or Admin./Principal course pre assessment will automatically be assigned
- To access the pre assessment:
 - Go to the “Modules” tab or
 - Use the “My Learning Plan” on the right column



The screenshot displays the Pepper dashboard interface. At the top, the 'pepper' logo is on the left, and navigation links for 'K-12 Teacher Modules', 'Admin/Principals 20 Modules', 'K-3 Final (2022-23)', and 'Reports' are on the right. The main content area is divided into several sections. The 'Courses In Progress' section is highlighted with a red circle and contains a table with one entry: 'Pre-Assessment (CDEMO_K12)' with 'Progress 0%' and 'Time Spent: 0 Minutes'. A red arrow points to the 'Modules' tab in the top navigation bar with the text '1. Click "Courses"'. Another red arrow points to the 'Pre-Assessment (CDEMO_K12)' course entry with the text '2. Click to start the course'. On the right side, the 'My Learning Plan' section is highlighted with a red circle and contains a link for 'Pre-Assessment (CDEMO_K12)' with the text 'OR Click' next to it. Below this is the 'Recommended Courses' section, which includes a link for 'User's Guide to Pepper | PEP102'. The 'My Stats' section on the right shows 'Total Time: 0 Minutes', 'Course Time: 0 Minutes', 'PD Time: 0 Minutes', and 'Last Logged In: Invalid date'. The 'Enrolled Courses: 1' and 'Completed Courses: 0' are also displayed.

CDE Online READ Act Courses

Accessing the Preassessment Continued



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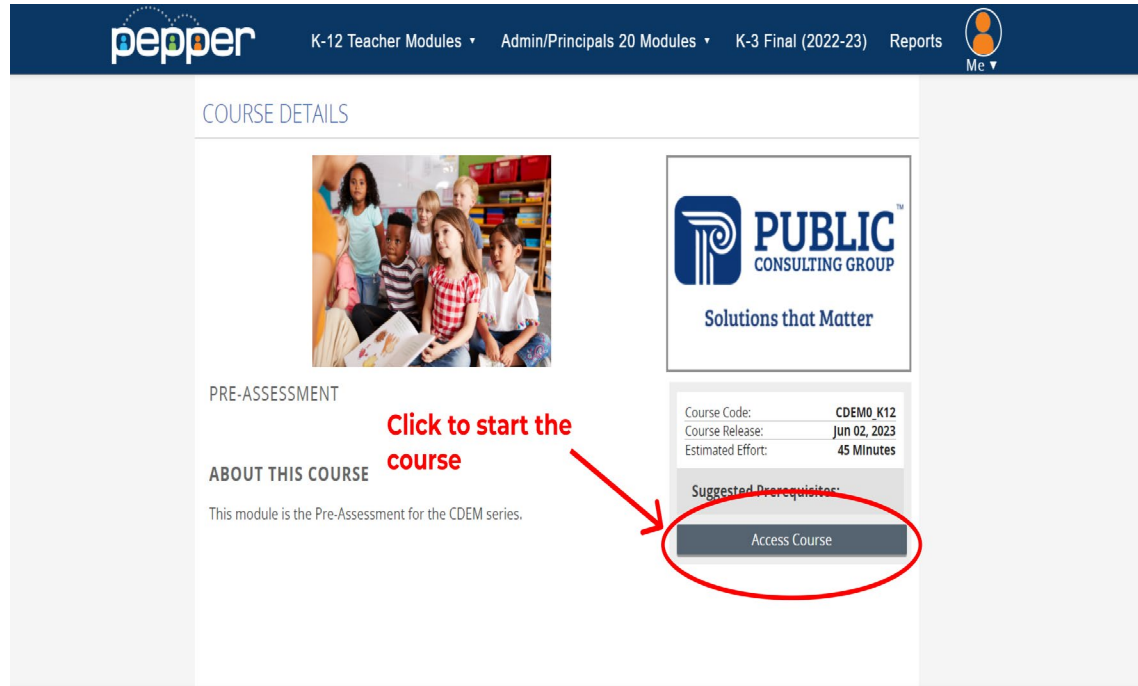
Another way to access the K-12 45-hr. or Admin./Principals 20 hr. pre-assessment, is by clicking the appropriate tab (**K-12 Teacher Modules** or **Admin./Principals 20 Modules**) in the blue ribbon along the top of the main page of the course on the Pepper platform.

The screenshot shows the Pepper platform interface. At the top, there is a dark blue navigation bar with the 'pepper' logo on the left and several tabs on the right: 'K-12 Teacher Modules', 'Admin/Principals 20 Modules', 'K-3 Final (2022-23)', 'Reports', and a user profile icon labeled 'Me'. The 'K-12 Teacher Modules' and 'Admin/Principals 20 Modules' tabs are circled in red. A red arrow points from the text 'click dropdown' to the 'K-12 Teacher Modules' tab. Below the navigation bar, there are tabs for 'User Instructions', 'Courses', and 'Frequently Asked Questions'. The 'Courses' tab is active, showing a 'Courses in Progress' section with a course titled 'PreAssessment_K12|CDEM0_K12'. The course progress is shown as 0% with a progress bar. Below this, there is a 'Transcripts' section with a 'Select Year' dropdown menu and a 'View Transcript' button. On the right side of the interface, there is a 'My Stats' section with the following information: Total Time: 0 Minutes, Course Time: 0 Minutes, PD Time: 0 Minutes, Last Logged In: 2023-06-16, Enrolled Courses: 1, and Completed Courses: 0. Below the 'My Stats' section, there is a 'Recommended Courses' section with a course titled 'User's Guide to Pepper|PEP102' and a 'View All' link. The CDE logo is also visible in the top right corner of the interface.

CDE Online READ Act Courses

Accessing the Preassessment – Access Course

- After the learner clicks on the Pre-Assessment in the drop down, they will then be brought to the information page of the Pre-Assessment
- To start the Pre-Assessment, click “Access Course”



The screenshot shows the 'pepper' course details page. At the top, there is a navigation bar with 'K-12 Teacher Modules', 'Admin/Principals 20 Modules', 'K-3 Final (2022-23)', and 'Reports'. The main content area is titled 'COURSE DETAILS' and features a photo of children reading. Below the photo, there is a 'PRE-ASSESSMENT' section with a red arrow pointing to a 'Click to start the course' button. To the right, there is a 'PUBLIC CONSULTING GROUP' logo and a table with course details: Course Code: CDEMO_K12, Course Release: Jun 02, 2023, and Estimated Effort: 45 Minutes. Below the table, there is a 'Suggested Prerequisites' section with an 'Access Course' button circled in red.

Course Code:	CDEMO_K12
Course Release:	Jun 02, 2023
Estimated Effort:	45 Minutes

Suggested Prerequisites:

Access Course

CDE Online READ Act Courses

Notification That Preassessment Is Completed



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If prerequisite (preassessment) is completed, a pop-up will notify you that you are enrolled

www.pepperpd.com says:

You have completed all prerequisite courses and are enrolled in this course!

OK

CDE Online READ Act Courses

Notification That Preassessment Is Not Completed

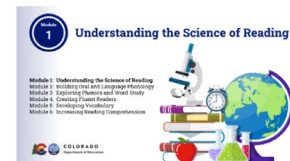
If the learner did not complete the prerequisite (preassessment), a pop-up will notify them that they must finish all prerequisites instead. The learner will need to check the prerequisites on the page to make sure they completed them all.

www.pepperpd.com says:

You need to complete prerequisite courses first.

OK

COURSE DETAILS



UNDERSTANDING THE SCIENCE OF READING

Welcome to Understanding the Science of Reading. This module is the first of six online modules in Colorado's Building a Strong Foundation for Reading Success, a professional learning series aimed at supporting teachers to teach reading foundational skills in kindergarten through grade 5. **Must finish courses here**

Course Code: CDEM1_K12
Course Release: Jun 09, 2023
Estimated Effort: 8 hours

ABOUT THIS COURSE

We begin this module by introducing the science of reading and why understanding the science matters. We'll introduce the various bodies of evidence that inform effective reading instruction. We will also become familiar with how reading develops, spanning from students' earliest alphabetic skills through the continuum of fluent word recognition and the skilled text comprehension characteristics of expert readers. We will consider the relationship between decoding skills and language skills through the Simple View of Reading. We will learn the elements necessary for automatic word recognition through examination of Scarborough's Reading Rope Model.

Suggested Prerequisites:
Pre Assessment (CDEM0_K12)

[Request Access](#)

CDE Online READ Act Courses

Confirm Completion Of Preassessment



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The learner can confirm completion of the preassessment in the “Courses” tab under “Completed Courses” found on the main page of the course.

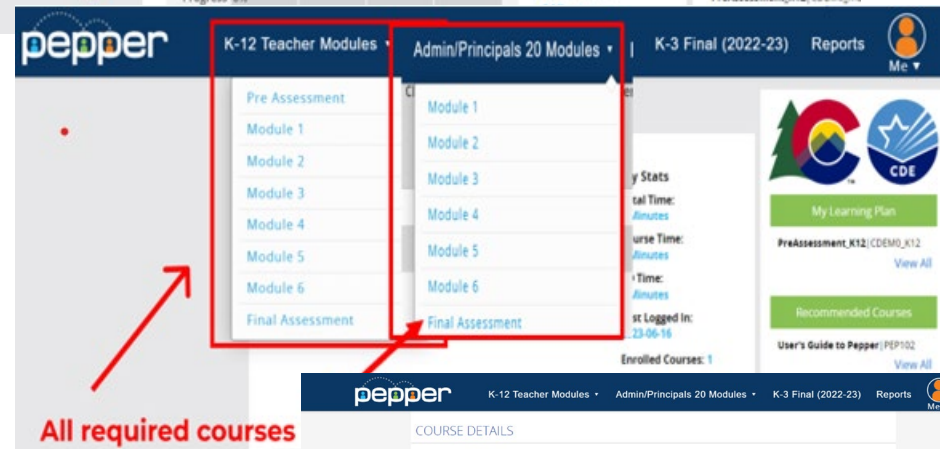
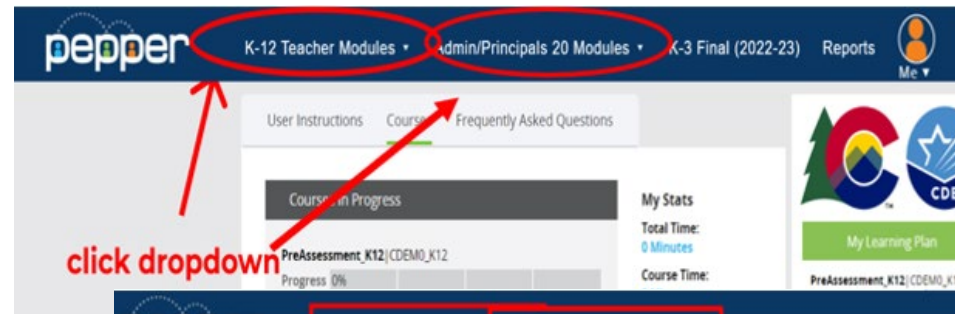
The screenshot displays the Pepper LMS interface. The top navigation bar includes the Pepper logo, user roles (K-12 Teacher Modules, Admin/Principals 20 Modules, K-3 Final (2022-23)), Reports, and a user profile icon. The main content area is divided into sections: 'Courses In Progress', 'Completed Courses', and 'Transcripts'. The 'Completed Courses' section is highlighted with a red circle around the entry 'PreAssessment_K12|CDEM0_K12', which shows 'Time Spent: 0 Minutes'. A red text box on the left side of the screenshot reads: 'Completed course will show in this section'. The right sidebar contains 'My Stats' (Total Time: 0 Minutes, Course Time: 0 Minutes, PD Time: 0 Minutes, Last Logged In: Invalid date, Enrolled Courses: 0, Completed Courses: 1), 'My Learning Plan', and 'Recommended Courses'.

CDE Online READ Act Courses

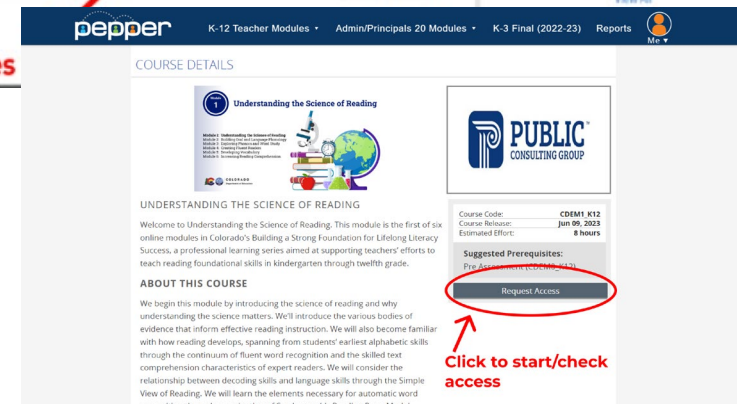
Requesting Access to Course Modules

Once the pre-assessment is complete, the learner can request access to each module in the course they registered for (teacher or admin./principal).

- First, click on the dropdown arrow next to the *K-12 Teacher Modules* or *Admin./Principals 20 modules* found in the blue bar along the top of the screen.
- Click on module and a new page will come up asking you to “Request Access”
- Click on the “Request Access” button
- Request access to each of the 6 modules in the course by following the steps listed above.



It is important to note, that if an educator has requested access to both the teacher and administrator courses, they will need to make sure they request access to the modules for the course they would like to complete as well as complete the appropriate modules.

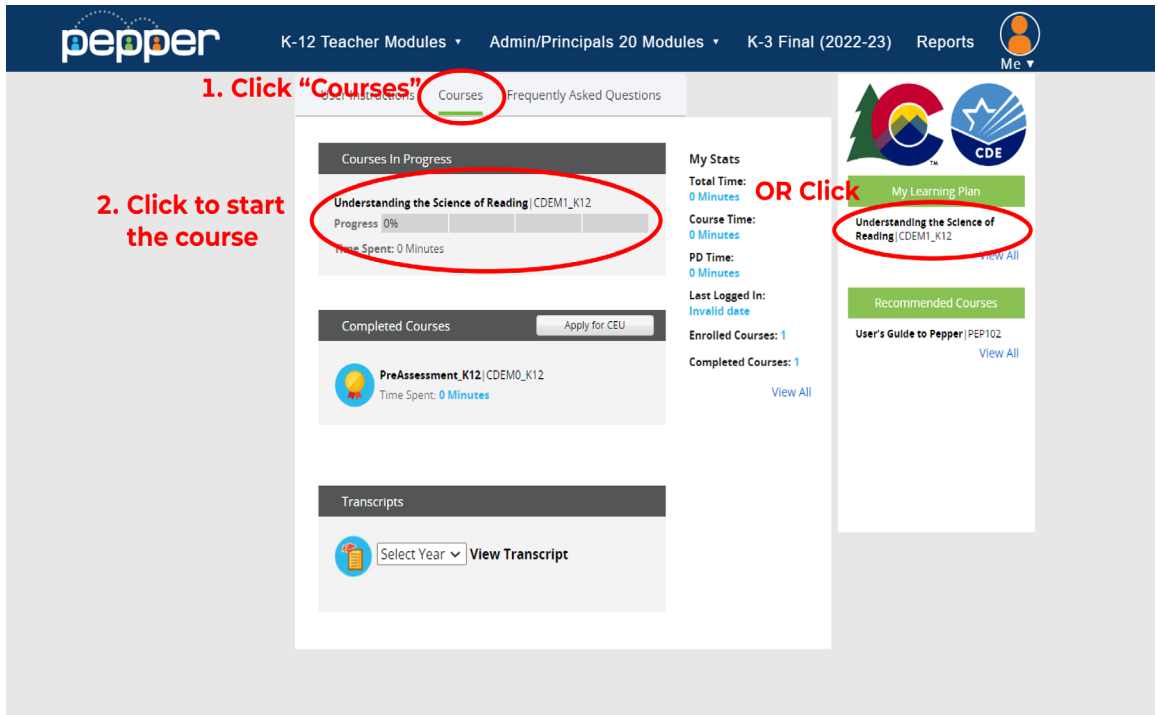


CDE Online READ Act Courses

Begin Course

- After requesting access to each of the Modules 1-6, the modules will then be available on dashboard
- Complete Modules 1-6
- Modules 1-6 must be completed before you can access to the Final Assessment

It is important to note that this course includes 45 hours of content, so participants must spend enough time in each module to fully complete the course before the end of course assessment is released.



pepper K-12 Teacher Modules Admin/Principals 20 Modules K-3 Final (2022-23) Reports Me

1. Click "Courses"

2. Click to start the course

OR Click

My Stats
Total Time: 0 Minutes
Course Time: 0 Minutes
PD Time: 0 Minutes
Last Logged In: Invalid date
Enrolled Courses: 1
Completed Courses: 1

My Learning Plan
Understanding the Science of Reading | CDEM1_K12

Recommended Courses
User's Guide to Pepper | PEP102

CDE Online READ Act Courses

Registering for the CDE 5 Hour Admin./Principal Course



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[Click here to Request the 5-hour Course option](#)

- To access the 5-hour Admin./Principal course, a user will need to have completed one of the 45-hour approved READ Act teacher training options and submit a request to access this course.
- All the Admin./Principal 5hr. course modules will be listed in the dropdown only if the course has been requested and approved.
- The learner can only access Modules 1-6 of this course once the pre-assessment pre-requisite is completed.
- K-3 principals/administrators that have completed the [READ Act teacher training requirement](#) must complete 5 hours of training that addresses the Colorado Principal Literacy Standards.
- Proof of completion of the teacher training requirement must be submitted to access the 5-hour online K-3 Principal/Administrator Training.
- The form linked in the button above includes the steps to submit proof of completion documentation.
- Review of proof of completion documentation may take up to two weeks, please plan accordingly.

CDE Online READ Act Courses

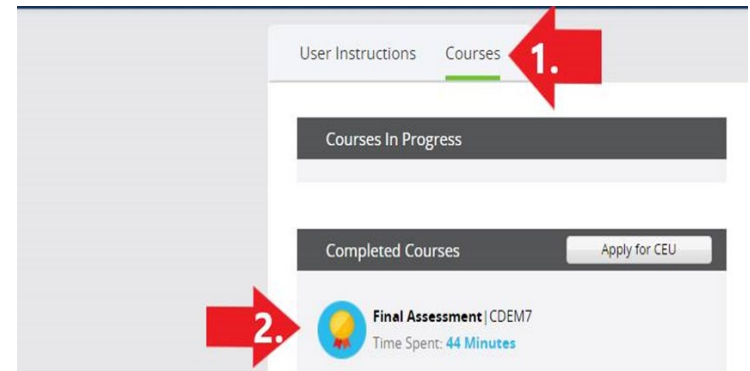
Accessing a certificate of completion in Pepper

Accessing a Certificate of Completion

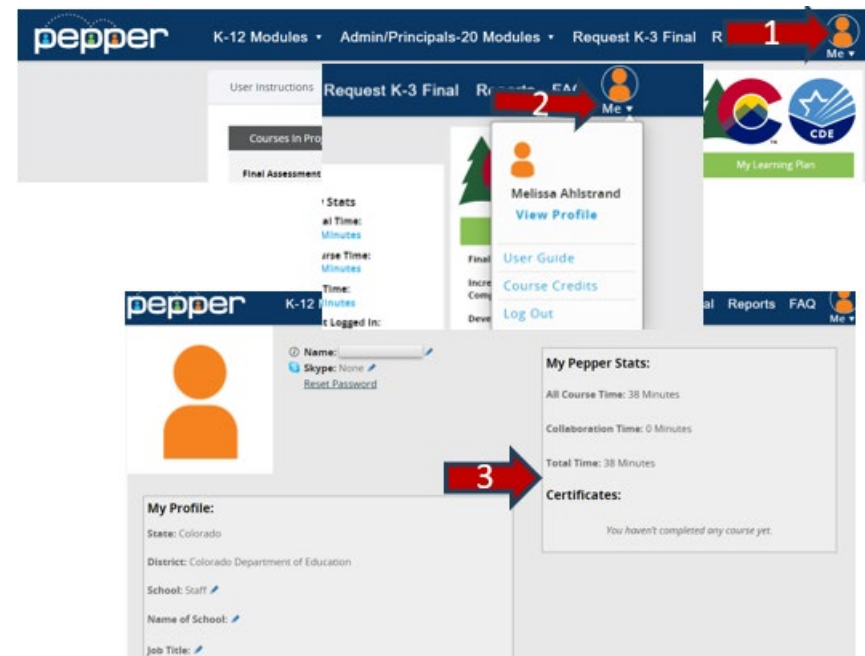
- After passing the Final Assessment, the educator will be awarded a certificate indicating that they have completed the training.
- To download the certificate, click the gold medal on the Final Assessment

OR

- Locate the blue banner across the top of the landing page in the course on Pepper
- Locate the orange person icon to the far right of the blue banner at the top of the page
- Under the person icon, look for the word “Me”
- Click on the dropdown arrow next to the word “Me”
- Click on “View Profile”
- Under “Certificates” is a link to the certificate of completion that can be downloaded



OR



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

- October 29, 2024: 3-4 PMMT
- November 19, 2024: 3-4 PMMT
- 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



Helpful Links

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>