

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Comprehensive Literacy State Development (CLSD) Program**

**CFDA # 84.371C**

**PR/Award # S371C240008**

**Grants.gov Tracking#: GRANT14193041**

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240008

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Grants.gov Lobbying Form</b>	e6
<b>3. ED Abstract Narrative Form</b>	e7
Attachment - 1 (1236-ABSTRACT)	e8
<b>4. Project Narrative Form</b>	e9
Attachment - 1 (1234-4. PROJECT NARRATIVE)	e10
<b>5. Other Narrative Form</b>	e61
Attachment - 1 (1237-Indirect Cost Rate Agreement (2))	e62
Attachment - 2 (1238-Additional Evidence Form)	e66
Attachment - 3 (1239-Appendix 1 2023-2024 Use of HQCMfor ELA)	e71
Attachment - 4 (1240-Appendix 2. Right to Read Guidance)	e73
Attachment - 5 (1241-Appendix 3. PLP Guidance)	e92
Attachment - 6 (1242-Appendix 4.Literacy Action Plan Draft)	e127
Attachment - 7 (1243-Appendix 5. HQIM Competencies)	e137
Attachment - 8 (1244-Appendix 6. CLSD Site Visit tool)	e144
Attachment - 9 (1245-Appendix 7. RI Strategy for Improving Outcomes for MLLs)	e146
Attachment - 10 (1246-Appendix 8 RICAS and SAT ELA Results)	e173
Attachment - 11 (1247-Appendix 9 Science of Reading -Structured Literacy Syllabi Refinement)	e182
Attachment - 12 (1248-Appendix 10. Coaches Corps Draft Professional Learning Scope and Sequence)	e258
Attachment - 13 (1249-Appendix 11. Needs Assessment Data Trends)	e262
Attachment - 14 (1250-Appendix 12. CLSD Glossary of Terms)	e271
Attachment - 15 (1251-Appendix 13. RI grant figure)	e272
Attachment - 16 (1252-Appendix 14a. RI_DHS_FINAL_CLSD_RIDE_06182024.docx (1))	e273
Attachment - 17 (1253-Appendix 14b. EPP Letters of Support)	e274
Attachment - 18 (1254-Appendix 14c. LEA Letters of Support)	e278
Attachment - 19 (1255-Bibliography)	e295
Attachment - 20 (1256-RIDE Resumes)	e299
<b>6. Budget Narrative Form</b>	e328
Attachment - 1 (1235-Budget Narrative)	e329
<b>7. Project Objectives and Performance Measures Information</b>	e352
<b>8. Form ED_524_Budget_1_4-V1.4.pdf</b>	e357
<b>9. Form ED_SF424_Supplement_4_0-V4.0.pdf</b>	e360
<b>10. Form ED_GEPA427_2_0-V2.0.pdf</b>	e362
<b>11. Form ED_Evidence_2_0-V2.0.pdf</b>	e365

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/21/2024

4. Applicant Identifier:

RI's CLSD Grant

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

2725.220.02

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

\* c. UEI:

### d. Address:

\* Street1:

255 Westminster Street

Street2:

\* City:

Providence

County/Parish:

Rhode Island

\* State:

RI: Rhode Island

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

02903-3414

### e. Organizational Unit:

Department Name:

Instruction, Assessment & Curr

Division Name:

Teaching and Learning

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

\* First Name:

Phyllis

Middle Name:

\* Last Name:

Lynch

Suffix:

Ph.D.

Title:

Director, Instruction, Assessment, & Curriculum

Organizational Affiliation:

RI DOE

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S371C240008

Page e4



## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

### Type of Applicant 2: Select Applicant Type:

### Type of Applicant 3: Select Applicant Type:

### \* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.371

### CFDA Title:

Comprehensive Literacy Development

### \* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

### \* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

### 13. Competition Identification Number:

84-371C2024-1

### Title:

Comprehensive Literacy State Development (CLSD) Program

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Establishing Coherent Systems for Literacy Instruction

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

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**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="40,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="40,000,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

RI Department of Elementary and Secondary Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. \* First Name: Lisa Middle Name:   
\* Last Name: Odom-Villella Suffix:   
\* Title: Deputy Commissioner, Instructional Programs

\* SIGNATURE:

\* DATE: 06/21/2024

## Abstract

An abstract is to be submitted in accordance with the following:

### 1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

\* Attachment:

## **ABSTRACT: Establishing Coherent Systems for Literacy Instruction**

**Goals:** Rhode Island's CLSD grant proposal includes four goals to be accomplished by the end of the five-year grant timeframe. 1) Every subgrantee will improve the quality of literacy instruction through working with a state endorsed literacy coach. 2) Every subgrantee will provide student experiences that are aligned and coherent across Tiers I, II, III by implementing evidence-based and intentionally aligned instruction and interventions. 3) Every subgrantee will develop a cooperative agreement with an Educator Preparation Provider to implement high quality literacy instruction with preservice and practicing educators with the goal of aligning a vision for literacy instruction from Birth through PK12. 4) By 2028, Educator Preparation Providers will prepare all graduates to demonstrate proficiency in the HQCM competencies in addition to the Science of Reading and Structured Literacy competencies (May 2025). **Expected Outcomes:** RIDE proposes a plan to achieve, over the life of the grant: 1) Increase in the percentage of students who meet or exceed literacy proficiency by 20%. 2) 50% increase in use of literacy look fors tool by the end of the grant period 3) Increase average score on literacy look fors tool by 30% 4) Increase score on 75% of instructional coherence audit indicators 5) 50% increase in the number of preservice and practicing educators proficient in the HQCM competencies. **Activities:** If awarded, Rhode Island will engage in the following activities to implement the grant goals and objectives and achieve the intended outcomes. **Competitive Preference Priorities:** Rhode Island's CLSD grant proposal addresses Competitive Preference Priority #1- Coordination with Institutes of Higher Education, Competitive Preference Priority# 2- Addressing the Impact of COVID-19 on Students, Educators, and Faculty and Competitive Preference Priority #3- Equity in student access to educational resources and opportunities.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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## Table of Contents

Need for Project.....	1
Project Design.....	10
Project Services.....	33
Management Plan.....	40
Project Evaluation.....	47

## Appendix

1. 2023-2024 Use of HQCM for ELA
2. Right to Read Act Guidance Document
3. PLP Guidance (Revised May 2024)
4. Literacy Action Plan (draft, May 2024)
5. HQCM Competencies (2024)
6. CLSD Site Visit Tool 2020-2024
7. Rhode Island's Strategy for Improving Outcomes for Multilingual Learners
8. RICAS English Language Arts/ Literacy Statewide 2020-21, 2021-22, 2022-23
9. Science of Reading/ Structured Literacy Syllabi Refinement Tool and Resource Bank
10. Coaches Corps Draft Professional Learning Scope and Sequence
11. CLSD Needs Assessment Data
12. CLSD Glossary of Terms
13. CLSD Grant Figure
14. Letters of Support
  - a. Department of Human Services, Office of Child Care
  - b. Educator Preparation Providers
  - c. Local Education Agencies

## **Establishing Coherent Systems for Literacy Instruction**

### **I. Need for Project**

#### **Background**

As the nation's smallest state, Rhode Island (RI) educates approximately 138,000 students PreK-12 in 64 local educational agencies (LEAs); 37 traditional school LEA/ CBOs, 23 charter schools, and 4 state-operated schools. Within these institutions, 47% are classified as low-income, 17% are receiving special education services or are differently-abled, and 13.5 % are English Language Learners (ELLs) or multilingual learners (MLLs). Rhode Island has had a 105% increase in the number of multilingual learners since the 2013-2014 school year (from 8980 in 2013-2014 to 18,422 in 2023-2024).

Rhode Island has an estimated 850 licensed childcare providers, including early learning programs, family child care homes and public preschools that can service over 35,000 children birth through age 5. 780 of the 850 programs participate in Rhode Island's Quality Rating System (QRIS)m Bright Stars, with 113 achieving a High-Quality Rating. Rhode Island's early learning providers serve approximately 3,477 students ages 3-5 in PreK and Head Start programs, 1,700 children with disabilities, including behavioral health needs, in inclusive preschool settings, and have 13,159 slots for preschool children in center and home-based childcare programs.

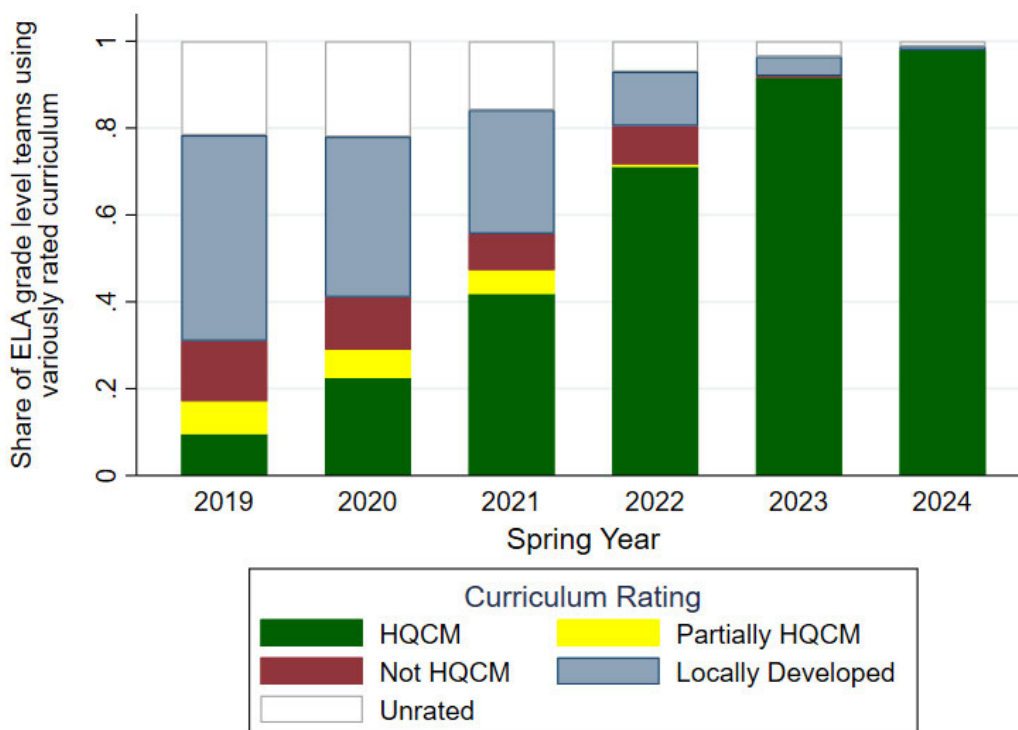
In the five years since applying for its current Comprehensive Literacy State Development grant, the nation's smallest state has made large leaps forward to guarantee that all students have access to an excellent literacy education. Rhode Island's embrace of the Science of Reading and Structured Literacy (SOR/SL), coupled with the imperative that schools across the state adopt and implement high-quality curriculum materials, has led to a system-wide shift in how students in the state are nurtured to become proficient readers.



## Summary of Current Initiatives

The systemic conditions for increasing literacy achievement are favorable in Rhode Island. Two pieces of state legislation support RIDE’s literacy instructional priorities.

In 2019, [RIGL§ 16.22.30-33](#) (“An Act Relating to Education-Curriculum”) was passed which requires the Commissioner of Elementary and Secondary Education, and RIDE, to accomplish the following: 1) Develop statewide academic standards and curriculum frameworks; 2) Identify at least five (5) examples of high-quality curriculum and materials for each of the core subject areas (English Language Arts, Mathematics, & Science); 3) Support LEAs in the selection and implementation of curriculum materials. As shown in Appendix 1, high-quality curricular materials were being used in less than 10% of classrooms when the law was passed. To date, a total of 58 LEAs have fully adopted high-quality literacy curriculum, and 1 LEA received a waiver. RIDE’s list of approved curricula is published and updated each year since 2020 and a state Literacy Instructional Framework was published in October 2021.



The [Rhode Island Gen. Law § 16-11.4-6](#) (“Right to Read Act”) was passed in 2019 and amended in 2022, which required educators to either demonstrate *proficiency* or *awareness* in the Science of Reading and Structured Literacy by 2025. To date, 61% of teachers demonstrate *proficiency* in the Science of Reading and Structured Literacy, and 66% of teachers currently demonstrate *awareness*. Overall, 66% of teachers in the State of Rhode Island have met the requirements outlined in the legislation.

Emerging research from Mississippi's K-3 early literacy professional development initiative suggests that professional learning in the Science of Reading (SOR) and Structured Literacy (SL) has increased teacher knowledge of early literacy skills and the quality of early literacy skills instruction and student engagement.<sup>1,2</sup> Rhode Island’s professional learning model, connected to the RI Right to Read Act, was fueled by the national Right to Read movement catalyzed by the work in Mississippi.

Rhode Island has robust professional learning requirements related to the Science of Reading and Structured Literacy. Educators are expected to show either *awareness* or *proficiency* in the Science of Reading/Structured Literacy Training Competencies that include but are not limited to: knowledge and skills related to the reading process, science of reading research, structured literacy, phonology, phonics, decoding, encoding, vocabulary, comprehension, differentiating and scaffolding instruction, and using assessment data (see appendix 2). *Proficiency* training totals 45-100 hours of professional learning for educators with built-in reflection and application time, a significant indication of Rhode Island’s commitment to improving literacy instruction.

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<sup>1</sup> Folsom, Jessica, et. al 2017.

<sup>2</sup> Novicoff, S., & Dee, T. S. 2023.

RIDE published updated Personal Literacy Plan (PLP) Guidance in May 2024 (see appendix 3) aimed at assisting LEAs with developing personal literacy plans and establishing a coherent system for PLP implementation. In addition, RIDE is updating (anticipated Fall 2024 completion) the goals in its Literacy Action Plan (see appendix 4) to set forth a bold vision for literacy instruction by 2030. The updated guidance supports educators applying new knowledge in providing research-based literacy instruction and interventions through PLPs.

RIDE has legislation, systems, and associated training to accomplish Competitive Preference Priority #1: a) Coordinate with IHEs in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods. (b) Review and update, in collaboration with teachers and IHEs, State licensure or certification standards in the area of literacy instruction in early education through grade 12.

The Right to Read Act required each state-approved educator preparation provider to implement a program to prepare teachers to teach reading with scientific reading instruction and structured literacy instruction; aligned with, but not limited to, the content measured by the stand-alone reading assessment adopted by the Rhode Island Board of Education Act. Rhode Island Educator Preparation Providers (EPPs)<sup>3</sup> have shifted syllabi and instructional models for pre-service teachers to align with the research regarding how students learn to read. 87% of Educator Preparation Providers in the state requiring *proficiency* are “Fully Approved” by RIDE and 100% of Educator Preparation Providers requiring *awareness* are “Fully Approved”. RIDE anticipates that all EPPs will be fully approved by Fall of 2024.

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<sup>3</sup> Because Rhode Island has a mix of Institutes of Higher Education and alternate pathways for teacher certification, we refer to Educator Preparation Providers (EPPs) throughout the application.

Our state is on track to meet the goals set forth by the legislation but the imperative work to integrate the SOR/SL and HQCM is needed so that systems, leaders, and educators across the state are equipped with the knowledge, and skill to effectively implement high quality, evidence-based literacy instruction.

RIDE has supported EPPs through syllabi revision to ensure coursework prepares candidates to teach using SOR/SL. Supports included a syllabi revision tool, reference documents, technical assistance meetings, peer coaching/feedback, and reviews of all syllabi and course materials.

While EPPs have integrated the Science of Reading and Structured Literacy into courses for candidates graduating May 2025, data collected through the RAND <sup>4</sup> study showed that 55% of RI respondents said their teacher preparation program emphasized how to develop their own lesson and unit plans and only 5% reported that their programs emphasized skillfully using and modifying curricula provided to them. This indicates that EPPs have not yet fully embedded high quality curriculum materials into their coursework. In response to these findings, RIDE participated in two initiatives funded by the Council of Chief State School Officers (CCSSO) to support EPPs with the integration of HQCM into their programs.

RIDE established a cross-sectional leadership group<sup>5</sup> and partnered with TNTP to provide technical assistance, facilitating convenings and building collaboration broadly across the group. The leadership group focused on building an understanding of what HQCM looks like in practice and revising the draft Rhode Island HQCM Professional Learning Educator Competencies (see

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<sup>4</sup> RAND American Educator Panels, American Teacher Panel, “2023 ATP American Instructional Resources Survey”, survey questionnaire, RAND Corporation, Santa Monica, CA, July 2023.

<sup>5</sup> Six faculty members from Rhode Island College (RIC) and the University of Rhode Island (URI), ten leaders from the Providence, Central Falls, and Lincoln school LEA/ CBOs, and 12 RIDE staff from the Instruction, Assessment, and Curriculum and Educator Excellence and Certification Offices, as well as the 2024 Rhode Island Teacher of the Year.

appendix 5) to reflect what educators must know and be able to do throughout their pre-service and in-service experiences. While the HQCM Competencies are a springboard for preservice and practicing educators to build knowledge and familiarity with HQCM, RI needs to reach a broader audience with this work and establish formal pathways for the HQCM Competencies to be integrated into coursework and aligned with the SOR/SL Competencies.

### **Impact of CLSD**

Funding and support from the Comprehensive Literacy State Development (CLSD) program has fostered the implementation of best practices in literacy across the state and supported efforts in meeting the legislative requirements. Despite the pandemic, RIDE was able to evaluate applications and issue forty subgrants on time in 2020 with minimal revisions to goals, measures, or outcomes, maximizing the impact of the funding on students at a most vulnerable time for students. Over thirty LEAs and community-based organizations (CBO) receiving CLSD funds chose activities aligned to supporting implementation of high-quality curriculum materials (HQCMs) and professional learning connected to both those HQCMs and the SOR/SL.

The RIDE CLSD team conducted annual site visits to all subgrantees for the term of the past grant to monitor project outcomes and provide feedback to subgrantees on the implementation of their CLSD grants. A classroom visit tool was developed to monitor subgrantee progress in 1) lesson delivery 2) student engagement and 3) student learning, all connected to implementation of literacy HQCM (see appendix 6). While observation scores across all indicators on the rubric steadily increased each year of monitoring (FFY 22- average observation score of 51%, FFY 23- average observation score 59%, FFY 24- average observation score 66%), the pandemic had impacts on student learning<sup>6</sup> that will take years of focus on deep literacy implementation support

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<sup>6</sup>The Educational Opportunity Project at Stanford University. 2024.

to counteract, with student engagement and student learning as particular areas of needed improvement.

### **Defining the Need**

Rhode Island has successfully built the foundation over the last 5 years but now is not the time to lose momentum. With a growing multilingual learner population to serve, and continuing recovery efforts following the COVID19 pandemic, it is time to clearly signal what effective literacy instruction looks like across tiers of instruction and provide support for achieving that vision.

Rhode Island has the 5th highest percent of multilingual learners across all states according to the 2020 National Center for Education Studies data release on ELL growth by state. The only states that had a higher percentage of multilingual students were Texas, California, New Mexico, and Nevada (see appendix 7). In addition, the number and proportion of multilingual learners has increased over the last ten years. In 2013-2014, the state had 8,980 multilingual learners. By 2023-2024, that number had risen to 18,422, two times as many MLLs enrolled in Rhode Island schools. In the last five years, the multilingual learner population has grown from 9.9% of our students to 13.5% of our students. Multilingual learner enrollment in Rhode Island schools has increased significantly (+30%) while statewide overall enrollment has declined (-5%) (appendix 7).

Though the percentage of recently exited English Language Learners meeting or exceeding expectations on the Rhode Island Comprehensive Assessment System (RICAS) (grades 3-8) has steadily increased over the last three years, from 24.2%% in 2020-21 to 28.9% in 2022-23, the opportunity gap persists when compared to performance results for non-ELL students (37.2% meeting or exceeding expectations in 2022-23). 5.2% of current English Language Learners met or exceeded expectations in 2022-23. Opportunity gaps for differently-abled students

also remain persistent and disparate; 5% of students in this subgroup met expectations in 2020 and 5.7% met expectations in 2022-23 (appendix 8)

Similar trends persist for the SAT which is the RI state assessment for high school. 35.9% of recently exited English language learners met or exceeded expectations on the SAT in 2020-2021. This percentage increased to 39.2% in 2022-2023. In contrast, 52% of non-ELL students met or exceeded expectations on the SAT in 2020-2021 and 53.9% of non-ELL students met or exceeded expectations in 2022-2023 (appendix 8)

Gaps are also apparent for differently-abled students with 9.7% of students with disabilities meeting or exceeding expectations on the SAT in 2020-2021 (compared with 53.3% of students without disabilities meeting or exceeding expectations), and 12.3% of students with disabilities meeting or exceeding expectations in 2022-2023 (compared with 54% of students without disabilities meeting or exceeding expectations). There has been some positive movement for multilingual learners and students with disabilities over the last four years, but the improvements are not enough to change the trajectory for student learning and success post-high school.

While the need is acute for multilingual learners and differently-abled students, there is room for improvement across all student groups. The percentage of students meeting or exceeding expectations in literacy on the Rhode Island Comprehensive Assessment System (RICAS) has remained stagnant at approximately 30%, and the percentage of students meeting or exceeding expectations on the SAT hovered at approximately 48% (appendix 8).

Evidence shows that teachers often need additional support and training to implement research-based strategies into their daily practice.<sup>7</sup> Rhode Island educators need more professional learning, tools and protocols, and shoulder-to-shoulder support to skillfully modify lessons from

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<sup>7</sup> Joyce, K. E., & Cartwright, N. 2020.

HQCMs and use what they know about the Science of Reading and Structured Literacy to deliver engaging and rigorous lessons that meet the needs of their students.

RIDE’s CLSD site visits revealed that while teachers are beginning to deliver lessons from HQCMs during core instruction (average Lesson Delivery observation score of 79% in FFY 24<sup>8</sup>), student engagement and student learning remains an area for increased focus and improvement (average student engagement score of 61% in FFY 24<sup>9</sup>, student learning observation score of 53% in FFY24<sup>10</sup>). Data from the most recent RAND report for Rhode Island indicated that 22.8% of teachers reported receiving no professional learning on how to implement classroom materials, 37.7% received just 1-5 hours, and merely 9.8% received more than 20 hours. This teacher perception data helps to explain “why” students are not demonstrating mastery of the content or meaningful engagement during the literacy block. Teachers need more exposure to professional learning and expert support to skillfully execute high quality instruction.

The impact of limited professional learning opportunities and low scores on student learning strands of the observation tool is corroborated by the statewide student achievement data collected over the last three years. The observation data and student achievement data signal that implementation of high-quality curriculum materials, leading to effective instruction, is still a critical area of need for LEA/ CBOs across the state. A consistent challenge that LEA/ CBOs face is integrating knowledge and skill gleaned through training on the Science of Reading and

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<sup>8</sup> Site Visit Indicators for Lesson Delivery: 1) High quality instructional materials are utilized in delivering lessons. 2) There is evidence of purposeful planning, utilizing resources from HQCM to support the needs of all students, including differently-abled students and multilingual learners.

<sup>9</sup> Site Visit Indicators for Student Engagement: 1) Students are actively engaged in learning experiences from the curriculum (grade level texts and tasks), 2) Students are answering the questions, engaging in writing, or working with text from the curriculum, 3) Students are actively thinking about and discussing the work of the lesson with each other as indicated by the curriculum.

<sup>10</sup> Site Visit Indicators for Student Learning: 1) Student learning and work quality is actively monitored. 2) Students receive feedback on work and misconceptions are clarified.



Structured Literacy and translating that into classroom instruction using high-quality curriculum materials.

In our recent visits across the subgrantee LEA/ CBOs this Spring 2024, common questions emerged: How can we implement the curriculum materials with integrity while incorporating what we learned in our awareness/ proficiency courses? How can we take action based on literacy assessment results while maintaining fidelity to the scope and sequence from our HQCM? How does core instruction relate to Tier II and Tier III instruction? What should literacy learning “look like” in my classroom and how much time should I dedicate to different areas of literacy? How can our teachers create high-interest, engaging, and meaningful learning experiences using high-quality instructional materials with integrity?

The data lays bare the critical need for an increased focus on improving implementation of high-quality curriculum and evidence-based literacy practices so that all Rhode Island students can “think critically and collaboratively and act as creative, self-motivated, culturally and globally competent learners”.<sup>11</sup> Educators need to implement strategies to support all learners, but particularly MLLs and differently-abled students, in accessing and engaging with core grade level curriculum. By planning and internalizing curriculum and collecting and analyzing classroom data formatively and regularly with the support of a coach, teachers can deliver instruction that is more engaging and results in better student learning.

## **II. Project Design**

### **Moving the Work Forward**

The message, anecdotally voiced by educators across the state, resulting from our work on HQCM with educator preparation providers, and explicit in the data, is clear: a strategic, statewide

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<sup>11</sup> *Rhode Island Department of Education*, 2024

focus on successful literacy instructional implementation (see appendix 8) across all levels is necessary to transform favorable conditions into positive outcomes for student learning. We see the need for greater coherence through stronger implementation:

- **To enhance the student literacy experience:** If leaders and teachers receive coaching that integrates clear guidance, tools, professional learning, modeling and instructional implementation feedback, then they will be able to effectively adapt and deliver effective lessons for all students, especially differently-abled students and multilingual learners, while upholding the integrity and rigor of high quality curriculum.
- **To connect the dots between different state literacy policies influencing classroom instruction:** If leaders and teachers receive coaching that integrates clear guidance, tools, professional learning, modeling, and instructional implementation feedback, then they will be able to synthesize what they have learned about the Science of Reading and Structured Literacy while implementing high quality curriculum materials with integrity.
- **To streamline learning experiences for preservice and practicing educators:** If preservice teachers and administrators observe classrooms with a mental model of high-quality instruction, guided by classroom “look fors” aligned to evidence-based literacy practices, then they will be better prepared to deliver high quality instruction that meets the shared expectations of Rhode Island LEA/ CBOs on day one in the classroom.
- **To align practices and expectations across systems of early childhood service providers.** If organizations such as Head Start, CBOs, public schools, and family child care can establish common expectations, early learners in Rhode Island will receive high-quality, developmentally appropriate literacy instruction that will lead to greater coherence and alignment from PreK experiences to K-12 education settings.

Building off of the positive momentum from the first iteration of the grant, Rhode Island’s proposed CLSD project has four main goals to be accomplished by the end of the five-year grant timeframe:

- Every subgrantee will improve the quality of literacy instruction through working with a state endorsed literacy coach.
- Every subgrantee will provide student experiences that are aligned and coherent across Tiers I, II, and III by implementing evidence-based and intentionally aligned interventions.
- Every<sup>12</sup> subgrantee will develop a cooperative agreement with an Educator Preparation Provider to implement high quality literacy instruction with preservice and practicing educators with the goal of aligning a vision for literacy instruction from Birth through K12.
- By 2028, Educator Preparation Providers will prepare all graduates to demonstrate proficiency in the HQCM Competencies in addition to the Science of Reading and Structured Literacy Competencies (May 2025).

**1. Every subgrantee will work with a state-endorsed coach to improve the quality of literacy instruction.**

Problem Statement					
Educators across Rhode Island have knowledge of the SOR/SL. They are equipped with the requisite high quality curriculum materials. However, making sense of these components and translating them into effective instructional practice is a complex and time-intensive process, especially considering that the HQCMs are newly adopted and do not account for individual student and classroom needs.					
<b>Goal 1:</b> Every subgrantee will work with a state-endorsed coach to improve the quality of literacy instruction.					
Needs	Inputs	Activities	Outputs	Outcomes	Impact

<sup>12</sup> Some early learning programs will likely not have partnership agreements as they do not all have certified staff. This will be an optional activity for those early learning centers. Therefore, RIDE will work with early learning centers and provide technical assistance to ensure alignment.

<p>Teachers need additional support to connect the dots between the training they have received, the curriculum they are implementing, and best practice for engaging students and monitoring their learning.</p> <p>Coaches help teachers make these connections, leading to changes to their daily instructional practice.</p>	<p>Subgrantees will receive funds to hire a literacy coach.</p> <p>RIDE will create a statewide training scope for literacy coaches.</p> <p>RIDE will create Coaching Competencies to outline key knowledge and practices for literacy coaches.</p>	<p>Coaches Corps: Coaches will receive professional learning connected to the key areas of need (internalizing, adapting HQCM, integrating SoR and Structured Literacy, adapting for multilingual learners and differently-abled students, supporting Tier II and Tier III instruction)</p> <p>Coaches will use resources from professional learning to implement Coaching Competencies within their practice.</p> <p>Coaches will support implementation of the curriculum protocols and the literacy “look fors” tool that includes indicators aligned to current areas of need in literacy instruction including student engagement, student learning, and integration of SOR/SL</p>	<p>Coaches will receive a RI Coaching Endorsement certification, signaling demonstration of the Coaching Competencies.</p> <p>Coaches will engage in walk throughs using the literacy “look fors” tool to collect data on student engagement and student learning in literacy.</p> <p>Teachers will engage in intellectual preparation (internalizing and annotating units and lessons), observe model instruction, and receive feedback from a trained coach.</p>	<p>Demonstration that teachers are able to use HQCM and skillfully adapt lessons to increase student engagement and learning. This will result in an increase in scores on the literacy “look fors” tool, specifically strands related to instruction and student engagement for multilingual learners and differently-abled students.</p> <p>Increase in student performance on K-2 literacy screener, RICAS, SAT.</p>	<p>Close the opportunity gap for multilingual learners and differently-abled students in Rhode Island, improve results for all students.</p>
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Instructional coaching is considered “a key lever for improving teachers’ classroom instruction and for translating knowledge into new classroom practices” that can have “large positive effects... on teachers’ instructional practice.”<sup>13</sup> Coaches provide feedback to teachers about key growth areas and offer strategies for improving practice. This leads to changes in teacher beliefs and actions driving improvements in student outcomes.<sup>14</sup> <sup>15</sup> Coaching is “an equally effective intervention [for] teachers working at all school levels,” and is more successful when it focuses on subject-specific instructional practices rather than building content knowledge alone.<sup>16</sup> <sup>17</sup> Evidence suggests the most effective forms of coaching utilize instructional resources teachers already use—for example, curricular materials—to hone teacher mastery in implementing these tools to produce student learning.<sup>18</sup> <sup>19</sup>

Job-embedded literacy coaching, focused on strengthening teachers in implementing evidence-based practices in their classrooms over a sustained period, can lead to improvements in student learning when coupled with professional learning opportunities and support for school leadership to sustain improvements.<sup>20</sup> Coaches “serve as resources in bridging the gap between professional development experiences and classroom instruction.”<sup>21</sup> Working with a coach provides a thought-partner that assists teachers in designing student literacy experiences aligned to expectations but also high-interest and engaging.<sup>22</sup> Positive impacts on instruction and achievement are even more pronounced when the coaching format leverages collaboration and

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<sup>13</sup> Kraft, M.A., Blazar, D., Hogan\*, D. (2018)

<sup>14</sup> *Ibid*

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<sup>16</sup> Hill, H. C., & Papay, J. P.

<sup>17</sup> Kraft *et. al*

<sup>18</sup> *Ibid*

<sup>19</sup>

<sup>20</sup> Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015)

<sup>21</sup> Brown, Carmen (2016)

<sup>22</sup> *Ibid*

reflection amongst peers through small group trainings.<sup>23 24 25</sup> Evidence shows working with a coach increases the likelihood that an educator will adopt new teaching practices, which is key for translating theory to practice.<sup>26 27</sup>

Rhode Island does not currently espouse statewide expectations for coaching; the result is that there is no consistency of practice or standards for coaching of leaders or educators in literacy. Educators across Rhode Island have knowledge of the Science of Reading and Structured Literacy. They are also equipped with the requisite high quality curriculum materials. However, making sense of these components and translating them into effective instructional practice is a complex and time-intensive process. In order for students to be engaged in learning and meet and exceed grade level standards, teachers need more support.

To overcome these challenges, RIDE proposes the creation of the first Rhode Island Reads Coaches Corps and associated Rhode Island Reads Coaching Endorsement. The endorsement, achieved at the end of a two-year period, will be aligned to a set of Coaching Competencies and associated training experiences that are centered on overcoming the key service gap of implementing evidence-based literacy instruction (see professional learning scope below). The scope of professional learning will include explicit strands for coaching on effectively internalizing and implementing high quality curriculum materials, adapting for multilingual learners and differently-abled students, coaching across tiers of instruction, and integrating best practice in the SOR/SL. Through the coaching endorsement, Rhode Island coaches will norm on common expectations and models of support for providing job-embedded coaching and feedback in literacy.

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<sup>23</sup> Kraft et. al

<sup>24</sup> Russ, R. S., Sherin, B. L., & Sherin, M. G. (2016)

<sup>25</sup> Hill, H. C., Beisiegel, M., & Jacob, R. (2013)

<sup>26</sup> Kraft et. al

<sup>27</sup> Postholm, M. B. (2012)

The intended outcome is that students across the state will have access to literacy instruction that is aligned *and* engaging, leading to improvements in student learning measured by classroom observation and formative and summative literacy assessments.

The professional development would be designed in a “train the trainer” format so that coaches are able to take components of the training and redeliver this training to educators in their LEA/ CBOs and schools. Grant funding would enable LEAs and CBOs to hire and onboard a coach that would participate in the professional learning series and earn the coaching endorsement at the end of the two-year period.

Some LEA/ CBOs and early learning programs in the state already have educators serving in coach roles, and this grant would enable those LEA/ CBOs and programs to fund additional coach(es) as appropriate or provide support for current coaches or instructional leaders to receive training through the Coaches Corps. All LEAs and CBOs would send at least one representative to participate in the RI Reads Coaches Corps as a condition for the receipt of grant funding.

The result is that every subgrantee will have a coach that has participated in a consistent training scope and received the endorsement that will be based on literacy coaching competencies. Coaches will provide direct support to teachers using a literacy “look fors” tool (see goal 3 below for a rationale and full description) as a core resource, but also be trained to build the capacity of principals and other school leaders to serve as instructional leaders in their buildings, given that leader coaching can have a positive impact on student literacy outcomes.<sup>28</sup>

Coaches will do this by helping schools to skillfully implement high quality curriculum materials and the Science of Reading/Structured Literacy (SOR/SL). They will lead educators

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<sup>28</sup> Master, Benjamin K.; Schwartz, Heather; Unlu, Fatih; Schweig, Jonathan; Mariano, Louis T.; Coe, Jessie; Wang, Elaine Lin; Phillips, Brian; Berglund, Tiffany. (2022) p257-282

through unit and lesson internalization protocols, unit and lesson annotation<sup>29</sup> and engage in a consistent cycle of classroom observation and feedback using the literacy “look fors” tool.

As a state agency we are very cognizant that this funding opportunity, should we be awarded, is temporary funding. As part of any work, we do as a state, but particularly grant funded opportunities, we are always trying to emphasize activities that build local capacity to ensure sustainability of the systems and structures that were built through the work. Our rationale for funding coaches through this grant is twofold: 1) LEA/ CBOs and early learning programs will see the value-add of Literacy Coaches that have earned this endorsement and will have greater incentive to prioritize funding for this position. 2) The Coaches Corps will function like an effective, intensive intervention: if we push-in with high quality support over a five-year time frame, we will build capacity amongst all educators serving in sub grantee LEA/ CBOs and will demonstrate the impact of the work. 3) By working with EPPs we are transforming the learning experience for teacher candidates and ensuring that future

Teach for America’s model suggests that short term, high-impact investments of human capital can have positive effects on student learning.<sup>30</sup> The state-endorsed coach will be positioned as a literacy expert within the LEA/ CBO and will also be prepared through the Coaches Corps to train other leaders and educators across LEA/ CBOs on the curriculum internalization protocols and the use of the literacy “look fors” tool.

The literacy coach will provide knowledge of excellent literacy instruction, professional learning, and 1-1 thought partnership to leaders and teachers in their LEA/ CBOs. This

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<sup>29</sup> Lesson annotation is intended to make adjustments and additions to HQCMs to meet the needs of multilingual learners and differently-abled students

<sup>30</sup> Institute of Education Sciences. (2016, August). *Teach for America* (TFA).” Accessed 10 June 2024



collaboration will build the capacity of leaders and teachers to plan and execute literacy experiences that implement HQCM, the SOR/SL, are engaging, rigorous, and aligned to the RI Core State Standards. The impact of the literacy practices implemented through the coach will lead to increases in student engagement and student learning as measured by evidence-based literacy practices that comprise the literacy “look fors” tool. LEAs and CBOs will experience gains on evidence-based literacy screeners and assessments as well as report improvements in curriculum-specific assessments, leading to overall improvements on state assessments.

Additionally, coaches will be trained to build capacity amongst educators and leaders through high quality observation and feedback in year two of professional learning (see professional learning scope and sequence in appendix).

Through working with the state-endorsed literacy coach, educators and leaders will have the skills imparted to support all students, especially multilingual learners, and differently-abled students, in accessing the literacy core. To maximize the impact of the state-endorsed coaches over the life of the grant, RIDE will include a cap on the allotted number of days that state-endorsed coaches can be called upon to assume other common duties in the school building, such as substitute teaching, test coordination, etc.

**2. Every subgrantee will reimagine systems to deliver coherent and aligned instruction across tiers I, II, and III to all students.**

Problem Statement					
There is an opportunity gap in Rhode Island for Multilingual learner students and differently-abled students. Teachers report that they struggle to make adaptations to their instruction to meet the needs of these student populations using their HQCMs and applying learning from the SoR/SL training.					
<b>Goal 2:</b> Every subgrantee will reimagine systems to deliver coherent and aligned instruction across tiers I, II, and III to all students.					
Needs	Inputs	Activities	Outputs	Outcomes	Impact

Teachers need additional training and coaching to create high-interest, engaging literacy lessons utilizing HQCM, while integrating information from the SOR/SL training. A lack of coherence across the tiers of instruction for multilingual learners and differently-abled students which results in disconnected instruction and students not being able to fully benefit from services.	An LEA leadership team will be established or leveraged. LEAs will be given an opportunity to contract with a vendor to assist with carrying out this goal.	Conduct an audit of Tier I, Tier II, Tier III literacy instructional practices.  Choose from a list of optional grant activities based on the audit data/outcomes.	Subgrantees will submit a completed instructional coherence audit to identify the specific areas where students are not receiving instruction that meets their needs.  Subgrantees will create an instructional coherence plan to implement activities to close the gap.	Increase in scores on the literacy “look fors” tool, specifically on strands related to instruction and student engagement for multilingual learners and differently-abled students.  Increase score on instructional coherence audit tool.  Performance on state and HQIM assessments	Close the opportunity gap for multilingual learners and differently-abled students in Rhode Island.
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This goal is designed to assist subgrantees in evaluating current systems to support students, specifically multilingual learners, and differently-abled students, across tiers of instruction. This goal is aligned to competitive preference priorities # 2- Addressing the impact of COVID–19 on students, educators, and faculty and #3- Equity in student access to educational resources and opportunities.

While optional activities in RI’s last CLSD grant were designed to support multilingual learners and differently-abled students, it is now incumbent on all LEAs and CBOs to determine how to implement effective instruction for these student populations given the increasing numbers of identified students throughout the state and the learning loss that students have experienced resulting from the pandemic.

Because HQCM is fully adopted across the state, and teachers have the requisite training in the SOR/SL, the focus must shift to effective implementation of core instruction and interventions for all students, but most critically, for multilingual learners and differently-abled students. There is still work to do so that these practices are consistently and skillfully implemented in schools with measurable benefits for students.

When schools can increase the coherence of curriculum, assessment, and instruction, student performance also improves.<sup>31</sup> This is because curriculum, assessment, and instruction are mutually reinforcing. If the curriculum is high-quality, then teachers can create engaging learning experiences using the materials as a foundation. When a teacher's instructional practices are strong, the written curriculum is brought to life in the classroom. When assessments are rigorous and aligned, student learning can be measured, and teachers can make decisions to adapt both the curriculum and instruction to meet students' needs.

Further, when supplemental instruction (Tier II, Tier III) in vocabulary is directly aligned to Tier I content and includes explicit instruction, modeling, and opportunities to practice Tier I literacy content, students are also more likely to succeed.<sup>32</sup> Each of the grant activities are designed to increase the coherence of the instructional experience for students in Rhode Island, starting from birth to PreK and then in K-12 educational settings, across Tier I, II, and III instruction, and specifically for multilingual and differently-abled students. As a result of this grant initiative, RIDE will expect to see increases across rubric indicators for the instructional coherence audit, implementation of the instructional coherence plan, and ultimately, increases in student achievement on literacy screeners and state assessments as a result of implementing evidence-

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<sup>31</sup> Newmann, F., Smith, B., Allensworth, E., & Bryk, A. (2001a). 297–321

<sup>32</sup> Coyne, Michael D.; McCoach, D. Betsy; Ware, Sharon; Austin, Christy R.; Loftus-Rattan, Susan M.; Baker, Doris L. (2019) p163-179.

based supports. Coaching across the system using the literacy “look fors” tool (Goal 1) will bolster the quality of instruction, and the initiatives connected to this goal are meant to address any systemic barriers that are impeding the student literacy experience.

Required Activities for All Subgrantees: RIDE will use the What Works Clearinghouse practice guides and other research on supporting multilingual learners and differently-abled students across Tier I, II, and III instruction to create an instructional coherence audit rubric of current systems. All LEAs and CBOs will be required to audit current systems as a condition for the receipt of grant funding. Using this coherence audit, LEAs and CBOs will identify the discrete areas where best practice is taking place and students are engaging in the academic content to improve their language skills, and areas where students are receiving inconsistent and incoherent instruction that is potentially deepening their instructional misconceptions.<sup>33</sup>

To address the areas of improvement, subgrantees will be given options to implement evidence-based literacy practices from a list of approved grant activities. LEAs and CBOs will create and implement a coherence plan throughout the grant to monitor progress towards implementing the chosen activities.

Optional Activities for All Subgrantees: The What Works Clearinghouse Practice Guide “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School” recommends several key practices to improve academic outcomes for multilingual learners, such as: teaching a set of academic vocabulary words intensively across several days using a variety of instructional strategies (strong evidence), integrating oral and written language into content-area teaching (strong evidence) and providing small-group instructional intervention to students

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<sup>33</sup>TNTP. *Instructional Coherence: How Schools and Systems Can Support Clear and Consistent Teaching*. Accessed June 18, 2024

struggling in areas of literacy and English language development (moderate evidence).<sup>34</sup>

Additionally, the Improving Reading Comprehension in Kindergarten Through Third Grade Practice Guide for providing reading interventions includes suggestions such as building decoding skills, providing purposeful fluency, and comprehension building practices to make sense of text.

<sup>35</sup> Birth to PreK, Elementary, and Secondary subgrantees will all be given an opportunity to contract with a vendor to implement evidence-based literacy practices, aimed at ensuring multilingual learners and differently-abled students receive an instructionally coherent educational experience (Birth to PreK, ES, HS) in order to take action to implement their instructional coherence plan.

#### Birth to PreK:

Early educators and service providers will also be trained on conducting walkthroughs using the literacy “look fors” tool and will receive additional training to support multilingual learners, building off of work that was started under the state Preschool Development Grant (PDG) related to early interventions.

As part of a multilingual learner (MLL) initiative RIDE partnered with Center for Early Learning Professionals (CELP), American Institute for Research (AIR), Lee & Low Books, and Conscious Discipline to support teachers in implementing a Cultivating Oral Language Literacy Talent in Students (COLLTS<sup>36</sup>) pilot program, build capacity of CELP staff to support COLLTS

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<sup>34</sup> “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School”. (2014) Practice Guide: Institute of Education Sciences. WWC Find What Works! Accessed June 12, 2024. <https://ies.ed.gov/ncee/WWC/Docs/>

<sup>35</sup> “Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide. (2022) Institute of Education Sciences”. WWC Find What Works! Accessed June 12, 2024.

<sup>36</sup> *Multilingual Learning Toolkit*, accessed June 19, 2024, <https://www.multilinguallearningtoolkit.org>. American Institutes for Research. (n.d.). *Cultivating oral language and literacy talents in students (COLTS)*. Retrieved June 20, 2024, from <https://www.air.org/project/cultivating-oral-language-and-literacy-talents-students-collts>

work and provide high-quality professional development supporting young MLLs for RI PreK teaching and administrative staff.

Participants responded positively to the in-person COLITS session and the hands-on facilitation style of the presenter. Additionally, participants reported that the MLL Toolkit was accessible and easy-to-use, and CELP staff have also recommended its use within their programs. Through CLSD, RIDE would expand access to the COLITS program by enabling subgrantees to fund the training. RIDE would also expand access to the Multilingual Learning ToolKit, an online hub of resources for supporting multilingual children aged Birth-PreK. Additionally, the grant will incentivize Birth to PreK providers with time and resources to implement early literacy professional learning using recently developed coursework from the University of Rhode Island<sup>37</sup> including Early Language and Literacy Development courses focusing on language development in 0–5-year-old monolinguals and multilingual learners. The grant will also provide an opportunity for educators in community-based PreK programs to complete the *Emergent Literacy Reading Readiness in ECE* course through the Community College of Rhode Island (CCRI). RIDE will collaborate with CCRI through goals 3 and 4 to incorporate key content within this course using the SoR/SL Competencies and the HQCM Competencies.

Elementary: In addition to completing an audit of Tier I, II, and III instruction and creating a coherence plan, all subgrantees will be required to adopt and implement a state-approved literacy screener in grades K-2 and submit the data to RIDE. Based on the actions taken as a result of the grant activities, increased observation scores using the literacy “look fors” tool and increased

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<sup>37</sup> This is aligned to recommendation from the What Works Clearinghouse Practice Guide “Preparing Young children for School”

scores on the literacy screener in grades K-2 are expected across the life of the grant<sup>38</sup>.

There is strong evidence to suggest that after school programs, supported by a certified teacher overseeing the tutoring and implementation, can have a positive impact on student achievement.<sup>39 40 41</sup> Additionally, evidence suggests that implementing peer-assisted learning and literacy strategies in after school settings can have a potentially positive effect on literacy learning for early readers.<sup>42</sup> Connected to Competitive Preference Priority #3, Elementary subgrantees will be given an opportunity to develop or refine existing after school programs to increase students' exposure to evidence-based literacy instruction and practices. RIDE will also posit the opportunity for practicum teachers to become involved with after school programming as a component of the partnership agreements between EPPs and LEA/ CBO subgrantees.

#### Secondary:

Activities for secondary subgrantees include opportunities to implement a system for teaching morphology across the content areas, refine MTSS, adopt a high-quality Tier II intervention, and provide resources and support for literacy in after school settings. Subgrantees will also have an option to purchase and implement Strategic Adolescent Reading Intervention (STARI), a literature-focused, Tier II intervention for students in grades 6-9 who read two or more years below grade level with strong evidence on What Works Clearinghouse<sup>43</sup>.

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<sup>38</sup> These recommendations are aligned to What Works Clearinghouse Practice Guide "Providing Reading Interventions for Students in Grades 4-9"

<sup>39</sup> Jones, Curtis J.; Christian, Michael; Rice, Andrew (2016).

<sup>40</sup> Kilburn, M. R., Phillips, A., Gomez, C. J., Mariano, L. T., Doss, C. J., Troxel, W. M., Morton, E., & Estes, K. (2021).

<sup>41</sup>

<sup>42</sup> Institute of Education Sciences. (2012, May). *Peer Assisted Learning/ Literacy Strategies*.

<sup>43</sup> Kim, James S.; Hemphill, Lowry; Troyer, Margaret; Thomson, Jenny M.; Jones, Stephanie M.; LaRusso, Maria D.; Donovan, Suzanne (2017)

**3. Every subgrantee will develop a cooperative agreement with an Educator Preparation Provider to implement high quality literacy instruction with preservice and practicing educators with the goal of aligning a vision for literacy instruction from Birth - PK12**

<b>Problem Statement</b>					
RIDE, Educator Preparation Providers (EPPs) and LEAs/CBOs do not currently share a common vision of excellent literacy instruction supported by specific and observable classroom “look fors.” The gap is that pre-service educators struggle to integrate what they have learned in their educator preparation coursework with the real-world experience within their practicum and student teaching placement sites. There is a need for clarity regarding the specific actions pre-service and practicing teachers can take to implement excellent literacy instruction.					
<b>Goal 3:</b> Every subgrantee will develop a cooperative agreement with an Educator Preparation Provider to implement high quality literacy instruction with pre-service and practicing educators with the goal of aligning a vision for literacy instruction from Birth through K12.					
<b>Needs</b>	<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
RIDE, EPPs, LEAs/CBOs need to align on what excellent literacy instruction looks like in the classroom. This will be accomplished through the creation of a literacy “look fors” tool and focused partnership plans between EPPs and LEAs.	RIDE, LEAs, EPPs will form a consortium to carry out the work of the literacy “look fors” tool.  LEAs and EPPs establish partnership agreements.	RIDE, LEAs, EPPs co-create a literacy “look fors” tool to monitor specific and aligned instructional behaviors in classrooms. LEAs and EPPs outline partnership agreements aligned to implementing required and optional activities connected to CLSD Goal 2. State-endorsed coaches coordinate learning experiences in schools for preservice educators including participating in classroom learning walks, teacher unit	Preservice educators will engage in walk-throughs using the literacy “look fors” tool to collect information on student engagement and student learning in literacy. EPPs, LEAs/CBOs will implement partnership agreements to accomplish grant activities connected to CLSD Goal 2.  Preservice teachers gain	Using information that preservice educators collect from classroom walks, EPPs will have opportunities to better align learning experiences in coursework to the specifics of what is happening at placement sites and in classrooms. LEAs and EPPs will be able to leverage strengths to support	Preservice educators are prepared on Day 1 to integrate learning and facilitate effective literacy instruction.  Literacy outcomes for all students improve.



		and lesson internalization, access to professional learning opportunities. These all develop strong teacher mental models of well-implemented literacy instruction.	experience doing the work that they will engage in (unit/ lesson internalization and annotation, professional learning) before they graduate.	improvements in teacher practice, leading to an increase in scores on the literacy “look fors” tool, specifically on strands related to instruction and student engagement for multilingual learners and differently-abled students.	
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RIDE will form a consortium of EPPs and LEAs/CBOs to co-create a literacy classroom “look fors” tool that will serve as the basis of implementing and monitoring all CLSD grant activities. The original CLSD look fors tool was created by internal RIDE staff to monitor grant implementation. The indicators heavily focus on whether HQCMs are being used in the classroom setting. In contrast, the new literacy “look fors” tool will be used by a broader stakeholder group and is designed to ensure consistency of observation and feedback practices in the state. Preservice and practicing teachers will all use the same tool to signal a consistent vision for excellent literacy instruction. RIDE, EPPs, and LEAs/CBOs will have an opportunity to align on a consistent vision for what excellent literacy instruction looks like by creating the tool together. Perhaps most importantly, the creation of a new tool will give the stakeholder groups an opportunity to infuse references to evidence-based research practices in the tool itself.

Because LEAs, CBOs, and EPPs will all work together to create a consistent “look fors” tool, there will be greater opportunities to partner to conduct literacy walkthroughs in their schools.

Preservice educators will then be able to engage in classroom learning walks supported by the state-endorsed coach to understand examples and non-examples of literacy instruction that skillfully uses HQCM and supports multilingual and differently-abled students. This is a natural extension of the work with the CCSSO IMPD/ EPP Leadership group.

Aligned with Competitive Preference Priority #1, the EPPs will provide training to preservice educators in their courses to gain knowledge of and implement the tool. EPPs will partner with RIDE in training subgrantee and partnership schools on the use of the literacy “look fors” tool and support instructional walkthroughs in subgrantee LEA/ CBOs. Outside evaluators from the EPPs will provide support to RIDE in assessing the quality of implementation of the grant goals and objectives. Coaches from the RI Reads Coaches Corps will also use the literacy “look fors” tool as a core resource in their work. Data gathered from the walk throughs using the literacy “look fors” tool will be collected and shared with individual subgrantees to provide actionable feedback that is site-specific, and will also be used to inform project direction, additional workstreams, and areas for professional learning across all stakeholders (coaches in the Corps, school leaders through technical assistance, EPPs through IMPD work, etc.).

Additionally, each subgrantee will use grant funding to establish a partnership agreement with one Educator Preparation Provider. Through this partnership, the subgrantee and the EPP will work together to align vision and practices for excellent literacy instruction, supported by the common “look for” tool, and other key experiences for preservice educators such as participating in unit and lesson internalization and annotation protocols during professional learning. This will help to address a current gap in the preservice teacher experience: they spend more time creating and planning lessons rather than internalizing content from HQCMs.

As part of the subgrantee application, EPPs and LEA/ CBOs will work together to create a proposal that outlines the partnership terms, including but not limited to details such as: role and capacity of preservice teachers to support subgrantee schools, methods for conducting common walkthroughs and debriefs, demonstrated capacity to foster a literacy learning environment (culture of observation and feedback, HQCM-based professional learning, unit and lesson internalization and annotation, data analysis practices, etc.), and methods for collecting and analyzing data. We anticipate multiple opportunities for coherence using assessment data, such as the K-2 Early Literacy Screener becoming embedded within EPP courses.

Subgrantees will have an opportunity to also work with EPPs to design an action research project to implement a literacy practice or intervention with “Strong Evidence” on the What Works Clearinghouse. Examples of practices and interventions with strong evidence include (but are not limited to): Teaching Academic Content and Literacy to English Learners in Elementary and Middle School <sup>44</sup>, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade <sup>45</sup>, and Strategies to Improve Secondary Students’ Writing Skills <sup>46</sup>.

This goal also includes collaboration with leadership preparation providers within the state. There is a need to build the instructional leadership capacity of preservice and practicing administrators to engage in activities such as facilitating literacy walkthroughs and feedback conversations, overseeing content-based professional learning experiences, and steering the literacy vision in schools. The state endorsed literacy coaches will provide support to practicing building administrators and preservice administrators to engage in some of the activities listed

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<sup>44</sup> Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Institute of Education Sciences. Accessed June 12, 2024.

<sup>45</sup> " Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade." Institute of Education Sciences. Accessed June 12, 2024.

<sup>46</sup> "Strategies to Improve Secondary Students’ Writing Skills: Lessons from a WWC Practice Guide." Institute of Education Sciences. YouTube video, Accessed June 12, 2024,

above. Having preservice and practicing administrators working together will provide additional expertise within school buildings<sup>47</sup> RIDE will encourage subgrantees to establish partnership agreements with leadership preparation providers to promote evidence-based literacy implementation to promote stronger leadership practices.

The partnership between subgrantees and EPPs is mutually beneficial. This agreement will support the subgrantees by improving the pipeline for staffing as well as fostering an impetus for schools to develop a strong literacy culture. By aligning on a set of common expectations (common literacy, “look fors” tools, planning practices, supporting preservice teachers), the partnership will codify and advance excellent literacy practices in the school as a whole.

In addition, subgrantees will receive support with the implementation of HQCM and tenets of foundational reading in their buildings. Preservice teachers (including practicum students and student teachers) and aspiring administrators will have in-LEA/ CBO opportunities in subgrantee LEA/ CBOs that will foster an understanding of intellectual preparation, lesson annotation, participating in LEA/ CBO professional learning connected to HQCM, and observing/ debriefing literacy instruction using the common literacy “look fors” tool. Some of these experiences will occur prior to student teaching so that preservice teachers have an opportunity to “practice” the intellectual preparation actions prior to implementing these strategies into classroom instruction during student teaching placements.

The Coach Advisors (connected to Goal #1) will support as a liaison between EPPs and subgrantees to build capacity and partnership, as well as oversee learning experiences for the preservice teachers and aspiring leaders (opportunities to observe using the literacy “look fors” tool, opportunities to participate in professional learning and teacher planning/preparation).

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<sup>47</sup> Master, Benjamin K.; Schwartz, Heather; Unlu, Fatih; Schweig, Jonathan; Mariano, Louis T.; Coe, Jessie; Wang, Elaine Lin; Phillips, Brian; Berglund, Tiffany (2022). p257-282.

In addition, professors will be invited to enroll in the RI Reads Coaches Corps in order to build continuity between each of the grant goals and ensure that preservice educators are trained on the tool with a consistent message.

**4. By 2028, Educator Preparation Providers (teachers and leaders) will prepare all graduates to demonstrate proficiency in the HQCM Competencies in addition to the Science of Reading and Structured Literacy Competencies (2025).**

<b>Problem Statement</b>					
Preservice teachers do not currently engage in learning related to high quality curriculum resources in their courses even though that is what they will be expected to use as a teacher in Rhode Island once they graduate. Teachers report that their educator preparation provider prepared them to create units and lessons but not internalize or intellectually prepare to teach using high quality materials.					
<b>Goal 1:</b> By 2028, Educator Preparation Providers (teachers and leaders) will prepare all graduates to demonstrate proficiency in the HQCM Competencies in addition to the Science of Reading and Structured Literacy Competencies (2025).					
<b>Needs</b>	<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
Preservice teachers need exposure to HQCMs prior to their practicum and student teaching experiences.	The HQCM Competencies were created by a consortium of EPPs, LEAs, and RIDE.	Provide professional learning on HQCM Competencies and supporting resources to EPPs.	HQCM resource bank/ toolkit to support EPPs integrating the competencies, literacy look for tool, and unit, lesson internalization and annotation into coursework	Increase in the number of preservice teachers proficient in the HQCM Competencies upon graduating from a RI EPP.	New teachers are prepared on Day 1 of their careers to implement high quality curriculum and integrate best practices in the So R/SL into their instruction. Subgrantees will spend less funding providing literacy training to new teachers and can reallocate resources to direct supports for students and deeper ongoing training for interventions.

Rhode Island already requires that all students that graduate from Educator Preparation Providers meet expectations for either *awareness* or *proficiency* in the Science of Reading and Structured Literacy. All students who graduate in May 2025 from a Rhode Island university, college, or EPP will have met expectations for *awareness/ proficiency*.

Through this goal, RIDE would provide additional professional learning and support to EPPs about how to integrate and align learning on the Science of Reading and Structured Literacy within the context of HQCM, using both sets of Competencies to guide and inform the creation of the literacy “look fors” tool. The process of creating the literacy “look fors” tool and additional support for intellectual preparation is a mechanism to bridge and develop alignment between these complementary initiatives so that the result is preservice educators and aspiring leaders are proficient in both the SOR/SL Competencies and the HQCM Competencies.

The Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool and Resource Bank for Syllabi Enhancement were created together by RIDE and EPP partners to help Rhode Island Educator Preparation Providers refine their syllabi to meet the requirements of the Rhode Island Right to Read Act (see appendix 9). This tool and resource bank are aligned to the RI SOR/SL Competencies.

The intention of this goal is to build on the momentum Rhode Island is experiencing by integrating the HQCM Competencies, developed in partnership with TNTP and the aforementioned leadership group, into coursework at institutes of higher education and educator preparation Providers, in addition to the established SOR/SL Competencies.

This is connected to Competitive Preference Priority #1. Our work in the field has revealed that while preservice teachers are gaining valuable knowledge about the SOR/SL within their prep courses, they are then expected to implement that learning using high quality curriculum materials

at their job placements and need additional support to make sense of how to approach this and make instructional decisions.

RIDE will be able to strengthen and monitor the integration by providing professional learning on HQCM for EPPs, creating a Syllabi refinement tool similar to what was provided for the Science of Reading and Structured Literacy, and organizing a resource bank connected to the competencies. In addition, preservice teachers will receive additional exposure to intellectual preparation protocols such as unit and lesson unpacking during their practicum and student teaching experiences in LEAs/CBOs. The unit unpacking and lesson internalization and annotation protocols that will be utilized within the Coach's Corps and LEAs will also be made available in the resource bank for professors to integrate into their coursework, adding another layer of alignment and coherence for preservice and practicing educators. The resource bank will include additional supports for professors to integrate these resources into their coursework.

To achieve these four goals and track our progress throughout the grant period, we developed objectives for each subgroup of the grant: (A) Birth to PreK, (B) K to Grade 5, and (C) Grades 6 - 12. Every subgrantee will be required to collect baseline and annual data for each of these objectives.

	2024 Objectives	5-year Grant Outcomes(s)
B to Pre K	<b>A1:</b> Increase number of state-endorsed coaches providing quality feedback and support for literacy instruction serving Rhode Island schools <b>A2:</b> Increase the number of supports and interventions for struggling early learners. <b>A3:</b> Optional- LEAs and CBOs will develop a cooperative agreement with at least one preparation provider that aligns literacy instruction expectations.	<ul style="list-style-type: none"> <li>- 50% increase in use of literacy “look fors” tool by the end of the grant period.</li> <li>- Increase average score on literacy “look fors” tool by 30%.</li> <li>- Increase in PreK students who meet or exceed benchmark on the Language and Literacy Domains of Cognitive Toy box assessment by 20%</li> </ul>
K-5	<b>B1:</b> Increase number of state-endorsed coaches	<ul style="list-style-type: none"> <li>- 50% increase in use of literacy “look fors”</li> </ul>

	<p>serving Rhode Island schools</p> <p><b>B2:</b> Increase the number of students receiving an instructionally coherent experience in Tiers I, II, III</p> <p><b>B3:</b> All LEAs will develop a cooperative agreement with at least one educator preparation provider that aligns literacy instruction expectations.</p> <p><b>B4:</b> Increase the number of preservice and practicing educators proficient in the HQCM Competencies in addition to the SOR/SL Competencies</p>	<p>tool for Tiers I, II, III by the end of the grant period.</p> <ul style="list-style-type: none"> <li>- Increase average score on literacy “look fors” tool by 30%.</li> <li>- All subgrantees will increase scores on 75% of audit indicators.</li> <li>- Increase in 5th grade students who meet or exceed literacy proficiency on RICAS by 20%</li> <li>- 50% increase in the number of preservice and practicing educators proficient in the HQCM Competencies</li> </ul>
6-12	<p><b>C1:</b> Increase number of state-endorsed coaches serving Rhode Island students</p> <p><b>C2:</b> Increase the number of students receiving an instructionally coherent experience in Tiers I, II, III</p> <p><b>C3:</b> All LEAs will develop a cooperative agreement with at least one educator preparation provider that aligns literacy instruction expectations.</p> <p><b>C4:</b> Increase the number of preservice and practicing educators proficient in the HQCM Competencies in addition to the SOR/SL Competencies</p>	<ul style="list-style-type: none"> <li>- 50% increase in use of literacy “look fors” tool for Tiers I, II, III by the end of the grant period.</li> <li>- Increase average score on literacy “look fors” tool by 30%.</li> <li>- Increase score on 75% of audit indicators.</li> <li>- Increase in 8th grade students who meet or exceed literacy proficiency on RICAS by 20%</li> <li>- Increase in high school students who meet or exceed literacy proficiency on SAT by 20%</li> <li>- 50% increase in the number of preservice and practicing educators proficient in the HQCM Competencies</li> </ul>

### III. Project Services

CLSD subgrant funds will be prioritized for the 11 communities in Rhode Island that have the highest proportion of low-income students in the state: Central Falls, Cranston, East Providence, Johnston, Newport, North Providence, Pawtucket, Providence, Warwick, West Warwick, and Woonsocket. These communities also represent 55% of RI’s student population. 65% of the funds will be prioritized for these 11 high-needs communities and the remaining 35% will be available for additional communities throughout RI.



The proposed CLSD project will provide an estimated 40 sub grants to LEAs and early learning providers. We anticipate awarding 25 subgrants to applicants in the 11 high-needs communities and 15 subgrants to applicants in other communities.

### **Grant Activities**

All subgrantees will address all of the required activities within subgrant applications. They will also implement at least one optional activity from the list below.

**1. Every subgrantee will work with a state-endorsed coach to improve the quality of literacy instruction.**

- a. Required: Hire a coach to participate in the Rhode Island Reads Coaches Corps

**2. Every subgrantee will reimagine systems to deliver coherent and aligned instruction across Tiers I, II, and III to all students.**

- a. Required: Audit current systems for multilingual learners and differently-abled students.  
(Birth to PreK, ES, HS)
- b. Required: Receive technical assistance to create a coherence plan for Tier I, II, and III instruction. (Birth to PreK, ES, HS)
- c. Required: Adopt and implement a state-approved literacy screener for grades K-2 and submit data to RIDE. (ES)
- d. Optional: Time and funding for educators in community-based organizations to complete the *Emergent Literacy Reading Readiness in ECE* course through CCRI (Birth-PreK)
- e. Optional: Contract with a vendor to implement evidence-based literacy practices, aimed at ensuring multilingual learners and differently-abled students receive an instructionally coherent educational experience in all Tiers of instruction (Birth to PreK, ES, HS)

- f. Optional: Provide time and funding for Birth through PreK educators to engage in University of RI early literacy coursework to support early interventions for multilingual learners and struggling learners (Birth to PreK)
- g. Optional: Provide time and funding to implement the COLLTS program and the multilingual learner toolkit to support effective teaching practices for young multilingual learners (Birth to PreK)
- h. Optional: Contract with a vendor to train cohorts of interventionists, special education case managers and coaches to implement “Just In Time” Supports in Tier II and Tier III settings (ES, MS, HS)
- i. Optional: Contract with a vendor to build out MTSS process looking at data/ having team and structures in place, protocols for meetings, what data to look for/ analyze/ evidence-based strategies (ES, MS, HS)
- j. Optional: Adopt a high-quality Tier II intervention from a RIDE- developed list (ES, MS, HS)
- k. Optional: Adopt and implement literacy resources for afterschool tutoring and enrichment programs (ES, MS, HS)
- l. Provide training on Lexia for after school programs to support students in continuing their work while in afterschool programs (ES, MS, HS)
- m. Optional: Implement STARI, a literature-focused Tier II intervention for students in grades 6-9 (MS, HS)
- n. Optional: Implement evidence-based writing strategies for secondary students aligned to WWC Practice Guide (MS, HS)
- o. Optional: Implement morphology initiative to teach literacy across the curriculum (MS, HS)

**3. Every subgrantee will partner with an Educator Preparation Provider to implement high quality literacy instruction with preservice and practicing educators, with the goal of aligning on a vision for literacy instruction from birth through PK12.**

- a. Required: Establish a partnership agreement with an Educator Preparation Provider (Birth to PreK, ES, HS)
- b. Optional: Design an action research project in partnership with an Educator Preparation Provider designed to implement evidence-based literacy practices supported by What Works Clearinghouse (Birth to PreK, ES, HS)

**4. By 2028, Educator Preparation Providers will prepare all graduates (teachers and leaders) to demonstrate proficiency in the HQCM Competencies in addition to the Science of Reading and Structured Literacy Competencies (May 2025).**

Educator Preparation Providers are not eligible to be a subgrantee; therefore, there are no required activities for subgrantees related to this goal. However, RIDE will locally fund the development of the HQCM Competencies Syllabi Refinement Tool Kit. Furthermore, as an extension of our work developing the HQCM Competencies this past year, RIDE will partner with EPPs to develop and utilize the HQCM Syllabi Refinement toolkit to update course work aligned to the HQCM Competencies. Through the required partnership agreements, LEAs/CBOs will provide opportunities for EPP faculty to participate in professional learning opportunities with them aligned to the HQCM Competencies. Additionally, RIDE will work with CCRI to ensure SOR/SL and HQCM Competencies Alignment within the *Emergent Literacy Reading Readiness in ECE* course.

**Professional Development Scope and Sequence for Coaches Corps**

The Coaches Corps will be an intensive two-year professional cohort centered on the described learning experiences. The professional cohort will be organized into professional

learning sessions, coach advisor meetings, and require the submission of job-embedded deliverables aligned to the expectations of a state-endorsed coach in Rhode Island. At the end of the two-year commitment, educators that have completed the RIDE approved training requirements will submit their certificate of completion/transcript to receive a Rhode Island Coaching Endorsement. RIDE will establish a contract with a professional learning vendor to design and implement each of the sessions in the training scope (see appendix 10) and provide support for creating and evaluating the deliverables. The vendor will also have an opportunity to provide personnel to serve in Coach Advisor Roles.

Per Rhode Island Law, PreK-12 Literacy Coaches/Reading Specialists must be *proficient* in the SOR/SL. Therefore, to be eligible for admission to the RI Core Coaches Corps, educators must complete a RIDE approved *proficiency* course. Whereas Birth - PreK coaches and specialists are building knowledge since *proficiency and awareness* is not required within the law beyond public schools. This opportunity will help all coaches to continue to gain access to the essential knowledge and skills connected to the SOR/SL as well as how to implement these practices in their settings.

Some modifications will be made to the training scope to account for the specific needs of community-based organizations and PreK providers, especially those that are outside public schools. For example, activities such as unit and lesson internalization, as well as some indicators on the literacy “look fors” tool, will be modified to best meet the needs of early learners. For a complete professional learning scope and sequence for the Coaches Corps, see appendix 10.

**Sessions:** RIDE will establish a contract with a vendor to provide training to Coaches in the RI Reads Coaches Corps. The vendor will design and facilitate a series of in person and virtual training on the topics articulated in the scope and sequences.

**Coach Advisor Meetings:** Coaches that participate in the Corps will be supported by a Coach Advisor. The Coach Advisor will act as a mentor and provide individualized, shoulder-to-shoulder support to each coach as they move through the training series and complete the required deliverables.<sup>48</sup> The Coach Advisor will assess each participating Coach on the RI Coaching Competencies (to be developed through this grant). The Coach Advisor will also serve as the liaison between the EPP and LEA/ CBO team to streamline/foster communication and best practices for pre-service educators working together in classrooms.

**Deliverables:**

- Coaching Change Management Plan: Coaches will submit a change management plan to 1) assess the current state of observation, feedback, and other coaching practices at their site 2) create action steps to change and enhance a culture of adult learning, including actions to build capacity of educators and school leaders to deliver and receive instructional feedback in literacy.
- Unit Internalization Guide: Coaches will submit a completed unit internalization guide (template will be provided or will use LEA/ CBO-specific unit internalization document) for supporting the primary HQCM they are supporting. This will demonstrate the coach's proficiency in analyzing the most important evidence-based literacy practices included within the HQCM and how they would support teachers to implement the unit.
- Unit Annotation- SoR/ SL: Coaches will submit a unit annotation (template will be provided) that demonstrates their ability to elevate instructional methods within the HQCM unit by integrating practices aligned to the SOR/SL.
- Lesson Annotation- MLL, Differently-abled students: Coaches will submit a completed lesson annotation (template will be provided) that includes accommodations, modifications, or

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<sup>48</sup> Master, Benjamin K.; Schwartz, Heather; Unlu, Fatih; Schweig, Jonathan; Mariano, Louis T.; Coe, Jessie; Wang, Elaine Lin; Phillips, Brian; Berglund, Tiffany. (2022). p257-282.

enhancements to the HQCM to support multilingual learners and differently-abled students in accessing the core curriculum supported by evidence-based research.

- Coaching Conversation Planner - Coaches will submit a coaching conversation planner that focuses on providing feedback aligned to the literacy “look fors” tool. Feedback will be crafted to address an area specific to the SOR/SL and/or supporting multilingual learners or differently-abled students.
  - Live Role Play- Coaches will engage in a live role-play of the coaching conversation to demonstrate proficiency in delivering feedback aligned to the literacy “look fors” tool.

### **Classroom Visits: Building Capacity for Teachers and Leaders**

Coaches will complete a minimum of 20 observations with a group of preservice or practicing teachers to build preservice and practicing teachers’ knowledge of instructional practices that lead to student learning. The observations must include a mix of Tier I, II, and III instruction across a variety of classroom settings (self-contained, integrated, etc.). Coaches will visit 4 classrooms and collect baseline data on all indicators of the Literacy Classroom Look Fors Tool with at least one school-based administrator.

### **Feedback (Focus for Year 2)**

Coaches will visit and provide feedback to at least four educators each session. Research shows that timely, specific feedback that engages teachers is a key mechanism for developing teacher practice.<sup>49 50</sup> They will be given a framework for delivering effective, content-aligned feedback to teachers and coached on delivery.

### **Year 1:**

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<sup>49</sup> Scheeler, M. C., Ruhl, K. L., & McAfee, J. K. (2004). 396-407.

<sup>50</sup> Thurlings, M., Vermeulen, M., Bastiaens, T., & Stijnen, S. (2013). 1-15.

The purpose of this year of development is to build the Coaching Corps' capacity to understand, analyze, and adjust high-quality curriculum materials to be aligned with the SOR/SL and supportive of multilingual learners and differently-abled students. Resulting in coaches being able to assist teachers in implementing literacy instruction aligned to the literacy "look fors" tool leading to higher student engagement and improved student learning.

**Year 2:**

The purpose of year 2 development is to build the Coaching Corps' capacity to deliver high-quality, aligned feedback to improve literacy instruction through classroom visits and debriefs with teachers.

At the completion of the two years of training and demonstration of meeting the RI Coaching Competencies, the educator will apply for the Coaching Endorsement \ certification.

**IV. Management Plan**

The Rhode Island Department of Education has an established CLSD Project Team to carry out all facets of grant planning, management, and evaluation. RIDE CLSD Team is responsible for 1) Supporting LEAs to submit subgrants and implement project applications aligned to CLSD goals and outcomes, 2) Developing and utilizing monitoring protocols to track implementation fidelity/integrity, ongoing progress, and fiscal accountability throughout the life of the grant. 3) Iterating to improve previously existing structures for collaboration and continuous improvement both internally (within the various departments at RIDE) and externally (with subgrantees and vendors).

The RIDE team has recently expanded leadership support with the hiring of an Assistant Director of Curriculum and Instruction. This has increased the state team's capacity to implement and oversee the grant initiatives. Additionally, the state literacy specialists will provide continuity for subgrantees as well as the connected RIDE offices given their management of the day-to-day

operations and activities of the first CLSD grant. Because our proposed project focuses so heavily on supports for multilingual learners and differently-abled students, as well as includes collaboration with EPPs, leaders and staff members from both the Office of Student, Community, and Academic Supports and Educator Excellence and Certification Services will also participate on both the Project Team Leaders Team and the Project Core Team.

The CLSD Project Team will include existing staff and one fellow to be hired with CLSD funds.

### **CLSD Project Team Leaders (PTLs) and Time Commitments**

- Lisa Foehr - Chief of the Division of Teaching & Learning, will provide strategic oversight for the project goals, timelines, and key milestones.
- Phyllis Lynch - Director of the Office of Instruction, Assessment and Curriculum will manage the CLSD Project team grant operations.
- Nicole Lyons - Assistant Director of Curriculum and Instruction will provide day to day oversight of grant activities.
- Gina Masiello - Director of Educator Excellence and Certification Services will provide day to day oversight of EPP grant activities.
- Crystal Martin, Senior Finance Officer, will provide fiscal oversight and stewardship of CLSD funds.
- CLSD Fellow/Consultant- to be funded with state level grant funds. The CLSD fellow/consultant will be responsible for developing RFPs, managing procurement, liaising with the fiscal office to ensure grant awards are delivered, assisting the core team with all subgrantee collaboration and communication.

The CLSD Project Core Team will carry out day-to-day activities of the grant including serving as a point-of-contact for all LEA/ CBO subgrantees and vendor(s) supporting the work.



- Colleen O'Brien, Literacy Specialist
- Patricia Pora, Literacy Specialist
- Bindu Sunil, Instructional Improvement Specialist
- Lisa Nugent, Early Learning Coordinator
- Zoe McGrath, Early Learning Specialist
- Kristin Re, Coordinator, Educator Preparation, Pipelines, and Certification
- Mary Ann Mellow, Education Specialist for students with disabilities
- Emily Klein, Education Specialist, MLL and students with disabilities

## **High Quality Products and Services**

### *Application and Selection Process*

RIDE will conduct a subgrant competition through an independent review process that incentivizes LEAs and early learning providers to implement evidence-based practices aligned to the four major grant goals and the associated measures and outcomes. RIDE will require sub-applicants to base their application on an audit for current instructional practices in Tier I, Tier II, and Tier III, specifically for multilingual learners and differently-abled students, demonstrating how the subgrant will enable them to reach high-need populations in a way that could not be done without the CLSD funds. Subgrantees must make the assurances required in the CLSD grant application as well as include the relevant CLSD “subgrantee application requirements.” Each applicant will define a plan for addressing the grant goals, including: 1) the hiring and onboarding of a coach(es) to participate in the RI Reads Coaches Corps 2) results from the coherence audit for Tiers I, II, III instruction, experiences for multilingual learners and differently-abled students 3) Plan for partnering with an EPP to on grant activities and implement the literacy “look fors” tool.

In addition to giving priority to subgrantee applications as required by the CLSD, RIDE will also give competitive priority for applications that:

- Serve large numbers of high needs students.
- Provide local funds to partially fund the coach and/or budget to gradually move the coach to local funds over the course of the grant period.
- Demonstrate the commitment/support of educator union leadership to participate fully in the scope of work.

### *Ongoing Support*

Each subgrantee awarded will be assigned a liaison from RIDE that will serve as their main point of contact throughout the life of the grant. This point of contact will conduct an initial launch call with each subgrantee to provide feedback on their grant application and budget narrative to ensure alignment of all grant activities with the state's grant goals and outcomes.

Ongoing progress monitoring of subgrantee grant implementation will take place quarterly each year of the grant through an interim progress reporting structure as well as technical assistance and site visits to be conducted annually by RIDE and a research partner.

Additionally, RIDE will continue to highlight subgrantee products, actions, and reflections through the CLSD subgrantee hub and quarterly communication to demonstrate examples of high-quality implementation in the field.

RIDE will collaborate with a research partner to inform project design, evaluation and products and services offered through the grant. One action will be to establish a mechanism for collecting and interpreting data aligned to RI's project goals and outcomes with individual subgrants and collectively at the state level (see project evaluation).

RIDE will also collaborate with EPPs to develop a common classroom literacy "look fors" tool that will serve as a basis for codifying a vision for literacy instruction with preservice and

practicing educators. The tool will be developed shoulder-to-shoulder with EPPs and subgrantee LEAs/CBOs to increase buy-in for its usability.

**Procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

The CLSD team will meet weekly utilizing a rolling agenda structure to track progress on goals and outcomes as well as maintain fiscal stewardship of grant funds. One of the management goals is to conduct an internal needs assessment/ audit of systems for grant management at RIDE. Based on the results of the internal audit, RIDE will create new protocols and refine existing structures to best position the department to administer the grant efficiently and successfully.

RIDE will work with a technical assistance provider to survey major stakeholders involved in the grant on a quarterly basis. The stakeholders will include leadership from subgrantee LEAs and CBOs, EPPs, and preservice educators (teachers and leaders). The survey will include opportunities to reflect on progress towards the grant goals, changes in staff perceptions as a result of grant initiatives and provide feedback on the general implementation of the grant. The CLSD team will use a variety of data sources, including: classroom observation data using the literacy “look fors” tool, student achievement data on literacy screeners and required assessments, results of audits for instructional coherence, subgrantee interim progress reports, survey results, and anecdotal data through quarterly meetings with the technical assistance provider(s) to monitor grant progress and make adjustments to the management plan in the spirit of continuous improvement.

**Timeline and Milestones**

Management Outcome 1) Supporting LEAs to submit subgrant applications aligned to CLSD goals and outcomes.

Milestone	Timeline	Owner
Develop guidance on conducting an audit of current literacy systems in Tier I, II, III and creating a LEA/ CBO instructional coherence plan	September 2024	CLSD team and TA
Develop subgrant RFP and aligned rubric	September 2024	CLSD team
Provide TA on subgrant submissions. - Overview of initial application requirements - FAQs	October 2024	CLSD team
Evaluate subgrantee RFPs	January 2025	CLSD team
Launch call with each awarded subgrantee to provide feedback on project and budget	February 2025	CLSD team
Coach hiring process begins	February 2025	Subgrantees
Coaches training and onboarding begins, ongoing for year	Summer/Fall 2025	Subgrantees
Subgrant application alignment reviewed at each progress monitoring benchmark	Quarterly for the term of the grant	CLSD team and subgrantees

Management Outcome 2) Refining, creating where necessary, and utilizing monitoring protocols to track and communicate implementation fidelity, ongoing progress, and fiscal accountability throughout the life of the grant.

Milestone	Timeline	Owner
Refine interim progress reporting structure to include project evaluation component	October 2024- January 2025	CLSD Team and EPP(s)
Refine site visit and instructional rounds protocols to align to new grant goals and outcomes	October 2024- January 2025	CLSD Team and EPP(s)
Create common walk-through tool aligned to grant goals and outcomes	October 2024- January 2025	CLSD Team and EPP(s)
Create review process for coach endorsement provider	October 2024- January 2025	CLSD Team

Conduct initial and ongoing review of coach endorsement provider	Annually for term of the grant	CLSD Team
Refine budget reporting protocol and provide feedback to LEAs on fiscal stewardship during each interim progress reporting period	October 2024- January 2025	CLSD Team
Work with EPP to track and monitor project outcomes at both the state and subgrant level	Annually for term of the grant	CLSD Team and EPP(s)

Management Outcome 3) Iterating to improve previously existing structures for collaboration, coherence, and continuous improvement both internally (within the various RIDE departments) and externally (with subgrants and external partners in the field), creating new structures to address grant goals.

Milestone	Timeline	Owner
Conduct needs assessment/ audit with RIDE CLSD Team to reflect on previous grant management practices, determine areas for refinement	September 2024	CLSD Team
Refine or create new systems for communication (subgrantee monthly communication, internal CLSD Team communication, liaising with finance team)	September 2024	CLSD Fellow
Refine or create new systems for project management (work plans, housing subgrantee deliverables, GANs)	October 2024	CLSD Fellow
Refine or create new systems for evaluation (site visits, feedback on interim progress reports, ongoing TA)	October 2024- January 2025	CLSD Team in collaboration with EPPs
Reflect on systems during each progress monitoring benchmark	Quarterly for term of grant	CLSD team

## V. Project Evaluation

If awarded the grant, Rhode Island will release a Request for Proposal to work with a research partner to design a state-level mechanism for evaluating project outcomes. RIDE and the

research partner will work together to finalize research questions and the best methods for collecting information to answer the research questions. This will include strategies for both performance feedback and the periodic assessment of progress towards achieving the grant outcomes. Both summative and formative data will be collected on each of the objectives and outcomes detailed in the Project Services Section.

<p>Goal 1: Every subgrantee will improve the quality of literacy instruction through working with a state endorsed coach.</p> <p>Measure 1: Increase in student achievement data.</p> <ul style="list-style-type: none"> <li>• 4-year-olds: Cognitive Toybox</li> <li>• Grade 5 and 8: RICAS ELA</li> <li>• Grade 11: SAT ELA</li> </ul> <p>Measure 2: Usage of Literacy “Look Fors” Tool</p> <p>Measure 3: Average Score on Literacy “Look Fors” Tool</p>					
Objectives	Y1	Y2	Y3	Y4	Y5
Measure 1: A1, B1, C1	Set baseline	5% increase	5% increase	5% increase	5% increase
Measure 2: A1, B1, C1	Set baseline	12.5% increase in usage	12.5% increase in usage	12.5% increase in usage	12.5% increase in usage
Measure 3: A1, B1, C1	Set baseline score for literacy “look fors” tool	10% increase in average score	10% increase in average score	5% increase in average score	5% increase in average score

<p>Goal 2: Every subgrantee will provide student experiences that are aligned and coherent across Tiers I, II, III by implementing evidence-based and intentionally aligned instruction and interventions.</p> <p>Measure: Increase in 75% of audit indicators for audit of Tier I, II, III instruction for multilingual learners and differently-abled students</p>					
Objectives	Y1	Y2	Y3	Y4	Y5
A2, B2, C2	Initial audit	Increase 20% of audit indicators	Increase 20% of audit indicators	Increase 20% of audit indicators	Increase 15% of audit indicators

Goal 3: Every subgrantee will implement high quality literacy instruction with preservice and practicing educators, by partnering with an Educator Preparation Provider to align with a vision for literacy instruction Birth through PreK12.

Measure: Completed partnership agreements between sub-grantees and EPPs

Objectives	Y1	Y2	Y3	Y4	Y5
A3, B3, C3	20%	40%	60%	80%	100%

Goal 4: By 2028, Educator Preparation Providers will prepare all graduates to demonstrate proficiency in the HQCM Competencies in addition to the SOR/SL Competencies (May 2025).  
Measure: Increase in number of educators proficient in the HQCM Competencies

Objectives	Y1	Y2	Y3	Y4	Y5
B4, C4	Baseline	10% increase	20% increase	10% increase	10% increase

**Goals 1 & 3 Measure:** 50% increase in use of the Literacy “Look Fors” Tool

RIDE will collect quarterly usage data from three groups for the life of the grant LEA/ CBO and school leaders, coaches, and preservice educators.

- Leaders from subgrantee LEAs and CBOs will be asked to use the literacy “look fors” tool to conduct at least 4 classroom observations per division and report aggregate results for each quarterly progress report.
- All participating coaches in the RI Reads Coaches Corps will conduct at least 4 observations per session using the literacy “look fors” tool and report aggregate results as part of the requirement for the RI Coaching Endorsement.
- Preservice teachers and leaders that are partnered with school LEA/ CBOs through goal #3 will also be asked to submit their literacy “look fors” tool data through a quarterly survey.
- RIDE will also ask the evaluator to conduct an independent assessment of each subgrantee through site visits using the literacy “look fors” tool.

The data collected from the literacy “look fors” tool will help RIDE track usage data, but it will also provide: 1) insight into the impact of the RI Reads Coaches Corps 2) common indicators of strength and improvement across the state 3) a comparison of how leaders and coaches are using the tool versus preservice teachers and leaders. RIDE will be able to communicate aggregate level data on the usage of the tool to subgrantees each quarter of the grant and use the data to calibrate expectations, guide decision-making, and technical support.

**Goal 1, Measure 2:** Increase in student achievement on Cognitive Toybox (Birth to PreK), RICAS ELA grade 5 (elementary), and RICAS ELA grade 8 and SAT ELA (Secondary)

Baseline student achievement results will be collected at the beginning of the grant.

PreK subgrantees will implement Cognitive Toybox to assess students and to collect a baseline data set at the beginning of the grant. LEAs and CBOs will be expected to submit annual results from the assessment as part of the grant progress reporting structure. RIDE has access to all student results using this platform and will monitor progress and usage quarterly.

All LEAs will purchase and implement an approved literacy screener for K-2. RIDE will develop a list of approved screeners based on Colorado’s list of approved screeners. LEAs will select and purchase an approved literacy screener if they do not already have one then report their baseline and annual data throughout the duration of the grant.

Student achievement data on RICAS ELA (grades 5 and 8) and SAT ELA will be monitored each year of the grant. Given the investments in student learning outcomes through coaching, instructional improvements in Tier I, II, III, and IHE partnerships, we expect to see incremental gains in student achievement on these summative assessments each year of the grant.

**Goal 2 Measure:** Increase in 75% of audit indicators for audit of Tier I, II, and III instruction for multilingual learners and differently-abled students



An audit tool to measure the degree of instructional program coherence, with a specific emphasis on the experiences of multilingual learners and differently-abled students in Tiers I, II, and III, will be provided to elementary and secondary subgrantees to conduct an assessment of the current state of instruction. The subgrantees will be required to complete a baseline audit using the tool and repeat the process annually over the course of the grant.

Subgrantees will create and implement a coherence plan to improve instructional experiences for students in all tiers of instruction using evidence-based best practices aligned to the chosen activities of their subgrant application. Based on these improvements, the goal is for all subgrantees to improve across 75% of indicators on the audit tool over four years.

**Goal 4 Measure:** Increase in number of educators proficient in the HQCM Competencies

Subgrantees will use the HQCM Competencies to measure educators' proficiency in implementing Literacy HQCM at various checkpoints throughout the grant period. These competencies will be used with preservice, in service and administrators in the LEA/EPP partnership.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename: 1237-Indirect Cost Rate Agreement (2).pdf

Add Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF FINANCE AND OPERATIONS  
OFFICE OF ACQUISITION, GRANTS, AND RISK MANAGEMENT

April 18, 2023

Mr. Mark Dunham  
Director of Finance  
Rhode Island Department of Elementary & Secondary Education  
Shepard Building  
255 Westminster Street  
Providence, RI 02903-3400

Reference: Agreement No. 2022-141

Dear Mr. Dunham:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost associated with cost reimbursable grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter. Please return to the Indirect Cost Division (ICD) Director, Andre Hylton at [REDACTED] and System Administrator, Catherine Hull at [REDACTED]

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Nelda Barnes at (202) 453-6380 or [nelda.barnes@ed.gov](mailto:nelda.barnes@ed.gov).

The next indirect cost rate proposal based on actual data for the years ending June 30, 2023, June 30, 2024, and June 30, 2025 if applying for a predetermined indirect cost rate is due by December 31, 2025. This proposal should be submitted electronically to the ICD contacts above. Please note our email provider will not accept files greater than 15MB in size. Please be aware any proposals sent to negotiators, or anyone other than those stated here, will not be considered official submissions, and will not be recognized in our system.

Sincerely,

[REDACTED]

Andre Hylton  
Director, Indirect Cost Division  
Office of Acquisition, Grants, and Risk Management

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-4500  
[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

PR/Award # S371C240008

Page e63



INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

Rhode Island Department of Elementary & Secondary  
Education  
Shepard Building  
255 Westminster Street  
Providence, RI 02903-3400

**Date:** April 18, 2023

**Agreement No:** 2022-141

**Filing Reference:** This replaces previous  
Agreement No. 2019-039(A)  
Dated: 1/4/2023

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	07/1/2022	06/30/2026	13.5%	MTDC	Unrestricted
Predetermined	07/1/2022	06/30/2026	6.1%	MTDC	Restricted

**Distribution Base:**

MTDC      Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**Applicable To:**

Unrestricted      Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted      Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.



## **Section II – Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.



### Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

### Section IV - Approvals

#### For the State Education Agency:

Rhode Island Department of Elementary & Secondary  
Education  
Shepard Building  
255 Westminster Street  
Providence, RI 02903-3400

#### For the Federal Government:

U.S. Department of Education  
OFO / OAGRM / ICD  
400 Maryland Avenue, SW  
Washington, DC 20202-4500

Signature

Name

Title

Date

Signature

Name

Title

Title

Date

Date

Negotiator:

Telephone Number:



**U.S. Department of Education**  
**Evidence Form**

OMB No. 1894-0001

Exp. 07/31/2025

**1. Level of Evidence**

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale

☒ Promising Evidence

☐ Moderate Evidence

☐ Strong Evidence

**2. Citation and Relevance**

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Parkinson, J., Salinger, T., Meakin, J., & Smith, D. Results from a three-year i3 impact evaluation of the Children's Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. (2015). Washington, DC: American Institutes for Research. <a href="https://ies.ed.gov/ncee/wwc/Study/81569">https://ies.ed.gov/ncee/wwc/Study/81569</a> <a href="#">CLI-i3-Validation-Revised 2018.pdf</a>	The findings from this study demonstrate that the CLI program produces substantial effects on teachers' classroom environment and literacy practices which, in turn, lead to measurable effects on average reading achievement in early elementary grades. The CLI program had a positive and significant effect on average reading achievement in kindergarten and second grade. CLI program is aligned with the core features of effective professional development identified by Garet and colleagues (2001): (1) a focus on content knowledge, (2) opportunities for active learning, and (3) coherence with other learning activities (Page 16). The majority of CLI's professional development and coaching hours focus on literacy-related pedagogical content knowledge, and the in-classroom coaching sessions provide opportunities for active learning and the enactment of the knowledge into practice (Page 16).	The study demonstrating the positive effects of intensive professional learning and coaching was conducted in central and northeast states. The study examined 130 teachers of grades k-2. The students were of diverse racial and ethnic backgrounds.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Folsom, Jessica, et. al <i>Making Connections Educator Outcomes Associated with Implementation of Mississippi's K-3 Early Learning Professional Development Initiative Key Findings</i>. 2017.</p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017270.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017270.pdf</a></p>	<p>The findings from this study demonstrated that (1) the Mississippi K–3 educators showed increased knowledge of early literacy skills between spring 2014 and fall 2015. (2) Change in teacher knowledge of early literacy skills was associated with educators' progress in the Language Essentials for Teaching Reading and Spelling professional development program. (3) Among Mississippi target schools, K–3 teachers showed gains in the ratings of quality of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies between winter 2014 and spring 2015. (4) Among Mississippi target schools, changes in average ratings of quality of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies were associated with teachers' progress in the Language Essentials for Teaching Reading and Spelling professional development program. (Pages 7-14)</p>	<p>The study demonstrates the positive effects of the LETRS program for K-3 educators within the state of Mississippi. . The study examined approximately 7000 teachers of grades K-3.</p>

## Instructions for Evidence Form

- Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
  - Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or



a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.

**b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.

**c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

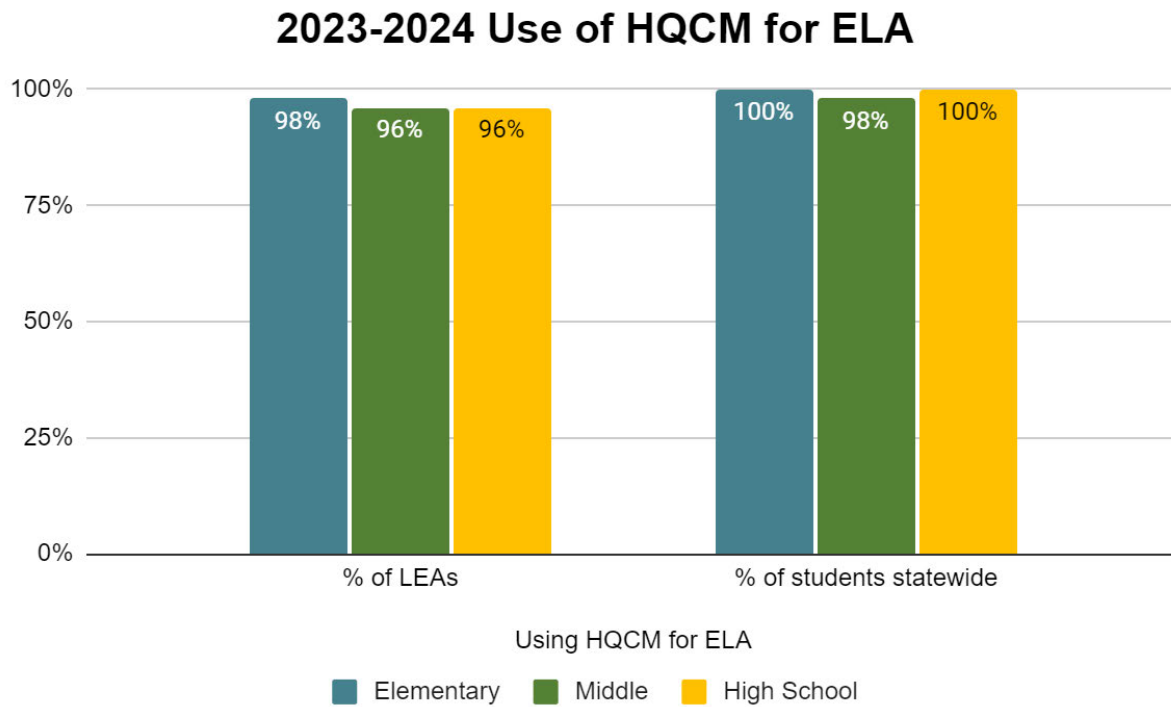
A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and Settings
<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., &amp; Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</p>	<p>(Table 1, p. 4) Recommendation 1 (“Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle”) is characterized as backed by “strong evidence.”</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the “strong evidence” supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	<p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the “strong evidence” supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). <i>Transition to College intervention report: Dual Enrollment Programs</i>. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Intervention/1043">https://ies.ed.gov/ncee/wwc/Intervention/1043</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students’ high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a “medium to large” extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and Settings
<p><i>Bettinger, E.P., &amp; Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></i></p> <p><i>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/ncee/wwc/Study/72030">http://ies.ed.gov/ncee/wwc/Study/72030</a>).</i></p>	<p><i>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</i></p> <p><i>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</i></p> <p><i>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</i></p>	<p><i>The full study sample consisted of “13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges.” (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</i></p>

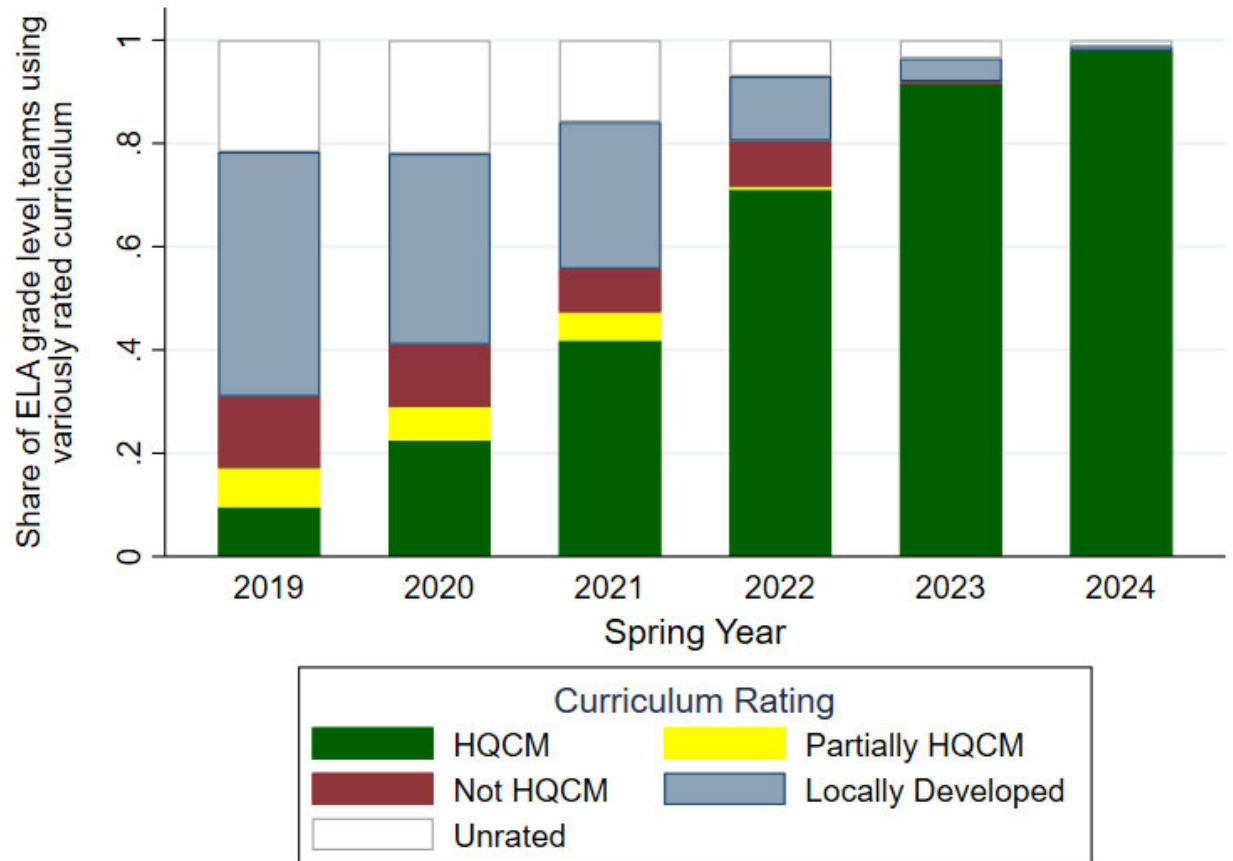
**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

## Appendix

### 1. 2023-2024 Use of HQCM for ELA



Source: HQCM 2023 Update for Council on Elementary and Secondary Education



# The Rhode Island Right to Read Act

*LEA Guidance Document*

# Table of Contents

Introduction .....	2
Timeline.....	3
Proficiency and Awareness .....	5
LEA Guidance .....	9
Educator Guidance.....	11
Appendix I: Essential Components of Proficiency Training .....	12
Appendix II: Essential Components of Awareness Training .....	16



# Introduction

According to the National Assessment of Educational Progress (NAEP), approximately 35% of fourth graders are reading at or above a proficient level, and an average 35% of students are reading below a basic level. These numbers have remained stagnant for nearly thirty years. It is more important than ever for Rhode Island to take measures **to ensure students can accurately decode and fully comprehend grade-level text** by third grade and beyond. A key lever in altering this trajectory is to enhance educator knowledge in the science and research of how students learn to read and instructional approaches that align with this research.

Rhode Island legislators saw the necessity to support educator knowledge in these domains and passed [The Rhode Island Right to Read Act](#). This law requires educators to develop either *proficiency* in or *awareness* of the knowledge and practices of the **Science of Reading** and **Structured Literacy** depending upon the educator’s current assignment. This guidance document outlines responsibilities and expectations for Local Education Agencies (LEAs), schools, and educators for planning purposes to meet the intent of the Right to Read Act. The Rhode Island Department of Education (RIDE) will work to support LEAs as they select and implement professional learning experiences to fulfill the requirements of this law. An additional document will be forthcoming to address information and requirements for Rhode Island Educator Preparation Programs.



**The Science of Reading**, or *scientific reading instruction*, is defined as empirically based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes.

**Structured Literacy** is defined as 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. For more information, visit RIDE’s [Structured Literacy](#) page.



# Timeline

The timeline below highlights The Right to Read Act requirements to be met by school year with language pulled directly from law.

Right to Read Act Timeline
<b>2020-2021</b>
<ul style="list-style-type: none"> <li>• <i>LEAs begin to provide professional development in the Science of Reading and Structured Literacy.</i></li> <li>• <i>RIDE will make available on its website resources to assist school districts in developing a program to ensure all teachers and school administrators have access to materials to support professional awareness and best practices on characteristics of dyslexia and related disorders, and evidence-based interventions and accommodations.</i></li> <li>• <i>The general assembly shall form a joint study research commission (the "commission") consisting of nine (9) members. The purpose of the commission shall be to study the possibility and feasibility of establishing two (2) schools, to be located on the University of Rhode Island and Rhode Island College campuses, which would be dedicated to the instruction of dyslexic children and the development of instructional techniques and professional development programs used to improve the instruction and identification of dyslexia and other learning disabilities.</i></li> </ul>
<b>2021-2022</b>
<ul style="list-style-type: none"> <li>• <i>RIDE shall collaborate with the Rhode Island Board of Education to require that all department approved undergraduate educator preparation programs include instruction of: characteristics of dyslexia and related disorders, evidence-based interventions and accommodations for dyslexia and related disorders, and dyslexia and related disorder targeted methods of teaching.</i></li> </ul>
<b>2022-2023</b>



<ul style="list-style-type: none"> <li>• <i>A public school that does not provide professional development will provide a notice to parents that the public school district has not met the requirements of this section.</i></li> </ul>
<b>2025-2026</b>
<ul style="list-style-type: none"> <li>• <i>All educators who begin employment in this year and each year thereafter shall demonstrate proficiency or awareness of knowledge and practices of the Science of Reading and Structured Literacy depending on their work assignment.</i></li> </ul>
<b>2024-2025</b>
<ul style="list-style-type: none"> <li>• <i>Each state-approved educator preparation program shall include in its annual report a description of program and post on its website information describing its program to prepare teachers to teach reading with Structured Literacy and practices aligned with the Science of Reading.</i></li> </ul>
<b>2025</b>
<ul style="list-style-type: none"> <li>• <i>A person who completes a state-approved educator preparation program, or a person seeking teacher licensure by reciprocity or by adding an endorsement shall demonstrate proficiency or awareness depending on their future work assignment.</i></li> <li>• <i>The department of elementary and secondary education (the "department") shall develop a collaborative learning laboratory (the "laboratory") to assist and promote training for parents, guardians, caregivers, and teachers in: Recognition of the characteristics of dyslexia, related disorders, dyscalculia, and dysgraphia; and evidence-based interventions and accommodations for dyslexia, related disorders, dyscalculia, and dysgraphia. In developing the laboratory, the department shall work with professionals and experts who have proven, data-driven models of success in teaching students with dyslexia. The department shall seek to foster partnerships among educators and practitioners from both the public and private teaching sectors, with the goal of ensuring that every student in this state who has dyslexia shall be appropriately and adequately screened, diagnosed, and provided therapy, instruction, and accommodations as needed.</i></li> </ul>

# Proficiency and Awareness

Who is required to demonstrate *proficiency* and who is required to demonstrate *awareness*?

Tables 1 & 2 delineate which teachers are required to demonstrate *proficiency* or *awareness* in accordance with The Right to Read Act expectations. *Proficiency* or *Awareness* training is determined by the educator's **current role**. Therefore, if an educator holds multiple teaching certificates, the requirement will be determined by their current role and the certificate in use. When an educator moves from an *awareness*-level work assignment to a *proficiency*-level assignment, they must complete an approved *proficiency* training upon reassignment.

The Right to Read Act defines the roles required for awareness and proficiency as *teachers*. Thus, educators listed in Table 3 are not required by law to participate in proficiency or awareness training. However, RIDE strongly encourages 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 Speech-Language Pathologists. Additionally, administrators are highly recommended to complete a minimum of *awareness* training that can be fulfilled by a traditional awareness pathway, or a specialized administrator pathway offered by the LEA's *proficiency* professional learning provider when available.

**TABLE 1: Elementary Proficiency and Awareness Requirements by Current Role**

Elementary (PK-5 <sup>th</sup> Grade)	
<i>Proficiency</i>	<i>Awareness</i>
Classroom Teacher	Art Teacher
Bilingual & Dual Language Teacher	Dance or Theater Teacher
Early Childhood Teacher	Health Teacher
English to Speakers of Other Languages (ESOL) Teacher	Library Media Studies Teacher
Reading Specialist/Coach	Mathematics Teacher
Special Education Teacher	Music Teacher
	Physical Education Teacher
	School Nurse Teacher
	Technology Teacher
	World Language Teacher





**TABLE 2: Middle and High School Proficiency and Awareness Requirements by Current Role**

Middle and High School (6 <sup>th</sup> -12 <sup>th</sup> Grade)	
Proficiency	Awareness
Bilingual & Dual Language Teacher	Art Teacher
English to Speakers of Other Languages (ESOL) Teacher	Business Education Teacher
Reading Specialist/Coach	Career & Technical Teacher
Special Education Teacher	Dance Teacher
	ELA/English Teacher
	Family Consumer Science Teacher
	Library Media Studies Teacher
	Mathematics Teacher
	Music Teacher
	Physical Education Teacher
	School Nurse Teacher
	Science Teacher
	Social Studies/History Teacher
	Technology Teacher
	Theater Teacher
	World Language Teacher

**TABLE 3: Strongly Recommended to Meet a Minimum of Awareness**

All Grades (K-12)	
Building or District Administrator	School Counselor
Curriculum Director	School Psychologist
Occupational and Physical Therapists	School Social Worker
School Nurse/RN	Speech-Language Pathologist

## What will *proficiency* training look like?

Educators required to exhibit *proficiency* in the Science of Reading and Structured Literacy may complete rigorous training, including a classroom application component, from a [professional learning provider approved by RIDE](#). Programs leading to *proficiency* vary in intensity depending on the depth and breadth of content and the intensity and level of technical assistance provided during the classroom application component. LEAs may choose to provide training with a more robust practicum for educators who work directly with students with the greatest literacy needs.

**Appendix I** articulates essential components of *proficiency* training.

## How does an educator demonstrate *proficiency*?

Per the Right to Read Act, an educator may demonstrate *proficiency* by completing a RIDE [approved professional learning provider](#) course or passing the RIDE approved [test](#) or possessing a master's degree in reading or related academic discipline or possessing a reading specialist and/or consultant certificate.

RIDE strongly encourages all educators to complete *proficiency* training to ensure a shared knowledge and understanding of the science of reading and structured literacy as it will inform their shared implementation of high-quality curriculum and decision making for students needing Tier 2 and 3 supports.

Upon successful completion of an approved *proficiency* training, educators will be eligible to apply for a [Literacy/Dyslexia Endorsement](#) to be added to their teaching certificate at no cost.

## What will *awareness* training look like?

Educators required to exhibit awareness of the Science of Reading and Structured Literacy will complete 10 hours of training from a professional learning provider approved by RIDE. RIDE partnered with BRIDGE-RI to develop courses that fulfill awareness expectations.

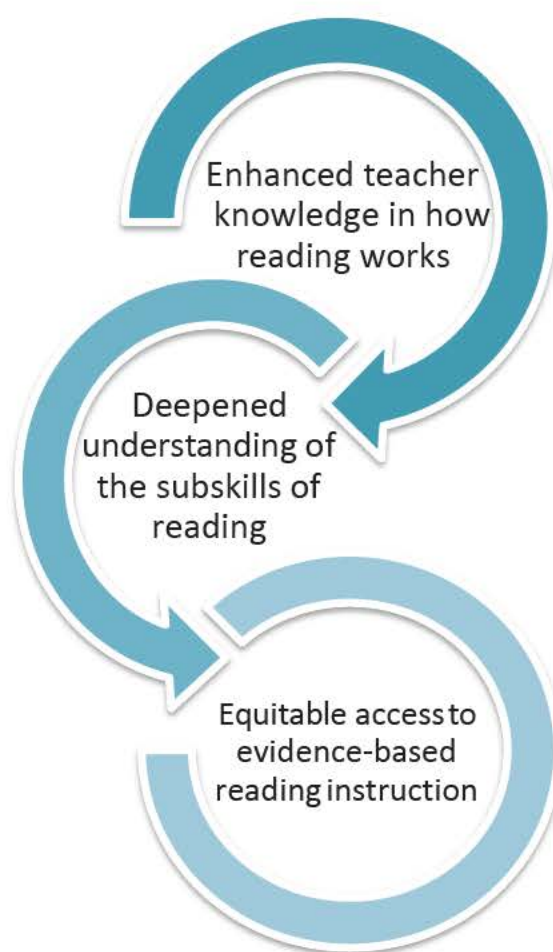
**Appendix II** articulates essential components of awareness training.



## What will educators learn?

In both *proficiency* and *awareness* training, participants will learn:

- Research and Frameworks related to the Science of Reading
- Explicit, systematic, multimodal instruction
- An understanding of the subskills of reading including Phonology, Phonics, Decoding, Encoding, Vocabulary, Fluency, Syntax & Language Comprehension
- The impact of weaknesses in these subskills
- Assessments and teaching practices that align with the Science of Reading and Structured Literacy Instruction



# LEA Guidance

## LEA Requirements:

- By 2025-2026 school year, all PK-5 classroom educators, K-12 special educators, reading specialists/coaches, ESOL, bilingual and dual language educators must demonstrate *proficiency* in the knowledge and practices of The Science of Reading and Structured Literacy. All remaining educators must exhibit *awareness*. (Table 1 & Table 2)
- The percentage of educators in LEAs meeting these requirements will be shared on the RIDE website beginning in the **2022-2023** school year.
- All LEAs that do not provide professional learning in The Science of Reading and Structured Literacy will be required to send a notice to parents that the LEA has not met the requirements

The following table outlines steps LEAs are encouraged to take to meet the Right to Read Act requirements:

**Table 3: Action Items and Questions to Consider for LEA and Building Leaders**

LEA and Building Leaders	
Action items	Questions to consider
Determine the number of educators in need of <i>proficiency</i> or <i>awareness</i> training	<ul style="list-style-type: none"> <li>• How many educators in our LEA are currently working in the roles listed in Table 1?</li> <li>• How many educators in our LEA are currently working in the roles listed in Table 2?</li> </ul>
Select a professional learning provider from RIDE's <a href="#">approved list</a> to deliver <i>proficiency</i> training	<ul style="list-style-type: none"> <li>• Will each school select their own provider, or will we have the same provider district-wide?</li> <li>• Will we select the same <i>proficiency</i> provider for classroom educators as specialists? Or will we tailor training to the educator's role? (e.g., reading specialists trained in the Orton-Gillingham approach, classroom educators trained in LETRS)</li> </ul>





<p><b>Plan for <i>awareness</i> training</b></p>	<ul style="list-style-type: none"> <li>• Will our LEA utilize RIDE’s <i>awareness</i> training? RIDE awareness training is a series of modules that are available at no cost to LEAs for educators to meet <i>awareness</i> criteria.</li> <li>• Will administrators participate in specialized administrator training from your LEA’s <i>proficiency</i> provider (when available) or <i>awareness</i> training?</li> <li>• How will <i>awareness</i> training align with educators’ professional learning plans?</li> </ul>
<p><b>Identify funding</b></p>	<ul style="list-style-type: none"> <li>• How might district funding be leveraged to support the roll out of <i>proficiency</i> and <i>awareness</i> training (e.g., Professional Development funds, Title 2 funds, ESSR, other grant funds)?</li> <li>• Are there LEA grants or RIDE-funded training that could be used to support this work?</li> </ul>
<p><b>Work with your selected professional learning provider to create a training plan</b></p>	<ul style="list-style-type: none"> <li>• What are the timelines for training?</li> <li>• How will the educators be supported during their training?</li> <li>• How will this training be integrated within high-quality instruction and intervention across our LEA’s Multi-Tiered Systems of Support?</li> <li>• How will this training be integrated into the instruction of our High-Quality curriculum?</li> </ul>
<p><b>Create a communication plan</b></p>	<ul style="list-style-type: none"> <li>• How will this be communicated to educators?</li> <li>• How will you build stakeholder awareness of the Right to Read Act?</li> </ul>
<p><b>Plan for data-collection</b></p>	<ul style="list-style-type: none"> <li>• How will you monitor <i>proficiency</i> and <i>awareness</i> completion?</li> </ul>



# Educator Guidance

Beginning in the 2020-2021 school year, practicing educators who require *proficiency* training will begin to engage in training from a RIDE-approved professional learning provider to meet the *proficiency* requirements of The Right to Read Act.

Beginning in 2021-2022, practicing educators who require *awareness* training will begin to engage in training from a RIDE-approved professional learning provider to meet the *awareness* requirements of the Right to Read Act.

ALL Educators are encouraged to seek guidance from their school and district leaders to learn more about the training plan their LEA has established. Additionally, educators are strongly encouraged to retain any certificates of completion that document their successful completion of *proficiency* or *awareness* expectations.

Once training has begun, teachers will:

1. Successfully complete all coursework and applied components delivered by the professional learning provider.
2. Implement knowledge and practices learned within daily instruction and supports for students.
3. (Optional) Upon completion of *proficiency* training, educators are eligible to add the Literacy/Dyslexia endorsement to their certificate by logging into their eCert account and formally applying online. There is no cost associated with this endorsement.

## Pre-Service Educators:

The Right to Read Act articulates clear expectations for the Educator Preparation Programs (EPPs) in Rhode Island.

Guidance for state approved EPPs regarding these expectations is forthcoming. All pre-service educators are encouraged to speak with their EPP regarding their program and how it plans to meet the Right to Read Act expectations of proficiency and/or awareness by 2025.



# Appendix I

<b>Essential Components of Proficiency Training</b> Aligned to the Literacy / Dyslexia Endorsement Competencies	
<b>Competency I</b> <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>	
<b>Knowledge and Skills Related to the Reading Process, Science of Reading Research and Methods</b>	
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	
<b>Competency II</b> <i>Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities</i>	
<b>Instruction</b>	
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)
<p style="text-align: center;"><b>Competency III</b></p> <p style="text-align: center;"><i>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</i></p>
<b>Assessment</b>
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 (MTSS) Framework
Communicating findings of assessment data with students, families, and other educators
<p style="text-align: center;"><b>Competency IV</b></p> <p style="text-align: center;"><i>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</i></p>
<b>Knowledge and Skills Related to Phonology</b>



Phonology
Phonological Awareness
Phonemic Awareness
Articulation of the sounds
<b>Knowledge and Skills Related to Phonics, Decoding and Encoding</b>
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
<b>Knowledge and Skills Related to Fluency</b>
Rate



Accuracy
Prosody
Instruction and practice
<b>Knowledge and Skills Related to Vocabulary</b>
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
<b>Knowledge and Skills Related to Comprehension</b>
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)



## Appendix II

<b>Essential Components of Awareness Training</b> Aligned to the Literacy / Dyslexia Endorsement Competencies	
<b>Competency I</b> <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. Given the time allotment, we anticipate Competency I being completed within approximately 1 hour's time and the remainder devoted to Competencies II-IV</i>	
<b>Knowledge and Skills Related to the Reading Process, Science of Reading Research and Methods</b>	
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	
<b>Competency II</b> <i>Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities</i>	
<b>Instruction</b>	
Systematic	



Explicit
Differentiating and scaffolding instruction for students with language-based learning differences
Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)
<p style="text-align: center;"><b>Competency III</b></p> <p style="text-align: center;"><i>Have awareness of 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</i></p>
<b>Assessment</b>
Using assessment data within Multi-tiered Systems of Support (MTSS) framework
Diagnostic-Prescriptive
<p style="text-align: center;"><b>Competency IV</b></p> <p style="text-align: center;"><i>Implement structured literacy instruction in all major skill domains (i.e., 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</i></p>
<b>Knowledge Related to Structured Literacy</b>
Overview of Structured Literacy
What Structured Literacy is not
<b>Knowledge and Skills Related to Phonology</b>
Phoneme awareness and the connection to decoding (connect back to orthographic mapping)
<b>Knowledge and Skills Related to Phonics, Decoding and Encoding</b>



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
Assistive technology supports
<b>Knowledge and Skills Related to Vocabulary</b>
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
<b>Knowledge and Skills Related to Comprehension</b>
Listening and reading comprehension
Background knowledge
Assistive technology accommodations including audiobooks to build background knowledge
Text structures
Pre-reading, During Reading, & After Reading: Metacognitive Strategies to support Exec 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)



# Personal Literacy Plan Guidance



**RIDE** Rhode Island  
Department  
of Education

Revised Spring 2024



## Contents

<b>Foreword</b>	<b>3</b>
<b>Background</b>	<b>4</b>
<b>What is a Personal Literacy Plan (PLP)?</b>	<b>5</b>
<b>Ensuring a Coherent System for PLP Implementation</b>	<b>10</b>
<b>Roles and Responsibilities – Grade Bands</b>	<b>11</b>
<b>Connecting PLPs and MTSS</b>	<b>13</b>
<b>Connecting PLPs and ILPs</b>	<b>16</b>
<b>Assessment</b>	<b>17</b>
<b>The PLP Cycle</b>	<b>21</b>
<b>Considerations for Multilingual Learners</b>	<b>25</b>
<b>Appendix A: Sample Paper Personal Literacy Plan</b>	<b>28</b>



## Foreword

The Rhode Island Department of Elementary and Secondary Education (RIDE) believes that all students can learn to read when provided with research-based instruction and support that is reflective of each student's individual needs. The Personal Literacy Plan Guidance articulates and define the process of implementing PLPs while using language to engage and facilitate understanding for educators, families, and stakeholders.

RIDE recommends that all Local Education Agencies (LEAs) utilize the PLP Guidance in concert with their Multi-tiered System of Supports (MTSS) Framework to guide the refinement of PLP development, use of interventions/assessments, and data analysis to support students' literacy achievement.

Reading failure **can** be prevented in all but a small percentage of children with serious learning disorders. It is possible to teach most students how to read if we start early and follow the significant body of research showing which practices are most effective."

*-Dr. Louisa Moats, 2020*



## Background

The Rhode Island (RI) General Assembly is committed to improving students' reading achievement as evidenced within [RI General Law 16-7.1-2\(c\)](#), requiring schools to develop Personal Literacy Plans for all K-5 students who are at risk of reading failure. While the law uses the term program, it is important to note that the word “**program**” used here refers to a **structure of supports utilized to improve a student's reading level**, not a commercial reading program.

(c) The strategic plan shall include strategies to improve the performance of students in mathematics, reading, and writing. Each plan must describe scientific research-based... reading instruction to improve the reading skills of all students.... The district must develop, implement, and evaluate a Personal Literacy Program for each student in these grades who is performing below grade level.

The [Rhode Island Board of Regents Secondary Regulations §2.2.2.B](#) sets the expectations for improving literacy for secondary students reading below grade level.

(B) Ensuring grade level performance in ELA and Math is the responsibility of each LEA and shall include instruction and the provision of school-wide, targeted and intensive supports. Intervention and support for students performing one (1) or more years below grade level shall be documented within the student's Individualized Learning Plan (ILP).

The Secondary Regulations require that all LEAs provide tiered literacy instruction school-wide and targeted (Tier 2) and intensive (Tier 3) support for students reading one or more years below grade level. These support plans shall be documented within the Individual Learning Plan (ILP) in accordance with [§2.4.1.B](#).

(4) LEAs shall be responsible for providing additional academic and instructional support and research-based interventions for all students not on track to graduate ready for college and career success and meet the diploma requirements established by §§ 2.3.1 through 2.3.4 of this Part. Students failing to reach the required level of proficiency shall be provided a support plan, including the types and duration of academic and educational supports and academic performance targets necessary for earning a diploma. Parents shall be provided an annual update on the progress of their children towards academic performance targets necessary for earning a diploma and graduating ready for college and career success. Support plans shall be documented in the ILP and may address academic weaknesses in academic performance and/or performance-based diploma assessments. Other academic and instructional supports shall also be documented in the student's ILP.



## What is a Personal Literacy Plan (PLP)?

A Personal Literacy Plan (PLP) is a plan of action used to accelerate a student's ability to reach grade-level proficiency in literacy. A problem-solving approach is used to develop this plan in order to determine a student's specific needs, establish goals, and set the course of action. The development of a PLP is inclusive and involves a system of support not limited to teachers, parents, and administrators.

### Who requires a PLP?

#### K-5

- Students reading below grade level require a PLP in accordance with [Rhode Island General Law 16-7.1-2\(c\)\(1\)](#).

#### 6-12

- Students reading one or more years below grade level require a PLP in accordance with [Rhode Island Regents Secondary Regulations §2.2.2.B](#).

#### Multilingual Learners (MLLs)

- K-5: MLLs reading below grade level in English require a PLP.
- 6-12: MLLs reading at least one year below grade level in English require a PLP.

#### Differently Abled Students (DAS)

- K-5: Students with IEPs who are reading below grade level require a PLP.
- 6-12: Students with IEPs who are reading at least one year below grade level require a PLP.

**Note:** PLP Guidance is the same for students with or without IEPs. [The Rhode Island Regulations Governing the Education of Children with Disabilities §6.7.4](#) requires IEP measurable goals and objectives be aligned to the PLP when applicable.

### How is “reading below grade level” defined?

It is the LEA's responsibility to ensure their definition of below grade level is aligned to their literacy screener's designation for below benchmark/grade level.



## Who creates the PLP?

PLPs are created when students meet the articulated criteria. At the elementary level, PLPs begin with the classroom teacher and should expand to include relevant professionals such as those in Figure 1. At the secondary level, PLPs begin with a specially trained teacher who has demonstrated proficiency in the knowledge and practices of the science of reading and structured literacy.

Since the creation of a PLP is an inclusive process, an expanded support team is recommended to ensure the PLP is comprehensive and delivered with fidelity. The team should include but is not limited to any of the professionals included in Figure 1.

PLPs require documentation of family contact as family engagement is a critical part of a PLP's success. Teams should ensure families are informed and provided opportunities to engage throughout the PLP development and implementation as appropriate.

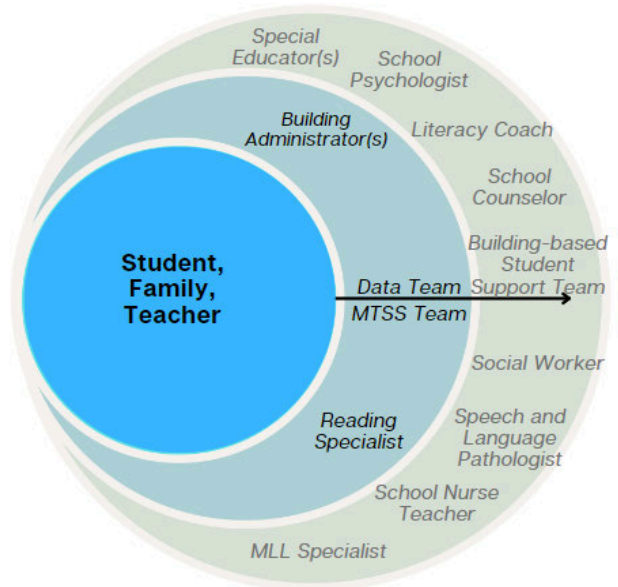
The following resources provide guidance and resources for engaging families throughout the intervention process:

- [Intensive Intervention: A Practitioner's Guide for Communicating with Parents and Families](#)
- [National Center on Intensive Intervention: Infographics for Families](#)

## How are PLPs documented?

The Rhode Island Department of Education (RIDE) does not require a specific form for PLPs; however, there are required elements that all PLPs must include. LEAs must create a coherent and cohesive system for PLP documentation so that PLPs are accessible to extended support teams, leadership, and as students transfer from grade to grade and school to school.

LEAs may have a comprehensive [MTSS framework](#) with robust documentation systems for students receiving intervention. If an LEA's MTSS Student Intervention Plan includes the required elements, then LEAs may use their MTSS intervention plans as PLPs. A sample paper PLP form is provided in [Appendix B](#) as well as a [digital version](#).





## PLP Required Elements

Student Information	
Student Name	
SASID	
Date of Birth	
MLL Proficiency	List each domain score and overall level from most recent ACCESS.
IEP/504	
Attendance Record	List number of days absent, tardy, and the total number of school days at time of PLP creation.
Current Information	
Teacher(s)	
LEA/School/Grad Year	
Record of Family Contact	
PLP History	Indicate whether this is an initial PLP. If it is not, record dates of previous PLP(s).
Information Documenting Needs	
Differentiated Instruction	Describe instructional practices and high-quality curricula that are in place to support this student. How long have these instructional practices been in place?
Assessment Results	Record each assessment, score and administration date for data that indicates the student requires a PLP. <u>Screening and any diagnostic data must be included.</u>
Intervention Plan	
Tier	
SMART Goal	<p>Write SMART goal to indicate intended outcome of the intervention. Use the following questions to guide goal setting:</p> <ul style="list-style-type: none"><li>● Specific: What specific area(s) of literacy is addressed within the intervention?</li><li>● Measurable: How will you measure whether or not the goal has been reached? What is the intended level of proficiency?</li><li>● Achievable: What key actions are required to achieve the goal?</li><li>● Relevant: How does the goal align with broader literacy growth?</li><li>● Time and Tracked: What is the time frame for accomplishing this goal?</li></ul>



Intervention Plan	<p>Describe the intervention components:</p> <ul style="list-style-type: none"><li>• Who is the person(s) responsible for implementing the intervention?</li><li>• What instructional materials and methods will be used?</li><li>• What is the duration of the intervention?</li><li>• At what frequency will instruction be occurring?</li><li>• What progress monitoring tool will be used?</li><li>• At what frequency will progress be monitored?</li></ul>
<b>Progress Monitoring</b>	
Progress Monitoring Data	<p>Progress monitoring data must be recorded, including:</p> <ul style="list-style-type: none"><li>• The start and end date of the intervention</li><li>• Baseline score</li><li>• Goal/benchmark score</li><li>• Rate of improvement on general outcome measure</li><li>• Date and score of each progress monitoring session, as well as any relevant notes</li></ul> <p><i>Progress monitoring data must be graphed in order to measure progress against the goal line.</i></p>
<b>Intervention Outcomes</b>	
Outcome Assessment	<p>After gathering progress monitoring data during the specified intervention period, provide:</p> <ul style="list-style-type: none"><li>• Date of assessment</li><li>• Assessment Name</li><li>• Graphed progress monitoring data showing rate of improvement (trendline) relative to goal line</li><li>• Description of results: Analyze the data. If data indicate student is reading on grade level, discontinue PLP and complete release information. If not, revise/intensify the Intervention Plan.</li></ul>
PLP Release Information	<p>Complete only if student is reading on grade level. Provide:</p> <ul style="list-style-type: none"><li>• Justification for Release: How does the team know the student is on grade level?</li><li>• How will the team monitor student's success?</li><li>• Signature of Participants</li><li>• Parent Communication</li></ul>





## **When does a student no longer require a PLP?**

Elementary students whose progress monitoring and/or outcome data indicate they are reading on grade level no longer require a PLP. LEAs should have a system for monitoring students after they discontinue the PLP.

Secondary students continue with a PLP until data indicate they are reading less than one year below grade level. When elementary students with PLPs transition to secondary, they require a PLP until they are reading less than one year below grade level. LEAs may decide to continue their secondary students PLPs until they are reading on grade level.

LEAs should create and maintain a system for PLP documentation so plans can be accessed for future use or as a reference. When a student's PLP is discontinued, parents must be notified in accordance with the [Basic Education Program §1.3.1.A.4](#):

For each student receiving or discontinuing an academic support or intervention, the LEA shall provide written notice to the parent(s) or guardian(s) that must:

- a. Describe the academic support or intervention being delivered or discontinued;
- b. Describe the systematic problem-solving approach used to identify the student's need for support or intervention;
- c. Describe the exit criteria for the support or intervention; and,
- d. Be provided in the parent's native language.



## Ensuring a Coherent System for PLP Implementation

Successful implementation of PLPs relies on a strong foundation of science of reading and structured literacy, high quality instructional materials and MTSS. The chart below shows the spectrum of responsibilities at the district, school, and teacher level. Using the chart starting in the first column and moving to the right, teams can determine their readiness for PLP implementation.

	LEA <sup>®</sup>	School <sup>®</sup>	Teacher
<b>Structured Literacy/ Science of Reading</b>	<ul style="list-style-type: none"> <li>Communicate district-wide vision and measurable goals for literacy instruction.</li> <li>Ensure all leaders have a common understanding of structured literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate school-wide vision and measurable goals for literacy instruction.</li> <li>Ensure all teachers have a common understanding of structured literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Integrates knowledge of structured literacy/science of reading with HQIM to teach with integrity</li> </ul>
<b>High Quality Instructional Materials (HQIM)</b>	<ul style="list-style-type: none"> <li>Inventory Tier 1, 2 and 3 instructional materials, including assessments.</li> <li>Evaluate, select and implement HQIM, including assessments.</li> <li>Ensure all schools have access to and are effectively using HQIM across all Tiers of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers have access to and are effectively using HQIM across all Tiers of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Integrates knowledge of structured literacy/science of reading with HQIM to teach with integrity.</li> </ul>
<b>Data/ MTSS</b>	<ul style="list-style-type: none"> <li>Develop, implement, and monitor a district-wide MTSS system that includes a data collection system.</li> <li>Design schedules that provide time for core and tiered instruction.</li> <li>Analyze literacy data to make informed decisions with respect to scheduling, curriculum materials, program planning and evaluation, resource allocation and professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a coherent school-wide MTSS system.</li> <li>Design schedules that provide time for tiered instruction.</li> <li>Schedule and monitor routine literacy screening.</li> <li>Analyze literacy data to make informed decisions with respect to scheduling, curriculum, program planning and evaluation, resource allocation and professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of school MTSS system – including process for referral, data collection.</li> <li>Administers routine literacy screening and additional assessments as necessary.</li> <li>Analyzes data to plan and provide tiered instruction as necessary.</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Provide and participate in continuous literacy professional learning (e.g., SoR, Structured Literacy, HQIM, MTSS).</li> </ul>		
<b>Family Engagement</b>	<ul style="list-style-type: none"> <li>Develop systems for the involvement of parents/guardians in students' literacy education.</li> </ul>		



## Roles and Responsibilities – Grade Bands

District and school-based leadership, teachers, and parents have responsibilities to ensure PLPs are successful. The table below provides an overview of the major responsibilities for various roles across the LEA.

K-5	6-12
<p><b>Classroom Teacher:</b></p> <ul style="list-style-type: none"><li>• Demonstrate proficiency level knowledge of the science of reading and structured literacy.</li><li>• Use high quality instructional materials to plan and provide differentiated Tier 1 instruction for all students.</li><li>• Review all students' reading achievement/data.</li><li>• Provide documentation regarding each student's needs and progress to parent(s) and school leadership.</li><li>• Develop and implement PLPs in consultation with an expanded support team when necessary.</li><li>• Invite parents/guardians to participate in the planning of the intervention.</li></ul> <p><b>Qualified Literacy Teacher:</b></p> <ul style="list-style-type: none"><li>• Demonstrate proficiency level knowledge of the science of reading and structured literacy.</li><li>• Plan and provide evidence-based group interventions at Tier 2, and/or intensive individualized interventions at Tier 3.</li><li>• Employ and analyze diagnostic assessments to gain specific knowledge of needs and strengths.</li><li>• <b>Employ and review progress monitoring data to assess acquisition of the specific instructional content being taught.</b></li><li>• Invite parents/guardians to participate in the planning of the intervention.</li></ul> <p><b>Note: A classroom teacher or special educator may also be the qualified literacy teacher.</b></p> <p><b>MTSS Team:</b></p> <ul style="list-style-type: none"><li>• Review and analyze students reading achievement/data.</li></ul>	<p><b>Content Area Teacher:</b></p> <ul style="list-style-type: none"><li>• <b>Demonstrate awareness level knowledge of the science of reading and structured literacy.</b></li><li>• Use high quality instructional materials to plan and provide differentiated Tier 1 instruction for all students.</li><li>• Use data to differentiate instruction for all students so they can read and acquire knowledge of the content area.</li></ul> <p><b>Qualified Literacy Teacher:</b></p> <ul style="list-style-type: none"><li>• Demonstrate proficiency level knowledge of the science of reading and structured literacy.</li><li>• Plan and provide evidence-based group interventions at Tier 2, and/or intensive individualized interventions at Tier 3.</li><li>• Employ and analyze diagnostic assessments to gain specific knowledge of needs and strengths.</li><li>• <b>Employ and review progress monitoring data to assess acquisition of the specific instructional content being taught.</b></li><li>• Invite parents/guardians to participate in the planning of the intervention.</li></ul> <p><b>MTSS Team:</b></p> <ul style="list-style-type: none"><li>• Review and analyze students reading achievement/data.</li><li>• Develop goals, determine interventions, and support implementation of PLP.</li><li>• Review progress monitoring data and adjust interventions as needed.</li><li>• Invite parents/guardians to participate in the planning of intervention.</li></ul>



- Develop goals, determine interventions, and support implementation of PLP.
- Review progress monitoring data and adjust interventions as needed.
- Invite parents/guardians to participate in the planning of intervention.

## Connecting PLPs and MTSS

Multi-tiered systems of support (MTSS), formerly known as Response to Intervention (RTI), is a key component of the Rhode Island Department of Education's [Comprehensive Literacy Guidance](#). MTSS is a framework for school improvement that ensures all students are supported in meeting academic, behavioral, and social-emotional outcomes. Through the MTSS framework, all students have access to grade level, standards aligned instruction through the use of high-quality instructional materials and differentiated instructional practices at Tier 1, evidence-based group interventions at Tier 2, and intensive individualized interventions at Tier 3. Coherence across the tiers is an important consideration when planning instruction to ensure it provides the same set of grade-level student experiences for all students (e.g., core instruction, interventions, extended time). This ensures students engage in instructional experiences connected with each other and with core grade-level instruction. While not always possible across the MTSS system, instructional supports should prepare students for or extend core learning by covering the same topics or concepts.



### Interventions

PLPs support students who require intervention in addition to differentiated core instruction (Tier 1). Interventions are systematic instructional plans utilizing evidence-based materials and practices that are designed to help students achieve progress towards grade level goals.

[The National Center on Intensive Intervention](#) outlines the following key instructional principles for effective intervention:

- **Explicit:** concepts and skills are clearly explained and modeled
- **Systematic:** skills presented build upon previously taught skills in a logical sequence
- **Precise, simple, and replicable language:** short, clear, and consistent language is used so students can recall key information and steps involved in a skill or concept
- **Repeated opportunities to practice, build fluency, and review:** guided practice with teacher support leads to mastery, followed by independent practice to ensure students do not internalize mistakes or errors
- **Frequent opportunities to respond and interact:** multiple tools and techniques (personal whiteboards, turn and talk, etc.) are used to increase a student's opportunity to show their understanding
- **Specific error correction and feedback:** immediate positive and corrective feedback is provided to ensure students correctly practice skills. A suggested sequence for error correction is shown below:

Step 1: Identify the error and explain why it is incorrect.



Step 2. Model the correct response.

Step 3. Provide the student with an opportunity to provide a correct response.

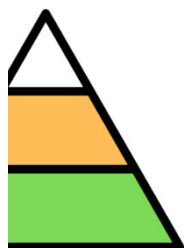
## Defining the Tiers

### Tier 1:



At Tier 1, core instruction aligned to grade level, Rhode Island State Standards using high-quality instructional materials is provided for all students by the classroom/content area teacher. Differentiation for all students is provided as Tier 1 support. All students are assessed with a universal screener to identify areas of strength and need, as well as which students are at risk of difficulties in literacy and require Tier 2 or Tier 3 intervention.

### Tier 2:

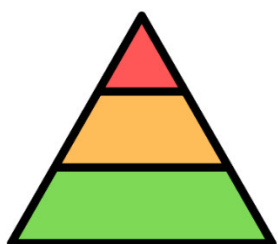


At Tier 2, students who require support beyond Tier 1 receive small-group evidence-based targeted interventions matched to their needs delivered through a standard protocol by a qualified literacy teacher who has been trained in delivering the intervention and have demonstrated proficiency in the knowledge of the science of reading and structured literacy. They must also be trained in the program or methods used during the intervention. The teacher must have the time to not only deliver the intervention with integrity but analyze the data and participate in strategic planning. **Tier 2 instruction is provided in addition to, *not* as a replacement for, Tier 1 instruction.** Additionally, Tier 2 instructional content should mirror the content the student is learning in Tier 1/HQIM when possible, to provide instructional coherence. Different interventions require different dosages to be effective. Interventions should be delivered in accordance with research indicating the dosage and schedule needed for the instruction to



be effective. Progress monitoring data including the use of general outcome measures, is used to identify which students are making adequate progress and should continue with Tier 2 support, which have made enough progress to return to Tier 1, and students for whom individualized Tier 3 intervention is necessary.

### **Tier 3:**



At Tier 3, students who require support beyond Tier 1 and Tier 2 receive intensive, individualized interventions delivered by a qualified literacy teacher who has been trained in delivering the intervention and has knowledge of the practices of the science of reading and structured literacy. The teacher must have the time to not only deliver the intervention but analyze the data and participate in strategic planning.

Tier 3 is not synonymous with special education. Students who require Tier 3 intervention include students who have not responded to evidence-based Tier 2 interventions delivered with fidelity, students whose screening data indicate an urgent need for intense intervention, and students with IEPs who are not making adequate progress in meeting IEP goals. Different interventions require different dosages to be effective. Interventions should be delivered in accordance with research indicating the dosage and schedule needed for the instruction to be effective. Additionally, Tier 3 instructional content should mirror the content the student is learning in Tier 1/HQIM when appropriate, to provide instructional coherence. Progress monitoring with general outcome measures is used to identify which students are making adequate progress and should continue with Tier 3 support, which have made enough





progress to return to Tier 1 and 2 support, and students for whom Tier 3 support is not working.

*For additional information on MTSS visit [BRIDGE-RI](#).*

## Connecting PLPs and ILPs

The [Rhode Island Board of Regents Secondary Regulations §2.2.2.B](#) states:

B. Ensuring grade level literacy and numeracy is the responsibility of each LEA and shall include instruction and the provision of school-wide, targeted and intensive supports. Intervention and support for students performing one (1) or more years below grade level shall be documented within the student's Individualized Learning Plan (ILP)."

LEAs must create a coherent and cohesive system to ensure PLPs are coordinated with secondary students' ILPs. Relevant teachers should be aware of students' PLPs in order to appropriately connect the literacy goals to the students' ILP. LEAs are encouraged to adapt their Student Information System (SIS) to include an indicator that a student has a PLP. This information, when connected to their ILP system, can embed an alert in a student's ILP that indicates to relevant teachers that a student has a PLP.



## Assessment

A Comprehensive Assessment System is integral to the success of the PLP. Comprehensive Assessment Systems include intentionally selected assessments that:

- identify students at risk
- inform and improve instruction
- measure outcomes

The following assessments are necessary in every LEA's Comprehensive Assessment System and are foundational in implementing effective interventions.

### Universal Screening: *Which students are at risk?*

#### Tier 1:



Screening assessments are standardized assessments administered to all students to assess key indicators of reading proficiency quickly and easily. Screening is essential in the early identification of students who may be at risk for reading difficulties, including dyslexia. Early identification of students at risk of reading difficulties coupled with intentional



interventions can promote higher levels of reading proficiency in the future.

Screening occurs at the beginning of the school year to predict which students are likely to experience reading difficulty within Tier 1. It is essential that screening also occurs in the middle and end of the year to assess the efficacy of core instruction and ensure all at-risk students are identified and receive appropriate support.

The following resources provide guidance on selecting and implementing universal screeners:

- [The Importance of Universal Screening for Early Literacy](#)
- [Universal Screening Assessments K-12 Chart \(RIDE\)](#)
- [Academic Screening Tools Chart](#)

If a student's score indicates the need for intervention, additional assessments should be administered to determine a student's potential risk for dyslexia, a neurobiological weakness in phonological and orthographic processing. Screeners should include measures of Rapid Automatic Naming (RAN), phonemic awareness, real and pseudo word reading, as well as oral language.

The following resource from the International Dyslexia Association provides further information on [screening for dyslexia](#) in kindergarten through second grade.

- [Universal Screening: K-2](#)

## Diagnostic: *What is the specific area of need?*

### Tier 2:



### Tier 3:

Diagnostic assessments are administered to students identified as at-risk through the screening process and have not responded to Tier 2 instruction as well as students whose screening data indicate a need for intensive intervention. Diagnostic assessments provide an in-depth view of a student's reading profile and help to specify a student's specific areas of strength and need for the purpose of matching intervention to their needs. Data is used to plan for intensified intervention and set targeted and specific intervention goals.

Diagnostic data can be collected through both formal and informal assessments such as standardized assessments provided within instructional materials as well as informal assessments such as student work samples or an analysis of progress monitoring errors.



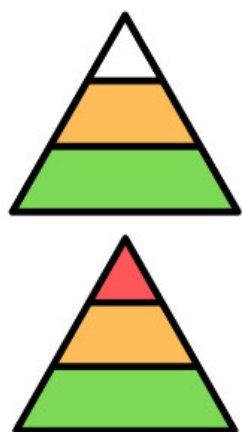
The following resources provide more information on diagnostic assessments:

- [Example Diagnostic Tools](#)
- [Using Diagnostic Data](#)

The quick guide helps teachers identify a specific area to assess and areas in which to set goals. When assessing K-2 students, begin at the bottom of the progression. When assessing students in grades 3 and up, begin at the top of the progression. The following resource provides an in-depth explanation on how to use the tool.

- [AIM Institute Quick Guide for Reading Assessment](#)

### Progress Monitoring: *Is instruction effective?*



Progress monitoring assessments are brief formative assessments administered to students immediately after instruction in order to determine their rate of improvement and responsiveness to instruction – ultimately indicating the effectiveness of instruction. Data from progress monitoring (mastery measures [of specific skills] and general outcome measures) allows teachers to analyze progress to guide instructional decisions regarding goals, groupings, and methods for instruction.

Progress monitoring should occur every 2-4 weeks for students in Tier 2 and every 1-2 weeks for students in Tier 3. Best practice indicates data is charted to show a student's rate of improvement towards the intervention goal by comparing the trend line to the goal line.

The following are resources on selecting and implementing progress monitoring assessments:

- o [Academic Progress Monitoring Tools Chart](#)

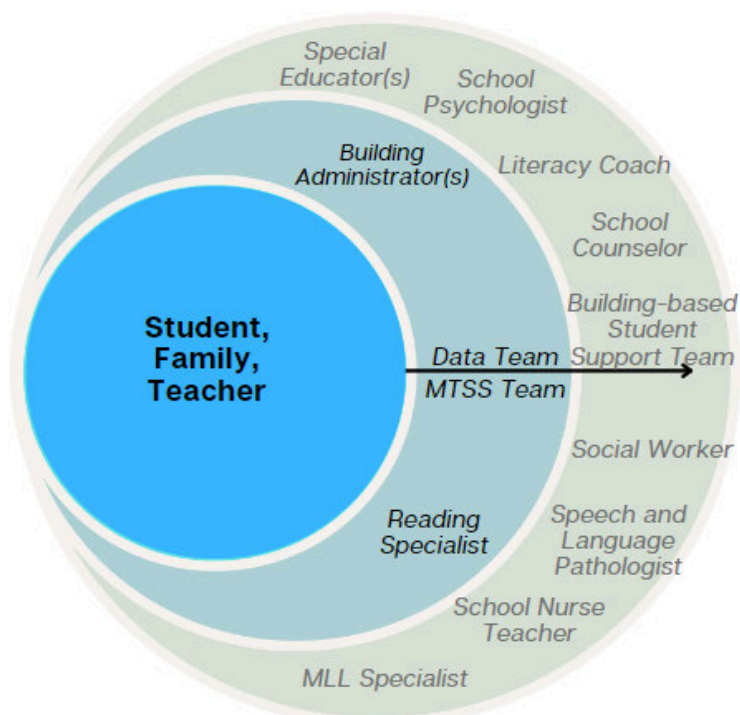


## Outcome Measures: *What has the student learned?*



Outcome measures are summative assessments that assess what a student has learned over time and their proficiency in relation to grade level standards.

For additional assessment information, refer to [Comprehensive Assessment System: Rhode Island Criteria & Guidance](#).





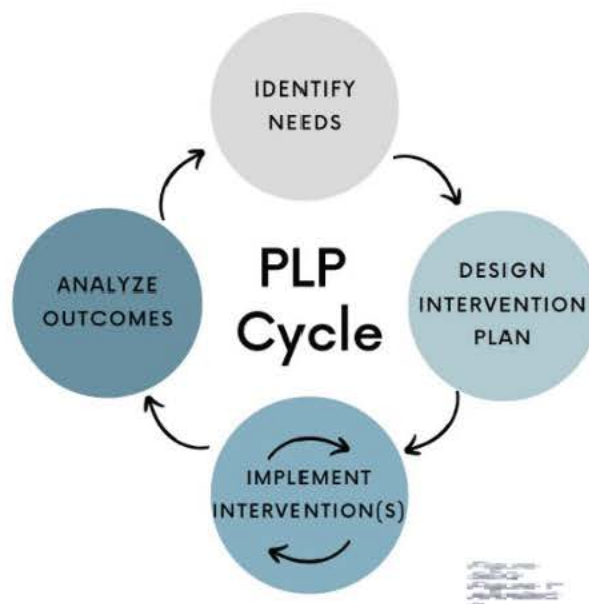
PLPs are created when students meet the articulated criteria. At the elementary level, PLPs begin with the classroom teacher and should expand to include relevant professionals such as those in Figure 1. At the secondary level, PLPs begin with a specially trained teacher who has demonstrated proficiency in the knowledge and practices of the science of reading and structured literacy.

Since the creation of a PLP is an inclusive process, an expanded support team is recommended to ensure the PLP is comprehensive and delivered with fidelity. The team should include but is not limited to any of the professionals included in Figure 1.

PLPs require documentation of family contact as family engagement is a critical part of a PLP's success. Teams should ensure families are informed and provide opportunities to engage throughout the PLP development and implementation as appropriate.

## The PLP Cycle

The PLP process promptly responds to students who are not reading at *grade level*. It is a *cycle* because students may need a series of interventions to read on grade level. This cycle is designed to align to an LEA's Tier 2 and Tier 3 MTSS and data-based individualization process. The information below details each step of the PLP cycle.



### IDENTIFY NEEDS

#### 1. Identify Needs:

After using universal screening data to identify a student as at risk:

- Analyze a body of evidence including assessments embedded within high-quality instructional materials, and evidence to validate screening results and determine specific area(s) of need. If more information is needed then diagnostic assessments should be administered.
- Assess whether the data indicate a student should receive Tier 2 or Tier 3 intervention.

Area	Sample Evidence:
Phonological	● Word level tasks:



<b>and Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>o Word discrimination</li> <li>o Rhyme and alliteration recognition and production</li> <li>o Sentence segmentation</li> <li>o Compound word blending, segmentation, and deletion</li> <li>● <b>Syllable level tasks:</b> <ul style="list-style-type: none"> <li>o Syllable counting</li> <li>o Syllable segmentation, blending, and deletion</li> </ul> </li> <li>● <b>Onset and rime tasks:</b> <ul style="list-style-type: none"> <li>o Onset and rime segmentation and blending</li> </ul> </li> <li>● <b>Phoneme level tasks:</b> <ul style="list-style-type: none"> <li>o Phoneme isolation (e.g., First Sound Fluency probe)</li> <li>o Phoneme segmentation and blending (e.g., Phoneme Segmentation probe)</li> <li>o Phoneme addition, deletion, and substitution (e.g., <a href="#">Phonological Awareness Screening Test</a> assesses syllable, onset and rime and phoneme awareness)</li> </ul> </li> </ul>
<b>Phonics/Spelling</b>	<ul style="list-style-type: none"> <li>● Letter-sound correspondence tasks (e.g., Letter Sound Fluency probe)</li> <li>● Phonics survey (e.g., CORE Phonics Survey, Quick Phonics Screener)</li> <li>● Nonsense word fluency</li> <li>● Spelling inventory (e.g., <a href="#">Diagnostic Spelling Test</a>, <a href="#">Primary Spelling Inventory</a>)</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>● Oral reading fluency (e.g., Oral Reading Fluency probe)</li> <li>● Sight word probes (e.g., TOWRE-2)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Morphological analysis</li> <li>● Writing samples</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>● Cloze reading tasks</li> <li>● Listening comprehension tasks</li> <li>● Anecdotal data on ability to retell, summarize, identify key details and story elements etc.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Writing samples</li> <li>● Writing CBM</li> </ul>



## 2. Design Intervention Plan:

When designing the intervention plan, an inclusive process should engage teachers, family, and relevant qualified professionals. Involved teachers should be proficient in the knowledge of structured literacy and the science of reading, which is essential for effective literacy assessment and instruction. The team should use the following questions to design the student's intervention plan. This information must also be documented within the student's PLP:



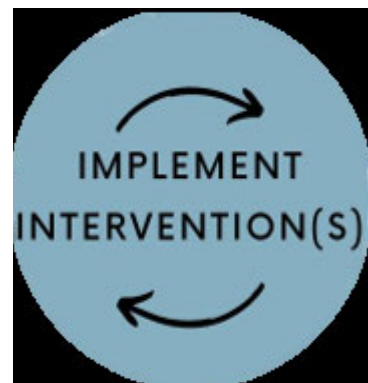


- o What is the specific intervention goal and how will it be measured?
- o What materials are available from student's HQIM to support intervention goal(s), if appropriate?
- o What evidence-based instructional methods and materials will be used to address the student's specific needs?
- o Does the content used within the intervention materials help to support building student knowledge of their Tier 1/HQIM content and instruction (e.g., Tier 1/HQIM unit is Industrial Revolution then Intervention materials should support and build student understanding of the Industrial Revolution)?
- o Who is qualified to provide the intervention?
- o When/how often will the intervention occur?
- o What tool(s) will be used to progress monitor and how often?

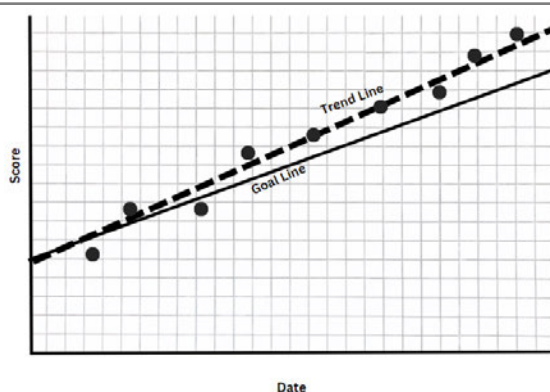
### 3. Implement Intervention(s):

The implementation of intervention(s) step is *cyclical* as students may need a series of interventions to reach grade level literacy standards. Intervention implementation includes:

- o Implement intervention and progress monitor for 8-12 weeks.
- o Graph the progress monitoring data to compare the student's trend line to the goal line. The trend line represents the line of best fit drawn through a series of data points. The goal line is established by plotting a line from the student's baseline score to the goal score.
- o Review progress monitoring data and identify which of the following three scenarios is occurring:



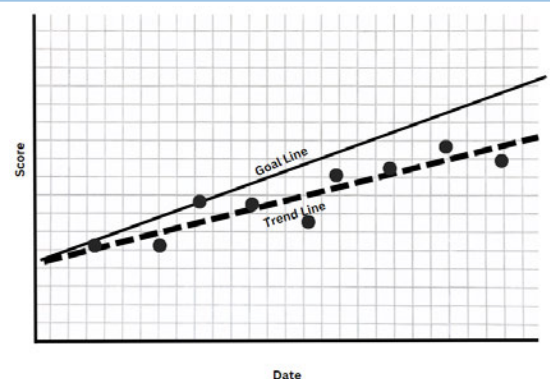




*The trend line is steeper than the goal line.*

**Met or on track of meeting goal by end of intervention:**

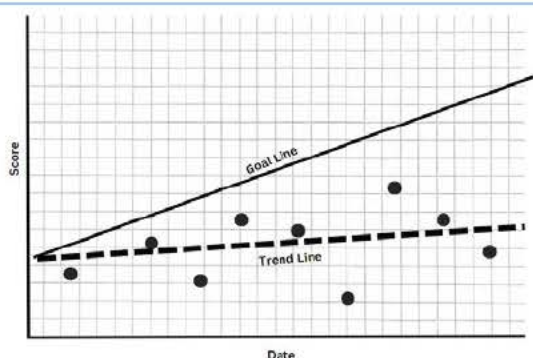
- Continue with intervention until the student has met the goal.
- Review diagnostic data to determine if there are additional areas of need and create a new intervention plan.
  - **If not**, use an outcome measure to determine if the student is reading on grade level and can be exited from the PLP. LEAs should have a monitoring plan for students who exit a PLP.



*The trend line is below the goal line, **but** the student is making progress.*

**Some progress has been made but not at an adequate rate of improvement:**

- Consider: Has the intervention been implemented with [fidelity](#)?
  - **If not**, then work with the team to address intervention fidelity.
  - **If yes**, then intensify the intervention by adjusting:
    - Dosage: increase opportunities for practice and feedback
    - Alignment: increase focus on the discrete skill. If necessary, administer a diagnostic assessment to ensure the intervention is precisely aligned to the student's need.
    - Attention to transfer: increase opportunities for student to transfer and connect skill to other concepts.
    - Comprehensiveness: ensure instruction is direct and explicit
    - Behavioral support: incorporate self-regulation and executive functioning principles.
    - Individualization: adjust the intervention based on each progress monitoring result.



*The trend line is below the goal line and the gap is widening.*

**Insufficient progress has been made:**

- Consider whether the intervention has been provided with fidelity and the intervention and progress monitoring tool is matched to the specific student's needs.
  - *If yes*, then confer with the team to plan for individualized instruction and intensify based on student's specific needs.
  - *If not*, analyze diagnostic data to modify the focus of the intervention or address the factors affecting fidelity.



#### 4. Analyze Outcomes:

Use outcome data to determine next steps:

- If data indicates that the student is reading at grade level, the student no longer requires a PLP, and a plan should be created to monitor the student's progress in Tier 1.
- If the student is *not* at grade level:
  - Review all documentation and data to identify effective instructional practices and revise or create a new intervention plan.
    - A referral for Special Education may be considered

if:

- Despite successive, research-based intensive interventions delivered with fidelity, the student is not making progress towards grade level standards.
- The student's progress is dependent upon a level of support that cannot be maintained over time in general education.

Refer to [Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities](#) for more information on the referral process.

### Considerations for Multilingual Learners

Teams should use the following considerations to ensure that PLPs are implemented effectively for multilingual learners (MLLs) in order to ensure literacy growth.

#### Professional Knowledge:

PLP teams should include educators with expertise in instruction and assessment of MLLs.

Misidentification/over identification is reduced when a team has knowledge of second language acquisition, English language development and the Tier 1/Core curriculum. Members of the team should have knowledge of the student's educational history, cultural influences on learning, language development and any relevant learning challenges. The team should ensure families are engaged in the



PLP development and implementation process as well. Families provide valuable insight into their child's educational history, cultural norms and strengths and needs.

### **Tier 1 Instruction:**

LEAs must ensure MLLs have access to Tier 1 instruction that includes embedded supports aligned with the WIDA English Language Development (ELD) standards based on their English language proficiency levels. Therefore, MLLs should not be removed from Tier 1 instruction in order to receive intervention or ELD instruction.

### **Tier 2 and 3 Intervention:**

Interventions must be culturally and linguistically responsive, align with the student's specific instructional needs, and consistently address both foundational literacy skills and language development. Note, some Tier 2 and 3 materials do not provide language support, which impacts students' rate of progress. Therefore, educators who provide interventions should have knowledge of second language acquisition and the role of language proficiency in literacy growth in order to provide simultaneous language and literacy supports.

### **Assessment:**

When possible, teams should first administer language assessments in the student's first language to provide context on the student's ability to cross-linguistically transfer their knowledge of the first language to their acquisition of the second language. If a student's first language shares a similar alphabetic system to the second language and they have skills in phonological and phonemic awareness, they will be more likely to achieve reading success in the second language. For example, studies have found that letter naming, decoding, and oral reading fluency in Spanish are accurate predictors of reading success in both Spanish and English.

If a student has difficulty in their first language, this may impact their ability to develop literacy skills in their second language. However, if a student has literacy skills in their first language but struggles with literacy in their second language, the discrepancy might be related to limited exposure to research-based instruction or an indication of a literacy-based difficulty.

When reflecting on MLLs literacy and language skills, one-point-in-time assessments may not accurately reflect their skills and knowledge. A body of evidence must be compiled in order to understand their language and literacy strengths and needs as well as establish instructional goals.

- **Universal Screening:**

Screening MLLs with valid and reliable measures in both their first and second language helps identify students who need immediate intervention in order to reduce the overrepresentation of multilingual students in special education. Screening is especially critical in kindergarten through grade two, where the widespread belief is that reading-based deficits are due to a lack of English language proficiency instead of a potential disability.

Studies have consistently shown a correlation between measures of phonological awareness, alphabetic knowledge, and oral reading fluency with measures of reading comprehension for



MLLs in kindergarten through fifth grade. Therefore, screeners that address these skills are recommended for identifying MLLs who may be at risk for reading failure.

When reviewing screening results, the team must consider the following guiding questions:

Area	Consider:
Phonological Awareness	<ul style="list-style-type: none"><li>• Does the student's first language break down words or sounds in this way? (e.g., does the language have compound words?)</li><li>• Is the skill relative in the student's first language? (e.g., rhyming, alliteration, etc.)</li></ul>
Phonemic Awareness/ Letter-sound Knowledge	<ul style="list-style-type: none"><li>• Has the student acquired these phonemes in their spoken English?</li><li>• What sounds does the student know in each language?</li><li>• Are there sounds in English that are infrequent or nonexistent in the student's first language?<ul style="list-style-type: none"><li>◦ Refer to the <a href="#">American Speech-Language Hearing Association's Phonemic Inventories</a> for information on phonemic systems across languages</li></ul></li></ul>
Rapid Automatized Naming	<ul style="list-style-type: none"><li>• Do these objects/symbols have a specific name in the student's first language?</li><li>• Is the student familiar with these objects/symbols?</li></ul>

- **Progress Monitoring:**

Prior to progress monitoring, teams should establish instructional goals for both literacy and language. These goals should be rigorous and align with grade-level literacy and ELD standards. When conducting progress monitoring for MLLs, it is important to consider the language of instruction. For students who receive instruction in multiple languages, it is recommended that progress is monitored in the languages of instruction.

- The National Center on Intensive Intervention [Academic Progress Monitoring Tools Chart](#) provides data on use with MLLs when available.

MLLs' performance on these assessments should be assessed in relation to *true peers*, students who have the same or similar levels of language proficiency. This requires that teams have knowledge of students' educational history, cultural influences on learning, and language development. If a student's data suggests that they are not responding in alignment with their *true peers*, then the team must consider whether the intervention has been delivered with fidelity and at an appropriate dosage and consider next steps to intensify instruction.

- The National Center on Intensive Intervention's [Dimensions of Taxonomy of Intervention Intensity and Considerations for English Learners](#) provides teams with a tool to use to evaluate an intervention's intensity.





## Personal Literacy Plan

<b>Student Information:</b> Name: _____ Student ID #: _____ DOB: _____ English Language Proficiency Level: _____ <input type="checkbox"/> IEP <input type="checkbox"/> 504 Attendance: ____absent ____tardy as of ____/____/____		<b>Current Information:</b> Teacher: _____ Grade: ____ School: _____ Teacher(s): _____ PLP History: <input type="checkbox"/> Initial PLP <input type="checkbox"/> Continuation If a continuation, record dates of previous PLP(s): _____ Record of Family Contact: _____																																					
<b>Documenting Need</b> Describe instructional practices that are in place currently to support this student:          Provide a brief narrative analyzing the data:		<b>Assessment Data:</b> <table border="1"> <thead> <tr> <th>Date</th> <th>Assessment</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>Screening Results</b></td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <td colspan="3"><b>Diagnostic Results</b></td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <td colspan="3"><b>Additional Assessment Results</b></td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>		Date	Assessment	Results	<b>Screening Results</b>									<b>Diagnostic Results</b>									<b>Additional Assessment Results</b>														
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Intervention Plan:	Progress Monitoring:
<b>Tier:</b> <b>SMART Goal:</b>	Progress Monitoring Tool: _____ Progress Monitoring Frequency: _____ Expected Rate-of-Improvement: _____ per _____ Intervention start date: ____/____/____ Intervention end date: ____/____/____ Length of Intervention: _____ weeks
<b>Intervention Details:</b> Describe the intervention components: include the program/ materials/ strategies used.	
Teacher(s) Responsible for Intervention: _____ Duration of Intervention: _____ Frequency of Intervention: _____ Progress Monitoring Tool: _____	





Progress Monitoring Frequency: \_\_\_\_\_

Progress Monitoring Data	
Benchmark: _____	
Date	Results

Score

Date






## Intervention Outcome

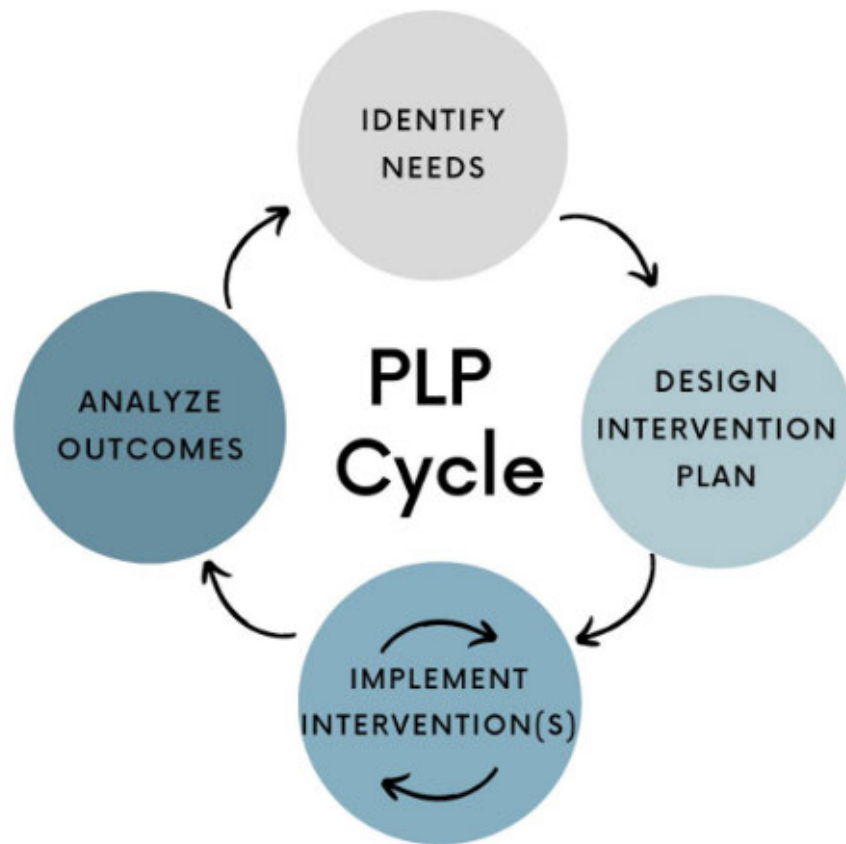
Date	Assessment	Results

- If student is not reading on grade level: Revise or create a new Intervention Plan
  - If student is reading on grade level: Complete PLP Release Form

## PLP Release Form



<b>Date:</b> __/__/__ <b>Justification for release from PLP:</b>	
<b>Signatures of participants:</b>	
<b>Signature:</b>	<b>Role:</b>
	Teacher
	Parent/Guardian
	Administrator
	Student (if applicable)
<b>If parent is not in attendance, please fill out the information below.</b> <b>Date notified:</b> __/__/__ <b>Comments:</b>	



### References:

- Baker, D., Cummings, K., & Smolkowski, K. (2022). *Diagnostic accuracy of Spanish and English screeners with Spanish and English criterion measures for bilingual students in Grades 1 and 2*. *Journal of School Psychology*, 92, 299-323. <https://doi.org/10.1016/>
- Hui-Michael, Ying. [\*Identifying Multilingual Learners Who Are Differently Abled: Culturally and Linguistically Responsive Approaches\*](#). RIDE, 2019.
- Sacco, D., Hoover, J., Spies, Tracy. (2021). [\*Implementing Data-Based Individualization for English Learners\*](#). National Center on Intensive Intervention at AIR.

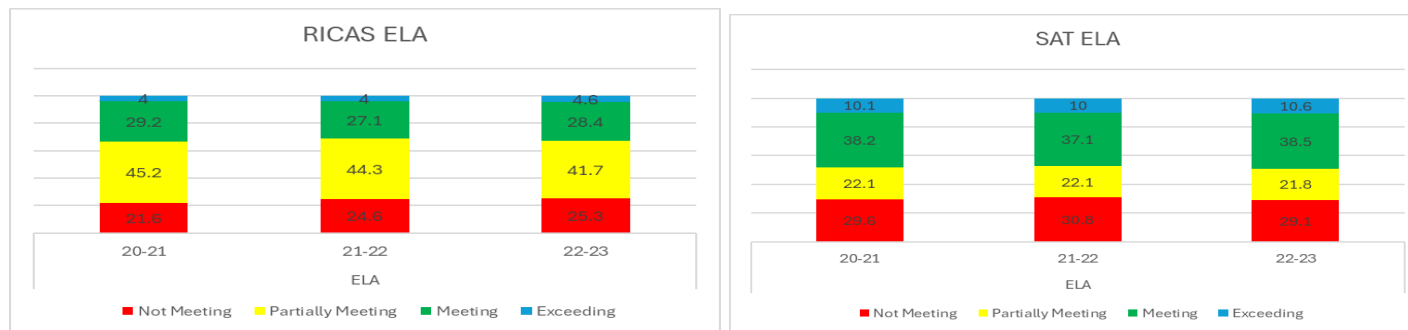
## Literacy Action Plan

### Brainstorm Document

#### Introduction:

The State of Rhode Island strives to ensure that all students are effective readers, writers, listeners, and speakers. Through the use of evidence-based strategies, we will build our students' knowledge and understanding of literacy to develop lifelong learners and engaged citizens. Rhode Island is committed to improving literacy proficiency rates for all students, pre-kindergarten through grade twelve.

Most recent data from the Rhode Island Comprehensive Assessment System indicates that in 2023, 33.1% of students in grades three through eight are proficient in English Language Arts. Longitudinally, there is a .6% decrease in proficiency and an average growth percentile of 50. 2023 SAT data indicates that 49.1% of eleventh grade students are proficient in English Language Arts, which has not shown significant changes longitudinally. The National Assessment of Educational Progress (NAEP) 2022 data shows that 33% of fourth graders and 31% of eighth graders are at or above proficiency in English Language Arts. This data indicates that there is a literacy crisis in Rhode Island and it has signaled a call for action to create proficient readers, writers and speakers.



In order to mitigate this crisis, Rhode Island is placing a strong emphasis on education and has implemented several initiatives to promote literacy and educational outcomes:

- adoption and implementation of rigorous English Language Arts (ELA) standards
- development of curriculum frameworks to provide literacy curricula and instructional guidance
- legislation to insure students PK-12 have access to grade appropriate high-quality instructional materials
- legislation requiring teachers to demonstrate *proficiency* or *awareness* in Science of Reading and Structured Literacy

The purpose of this literacy action plan is to develop the systems and structures necessary for literacy development in all areas of literacy, pre-kindergarten through grade twelve. This plan will:

- provide guidance and support for educators and community members to consider as they respond to the mission of increasing student proficiency in literacy
- support equitable instructional practices
- ensure access to high quality instructional experiences beginning in pre-kindergarten to enable all students the opportunity to excel as readers, writers and speakers
- embed strategies and considerations for diverse populations (e.g. multilingual learners, differently-abled students) throughout all components of the plan
- focus on instructional coherence to account for specific expectations for student learning with specific strategies and materials to guide instruction and assessment

The *Rhode Island State Plan* addresses a RI 2030 Priority: Investing in our children, families and early education by promoting the implementation of a universal, high-quality Pre-kindergarten for children ages 3 and 4 and ensuring that children enter kindergarten ready to learn and on a path to reading proficiently in third grade. The plan also addresses an increasing coordination and alignment between the early learning system and the K-12 school system to ensure **all students** are on a path to academic success. The state of Rhode Island acknowledges that primary and secondary education are essential for both individual and community success.

**Vision:**

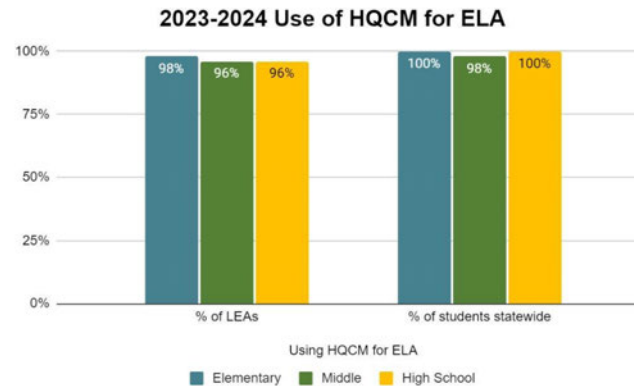
Rhode Island students will be effective readers, writers, listeners, and speakers within society. Through the use of scientifically based strategies, we will build our students' knowledge and understanding of literacy and the world to develop lifelong learners and engaged citizens. [English Language Arts/ Literacy \(ri.gov\)](https://www.ri.gov/education/english-language-arts-literacy)

**Current State of Literacy:**

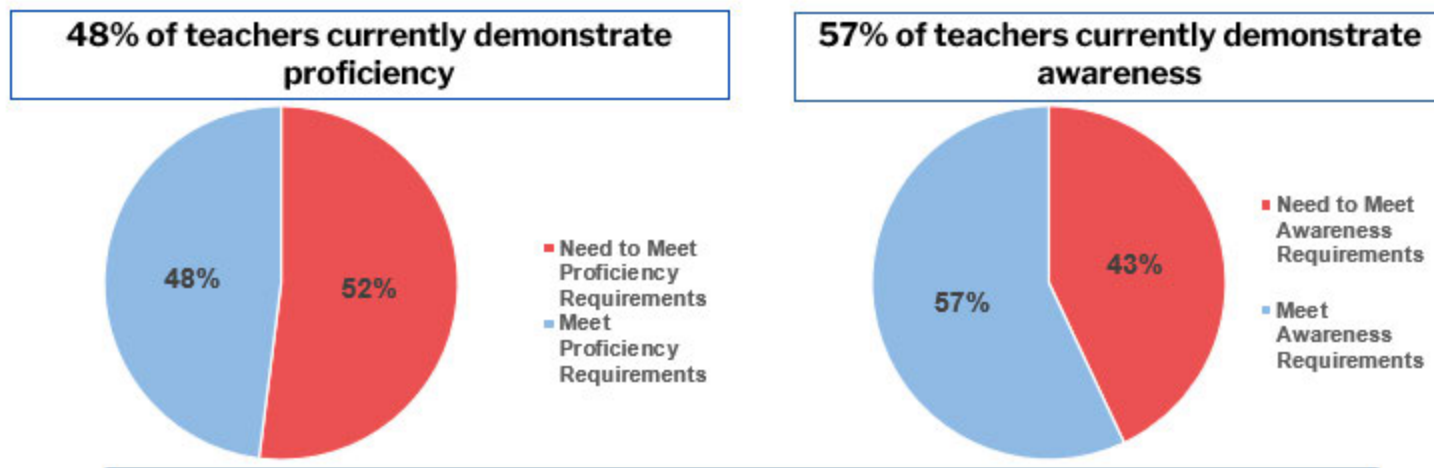
Rhode Island currently utilizes the Rhode Island Comprehensive Assessment System (RICAS) and the SAT to determine student proficiency and guide instructional decisions. There is an absence of statewide PK-2 assessment data. Assessment data at the PK-2 level would be beneficial in determining proficiency in early literacy and guiding instructional decisions to increase proficiency.

**Legislation Influencing Literacy in Rhode Island:**

**High-Quality Curriculum Materials** ([RIGL§ 16.22.30-33](#))- This legislation was a critical component to increasing equitable access to a rigorous education that prepares students for college and careers. All RI LEAs have been required to adopt RI approved [high-quality curriculum materials](#), K-12, that are aligned with academic standards, aligned with the ELA curriculum frameworks and aligned with statewide standardized tests.



**Right to Read Act** ([RIGL§ 16.11.4-6](#))- This legislation requires that educators exhibit either proficiency in or awareness of the knowledge and practices of the Science of Reading and Structured Literacy. LEAs have been required to provide this training to teachers, using a RIDE approved provider. Educator Preparation Programs (EPPs) have worked to restructure and refine syllabi to align with Science of Reading and Structured Literacy practices.



[Secondary Regulations](#)- Updated secondary regulations intended to reimagine high school and statewide graduation requirements have been approved. These regulations establish college and career-ready coursework as the default expectation for every child in Rhode Island. Students need to successfully complete four English Language Arts courses as well as demonstrate proficiency.

#### **Policy and Resources**

- [Rhode Island Core Standards for ELA/Literacy](#)- The Rhode Island Core Standards for English Language Arts (ELA)/Literacy articulate clear, consistent expectations about the knowledge, skills, and practices students should know and be able to do at each grade level. These standards are tightly aligned to the assessment in the Rhode Island state assessment program.
- [English Language Arts \(ELA\) Curriculum Frameworks](#)- The frameworks streamline a vertical application of standards and assessment across the K–12 continuum within Tier 1 of a Multi-Tier System of Support (MTSS), increase opportunities for all students, including multilingual learners and differently-abled, to meaningfully engage in grade-level work and tasks, and ultimately support educators and families in making decisions that prioritize the student experience. These uses of the curriculum frameworks align with RIDE’s overarching commitment to ensuring all students have access to high-quality curriculum and instruction that prepares students to meet their postsecondary goals.

- [Comprehensive Literacy Guidance](#)- This guidance provides support for educators in better understanding the components of literacy and implementation of best practices in daily instruction. This guidance articulates components of literacy (reading, writing, content literacy), assessment, intervention, and professional growth.
- Personal Literacy Plan/ Literacy Screening Guidance- The Personal Literacy Plan (PLP) is a plan in place and used to accelerate a students' learning in order to move student(s) toward grade level reading proficiency. Literacy screening guidance provides information about available literacy screeners and assessments that should be used at each grade level.

The anchors below represent areas of focus for both State and Local Education Agencies. The intent of the plan is to support all students in their literacy learning. Professional learning opportunities and support for districts will be provided for state action steps to further develop learning for district/school leadership and educators . State data has indicated that multilingual learners (MLLs) and differently abled students (DAS) are two high need populations. Considerations are made for each of these populations within guidance documents.

**Professional Learning-** Professional learning is a continuous process that engages learning of high quality instructional materials and evidence-based practices (e.g., intellectual preparation, instructional pivots, assessment, calibration of student work).

**Goal:** By 2030, LEAs will provide embedded professional learning aligned to high quality instruction and literacy initiatives.

SEA  
By 2025

- Articulate Professional Learning Conditions (e.g., vision setting, time, process, roles and responsibilities, training, and culture)
- Publish Professional Learning Guidance and provide support regarding HQIM implementation (e.g., effective use of PLC/Common Planning Time to complete lesson preparation: lesson unpacking/annotating, looking at student work)
- Champion the need for professional learning time within LEAs (e.g, social media, professional organizations)

LEA  
By 2025

- Assess current Professional Learning structures and develop a plan for professional learning through 2030
- Create conditions and structures (e.g., collaborative planning, coaching, learning walks, mentorship,etc) for professional learning within schools\*
- Provide professional learning training and support to utilize PLCs and Common Planning Time to complete unit/lesson internalization and preparation

By 2027



<ul style="list-style-type: none"> <li>• Develop <u>Right to Read Learning Lab</u></li> <li>• Establish high quality professional learning criteria (RPPL)</li> </ul> <p>By 2027</p> <ul style="list-style-type: none"> <li>• Advocate for funding/legislation to provide job embedded coaching within and across classrooms</li> <li>• Create structures and supports for job embedded literacy coaching within and across classrooms (defining role of coach, coaching certification, training)*</li> <li>• <u>Create district level self-reflection</u> of professional learning systems</li> <li>• Incorporate/Align professional learning expectations within educator preparation programs (e.g., PrepRI, practicum, residency)</li> <li>• Collaborate with EPPs to develop Coaching Program*</li> </ul> <p>By 2030</p> <ul style="list-style-type: none"> <li>• Ensure every school will have at least one full time literacy coach providing embedded professional learning (e.g., HQIM, Assessment, interventions, evidence -based practices).*</li> </ul>	<ul style="list-style-type: none"> <li>• Provide HQIM Implementation Coaching*</li> <li>• Refine and revise Professional Learning Plan and Structures as appropriate</li> </ul> <p>By 2030</p> <ul style="list-style-type: none"> <li>• Solidify structures (e.g., collaborative planning, coaching, learning walks, mentorship, etc.) to support professional learning within schools*</li> <li>• Develop Professional Learning Plan with new/revised goals through 2035</li> <li>• Provide job embedded literacy coaching in every school*</li> </ul>
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<p><b>Curriculum and Instruction-</b> Curriculum is the central guide for all educators as to what is essential for teaching and learning, incorporating goals, instructional practices, materials, and assessment. The implementation of high-quality curriculum involves the utilization of the following practices: clarity of learning goals, student-centered engagement, academic discourse, formative assessment and an asset-based stance.</p> <p><b>Goal:</b> By 2030, LEAs will articulate a clear vision for literacy instruction to support effective utilization of high-quality instructional materials and a structure for continuous classroom visits and walkthroughs to maintain skillful instruction aligned to HQIM.</p>	
SEA	LEA

<p>By 2025</p> <ul style="list-style-type: none"> <li>• Provide LEA Guidance for continuous implementation of HQIM.</li> <li>• Articulate components needed for efficacy of HQIM implementation (e.g., coaching accountability, cross content area literacy instruction)*.</li> <li>• Provide classroom visit and walk through tools (e.g., HQIM, Foundational Skills, evidence-based practices).</li> <li>• Support Educator Preparation Programs to incorporate HQIM, evidence-based practices, and grade level rigor within teacher candidate courses (e.g., HQIM Competencies).</li> </ul> <p>By 2027</p> <ul style="list-style-type: none"> <li>• Provide Morphology supports for content areas teachers* (develop modules on morphology)</li> </ul>	<p>By 2025</p> <ul style="list-style-type: none"> <li>• Articulate District Literacy Vision</li> </ul> <p>By 2027</p> <ul style="list-style-type: none"> <li>• Incorporate literacy instruction across all PK-12 content areas (e.g., content areas infusing morphology study or writing expectations)</li> <li>• Self- Assess components of what is currently in place and identify funding to support HQIM implementation</li> <li>• Establish system to support effective implementation of HQIM</li> <li>• Analyze classroom visit/walkthrough tool data to make instructional decisions</li> </ul>
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**Comprehensive Assessment-** A comprehensive assessment system provides multiple perspectives and sources of data to help educators understand the full range of student achievement. Data collected may be used to evaluate educational programs and practices and make informed decisions related to curriculum, instruction, intervention, professional learning and the allocation of resources to better meet students' needs.

**Goal:** BY 2030, all LEAs will post and implement a Comprehensive Assessment Plan PK-12.

<p>SEA</p> <p>By 2025</p> <ul style="list-style-type: none"> <li>• Publish Literacy self-assessment Tool PK-12 to evaluate LEAs literacy assessment system.</li> <li>• Provide updated guidance and support development of <u>LEA Comprehensive Assessment Plan</u> (include vertical articulation-transitions from PK-K, elem to middle, middle to high)</li> </ul>	<p>LEA</p> <p>By 2027</p> <ul style="list-style-type: none"> <li>• Utilize RIDE Literacy Self-Assessment tool PK-12</li> <li>• Develop a Comprehensive Assessment Plan</li> <li>• Adopt and implement RIDE approved High Quality literacy screener</li> <li>• Collect and analyze data from literacy screener, progress monitoring, diagnostic, summative and formative assessment</li> </ul>
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<ul style="list-style-type: none"> <li>● Publish RIDE approved PK-12 High Quality literacy screeners list**</li> <li>● Disseminate Literacy Assessment Updates to EPPs (via Quarterly meetings)</li> </ul> <p>By 2027</p> <ul style="list-style-type: none"> <li>● Develop PK-12 literacy screening data reporting system to identify statewide needs</li> </ul> <p>By 2030</p> <ul style="list-style-type: none"> <li>● Launch PK-12 literacy screening data reporting system to identify statewide needs</li> </ul>	<p>at all grade levels</p> <p>By 2030</p> <ul style="list-style-type: none"> <li>● Report PK-12 literacy data to RIDE, per PK-12 screening data reporting system</li> <li>● Utilize PK-12 literacy data, to drive allocation of resources and personnel and make instructional decisions</li> <li>● Implement and refine Comprehensive Assessment Plan</li> </ul>
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**Intervention and Evidence-Based Practices-** Combined with high-quality core instruction, systematic, explicit intervention activities support cohesive instruction and increase student achievement

**Goal:** By 2030, establish cohesive structures to ensure instructional alignment across all instructional tiers to improve student outcomes.

SEA

By 2025

- Update PLP guidance and provide Screening Guidance
- MTSS guidance and professional learning
- Articulate components and delivery methods for Tier 2 and Tier 3 interventions (instructional expectations, connections to HQIM, in-class or pull out setting)
- Develop an audit tool to monitor the continuum of instructional materials and initiatives to support learners across all tiers of instruction
- Establish coherence guidance and tools for implementation of Tier 2 and 3 intervention and academic support\*\*

By 2027

- Identify curriculums that have coherence across Tier 1 and Tier 2 content and skills\*\*
- Construct Look-For tool identifying components of cohesive, effective instruction in Tier 2 and Tier 3 interventions, in multiple settings\*\*
- Develop Fidelity of intervention implementation tool

\*\* Contingent upon robust MTSS system

LEA

By 2025

- Ensure equitable allocation of time and personnel across all tiers of instruction by routinely assessing and revising schedules.
- Establish and implement systems of support (MTSS)
- Utilize audit tool to assess the continuum of instructional materials and initiatives to support learners across all tiers of instruction
- Articulate a continuum of aligned Tier I/II instructional materials to support all learners (inventory, determine alignment, identify areas of need)

By 2027

- Adopt and implement RIDE approved High Quality literacy screener
- Evaluate current Tier 2 and Tier 3 interventions to determine gaps within materials

By 2030

- Align Tier 2 supports with Tier 1 skills and content (e.g., 2nd grade Tier 1 ELA HQIM unit focused on \*\* topic, then Tier 2 should have the same topic focus).

**Family and Community Partnerships** - Sustained and culturally responsive school, family, and community engagement supports student achievement.

**Goal:** By 2030, engage families and community members in students' literacy development.\*

SEA

By 2025

- Provide resources for families to support their students' literacy development (e.g., Learning Laboratory, best practices, curriculum)
- Promulgate family literacy resources (e.g., social media, PTOs, libraries)

By 2027

- Partner to engage with families to demonstrate how to provide literacy supports at home (e.g., RIPIN, GED)

By 2030

- Create a culture in Rhode Island that values student literacy\*
- Design campaign to promote building students literacy within Rhode Island\*

LEA

By 2025

- Articulate student literacy experience at each grade level (e.g., one pagers developed regarding curriculum, current best practices)

By 2027

- Engage families in understanding how to support students' literacy learning
- Build family and community partners capacity to participate effectively in literacy events, planning and decision making

[Region 1 Literacy Scan](#)

[Massachusetts Plan](#)

[Texas Plan](#)

## Rhode Island High Quality Instructional Materials Professional Learning Competencies

Having access to high-quality curriculum materials is an important component of increasing equitable access to a rigorous education that prepares every student for college and careers. Research indicates that providing educators with high-quality, standards aligned curriculum materials leads to improved student learning outcomes, given that educators are prepared and supported in skillfully and effectively teaching with these materials (Blazar et al., 2019; SREB, 2017; Taylor et al., 2015). The Rhode Island High Quality Instructional Materials (HQIM) Professional Learning Educator Competencies articulate the key knowledge, mindsets, and skills educators should possess in order to effectively implement high quality instructional materials. These competencies guide the practices and professional learning opportunities for both current in-service educators as well as Education Preparation Providers (EPPs) and aspiring educators.

The HQIM Professional Learning Competencies set the bar for what educators and educator candidates work towards as they implement HQIM in their classrooms, including

- **why** and **how** HQIM contributes to better learning outcomes for all students,
- how to **effectively plan** for instruction utilizing HQIM,
- how to **effectively deliver** instruction utilizing HQIM.

Furthermore, the purpose of the HQIM Professional Learning Competencies is to

- clearly communicate to educators the **skills** and **expertise** they can expect to grow and develop through their preparation and professional learning, where HQIM are consistently used
- provide a **framework** and **clear expectations** for professional learning providers (including LEAs, EPPs, Vendors, RIDE, etc.) on appropriate/coherent skill development for educators implementing HQIM
- support with **meaningful partnerships** between districts and prep programs

### How to Read the Competencies

The first table contains the competencies and educator mindsets necessary to implement the competencies with integrity. The second table contains the knowledge and skills that should be taught in educator preparation programs and in professional learning opportunities. The term “educators” refers to teachers, administrators, and support professionals. Clinical supervisor and mentors refer to individuals who supervise and support pre-service teachers in their clinical experience.

<b>Educator Competencies and the Mindsets Educators Should Hold</b> <i>Educator mindsets can impact students' performance and learning experiences.</i>	
Competency I	Educator Mindset
<p>Educators can articulate <b>how HQIM contributes to better learning outcomes for all students and are able to discern HQIM from non-HQIM by:</b></p> <ul style="list-style-type: none"> <li>Identifying and precisely describing the key components of HQIM</li> <li>Identifying and precisely describing the progression of the Rhode Island Standards and how they are supported by HQIM</li> <li>Identifying and using reputable tools (e.g., EdReports or state-specific tools) to determine if instructional materials are of quality</li> <li>Knowing the research on the impact of HQIM when skillfully implemented</li> </ul>	<ul style="list-style-type: none"> <li>HQIM addresses equity and attends to the academic needs of all students by: <ul style="list-style-type: none"> <li>Providing equitable access to grade level instruction aligned to the Rhode Island Standards</li> <li>Providing access to resources, tools, and strategies to support diverse learners</li> </ul> </li> <li>Educators hold high expectations for student performance on Rhode Island grade-level standards</li> </ul>
Competency II	Educator Mindset
<p>Educators <b>can effectively plan for instruction utilizing HQIM by:</b></p> <ul style="list-style-type: none"> <li>Understanding how the lessons, units, and supplemental resources within the adopted HQIM are structured and support the Rhode Island Standards</li> <li>Understanding the arc of learning across the year and how lessons and unit sequences build upon one another to build knowledge and understanding</li> <li>Understanding how to use assessment data to plan for the learning needs of each student</li> <li>Internalizing the content by reading the texts, completing the questions/problems students will complete, and identifying</li> </ul>	<ul style="list-style-type: none"> <li>Educators believe that student achievement outcomes are supported by the arc of learning within HQIM</li> <li>Educators believe that the diverse needs of students should be addressed through intentional planning and use of curricular materials</li> <li>Educators believe that effective preparation is necessary to implement HQIM</li> <li>Educators recognize their own cultural experiences and potential biases and the impact these have on their instructional and assessment practices</li> </ul>

and addressing gaps in one's own understanding of the content <ul style="list-style-type: none"> <li>Understanding how units and lessons are culturally responsive to the students being served and how to plan for impactful incorporation of culturally relevant connections</li> </ul>	
<b>Competency III</b>	<b>Competency II</b>
Educators <b>can effectively deliver instruction utilizing HQIM by:</b> <ul style="list-style-type: none"> <li>Implementing the curriculum as designed, making adjustments in response to students' learning needs</li> <li>Utilizing formative assessments during lessons to identify conceptual and learning gaps and adjusting lessons accordingly</li> <li>Providing framing that makes clear the value of the material to students' lives and inviting students' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Educators are receptive to feedback on instruction practices</li> <li>Educators believe in the power of continuous learning for themselves and their students</li> </ul>

<b>Competency I</b>		
Educators can articulate <b>how HQIM contributes to better learning outcomes for all students and are able to discern HQIM from non-HQIM</b>		
<b>Pre-Service Educator Training Supported by Educator Preparation Programs</b>		
<b>Coursework Expectations</b>	<b>Knowledge</b>	<b>Skills</b>
	Educator preparation coursework... <ul style="list-style-type: none"> <li>teaches candidates to identify key components of HQIM</li> <li>prepares candidates to be fluent with the Rhode Island state standards</li> <li>evaluate candidates' ability to discern HQIM from non-HQIM</li> </ul>	Educator preparation coursework... <ul style="list-style-type: none"> <li>provides opportunities to practice identifying and discerning HQIM from</li> </ul>



	<ul style="list-style-type: none"> <li>exposes candidates to multiple HQIM and provides significant time for candidates to analyze these materials</li> <li>teaches candidates that HQIM have coherence and alignment to academic standards, support developmental progressions of learning, and incorporate high-leverage pedagogical approaches</li> </ul>	<p>non-HQIM using tools (e.g., EdReports, RIDE Foundational Skills Review)</p> <ul style="list-style-type: none"> <li>provides opportunities to practice preparation and delivery of multiple Rhode Island-approved HQIM</li> </ul>
<b>Clinical Expectations</b>	<b>Knowledge</b>	<b>Skills</b>
	<p>Candidates...</p> <ul style="list-style-type: none"> <li>are placed in early clinical experience settings where HQIM is implemented effectively</li> <li>analyze the instructional materials used in clinical settings</li> </ul>	<p>Candidates...</p> <ul style="list-style-type: none"> <li>prepare and deliver HQIM lessons</li> <li>provides opportunities to prepare and deliver a Rhode Island-approved HQIM with guidance of an in-service teacher.</li> </ul>
<b>In-Service Educator Development Supported by Local Education Agencies</b>		
<b>Professional Learning Expectations</b>	<b>Knowledge</b>	<b>Skills</b>
	<p>Professional learning...</p> <ul style="list-style-type: none"> <li>is grounded in the research regarding the impact of HQIM on equitable student outcomes</li> <li>addresses HQIM coherence and alignment to Rhode Island state standards</li> <li>provides school leaders (e.g., principals, directors of teaching and learning) the opportunity to understand HQIM so they can best prioritize and support their educators</li> </ul>	<p>Professional learning...</p> <ul style="list-style-type: none"> <li>provides opportunities to unpack HQIM (arc of learning, unit, lesson)</li> </ul>
<b>Competency II</b> Educators can effectively plan for instruction utilizing HQIM		
<b>Pre-Service Educator Training Supported by Educator Preparation Programs</b>		
<b>Coursework Expectations</b>	<b>Knowledge</b>	<b>Skills</b>

	<p>Educator preparation coursework...</p> <ul style="list-style-type: none"> <li>models how to plan for HQIM instruction utilizing internalization protocols</li> <li>measures candidates ability to plan utilizing HQIM through assignments and performance tasks</li> <li>prepares candidates to utilize formal and informal data to identify, anticipate student needs, and plan for instruction</li> <li>prepares candidates to identify and select appropriate assessments that align to standards/expectations and demonstrate student learning</li> </ul>	<p>Educator preparation coursework...</p> <ul style="list-style-type: none"> <li>provides opportunities for candidates to intellectually prepare for instruction using HQIM</li> <li>prepares candidates to identify and analyze scaffolds and supports based on data</li> <li>prepares candidates to pace lessons within a unit based on an understanding of the arc of learning</li> </ul>
<b>Clinical Expectations</b>	<b>Knowledge</b>	<b>Skills</b>
	<p>Clinical experiences provide candidates opportunities to...</p> <ul style="list-style-type: none"> <li>observe and co-plan utilizing HQIM with clinical educators</li> <li>receive feedback from clinical supervisors and mentors that addresses their ability to effectively plan for instruction utilizing HQIM</li> </ul>	<p>Clinical experiences provide candidates opportunities to...</p> <ul style="list-style-type: none"> <li>collaboratively prepare for instruction at the unit- and lesson-level utilizing HQIM</li> <li>select and administer assessments</li> </ul>
<b>In-Service Educator Development Supported by Local Education Agencies</b>		
<b>Professional Learning Expectations</b>	<b>Knowledge</b>	<b>Skills</b>
	<p>Educator professional learning...</p> <ul style="list-style-type: none"> <li>provides models for curriculum-specific planning and instructional design</li> <li>addresses how the HQIM learning goals connect to the district vision and student achievement goals</li> <li>develops educator's ability to review data to make intentional instructional decisions</li> <li>addresses the content knowledge needed by both educators and students to meet the expectations of the Rhode Island Standards</li> <li>receive regular feedback to effectively plan for the delivery of lessons and units from HQIM</li> </ul>	<p>Educator professional learning...</p> <ul style="list-style-type: none"> <li>prepares educators to engage learners' assets, experiences, interests, and cultures using the curriculum</li> <li>prepares instructional leaders (e.g., principals, coaches) to deliver feedback regarding planning and implementing HQIM</li> <li>cultivates an asset-based culture within the school</li> </ul>

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Pre-Service Educator Training Supported by Educator Preparation Programs		
Coursework Expectations	Knowledge	Skills
	<p>Educator preparation coursework...</p> <ul style="list-style-type: none"> <li>provides models of expert teachers delivering instruction utilizing HQIM (e.g., exemplar videos, site visits to classrooms, faculty modeling HQIM instruction)</li> <li>addresses how curriculum-specific observation tools drive feedback</li> </ul>	<p>Educator preparation coursework provides opportunities for candidates...</p> <ul style="list-style-type: none"> <li>to rehearse HQIM instruction and receive feedback</li> </ul>
Clinical Expectations	Knowledge	Skills
	<p>Clinical experiences provide opportunities for candidates to...</p> <ul style="list-style-type: none"> <li>experience clinical educators effectively delivering HQIM instruction, as measured by curriculum-specific observation tools</li> <li>utilize data to inform instructional decisions</li> </ul>	<p>Clinical experiences provide opportunities for candidates to...</p> <ul style="list-style-type: none"> <li>deliver HQIM instruction</li> <li>be assessed on their ability to deliver HQIM instruction</li> <li>reflect on the implementation of instructional materials and the impact on student learning</li> <li>synthesize and implement feedback from clinical supervisors and mentors to deliver HQIM-aligned instruction</li> </ul>
In-Service Educator Development Supported by Local Education Agencies		
Professional Learning Expectations	Knowledge	Skills
	Professional learning...	Educators...

	<ul style="list-style-type: none"> <li>• addresses the instructional sequence of lessons within the HQIM</li> <li>• models effective lesson delivery as suggested by the HQIM</li> <li>• models effective and efficient adjustments to HQIM delivery in response to student learning</li> <li>• includes school leaders in HQIM implementation professional learning</li> <li>• models effective and appropriate feedback regarding implementation of HQIM</li> </ul>	<ul style="list-style-type: none"> <li>• draw upon students' content, cultural, and linguistic backgrounds in order to enhance lessons without undermining the coherence and rigor of the lesson</li> <li>• receive regular feedback that supports them to refine their delivery of lessons from HQIM</li> <li>• implement assessments/performance tasks to effectively assess HQIM-aligned instruction</li> <li>• reflect on their implementation of instructional materials and analyze the impact on student learning including assessment data</li> <li>• analyze data to align and provide coherent professional learning opportunities</li> </ul>
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DRAFT

Observer:	Curriculum:	District/Grade:	Date:
Indicators	Look-Fors	(y/n)	
Delivery of Lesson	High quality instructional materials are utilized in delivering lessons.		
	There is evidence of purposeful planning, utilizing resources from HQIM to support the needs of all students, including differently-abled students and multilingual learners.		
Student Engagement	Students are actively engaged in learning experiences from the curriculum (grade level texts and tasks).		
	Students are answering the questions, engaging in writing, or working with text from the curriculum.		
	Students are actively thinking about and discussing the work of the lesson with each other as indicated by the curriculum.		
Student Learning	Student learning and work quality is actively monitored.		
	Students receive feedback on work and misconceptions are clarified.		

This protocol was adapted from the [Louisiana Department of Education](#) PR/Award # 8374G240008



Enclosure 5a  
March 26, 2024



**RHODE  
ISLAND**

## **Rhode Island's Strategy for Improving Outcomes for Multilingual Learners: Introductory Discussion**

Council on Elementary and Secondary Education

March 26, 2024 PR/Award # S371C240008

Page e147

## Presentation Overview



**Review Current  
State of MLLs  
in Rhode Island**



**Preview Strategy to  
Improve Outcomes  
for MLL Students**



**Identify  
Timeline  
&  
Next Steps**





## MLL Growth In Rhode Island - Looking at the Data

Three key numbers to remember:

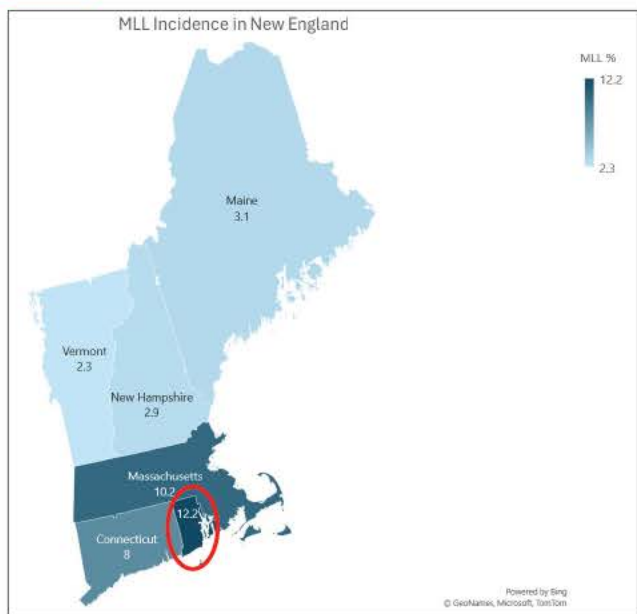
1

2

17

## MLL Growth: Rhode Island vs. the Nation

1



Based off of 2020 National Center for Education Studies data release on ELL student growth by state

Rhode Island had the #1 growth in the nation in terms of % of MLL students between 2010 and 2020.

- Rhode Island had the 5<sup>th</sup> highest percent of MLL students across all states (12.2% in 2020)
  - Only states higher: TX, CA, NM, NV
- Rhode Island has the highest percent of MLL students across New England

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## MLL Growth: Across Rhode Island

Rhode Island has two times as many MLLs enrolled in SY23 vs. SY13

Municipality	SY13-14 # MLLs	SY23-24 # MLLs	Increased by X times	Increased by X %	Municipality	SY13-14 # MLLs	SY23-24 # MLLs	Increased by X times	Increased by X %
State Total	8,980	18,422	2.1x	105%	Newport	81	346	4.3x	327%
Providence	4,942	9,360	1.9x	89%	Johnston	77	313	4.1x	306%
Pawtucket	1,112	2,061	1.9x	85%	Cumberland	110	305	2.8x	177%
Central Falls	729	1,829	2.5x	151%	Warwick	89	241	2.7x	171%
Cranston	563	1,202	2.1x	113%	Lincoln	33	107	3.2x	224%
Woonsocket	469	1,021	2.2x	118%	North Kingstown	53	87	1.6x	64%
North Providence	75	422	5.6x	463%	South Kingstown	15	61	4.1x	307%

Showing all municipalities with more than 50 MLLs in SY23-24. Highlighted municipalities had a growth of MLL students over the last 10 years by a factor of greater than 4.0x.

## MLL Growth: Across Rhode Island (Additional Context)

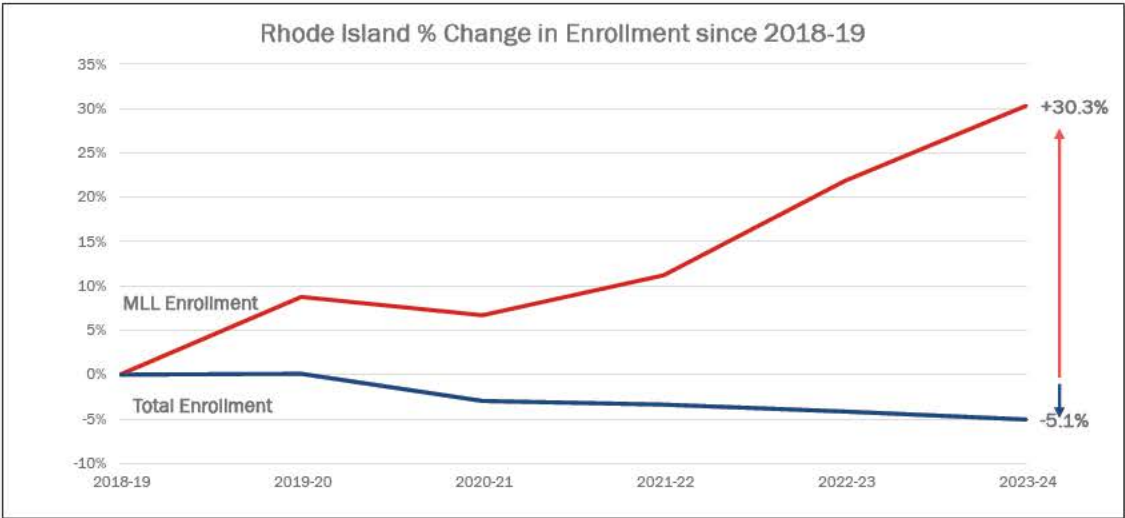
School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Statewide Enrollment	143,436	143,557	139,184	138,566	137,452	136,154
Multilingual Learners	14,138	15,377	15,084	15,721	17,226	18,422
MLL % of State	9.9%	10.7%	10.8%	11.3%	12.5%	13.5%

In 5 years, the MLL population has grown from 9.9% of our students to 13.5% of our students.

\*Data based on Oct 1st enrollment.

# MLL Growth: Across Rhode Island (Additional Context)

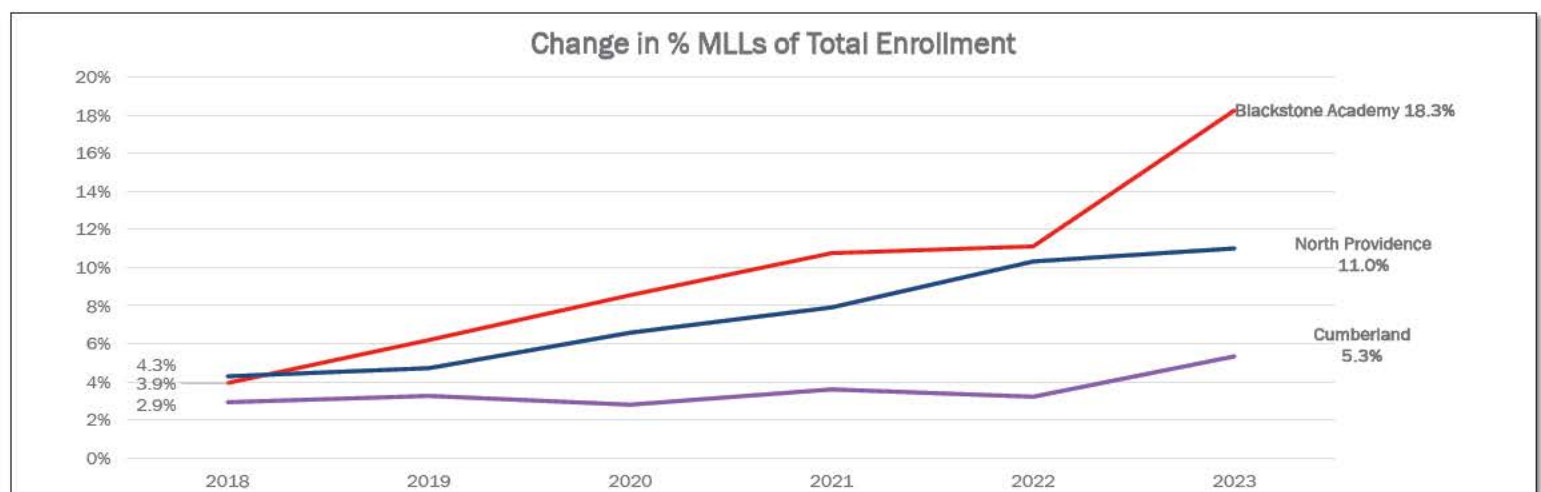
RI MLL enrollment has significantly increased while statewide overall enrollment has declined.



Rhode Island has seen a **30% increase in MLL enrollment** over the past 5 years. During that time, Rhode Island **overall enrollment dropped by 5%.**

## MLL Growth: Across Rhode Island (Additional Context)

The largest increases in our MLL population, in proportion to the rest of enrollment, were in our Urban Ring districts, followed by our Charter and Suburban LEAs.



# MLL Growth: Outdated Regulations

Settlement Agreement  
Between  
the United States  
and  
Providence Public Schools

200-RICR-20-30-2

TITLE 20B - BOARD OF EDUCATION  
CHAPTER 20B - COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION  
SUBCHAPTER 20B - STUDENT SUPPORTS

PART 3 - Regulations Governing the Education of English Language Learners

## 3.1 Introduction and Authority

- A. These regulations implement R.I. Gen. Laws § 16-64-1, et seq. and are intended to support compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2006) et seq. and the Equal Education Opportunity Act of 1974 (20 U.S.C. § 1703). More particularly, these regulations are intended to:
1. Ensure that English Language Learners ("ELLs") attain a level of proficiency in English and content knowledge that will permit them to:
    - a. Accurately in their academic general education program;
    - b. Meet state graduation requirements;
    - c. Be prepared for post-secondary education and work; and
    - d. Become an essential asset to Rhode Island's economic and social well-being.
  2. Require that English Language Learners be instructed, and their English language skills be visually assessed, in accordance with the English Language Proficiency Standards ("ELPS") of the Rhode Island Instructional Design and Assessment ("RIDA") Consortium (2003) Board of Regents of the University of Rhode Island, on behalf of the RIDA Consortium, <https://www.ri.edu/~boardofregents/2003%20Board%20of%20Regents%20of%20the%20University%20of%20Rhode%20Island.pdf>, as amended by the RIDA Consortium, and including later amendments or additions thereto. These standards are hereby adopted by the Council on Elementary and Secondary Education as Rhode Island's ELL proficiency standards. These standards also are intended to comply with Rhode Island's obligation to adopt English language proficiency standards that are derived from the four (4) recognized domains of speaking, listening, reading, and writing address the different proficiency levels of English learners, and align the proficiency standards with the state's academic standards. See 20 U.S.C. § 8811. RIDA is a consortium of states, including Rhode Island that has

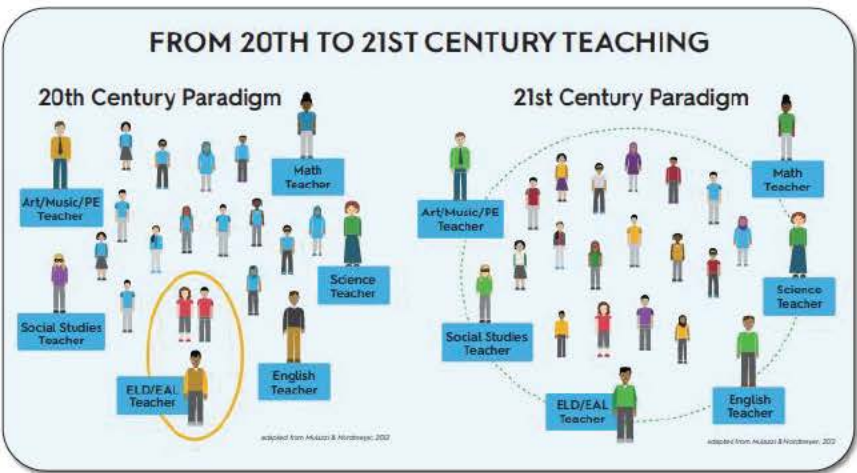
Rhode Island's 17 year old regulations, last updated in 2007, are outdated and not in compliance with federal law.

- x Do not account for federal ESSA requirements
- x Do not incorporate nationally-recognized best-practices
- x A major reason that enabled DOJ involvement in PPSD in 2018 (ex: consultation model)

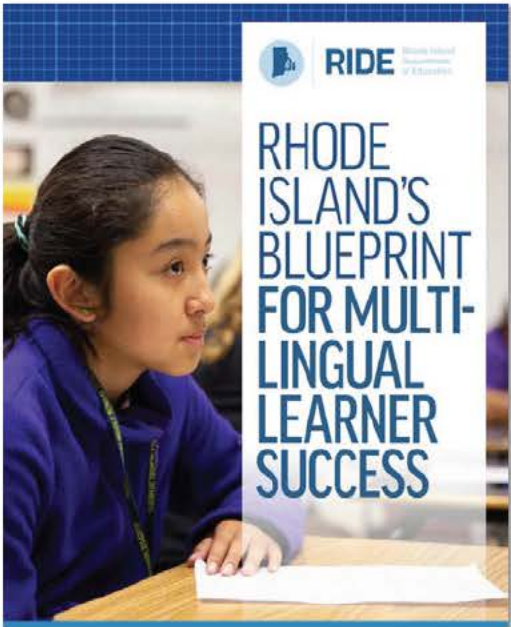
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# Shared Responsibility from *Blueprint for MLL Success*



WIDA Shifting Paradigm Approach (2020)



RIDE's MLL Blueprint (Finalized 2021)



## What MLL Students Need in Order to Be Successful



**Based on a robust review of literature and statewide data, the MLL Blueprint Advisory Committee identified the following conditions MLL students need to be successful:**

- 1) High-quality MLL Instruction
- 2) Bilingual and Dual Language Instruction
- 3) MLL Trained Educators and Administrators
- 4) Coherent and Effective Systems of Support
- 5) Engagement of Families and Communities
- 6) MLL Evidence Based Practices and Data Use

**Research Literature Review - Statewide Data**

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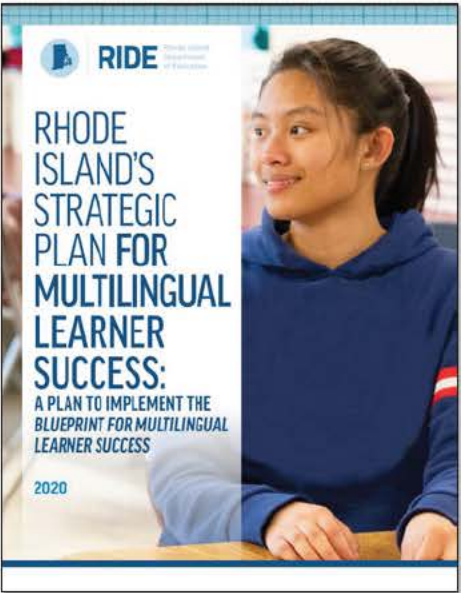
# RIDE's MLL Blueprint: Vision & Goals

## MLL Blueprint Vision:

All multilingual learners in the state of Rhode Island are empowered with high-quality instructional opportunities, including multilingual education, that leverage their cultural and linguistic assets, promote college and career readiness, and prepare them to thrive socially, politically, and economically, both in our state and globally



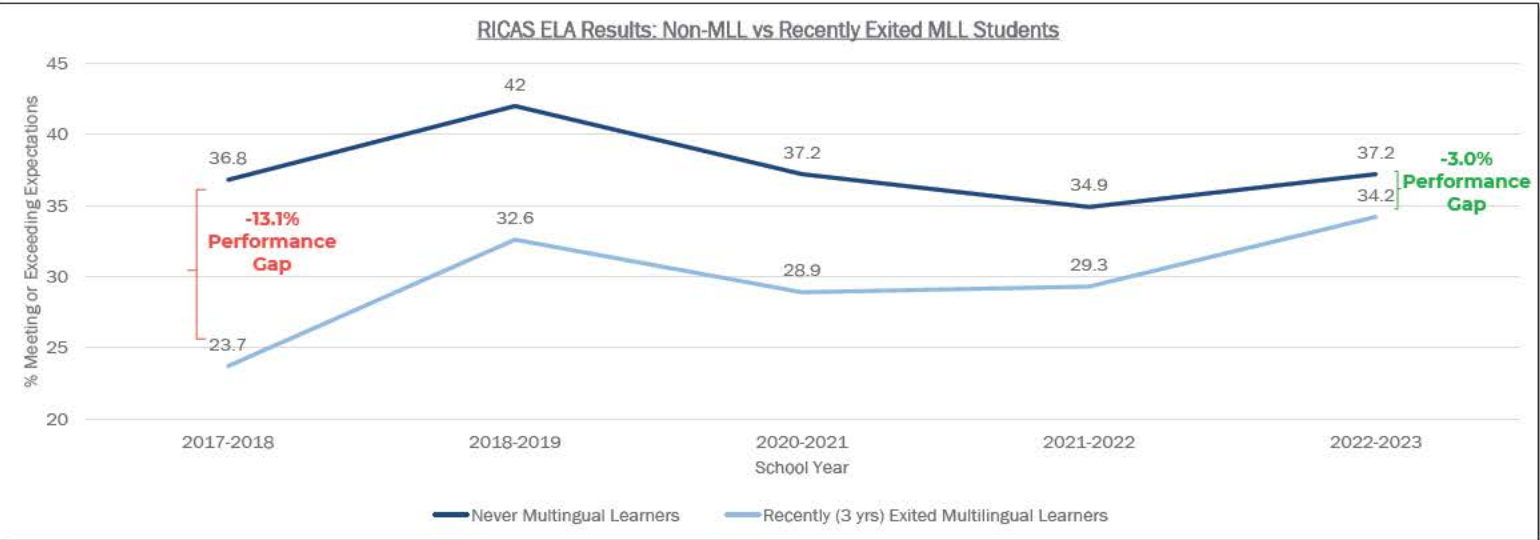
# RIDE’s MLL Blueprint: In Action



Goal	Key Progress to Date
1) Instruction Quality	<ul style="list-style-type: none"><li>• Published the High-Quality Instructional Framework</li><li>• Partnered with English Language Success Forum<ul style="list-style-type: none"><li>- Provided Math Curriculum Access Training in 2023-24</li></ul></li></ul>
2) Talent Capacity	<ul style="list-style-type: none"><li>• Supported expansion of MLL Endorsement options<ul style="list-style-type: none"><li>- Expanded # MLL Endorsement programs</li><li>- Developed MLL Leadership Endorsement with URI</li></ul></li></ul>
3) Systemic Supports	<ul style="list-style-type: none"><li>• Collaborated on improvement strategies with 6 Partner Districts</li></ul>
4) Data-Driven Improvement	<ul style="list-style-type: none"><li>• Built MLL Data Visualizations</li></ul>
5) Family Engagement	<ul style="list-style-type: none"><li>• Launched Parent Engagement with PLEE</li></ul>
6) Expand Opportunities	<ul style="list-style-type: none"><li>• Partnered with RI Foundation to support 5 LEAs with Bilingual/Dual Language Planning Grants</li></ul>

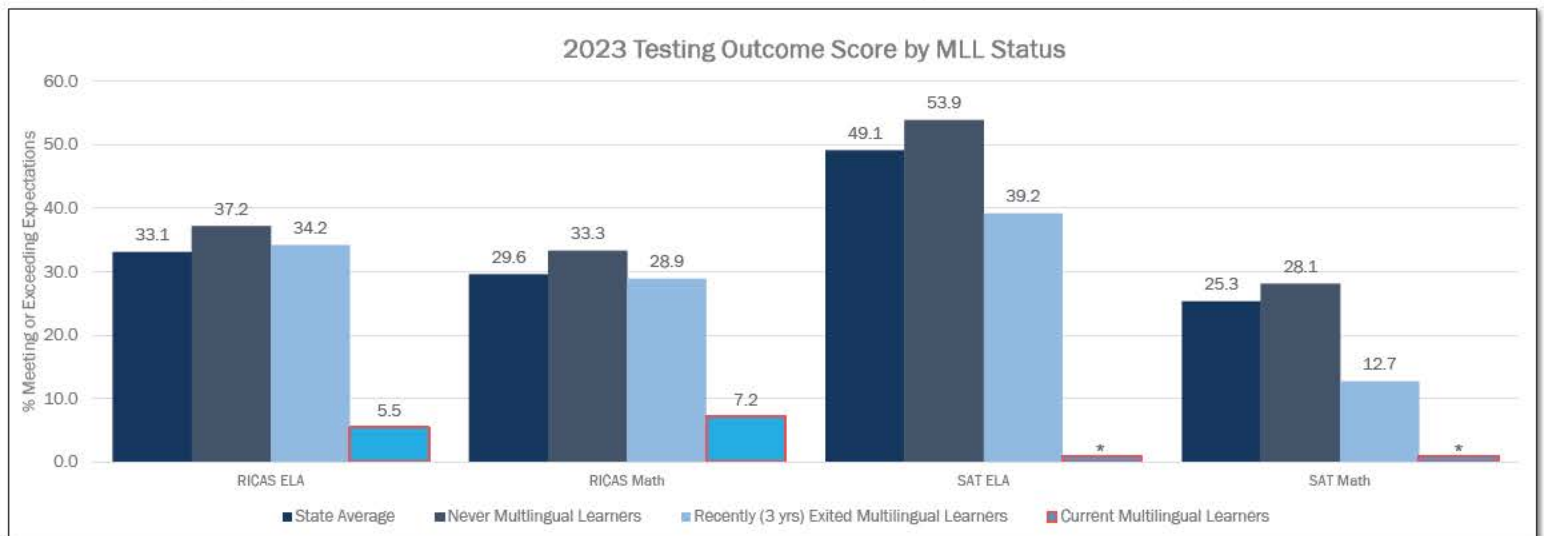
# Initial Promising Results: Recently Exited MLL Performance

Rhode Island has almost completely closed the performance gap between recently exited MLL students and students who were never identified as MLLs.



# Significant Performance & Opportunity Gaps

Despite progress made to date, Spring 2023 RICAS and SAT assessment results still reveal significant performance gaps between current multilingual learners and state performance averages.

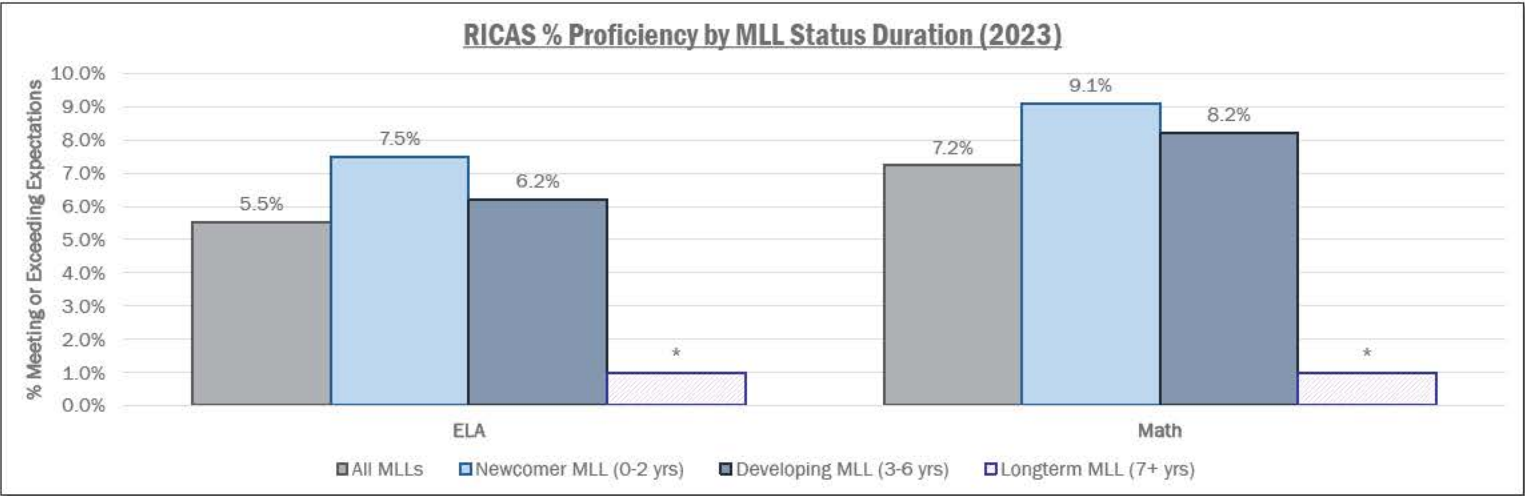


\*= Data is suppressed to ensure confidentiality because greater than 95% of students did not meet expectations.  
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# Significant Performance & Opportunity Gaps

When diving further into MLL performance on the spring 2023 RICAS exams, on average, students who have been identified as MLLs for less than two years perform *better* than students who have been identified as MLLs for 3 years or longer.



# Significant Performance & Opportunity Gaps

Despite progress made to date, significant performance and opportunity gaps still exist for MLL students across Rhode Island that need to be addressed to ensure that all MLLs receive an excellent and equitable education.

**Chronic Absenteeism:** Almost 2 out of 5 (39%) of MLL Students were chronically absent in 2022-23 (compared to 27% statewide)

39%



**Graduation Rate:** Only 68% of MLL students graduated within 4-years for the 2022 graduating cohort (compared to 85% of non-MLL students)

68%



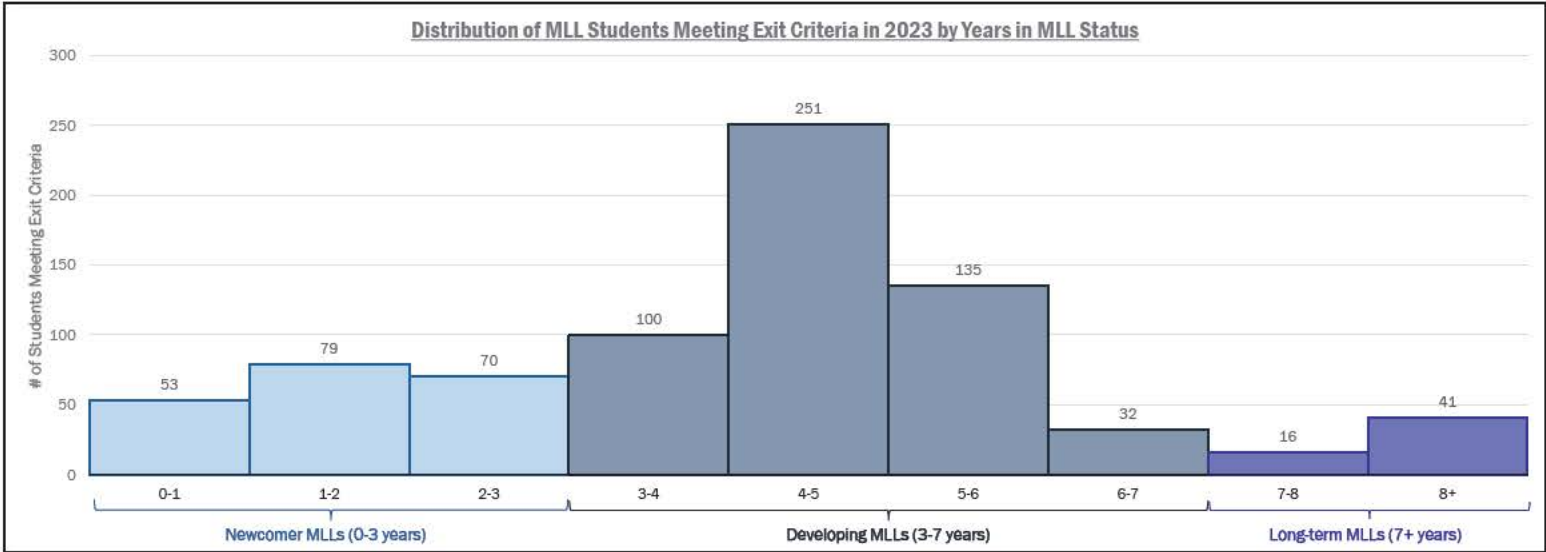
**Not Receiving MLL Service Time:** 73% of MLLs randomly selected as part of 2022-23 monitoring were not being served accorded to the minimum time requirements in the current regulations.

73%



# How Long it Takes Students to Exit MLL Status

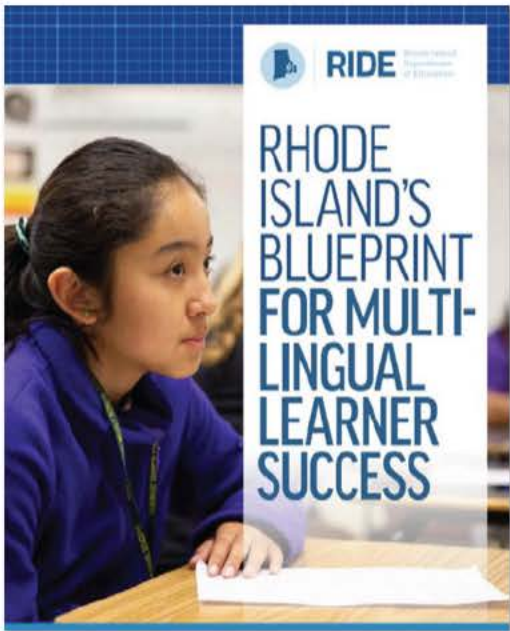
Based on 2023 ACCESS results, students were typically designated as multilingual learners for approximately 4 to 5 years before becoming eligible to exit MLL status.



\*Includes only MLLs who took 2023 ACCESS, does not include ALT-ACCESS



# Needing to take a Comprehensive, Holistic Approach



# Moving Forward: Strategy to Increase Outcomes for MLLs



## Comprehensive Strategy, Using Multiple Tools

RIDE is looking to leverage every policy tool at its disposal to drive a comprehensive strategy to improve outcomes for MLL Students, with a focus on the key values of **quality**, **flexibility**, and **support**.



### Categorical Funding

Advocating for more funds, and providing more flexibility for LEAs to strategically use them



### Exit Criteria

Enhancing exit criteria to provide MLL students multiple pathways to demonstrate proficiency



### Regulations

Updating antiquated regulations to meet federal compliance and promote best-practices



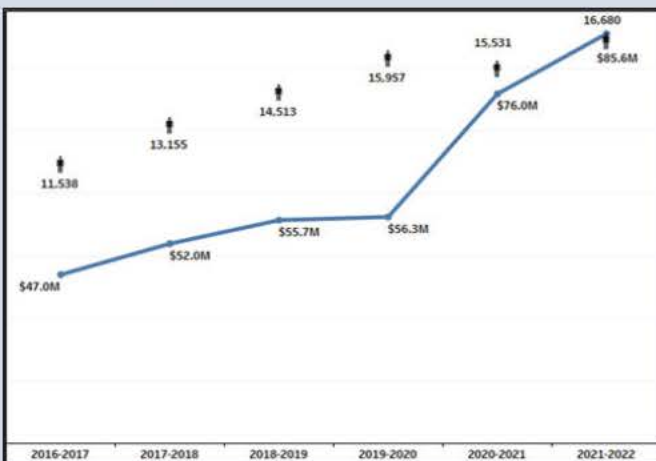
### Direct Supports

Providing direct supports for LEAs and schools to strategically align MLL improvement strategies with an LEA's strategic plan



## Expanding MLL Categorical Funding

### Increasing Statewide MLL Expenditures



82% increase in total statewide MLL expenditures from FY17 to FY22 per UCOA

Being responsive to both significantly increased student need and stakeholder feedback, RIDE is:

- Advocating for an additional \$16.6M in funding for the MLL categorical fund
  - Increase weight from 10% to 15%
  - Total FY25 Governor's Budget request of \$36.1M
- Providing strategic flexibility to LEAs by revising the FY25 MLL categorical application and guidance to:
  - Build stronger alignment between the MLL categorical application, an LEA's strategic plan, and UCOA tracking
  - Given that alignment, enhance flexibility for how LEAs may use MLL categorical funds than in prior years
    - Example of now allowable: translation, ongoing staffing, implementation of instructional materials

# Updating the (17 Year Old) MLL Regulations

## Key Components of Forthcoming Regulations

### Updating for Federal Requirements

Include federal ESSA and DOJ requirements that LEAs should already be doing (ex: translation services for students and families)

### Strengthening Program Models

Introduces **dedicated and integrated instructional methods** and clarifies time requirements

### Providing Pathways for Educators

Increasing the pathways for MLL professional learning and certification for RI educators and administrators

### Aligning with Strategic Plans

Reinforcing alignment with an LEA's strategic plan, including **aligning family engagement and the school and LEA improvement process**

## Key RIDE Planned Supports

### Providing Runway for Implementation

Ensuring LEAs have clear and supportive timelines, from immediately reinforcing federal requirements through full regulation implementation

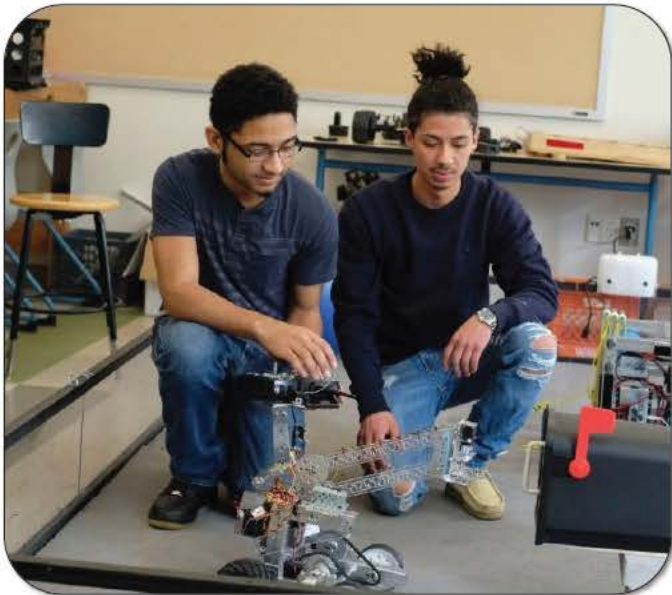
### Developing Guidance/Action Plans

Providing standardized guidance, action plans, and supports for LEAs, educators, and stakeholders





## Enhancing Student Exit Criteria



**RIDE is currently revising the exit criteria that students must meet to demonstrate English language proficiency.**

- Want to provide students **multiple opportunities** to demonstrate English language proficiency
  - Most states have a multiple pathways approach
  - Rhode Island only has one approach currently
- Revised exit criteria in development in consultation with national experts and reviewing best-practices from other states
- Want to avoid “students getting stuck”
- To be rolled out later this spring



## Providing Direct LEA Supports – Going Forward

### Leveraging RIDE Resources to Support Districts

- Continue engagement with 6 Partner Districts to examine the implementation challenges/opportunities
- Release FAQ and Guidance on new Regulations
- Partner with English Language Success Forum with a cohort of LEAs to develop LEA Strategic Plan alignment for MLL improvement
- Expand professional learning for teachers of MLLs
- Communicate and support implementation of:
  - Revised exit criteria
  - Expanded uses of categorical funding
  - New Regulations
- Implement new monitoring systems



# MLL Strategy High-Level Roadmap







# Questions?

You are viewing 2020-21 assessment data. When reviewing these results, keep in mind that student performance may have been influenced by disruptions due to the COVID-19 pandemic. Also note that student growth percentiles (SGPs) are only available for RICAS grades 5-8 during the 2020-21 school year. To help you better understand the amount of growth RI students made relative to their pre-pandemic peers, baseline-referenced SGPs are reported instead of cohort-referenced SGPs. For more information on growth and SGPs, see [Student Growth FAQs for Schools and Districts](#).

- Assessment: RICAS - English Language Arts/Literacy
- SchYear: 2017-18,2018-19,2020-21,2021-22,2022-23
- District: StateWide
- School: All Schools
- Grade(s): All
- Subgroup(s): Special Education
- Comparing With: None
- Generated: 6/18/2024 2:44:07 PM

1-Not Meeting Expectations 2-Partially Meeting Expectations 3-Meeting Expectations 4-Exceeding Expectations

#### RICAS - English Language Arts/Literacy

Name	Students Tested		Performance	Meeting or Exceeding Expectations	Average Scale Score
	#	%			
2017-18 : Statewide : All Grades : Students with Disabilities	9301	95.8%	**	**	468
2017-18 : Statewide : All Grades : Students without Disabilities	54362	99.0%	13.3% 48% 34.7% 4%	38.7%	494
2018-19 : Statewide : All Grades : Students with Disabilities	9328	97.3%	54.1% 39.9% 5.7% 0.4%	6.1%	469
2018-19 : Statewide : All Grades : Students without Disabilities	53827	98.9%	11.3% 44.6% 38% 6.1%	44.1%	497
2020-21 : Statewide : All Grades : Students with Disabilities	8238	85.7%	56.8% 37.9% 5% 0.3%	5.3%	468
2020-21 : Statewide : All Grades : Students without Disabilities	46767	89.3%	15.4% 46.5% 33.5% 4.6%	38.1%	493
2021-22 : Statewide : All Grades : Students with Disabilities	9226	96.5%	**	**	466
2021-22 : Statewide : All Grades : Students without Disabilities	50173	98.8%	17.4% 46.6% 31.3% 4.7%	36%	492
2022-23 : Statewide : All Grades : Students with Disabilities	9669	96.8%	63.6% 30.9% 5.2% 0.3%	5.5%	465
2022-23 : Statewide : All Grades : Students without Disabilities	48955	98.9%	17.7% 43.8% 33% 5.5%	38.5%	492



You are viewing 2020-21 assessment data. When reviewing these results, keep in mind that student performance may have been influenced by disruptions due to the COVID-19 pandemic. Also note that student growth percentiles (SGPs) are only available for RICAS grades 5-8 during the 2020-21 school year. To help you better understand the amount of growth RI students made relative to their pre-pandemic peers, baseline-referenced SGPs are reported instead of cohort-referenced SGPs. For more information on growth and SGPs, see [Student Growth FAQs for Schools and Districts](#).

- Assessment: RICAS - English Language Arts/Literacy
- SchYear: 2017-18,2018-19,2020-21,2021-22,2022-23
- District: StateWide
- School: All Schools

- Grade(s): All
- Subgroup(s): English Learner
- Comparing With: None

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1-Not Meeting Expectations 2-Partially Meeting Expectations 3-Meeting Expectations 4-Exceeding Expectations

#### RICAS - English Language Arts/Literacy

Name	Students Tested		Performance	Meeting or Exceeding Expectations	Average Scale Score
	#	%			
2017-18 : Statewide : All Grades : Current English Learners	5319	97.7%	54.8% 39.4% 5.5% 0.3%	5.8%	469
2017-18 : Statewide : All Grades : Not English Learners	55994	98.6%	16.3% 46.9% 32.9% 3.8%	36.8%	492
2017-18 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	2350	99.0%	21.7% 54.6% 22% 1.7%	23.7%	486
2018-19 : Statewide : All Grades : Current English Learners	↑ 6128	98.4%	50% 42% 7.5% 0.4%	7.9%	471
2018-19 : Statewide : All Grades : Not English Learners	55407	98.7%	14.1% 43.9% 36.2% 5.9%	42%	495
2018-19 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	↓ 1620	99.1%	15.8% 51.6% 29.3% 3.3%	32.6%	491
2020-21 : Statewide : All Grades : Current English Learners	6337	89.5%	**	**	467
2020-21 : Statewide : All Grades : Not English Learners	↓ 47002	88.6%	17% 45.7% 32.6% 4.6%	37.2%	492
2020-21 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	1666	90.5%	14.1% 57% 27.5% 1.4%	28.9%	490
2021-22 : Statewide : All Grades : Current English Learners	7084	98.2%	**	**	466
2021-22 : Statewide : All Grades : Not English Learners	50562	98.4%	19.9% 45.2% 30.3% 4.6%	34.9%	491
2021-22 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	1753	98.8%	16.9% 53.8% 26.9% 2.4%	29.3%	489
2022-23 : Statewide : All Grades : Current English Learners	7492	98.2%	58.6% 35.9% 5.4% 0.2%	5.5%	467

PR/Award # S371C240008

Name	Students Tested		Performance				Meeting or Exceeding Expectations	Average Scale Score
	#	%						
2022-23 : Statewide : All Grades : Not English Learners	49623	98.6%	20.5%	42.3%	31.8%	5.4%	37.2%	491
2022-23 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	1509	99.1%	16.5%	49.3%	31.8%	2.4%	34.2%	490

You are viewing 2020-21 assessment data. When reviewing these results, keep in mind that student performance may have been influenced by disruptions due to the COVID-19 pandemic. Also note that student growth percentiles (SGPs) are only available for RICAS grades 5-8 during the 2020-21 school year. To help you better understand the amount of growth RI students made relative to their pre-pandemic peers, baseline-referenced SGPs are reported instead of cohort-referenced SGPs. For more information on growth and SGPs, see [Student Growth FAQs for Schools and Districts](#).

- Assessment: SAT - English Language Arts/Literacy
- SchYear: 2017-18,2018-19,2020-21,2021-22,2022-23
- District: StateWide
- School: All Schools
- Grade(s): All
- Subgroup(s): None
- Comparing With: None
- Generated: 6/18/2024 2:52:51 PM

■ 1-Not Meeting Expectations 
 ■ 2-Partially Meeting Expectations 
 ■ 3-Meeting Expectations 
 ■ 4-Exceeding Expectations

#### SAT - English Language Arts/Literacy

Name	Students Tested		Performance				Meeting or Exceeding Expectations	Average Scale Score
	#	%						
2017-18 : Statewide : All Grades : All Groups	9718	94.9%	27.6%	22.5%	39.3%	10.6%	49.9%	487
2018-19 : Statewide : All Grades : All Groups	9893	95.2%	29.5%	20%	40.9%	9.6%	50.5%	483
2020-21 : Statewide : All Grades : All Groups	9085	86.2%	29.6%	22.1%	38.2%	10.1%	48.3%	482
2021-22 : Statewide : All Grades : All Groups	9442	92.3%	30.8%	22.1%	37.1%	10%	47.1%	479
2022-23 : Statewide : All Grades : All Groups	9384	94.4%	29.1%	21.8%	38.5%	10.6%	49.1%	484

You are viewing 2020-21 assessment data. When reviewing these results, keep in mind that student performance may have been influenced by disruptions due to the COVID-19 pandemic. Also note that student growth percentiles (SGPs) are only available for RICAS grades 5-8 during the 2020-21 school year. To help you better understand the amount of growth RI students made relative to their pre-pandemic peers, baseline-referenced SGPs are reported instead of cohort-referenced SGPs. For more information on growth and SGPs, see [Student Growth FAQs for Schools and Districts](#).

- Assessment: SAT - English Language Arts/Literacy
- SchYear: 2017-18,2018-19,2020-21,2021-22,2022-23
- District: StateWide
- School: All Schools
- Grade(s): All
- Subgroup(s): Special Education
- Comparing With: None
- Generated: 6/18/2024 2:53:32 PM

1-Not Meeting Expectations 2-Partially Meeting Expectations 3-Meeting Expectations 4-Exceeding Expectations

#### SAT - English Language Arts/Literacy

Name	Students Tested		Performance	Meeting or Exceeding Expectations	Average Scale Score
	#	%			
2017-18 : Statewide : All Grades : Students with Disabilities	1139	86.8%	70.7% 18.5% 9.7% 1.1%	10.8%	396
2017-18 : Statewide : All Grades : Students without Disabilities	8579	96.1%	21.9% 23% 43.2% 11.9%	55.1%	499
2018-19 : Statewide : All Grades : Students with Disabilities	1109	88.2%	75.6% 15.3% 8.2% 0.9%	9.1%	384
2018-19 : Statewide : All Grades : Students without Disabilities	8784	96.1%	23.6% 20.6% 45% 10.7%	55.7%	496
2020-21 : Statewide : All Grades : Students with Disabilities	1059	74.5%	74.6% 15.7% 8.6% 1.1%	9.7%	391
2020-21 : Statewide : All Grades : Students without Disabilities	8026	88.0%	23.7% 23% 42.1% 11.3%	53.3%	494
2021-22 : Statewide : All Grades : Students with Disabilities	1137	83.4%	73.3% 18.1% 7.7% 1%	8.6%	392
2021-22 : Statewide : All Grades : Students without Disabilities	8305	93.7%	25% 22.6% 41.2% 11.2%	52.4%	491
2022-23 : Statewide : All Grades : Students with Disabilities	1110	85.8%	70.3% 17.5% 11.2% 1.1%	12.3%	394
2022-23 : Statewide : All Grades : Students without Disabilities	8274	95.7%	23.6% 22.4% 42.1% 11.9%	54%	496





You are viewing 2020-21 assessment data. When reviewing these results, keep in mind that student performance may have been influenced by disruptions due to the COVID-19 pandemic. Growth RI percentiles (SGPs) are only available for RICAS grades 5-8 during the 2020-21 school year. To help you better understand the amount of growth RI students made relative to their peers, growth RI percentiles are reported instead of cohort-referenced SGPs. For more information on growth and SGPs, see [Student Growth FAQs for Schools and Districts](#).

- Assessment: SAT - English Language Arts/Literacy
- SchYear: 2017-18,2018-19,2020-21,2021-22,2022-23
- District: StateWide
- School: All Schools
- Grade(s): All
- Subgroup(s): English Learner
- Comparing With: None
- Generated: 11/18/2023 10:10 AM

■ 1-Not Meeting Expectations 
 ■ 2-Partially Meeting Expectations 
 ■ 3-Meeting Expectations 
 ■ 4-Exceeding Expectations

### SAT - English Language Arts/Literacy

Name	Students Tested		Performance		
	#	%			
2017-18 : Statewide : All Grades : Current English Learners	652	91.2%	**		
2017-18 : Statewide : All Grades : Not English Learners	8896	95.2%	23.1%	22.8%	42.4%
2017-18 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	170	96.6%	48.2%	37.1%	
2018-19 : Statewide : All Grades : Current English Learners	813	91.2%	**		
2018-19 : Statewide : All Grades : Not English Learners	8943	95.6%	23.5%	21.1%	44.8%
2018-19 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	↓ 137	91.3%	53.3%	26.3%	
2020-21 : Statewide : All Grades : Current English Learners	671	⚠ 74.6%	**		
2020-21 : Statewide : All Grades : Not English Learners	8336	87.3%	25%	23.1%	41%
2020-21 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	↓ 78	⚠ 83.0%	35.9%	28.2%	3
2021-22 : Statewide : All Grades : Current English Learners	815	85.3%	**		
2021-22 : Statewide : All Grades : Not English Learners	8541	93.0%	25.4%	23%	40.6%
2021-22 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	86	96.6%	36%	34.9%	
2022-23 : Statewide : All Grades : Current English Learners	885	91.1%	**		

Name	Students Tested		Performance				Meeting or Exceeding Expectations	Average Scale Score
	#	%						
2022-23 : Statewide : All Grades : Not English Learners	8420	94.7%	23.7%	22.4%	42.1%	11.8%	53.9%	496
2022-23 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	79	96.3%	25.3%	35.4%	39.2%		39.2%	450

# Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool

JANUARY 2022



THE  
UNIVERSITY  
OF RHODE ISLAND



The **Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool** crosswalks all competencies and components of instruction required to develop a proficient level of knowledge within the [Rhode Island Right to Read Act, RI § 16-11.4-6](#) requires educators to exhibit either *proficiency* in or *awareness* of the knowledge and practices of the Science of Reading and Structured Literacy. Local education agencies (LEAs) must provide professional learning for in-service educators to meet these requirements, and educator preparation programs (EPPs) must address these same requirements within their programs of study for preservice teachers. This resource addresses programs that prepare educators to acquire proficiency. The Rhode Island Department of Education (RIDE) provides the following definitions of and Structured Literacy:

- The **Science of Reading**, or *scientific reading instruction*, is defined as empirically based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes.
- **Structured Literacy** is defined as 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. For more information, visit [RIDE's Structured Literacy page](#).

This tool is designed to help support Rhode Island EPPs refine their syllabi to meet the requirements of the law by providing language from [Evidence-Based Reading Instruction for Grades K–5](#) from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center; [The Science of Reading in Teacher Preparation](#) from Mount St. Joseph University (MSJ; Cincinnati, Ohio); and the [Knowledge and Practice Standards for Teachers of Reading](#) from the International Dyslexia Association (IDA KPS) to expand on and clarify the RIDE competencies. These competencies are [essential components of proficiency training](#) (adapted from [RISE Arkansas](#)) and align with the literacy/dyslexia endorsement competencies. An additional aligned resource includes resources to aid in syllabi refinement for each competency that all educators in Rhode Island are prepared to teach using instructional methods aligned with the Science of Reading.

This project was developed by the following Rhode Island CEEDAR Literacy/Dyslexia Workgroup members:

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## Intended Audiences and Considerations

This tool is designed to support syllabi refinement for EPPs preparing educators requiring a *proficient* level of knowledge of the Science of Reading and Structured Literacy in accordance with the Right to Read Act. This includes early childhood through 5th-grade

classroom educators as well as early childhood through 5th-grade reading specialists, special educators, English to Speakers of Other Languages teachers, and bilingual and dual-language teachers.

All students whom educators requiring *proficiency* will benefit from explicit, systematic instruction in elements of Structured Literacy. The foundation of the Science of Reading is an unwavering belief that all students receive equitable access to research-aligned literacy instruction, as evidenced in the RIDE competencies, to reach their highest learning outcomes. Certain considerations for some components may be made, however, for special populations who acquire literacy skills differently, including students who are deaf or hard of hearing, students with visual impairments, and students with significant intellectual disabilities.

Furthermore, educators working with multilingual learners should consider how best practices complement Structured Literacy instruction. For example, educators should learn how aspects of English phonology, orthography, grammar rules, and syntactic structures may differ from their first language. These differences should be taught explicitly and systematically, and students' phonological working memory should be considered as they acquire these new skills. When candidates are learning best practices for fluency, they should develop an understanding that multilingual learners will need additional practice opportunities to orally read not only target words but also whole sentences because intonation and stress patterns (e.g., contrastive stress, emphatic stress) need to be explicitly taught and practiced. Finally, when reviewing syllabi for competencies related to vocabulary, faculty preparing educators working with multilingual learners should highlight the importance of reinforcing vocabulary with repeated exposures and authentic opportunities for use.

## Instructions for Using the Syllabi Refinement Tool

### Structure

This resource was designed to assist EPPs in refining their syllabi based on an innovation configuration (IC) matrix although additional uses may be found for LEAs (e.g., aligning instruction, assessment, curriculum, and professional learning to the Science of Reading). An IC is a tool that identifies and describes the major components of a practice or innovation. With the implementation of any innovation comes a continuum of configurations of implementation from nonuse to the ideal. ICs are based on two dimensions: essential components and degree of implementation (Hall & Hord, 1987; Roy & Hord, 2004). Essential components of the IC—including descriptors and examples to guide application of the criteria to coursework, standards, and classroom practices—are listed in the rows of the far-left column of the [matrix](#). Several levels of implementation are defined in the top row of the matrix. For example, no mention of the essential component is the lowest level of implementation and would receive a score of zero. Increasing

levels of implementation receive progressively higher scores. Not every course will receive high scores, but the goal is to cover each level across all courses within a program. More detailed information on how to use ICs can be found in this [guide](#).

The organization of the matrix follows the four Rhode Island competencies, as evidenced in Appendix I of the [Right to Read Act Guidelines for Educator Preparation Providers](#). Each competency is comprised of components that align with the Science of Reading and Structured Literacy. To assist EPPs in thinking comprehensively about the degree to which their syllabi/coursework are aligned to reading science, each component is crosswalked to clarifying elements from the CEEDAR Center IC, the Mount St. Joseph syllabi review tool, and the International Dyslexia Association's Knowledge and Practice Standards. Given the nature of a crosswalk, there is some intentional overlap of practices across each component to help EPPs consider the nature and depth in which they are covering each component in its entirety across their programs. A sample process for using the matrix follows, and additional guidance and toolkit will be posted on the RIDE website. The CEEDAR Center's [Roadmap for Educator Preparation Reform](#) is an additional planning framework to guide and support EPPs in the integration of these components within and across coursework and field experiences. For EPPs participating in CEEDAR, this tool will be added to the Networked Improvement Community for online completion.

## Syllabi Refinement Process

### *Phase One: Preparation*

1. Identify the courses in your Literacy Scope and Sequence. Note: these courses may span different programs/departments (i.e., elementary education and special education).
2. Save to a shared location (e.g., Google Drive, Microsoft Teams) that can be accessed by all participating faculty.
3. Upload the Crosswalk to this folder.
4. Then ask faculty members who teach the courses in the Literacy Scope and Sequence to upload their syllabi to the Google folder. Note: Within the Google folder, create a subfolder for each course so that, in addition to the syllabus, rubrics for major course assignments and other supporting documents (i.e., slide decks) can be housed in one place.

### *Phase Two: Syllabi Review Using Crosswalk*

1. Work with faculty in your program and across programs (general education/special education) to familiarize yourself with the Rhode Island Science of Reading and Structured Literacy syllabi refinement matrix, including all Rhode Island components and crosswalk elements, as well as the CEEDAR Center's [guidelines](#) for using ICs. Note: Consider the preservice teachers' program of study; if their coursework is intradepartmental, then this collaboration should occur across programs to ensure alignment and prevent conflicting instructional pedagogy.

2. Systematically analyze each syllabus to determine how each class addresses the RIDE competencies. Be specific in recording exactly where instruction of each competency can be found on the matrix (e.g., ELED 1234 Week 3).
3. Use the clarifying elements of CEEDAR, Mount St. Joseph, and the IDA KPS to gain a deeper understanding of how the RIDE competencies might be notated in the syllabus/course materials.
4. Consider competencies not present in the syllabi and discuss why there might be a lack of evidence in these areas and how the competencies could be added.
5. Consider application of competencies across the four implementation levels (0–3) within the Literacy Scope and Sequence across courses and/or programs.

### *Phase Three: Syllabi and/or Programmatic Revisions*

*Use the Rhode Island Science of Reading and Structured Literacy: Resource Bank for Syllabi Refinement as a tool to support any areas needing refinement.*

1. Add detail to course topics and learning experiences to show evidence of the competencies
2. Add or revise assignments to reflect the RIDE competencies. It may be helpful to annotate original syllabi to track changes being made (e.g., addition of assignments, revised activities, and readings).
3. Add to the course folders supporting materials that evidence the RIDE competencies to the course folders. Evidence may include PowerPoints and assignment descriptions and rubrics.
4. Consider four main categories of outcomes:
  - a. Faculty need additional learning on some topics
  - b. Courses need to be enhanced with additional or revised learning on some topics
  - c. Course activities and assignments need to be expanded or revised on some topics
  - d. Clinical experience needs to be expanded or revised



## Rhode Island Competencies and Components

### Competency I

- 1.1** Theoretical Models including the Simple View of Reading, Scarborough's Rope, the Four-Part Processor, and Ehri's Phases
- 1.2** How the brain learns to read
- 1.3** Permanent word storage and orthographic mapping
- 1.4** Neurobiological learning differences including dyslexia (decoding) and developmental language disorder (word comprehension)
- 1.5** Literacy needs of students with language-based learning difficulties

### Competency II

- 2.1** Systematic
- 2.2** Explicit
- 2.3** Incorporating multiple modalities (students do not learn through one learning style but by integrating all modalities—visual, auditory, kinesthetic-tactile [VAKT])
- 2.4** Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials (use explicit decoding instruction in place of less effective strategies such as cueing, leveled texts, and sight word memorization)
- 2.5** Differentiating and scaffolding instruction for students with language-based learning differences
- 2.6** Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)

### Competency III

- 3.1** Diagnostic-Prescriptive (data from assessments are used to inform instruction and intervention to meet the individual needs of students)
- 3.2** Criterion referenced assessment measures (use criterion-referenced and/or norm-referenced tests to measure a student's academic performance against some standard or criteria)
- 3.3** Using assessment measures to understand a student's learning profile (using screening and diagnostics to look at all aspects of a student's academic and social-emotional needs)
- 3.4** Using assessment data within Multi-Tiered System of Supports Framework
- 3.5** Communicating findings of assessment data with students, families, and other educators

### Competency IV

- 4.1** Phonology
- 4.2** Phonological Awareness
- 4.3** Phonemic Awareness
- 4.4** Articulation of the Sounds



- 4.5** Alphabetic Principle
- 4.6** Decoding
- 4.7** Correspondence of letters and sounds (Phonics)
- 4.8** Encoding
- 4.9** Syllable Types
- 4.10** Syllable Division Rules
- 4.11** Schwa (An unstressed vowel sound; implications on encoding and decoding words containing a schwa)
- 4.12** Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)
- 4.13** Spelling rules and generalizations
- 4.14** Student text selection including decodable text
- 4.15** Assistive technology supports (e.g., audiobooks, text-to-speech to provide access to grade-level texts)
- 4.16** Accuracy, rate, and prosody
- 4.17** Instruction and Practice
- 4.18** Taught directly and indirectly
- 4.19** Developing vocabulary through oral language
- 4.20** Morphology Supports Word Comprehension and Vocabulary Building Across Contents (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)
- 4.21** Multiple meanings and contexts
- 4.22** Choosing and Leveling Words for Explicit Instruction
- 4.23** Listening and Reading Comprehension
- 4.24** Background Knowledge
- 4.25** Assistive technology accommodations including audiobooks to build background knowledge
- 4.26** Grammar
- 4.27** Text Structures
- 4.28** Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning
- 4.29** Connecting writing to readings to further comprehension (e.g., explicit instruction in pronoun referents, cohesive ties, and syntax elements including sentence types and sentence combination activities)

## Syllabi Refinement Matrix

Instructions	Level 0	Level 1	Level 2	Level 3	Rating
Place an X under the appropriate variation implementation score for each course syllabi that meets the criteria level from 0 to 3. Score and rate each component separately.	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.

### Competency 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 languagebased learning disabilities.*

**Summary Description: Knowledge and Skills Related to the Reading Process, Science of Reading Research and Methods**

Rhode Island Component 1.1	Level 0	Level 1	Level 2	Level 3	Rating
Theoretical Models including the Simple View of Reading, Scarborough's Rope, the Four-Part Processor, and Ehri's Phases					

**Crosswalk Elements****CEEDAR Component 2: Foundation Concepts About Oral and Written Language**

- 2.2 Theories about reading (e.g., connectionist, simple view, schema)
- 2.3 Language processing requirements of proficient reading and writing
- 2.6 Typical developmental phases in reading development and reasonable goals and expectations for learning at various phases (e.g., Ehri, 2005)

**CEEDAR Component 7.0: Comprehension (Instruction & Strategies)**

- 7.1 Integrating instruction of essential components of reading for the goal of comprehension.

**MSJ Topic: How Students Learn to Read**

- Content and practices that illustrate the belief that all students can learn
- Definition of reading science
- Importance of research in education
- Gap between research and practice
- The role of oral language in reading (print awareness, letter knowledge)
- Building fluency/automaticity in all foundational skills
- How young children learn to read: Ehri's Stages of Development; The relationship between written and spoken language; Mode and function of spoken language; Pre-alphabetic, Early alphabetic, Later alphabetic

**MSJ Topic: Essential Elements of Reading: What to Teach**

- Developmental stages of reading and spelling

**IDA KPS Standard 1: Foundations of Literacy Acquisition**

- 1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression
- 1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

Competency I					
Rhode Island Component 1.2	Level 0	Level 1	Level 2	Level 3	Rating
How the brain learns to read					



## Competency I

## Crosswalk Elements

**CEEDAR Component 2: Foundation Concepts About Oral and Written Language**

- 2.3 Language processing requirements of proficient reading and writing
- 2.4 Aspects of cognition and behavior that affect reading.

**CEEDAR Component 5: Fluency (Role, Instruction, and Assessment)**

- 5.3 Role of accurate, automatic decoding or word-level automaticity in fluency development and text comprehension; evidence-based methods for improving word-level automaticity.

**MSJ Topic: How Students Learn to Read**

- The role of oral language in reading (print awareness, letter knowledge)
- Building fluency/automaticity in all foundational skills
- Building literacy in young children—how to back map that for older struggling readers
- The connection between language and reading

**IDA KPS Standard 1: Foundations of Literacy Acquisition**

- 1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- 1.2 Understand that learning to read, for most people, requires explicit instruction.
- 1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
- 1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development (MSJ Section 1)
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- 1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

Rhode Island Component 1.3	Level 0	Level 1	Level 2	Level 3	Rating
Permanent word storage and orthographic mapping					

## Crosswalk Elements

**CEEDAR Component 2: Foundation Concepts About Oral and Written Language**

- 2.7 Role of various aspects of oral and written language used in reading, how they are related, and how relationships change as reading develops: Oral language; Alphabet knowledge, including recognition, identification, letter formation, and letter sounds; Print concepts; Phonological skills, especially phonemic blending and segmentation; Decoding and encoding; Accurate and automatic word recognition; Text reading fluency; Background knowledge; Vocabulary; Cognition and metacognition; Comprehension, including both listening and reading comprehension

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Orthographic Mapping: Ehri's theory (orthographic mapping, which bonds the sounds in spoken words to their spellings); Visual memory is not how we read; written words are anchored mainly to their sounds, not their meanings; storing written words in long-term memory requires sound proficiency; works from pronunciation to spelling; awareness/knowledge versus proficiency; reading practice doesn't help kids who can't orthographically map

PR Award # S371G240988

Page 9192

Competency I					
Rhode Island Component 1.4	Level 0	Level 1	Level 2	Level 3	Rating
Neurobiological learning differences including dyslexia (decoding) and developmental language disorder (word comprehension)					
<b>Crosswalk Elements</b> <i>MSJ Topic: How Students Learn to Read</i> <ul style="list-style-type: none"> <li>Gap between research and practice</li> <li>How young children learn to read</li> <li>How instruction changes how we process information</li> </ul> <i>MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS</i> <ul style="list-style-type: none"> <li>Types of reading difficulty</li> <li>Reading disability—definition of dyslexia, how diagnosed</li> <li>How to identify disability with RtI data</li> </ul> <i>IDA KPS Standard 1: Foundations of Literacy Acquisition</i> <ul style="list-style-type: none"> <li>1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.</li> <li>1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).</li> </ul> <i>IDA KPS Standard 4: Structured Literacy Instruction</i> <ul style="list-style-type: none"> <li>4A.3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.</li> <li>4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.</li> </ul>					
Rhode Island Component 1.5	Level 0	Level 1	Level 2	Level 3	Rating
Literacy needs of students with language-based learning difficulties					

## Competency I

### Crosswalk Elements

#### **CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language**

- **2.7** Role of various aspects of oral and written language used in reading, how they are related, and how relationships change as reading develops (w/ sub-bullets)

#### **CEEDAR Component 3.0: Phonemic Awareness**

- **3.3** Reciprocal relationships among phonological processing, decoding, spelling, and writing.

#### **CEEDAR Component 9: Organization for Instruction**

- **9.2** Grouping for reading instruction (e.g., ability grouping, flexible grouping).

#### **CEEDAR Component 10: Literacy Assessment**

- **10.2** Using data for planning or modifying instruction and identifying students who require additional support.

#### **MSJ Topic: Essential Elements of Reading: What to Teach**

- The connection between language and reading
- Language Systems (orthography, phonetics, phonology, morphology, syntax, semantics)

#### **MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about how to accelerate learning for older struggling readers

#### **MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- Supporting students with significant comprehension difficulties
- Dyslexia: Reading difficulty not attributable to low intelligence or poor teaching); Difficulties with tasks that involve phonological processing and phonological representations.
- Types of reading difficulty
- Reading disability—definition of dyslexia, how diagnosed
- Matching student needs to research based instruction

#### **IDA KPS Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia**

- **2.1** Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
- **2.3** Identify the distinguishing characteristics of dyslexia.
- **2.4** Understand how reading disabilities vary in presentation and degree.
- **2.5** Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.



## Competency I

### Additional Crosswalk Elements That Align With Competency I

*These additional elements align with Competency I and can be considered during review, but they do not crosswalk directly with a required RIDE component.*

#### **CEEDAR Component 1: Influences on Reading Policy and Practice in the United State**

- **1.1** Recommendations contained in important syntheses of evidence on reading instruction (e.g., Beginning to Read: Thinking and Learning about Print by Adams, 1990; National Reading Panel (NRP) report, 2000; RAND Study Group report, 2002).
- **1.2** Federal policies that affect reading instruction and intervention (e.g., No Child Left Behind [NCLB])
- **1.3** Nationwide initiatives that affect reading instruction and intervention (e.g., Common Core State Standards [CCSS])
- **1.4** Standards related to reading instruction and intervention that have been put forth by professional organizations (e.g., International Reading Association [IRA], Council for Exceptional Children [CEC], International Dyslexia Association [IDA], National Council for Teachers of English [NCTE])

#### **CEEDAR Component 2: Foundation Concepts About Oral and Written Language**

- **2.5** Environmental, cultural, and social factors that influence literacy development

#### **MSJ Topic: How Students Learn to Read**

- Definition of reading science
- Importance of research in education
- Definition of research, types of research, research design and methods, publication process
- Current data on student reading outcomes: The Reading Crisis
- Communicating the science of reading to parents and other stakeholders

#### **MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Communicating research-based reading instruction to parents and other stakeholders

#### **MSJ Topic: Faculty Support**

- Overall system supports for implementation of Science of Reading
- Faculty has access to needed professional development & resources
- Common language
- Time for planning

#### **IDA KPS Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia**

- **2.2** Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

## Competency II

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

***Summary Description: Systematic, explicit instruction to teach decoding and language comprehension that is beneficial for all students but essential for students with language-based learning differences***

Competency II					
Rhode Island Component 2.1	Level 0	Level 1	Level 2	Level 3	Rating
Systematic					
<b>Crosswalk Elements</b> <b>CEEDAR Component 4: Decoding (Instruction &amp; Principles)</b> <ul style="list-style-type: none"> <li>4.2 Systematic instructional sequence—easier to more complex, most common letters and letter patterns first (e. g., teach s, m, t, d, a before ch, th, z).</li> </ul> <b>CEEDAR Component 8: Explicit and Systematic Instruction</b> <ul style="list-style-type: none"> <li>8.4 Planned, purposeful, and sequential instruction.</li> <li>8.5 Step-by-step.</li> <li>8.6 Organization of skills from easy to difficult (e.g., easier phoneme-grapheme correspondences such as m, t, and a, before more difficult ones, such as y, x, and tch).</li> <li>8.7 Methods for determining if reading programs use an appropriate skills sequence and provide adequate practice.</li> </ul> <b>MSJ Topic: Essential Elements of Reading: What to Teach</b> <ul style="list-style-type: none"> <li>Phonics and word recognition Critical Elements of Effective Instruction for Word Rec Skills: Systematic and Cumulative</li> </ul> <b>MSJ Topic: Essential Elements of Effective Instruction: How to Teach</b> <ul style="list-style-type: none"> <li>Essential Elements of Effective Instruction: How to Teach—Explicit and Systematic Instruction—Findings from seminal research studies and meta-analyses</li> </ul> <b>IDA KPS Standard 4: Structured Literacy Instruction</b> <ul style="list-style-type: none"> <li>4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.</li> </ul>					
Rhode Island Component 2.2	Level 0	Level 1	Level 2	Level 3	Rating
Explicit					



## Competency II

## Crosswalk Elements

**CEEDAR Component 4: Decoding (Instruction & Principles)**

- 4.4 Explicit and direct teaching of decoding skills.

**CEEDAR Component 7: Comprehension (Instruction & Strategies)**

- 7.6 Modeling of strategies (e.g., think-alouds).

**CEEDAR Component 8: Explicit and Systematic Instruction**

- 8.1 Direct, straightforward instruction.
- 8.2 Modeling and demonstrating skills and strategies.
- 8.3 Providing examples and nonexamples.
- 8.4 Planned, purposeful, and sequential instruction.
- 8.8 Gradual release of responsibility: I do (teacher models), We do (guided practice with teacher support), You do (student completes tasks independently).

**MSJ Topic: Essential Elements of Reading: What to Teach**

- Explicit Instruction: Focus on critical skills, logical sequence, small steps, organized and focused, pacing, corrective feedback, distributed and cumulative practice

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Essential Elements of Effective Instruction: How to Teach—Explicit and Systematic Instruction—Findings from seminal research studies and meta-analyses
- The importance of application of principles of explicit instruction
- Instruction: The importance of modeling, guided instruction and feedback

**IDA KPS Standard 4: Structured Literacy Intervention**

- 4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
- 4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
- 4F.4 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

Rhode Island Component 2.3	Level 0	Level 1	Level 2	Level 3	Rating
Incorporating multiple modalities (students do not learn through one learning style but by integrating all modalities—visual, auditory, kinesthetic-tactile [VAKT])					

## Competency II

## Crosswalk Elements

**CEEDAR Component 2: Foundation Concepts About Oral and Written Language**

- 2.7 Role of various aspects of oral and written language used in reading, how they are related, and how relationships change as reading develops

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
- 4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

## Rhode Island Component 2.4

## Level 0

## Level 1

## Level 2

## Level 3

## Rating

Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials (use explicit decoding instruction in place of less effective strategies such as cueing, leveled texts, and sight word memorization)

## Crosswalk Elements

**CEEDAR Component 4: Decoding (Instruction and Principles)**

- 4.3 Evidence-based methods of phonics instruction (e.g., synthetic, analogy, successive blending, manipulatives).

**MSJ Topic: Essential Elements of Reading: What to Teach**

- Phonics and word recognition
- Critical Elements of Effective Instruction for Word Rec Skills: Typical Practices

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about how to teach word recognition skills
- What research says about teaching: Phonics and decoding; words are composed of sounds that are represented by symbols; speech sounds are represented by writing (letters of the alphabet); code emphasis vs. meaning emphasis; impact of Whole Language and the 3-cuing system; learning to read—not like learning to talk; research base behind the code emphasis approach (Becoming a Nation of Readers, NRP); and introduction of phoneme/grapheme relationships.

## Rhode Island Component 2.5

## Level 0

## Level 1

## Level 2

## Level 3

## Rating

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



## Competency II

## Crosswalk Elements

**CEEDAR Component 9: Organization for Instruction**

- 9.2 Grouping for reading instruction (e.g., ability grouping, flexible grouping).
- 9.3 Planning for instructional intensity, including amount of teacher regulation of learning, group size, instructional time allotment, and opportunities to respond.
- 9.4 Managing Multi-Tiered System of Supports (MTSS).

**MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- How to differentiate tier 1 instruction
- How to intensify support, Intensifying Instructional Delivery: Teaching Skills and strategies; Providing additional practice with feedback; Offering more opportunities with a range of texts
- How to change instruction based on ongoing progress data
- How to teach all students, including those with disabilities
- How to differentiate at all tiers based on assessment data
- Prevention, what research says—learners who start behind stay behind
- Intervention what research says about characteristics of effective intervention
- How to select research-based instruction and intervention
- Matching student needs to research based instruction

**IDA KPS Standard 1: Foundations of Literacy Acquisition**

- 1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- 1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- 1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4A1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 4A2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.

## Rhode Island Component 2.6

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

Level 0

Level 1

Level 2

Level 3

Rating

## Crosswalk Elements

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4A3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

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Page e199

## Competency II

### **Additional Crosswalk Elements That Align With Competency II**

*These additional elements align with Competency II and can be considered during review, but they do not crosswalk directly with a required RIDE component.*

#### ***MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS***

- How to collaborate with stakeholders
- How to be on a team
- How to work with community agencies

### 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

#### Summary Description: Assessment

Rhode Island Component 3.1	Level 0	Level 1	Level 2	Level 3	Rating
<b>Diagnostic-Prescriptive</b> (data from assessments are used to inform instruction and intervention to meet the individual needs of students)					
<b>Crosswalk Elements</b> <b>CEEDAR Component 4: Decoding (Instruction and Principles)</b> <ul style="list-style-type: none"> <li>4.9 Use of pseudoword reading for assessment.</li> </ul> <b>CEEDAR Component 9: Organization for Instruction</b> <ul style="list-style-type: none"> <li>9.2 Grouping for reading instruction (e.g., ability grouping, flexible grouping).</li> </ul> <b>CEEDAR Component 10: Literacy Assessment</b> <ul style="list-style-type: none"> <li>10.1 Purposes of assessment: screening, diagnosis, progress monitoring, and outcome measurement.</li> <li>10.2 Using data for planning or modifying instruction and identifying students who require additional support.</li> </ul> <b>MSJ Topic: Essential Elements of Reading: What to Teach</b> <ul style="list-style-type: none"> <li>Diagnostic Teaching</li> </ul> <b>MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS</b> <ul style="list-style-type: none"> <li>How to conduct intervention-based diagnostic assessments</li> <li>Diagnostic Phonics tests to provide information about student's accuracy with specific phonics concepts and pattern</li> <li>Beck's Specific Phonics Assessment</li> </ul> <b>IDA KPS Standard 3: Assessment</b> <ul style="list-style-type: none"> <li>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</li> </ul>					
Rhode Island Component 3.2	Level 0	Level 1	Level 2	Level 3	Rating
<b>Criterion referenced assessment measures</b> (use criterion-referenced and/or norm-referenced tests to measure a student's academic performance against some standard or criteria)					



## Competency III

## Crosswalk Elements

**MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- The 4 purposes of assessment: Familiarity with assessments of each purpose
- How to conduct intervention-based diagnostic assessments
- PA and phonics and spelling assessments: Diagnostic Phonological Awareness assessments to evaluate segmenting; blending and identification of first, last and middle sound; diagnostic Phonics tests to provide information about student's accuracy with specific phonics concepts and patterns; spelling assessments; fluency (with sounds, individual words and connected text).

**IDA KPS Standard 3: Assessment**

- **3.2** Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed)
- **3.5** Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

Rhode Island Component 3.3	Level 0	Level 1	Level 2	Level 3	Rating
Using assessment measures to understand a student's learning profile (using screening and diagnostics to look at all aspects of a student's academic and social-emotional needs)					

## Competency III

### Crosswalk Elements

#### **CEEDAR Component 2: Organization for Instruction**

- 2.9 Needs of English language learners.

#### **CEEDAR Component 4.0: Decoding (Instruction and Principles)**

- 4.9 Use of pseudoword reading for assessment.

#### **CEEDAR Component 5.0 Fluency (Role, Instruction, and Assessment)**

- 5.12 Methods and value of charting fluency progress.

#### **CEEDAR Component 10.0 Literacy Assessment**

- 10.1 Purposes of assessment: screening, diagnosis, progress monitoring, and outcome measurement.
- 10.2 Using data for planning or modifying instruction and identifying students who require additional support.
- 10.4 Formative and summative approaches.
- 10.7 Interpretation of assessment results.

#### **MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- Introduction to assessment and differentiation
- Characteristics of screening assessments
- Difference between norm referenced and standardized tests
- How to conduct intervention-based diagnostic assessments
- How to assess oral reading fluency, listening comprehension, vocabulary, and background knowledge
- PA and Phonics Spelling Assessments: Diagnostic Phonics tests to provide information about student's accuracy with specific phonics concepts and patterns; spelling assessments; fluency (with sounds, individual words and connected text)
- How to use progress monitoring data to evaluate support
- How to create and read a progress monitoring graph

#### **IDA KPS Standard 3**

- 3.3 Interpret basic statistics commonly utilized in formal and informal assessment.
- 3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech—language professionals, and educational evaluators.

Competency III					
Rhode Island Component 3.4	Level 0	Level 1	Level 2	Level 3	Rating
Using assessment data within Multi-tiered System of Supports Framework					
<b>Crosswalk Elements</b> <b>CEEDAR Component 5: Fluency (Role, Instruction, and Assessment)</b> <ul style="list-style-type: none"> <li>5.12 Methods and value of charting fluency progress.</li> </ul> <b>CEEDAR Component 9: Organization for Instruction</b> <ul style="list-style-type: none"> <li>9.3 Planning for instructional intensity, including amount of teacher regulation of learning, group size, instructional time allotment, and opportunities to respond.</li> <li>9.4 Managing Multi-Tiered System of Supports (MTSS).</li> <li>9.2 Grouping for reading instruction (e.g., ability grouping, flexible grouping).</li> </ul> <b>Component 10: Literacy Assessment</b> <ul style="list-style-type: none"> <li>10.2 Using data for planning or modifying instruction and identifying students who require additional support.</li> <li>10.4 Formative and summative approaches.</li> </ul> <b>MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS</b> <ul style="list-style-type: none"> <li>How to use data to evaluate the effectiveness of tier 1</li> <li>How to use screening, progress monitoring, and other data to plan and group for Tier 1, Tier 2, Tier 3 instruction</li> <li>Components of tier 1, tier 2, tier 3</li> <li>How to conduct survey level assessment</li> <li>Matching student needs to research based instruction</li> <li>How to identify disability with RtI data</li> </ul> <b>IDA KPS Standard 3: Assessment</b> <ul style="list-style-type: none"> <li>3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.</li> <li>3.2 Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).</li> <li>3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.</li> <li>3.5 Understand/apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.</li> <li>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</li> </ul>					
Rhode Island Component 3.5	Level 0	Level 1	Level 2	Level 3	Rating
Communicating findings of assessment data with students, families, and other educators					



## Competency III

### Crosswalk Elements

#### **CEEDAR Component: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- *How to share assessment and instruction with parents*
- *Communicating the essential elements of MTSS to parents and other stakeholders*
- *Engaging parents and other stakeholders in collaborative problem solving*

#### **IDA KPS Standard 3: Assessment**

- **3.8** Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

### Additional Crosswalk Elements That Align With Competency III

*These additional elements align with Competency III and can be considered during review, but they do not crosswalk directly with a required RIDE component.*

#### **CEEDAR Component 10: Literacy Assessment**

- **10.3** Measurement validity and reliability and how to identify and use valid and reliable instruments.
- **10.6** Assessment accommodations and modifications.

#### **MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- Introduction to collaborative problem solving and MTSS: Systems; students
- Definition of MTSS, RtI
- Introduction to 3 tier model, connection between reading and behavior
- How research models influence assessment—cognitive model
- How to develop assessment questions based on the cognitive model

#### **IDA KPS Standard 3: Assessment**

- Interpret basic statistics commonly utilized in formal and informal assessment

### 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 based on analysis of student data.

#### Summary Description: Knowledge and Skills Related to Phonology

Rhode Island Component 4.1	Level 0	Level 1	Level 2	Level 3	Rating
Phonology					
<b>Crosswalk Elements</b> <b>CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language</b> <ul style="list-style-type: none"> <li>2.1 The structure of English Language: Phonology and phonetics of English</li> </ul>					
Rhode Island Component 4.2	Level 0	Level 1	Level 2	Level 3	Rating
Phonological Awareness					
<b>Crosswalk Elements</b> <b>CEEDAR Component 3.0: Phonemic Awareness</b> <ul style="list-style-type: none"> <li>3.2 Levels of phonological awareness (e.g., word, syllable, onset-rime, phoneme)</li> </ul> <b>MSJ Topic: Essential Elements of Reading—What to Teach</b> <ul style="list-style-type: none"> <li>Phonological awareness: Connection to the Simple View of Reading, Four Part Processor, Phonetics, Phonology, Phonological awareness</li> </ul> <b>MSJ Topic: Essential Elements of Effective Instruction: How to Teach</b> <ul style="list-style-type: none"> <li>What research says about teaching phonological and phonemic awareness: build awareness of the internal details of spoken language blending and segmenting syllables; alliteration; categorization; onset/rime; blending/segmenting</li> </ul> <b>MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS</b> <ul style="list-style-type: none"> <li>Diagnostic Phonological Awareness assessments to evaluate segmenting, blending, and identification of first, last and middle sound</li> </ul> <b>IDA KPS Standard 4: Structured Literacy Instruction</b> <ul style="list-style-type: none"> <li>4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.</li> </ul>					
Rhode Island Component 4.3	Level 0	Level 1	Level 2	Level 3	Rating
Phonemic Awareness					

## Competency IV

## Crosswalk Elements

**CEEDAR Component 3.0: Phonemic Awareness**

- 3.1 Individual speech sounds known as phonemes.
- 3.5 Critical phonological skills for decoding: phoneme blending and segmentation.

**MSJ Topic: Essential Elements of Reading: What to Teach**

- Phonemic Awareness (PA): define and differentiate the gradual acquisition of PA, continuum of PA skills, & elusive nature of phonemes

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about teaching phonological and phonemic awareness: Blending/segmenting phonemes; manipulation of phonemes

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
- 4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.
- 4B.4–7 Know/apply in practice consideration(s) for the following:
  - Progression of phonemic-awareness skill development, across age and grade.
  - General and specific goals of phonemic-awareness instruction.
  - Principles of Phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
  - Utility of print and online resources for obtaining information about languages other than English.

Rhode Island Component 4.4	Level 0	Level 1	Level 2	Level 3	Rating
Articulation of the Sounds					

## Crosswalk Elements

**MSJ Topic: Essential Elements of Reading—What to Teach**

- Articulation (place and manner of articulation)

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about teaching phonological and phonemic awareness: hearing individual sounds in words making sounds: mouth placement, etc. Setting up a Sound Wall (advantage over Word Wall)

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English

**Summary Description: Knowledge and Skills Related to Phonics, Decoding and Encoding**

Rhode Island Component 4.5	Level 0	Level 1	Level 2	Level 3	Rating
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Competency IV					
Alphabetic Principle					
<b>Crosswalk Elements</b> <b>CEEDAR Component 3.0: Phonemic Awareness</b> <ul style="list-style-type: none"> <li>3.4 Incorporating letters in instruction as soon as possible.</li> </ul> <b>CEEDAR Component 4.0: Decoding (Instruction &amp; Principles)</b> <ul style="list-style-type: none"> <li>4.5 Alphabetic principle, or the insight that letters and sounds work together systematically to form words.</li> </ul> <b>MSJ Topic: Essential Elements of Reading—What to Teach</b> <ul style="list-style-type: none"> <li>Print awareness</li> <li>The connection between language and reading</li> </ul>					
Rhode Island Component 4.6	Level 0	Level 1	Level 2	Level 3	Rating
Decoding					
<b>Crosswalk Elements</b> <b>MSJ Topic: Essential Elements of Reading—What to Teach</b> <ul style="list-style-type: none"> <li>Decoding and the relationship to language comprehension</li> </ul> <b>MSJ Topic: Essential Elements of Effective Instruction—How to Teach</b> <ul style="list-style-type: none"> <li>Decoding/Encoding Activities: Major phonics content (consonant, vowels, blends, etc.); sequencing of content; choosing content to be taught and instructional time on each (i.e., teaching to mastery, not one week per concept); linking to decodable texts; examining minimal pairs; word patterns; frequency of patterns; order of introduction activities to teach patterns; Teaching Irregular words</li> <li>What research says about how to teach multisyllabic words stumbling block for older readers with reading difficulties—need for multisyllabic word strategies</li> <li>Importance of building a flexible core of strategies to unlock a variety of multisyllabic words</li> </ul> <b>MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS</b> <ul style="list-style-type: none"> <li>Diagnostic Phonics tests to provide information about student’s accuracy with specific phonics concepts and patterns</li> </ul> <b>IDA KPS Standard 4: Structured Literacy Instruction</b> <ul style="list-style-type: none"> <li>4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.</li> <li>4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.</li> </ul>					
Rhode Island Component 4.7	Level 0	Level 1	Level 2	Level 3	Rating
Correspondence of letters and sounds (Phonics)					

## Competency IV

## Crosswalk Elements

**CEEDAR Component 4.0: Decoding (Instruction & Principles)**

- **4.1** Instruction in phoneme-grapheme correspondences (i.e., correspondence of sounds and letters) for decoding and encoding in the early grades and with struggling readers in later grades.
- **4.2** Systematic instructional sequence—easier to more complex, most common letters and letter patterns first (e. g., teach s, m, t, d, a before ch, th, z).

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Decoding/Encoding Activities: Teaching letter-sound correspondences; sequence for teaching letter-sound correspondence; blending; Successive Blending for students with short term memory issues; Word building routines for teaching sounds; blending consonants with vowels.

Rhode Island Component 4.8	Level 0	Level 1	Level 2	Level 3	Rating
Encoding					

## Competency IV

### Crosswalk Elements

#### **CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language**

- 2.1 Orthography (e.g., common spelling rules and patterns)

#### **MSJ Topic: How Students Learn to Read**

- Introduction to word structure (English orthography)

#### **MSJ Topic: Essential Elements of Reading: What to Teach**

- Spelling (encoding) system of our language: Necessary along with phonological skills for rapid word recognition (Four Part Processor); correspondences between speech and print (and the probability that certain letter sequences could be a word—recognizing orthographic constraints); lack of orthographic knowledge results in slow/inadequate reading
- Spelling (encoding) is a significant factor in developing automaticity
- Developmental stages of reading and spelling

#### **MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Decoding/Encoding Activities: Word building routines for teaching sounds
- Decoding/Encoding Activities: Major phonics content (consonant, vowels, blends, etc.); sequencing of content; choosing content to be taught and instructional time on each (i.e., teaching to mastery, not one week per concept); examining minimal pairs; word patterns; frequency of patterns; order of introduction activities to teach patterns; teaching irregular words

#### **MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- Spelling assessments

#### **IDA KPS Standard 4: Structured Literacy Instruction**

- 4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllabic regular word reading.
- 4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
- 4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
- 4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

Rhode Island Component 4.9	Level 0	Level 1	Level 2	Level 3	Rating
Syllable Types					



## Competency IV

## Crosswalk Elements

**CEEDAR Component 4.0: Decoding (Instruction & Principles)**

- 4.6 Six syllable types and syllable division patterns to assist in decoding and encoding multisyllabic words.

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Identification of the syllables and syllable types pattern-based decoding and encoding (silent e, consonant doubling, etc.)

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllabic regular word reading.

## Rhode Island Component 4.10

Level 0

Level 1

Level 2

Level 3

Rating

Syllable Division Rules

## Crosswalk Elements

**CEEDAR Component 4.0: Decoding (Instruction & Principles)**

- 4.6 Six syllable types and syllable division patterns to assist in decoding and encoding multisyllabic words.

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about how to teach multisyllabic words stumbling block for older readers with reading difficulties—need for multisyllabic word strategies importance of building a flexible core of strategies to unlock a variety of multisyllabic words

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

## Rhode Island Component 4.11

Level 0

Level 1

Level 2

Level 3

Rating

Schwa (An unstressed vowel sound; implications on encoding and decoding words containing a schwa)

## Rhode Island Component 4.12

Level 0

Level 1

Level 2

Level 3

Rating

Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)



## Competency IV

**Crosswalk Elements****CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language**

- 2.1 Morphology (e.g., common prefixes, suffixes, syllables, derivational and inflectional morphemes)

**MSJ Topic: How Students Learn to Read**

- Introduction to word structure (English orthography)

**MSJ Topic: Essential Elements of Reading: What to Teach**

- Morphology—smallest meaningful parts of words: Meanings of prefixes; inflectional and derivational; suffixes combining rules categories of morphemes: free (can be used as a base word) and bound (affixes); compound words
- Language Systems (orthography, phonetics, phonology, morphology, syntax, semantics)
- The connection between language and reading

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about how to teach morphology

**Rhode Island Component 4.13**

Level 0

Level 1

Level 2

Level 3

Rating

Spelling rules and generalizations

**Crosswalk Elements****CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language**

- Orthography (e.g., common spelling rules and patterns)

**CEEDAR Component 4.0: Decoding (Instruction and Principles)**

- Common orthographic rules and patterns.

**Rhode Island Component 4.14**

Level 0

Level 1

Level 2

Level 3

Rating

Student text selection including decodable text

## Competency IV

## Crosswalk Elements

**CEEDAR Component 7.0: Comprehension (Instruction and Strategies)**

- 7.7 Close and critical reading of complex text.

**CEEDAR Component 9.0: Organization for Instruction**

- 9.1 Selecting appropriate text for instruction, including the role of reading level, complexity, genre, and interest.

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Decoding/Encoding Activities: Linking to decodable texts
- Application and practice using decodable text
- How to select texts for various purposes
- Importance of Quality Text

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4C.8 Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

## Rhode Island Component 4.15

Level 0

Level 1

Level 2

Level 3

Rating

Assistive technology supports (e.g., audiobooks, text-to-speech to provide access to grade-level texts)

## Crosswalk Elements

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4G.5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

**Summary Description: Knowledge and Skills Related to Fluency**

## Rhode Island Component 4.16

Level 0

Level 1

Level 2

Level 3

Rating

Accuracy, rate, and prosody

## Competency IV

## Crosswalk Elements

**CEEDAR Component 5.0: Fluency (Role, Instruction, and Assessment)**

- 5.1 Role of fluency in word recognition, reading comprehension, and motivation.
- 5.2 Role of fluency in reading difficulties.
- 5.3 Role of accurate, automatic decoding or word-level automaticity in fluency development and text comprehension; evidence-based methods for improving word-level automaticity.
- 5.4 Role of rate or text-level automaticity in fluency development and text comprehension; evidence-based methods for improving text-level automaticity.
- 5.5 Role of prosody as both an aid to and an indicator of text comprehension; evidence-based methods for improving prosody
- 5.10 Evidence-based methods for improving prosody.

**MSJ Topic: How Students Learn to Read**

- Building fluency/automaticity in all foundational skills

**MSJ Topic: Essential Elements of Reading: What to Teach**

- Oral Reading Fluency: the relationship to reading comprehension; the importance of word reading fluency to develop fluency with connected text

**MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- How to assess oral reading fluency
- Fluency (with sounds, individual words, and connected text)

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4D.1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

Rhode Island Component 4.17	Level 0	Level 1	Level 2	Level 3	Rating
Instruction and Practice					



## Competency IV

### Crosswalk Elements

#### **CEEDAR Component 5.0: Fluency (Role, Instruction, and Assessment)**

- 5.1 Role of fluency in word recognition, reading comprehension, and motivation.
- 5.6 Benefits of practice and instruction in fluency.
- 5.8 Evidence-based methods for improving word-level automaticity

#### **MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about teaching oral reading fluency: Connection to comprehension (reciprocal relationship between fluency and comprehension); difference between fluency and automaticity; repeated and monitored oral reading

#### **IDA KPS Standard 4: Structured Literacy Instruction**

- 4D.1-4 Know/apply in practice considerations for:
  - the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
  - considerations for varied techniques and methods for building reading fluency.
  - text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
  - appropriate uses of assistive technology for students with serious limitations in reading fluency.

### Other Crosswalk Elements

#### **CEEDAR Component 5.0: Fluency (Role, Instruction, and Assessment)**

- 5.2 Role of fluency in reading difficulties.
- 5.7 Fluency performance standards as a guide.

#### **MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Communicating the essential elements of instruction to parents and other stakeholders.

### **Summary Description: Knowledge and Skills Related to Vocabulary**

Rhode Island Component 4.18	Level 0	Level 1	Level 2	Level 3	Rating
Taught directly and indirectly					

## Competency IV

### Crosswalk Elements

#### **CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language**

- 2.1: Semantic organization (e.g., lexical and sentential semantics, antonyms, synonyms, polysemous words, semantic feature analysis).

#### **CEEDAR Component 6.0: Vocabulary (Types, Role, and Instruction)**

- 6.5 Evidence-based methods of teaching word meanings.
- 6.6 Evidence-based methods of teaching word-learning strategies.
- 6.10 Developing word consciousness.

#### **MSJ Topic: Essential Elements of Reading: What to Teach**

- Links between vocabulary and comprehension—Research based practices for vocabulary development—Selecting key words to teach—Providing “kid friendly” definitions—Key word strategies—Monitoring understanding (click/clunk)
- Semantic Mapping
- Academic language and academic vocabulary
- Reading Comprehension Skills: Multi-component skill set—teachable skills that help comprehension; Role of Vocabulary

#### **MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about how to teach academic language and vocabulary
- What research says about how to teach word knowledge: Independent word learning , word analysis (i.e. prefixes, suffixes), context clues, morphemic analysis, cognate awareness, word origins, word consciousness, language play (i.e. alliteration, categories), word associations (synonyms, antonyms, homographs and homophones).

#### **IDA KPS Standard 4: Structured Literacy Instruction**

- 4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- 4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

Rhode Island Component 4.19	Level 0	Level 1	Level 2	Level 3	Rating
Developing vocabulary through oral language					



## Competency IV

## Crosswalk Elements

**MSJ Topic: Essential Elements of Effective Instruction: What to Teach**

- Vocabulary Development—The vocabulary gap
- The contribution of oral language to reading comprehension
- Academic language and academic vocabulary [through oral language]
- The connection between language and reading
- Semantics—Meanings of words, phrases: Synonyms; Semantic class; antonyms

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about how to build oral language skills, language comprehension

**MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- How to assess oral reading fluency, listening comprehension, vocabulary, and background knowledge

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

## Rhode Island Component 4.20

## Level 0

## Level 1

## Level 2

## Level 3

## Rating

Morphology Supports Word Comprehension and Vocabulary Building Across Contents (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)

## Crosswalk Elements

**CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language**

- 2.1 Morphology (e.g., common prefixes, suffixes, syllables, derivational and inflectional morphemes)

**CEEDAR Component 6.0: Vocabulary (Types, Role, and Instruction)**

- 6.7 Principles of vocabulary instruction (i.e., multiple exposures, with deep understanding, connected to what students know).
- 6.8 Considerations for selection words to teach (e.g., utility, connections to known, “tiers”).
- 6.9 Use of morphology and etymology in vocabulary instruction.
- 6.10 Developing word consciousness.

**MSJ Topic: Essential Elements of Effective Instruction: What to Teach**

- Language Systems (orthography, phonetics, phonology, morphology, syntax, semantics)

## Rhode Island Component 4.21

## Level 0

## Level 1

## Level 2

## Level 3

## Rating

Multiple meanings and contexts

## Competency IV

**Crosswalk Elements****CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language**

- 2.1 Semantic organization (e.g., lexical and sentential semantics, antonyms, synonyms, polysemous words, semantic feature analysis)

**MSJ Topic: Essential Elements of Effective Instruction: What to Teach**

- Semantics—Meanings of words, phrases: Synonyms; Semantic class; Antonyms
- Multiple Meanings (use of the context processor)

**Rhode Island Component 4.22****Level 0****Level 1****Level 2****Level 3****Rating**

Choosing and Leveling Words for Explicit Instruction

**Crosswalk Elements****CEEDAR Component 6.0: Vocabulary (Types, Role, and Instruction)**

- 6.2 Role of vocabulary in comprehension—readers must know the meaning of most of the words in text to be able to understand that text.
- 6.3 Role of vocabulary breadth (i.e., knowing many words).
- 6.4 Role of vocabulary depth and levels of word knowledge (i.e., unknown, acquainted, and established).
- 6.8 Considerations for selection words to teach (e.g., utility, connections to known, “tiers”).

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4E.2 Know/apply in practice considerations for the sources of wide differences in students’ vocabularies.

**Summary Description: Knowledge and Skills Related to Comprehension****Rhode Island Component 4.23****Level 0****Level 1****Level 2****Level 3****Rating**

Listening and Reading Comprehension



## Competency IV

## Crosswalk Elements

**CEEDAR Component 7.0: Comprehension (Instruction and Strategies)**

- **7.4** Factors that contribute to comprehension: background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, use of skills and strategies for close reading of text, and reading fluency.
- **7.5** Use of evidence-based comprehension strategies: • Generating questions • Summarizing, retelling • Questioning strategies (i.e., asking questions before, during, and after reading) • Making inferences • Prediction • Graphic organizers • Monitoring comprehension • Metacognitive strategies (i.e., thinking about thinking) • Recognizing both narrative and informational text structures
- **7.7** Close and critical reading of complex text.

**MSJ Topic: Essential Elements of Effective Instruction: What to Teach**

- The contribution of oral language to reading comprehension
- Reading Comprehension Skills: Multi-component skill set-teachable skills that help comprehension; Role of Memory
- Comprehension Development: Review of contributions of word reading ability/language use; relationship between reading and listening comprehension; word Comprehension—sentence Comprehension (syntactic awareness); integration and inference (to establish coherence); comprehension monitoring (to evaluate comprehension and to generate action if comprehension fails); Knowledge and use of text structure; narrative; expository

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Thorough and methodical examination of meaning: Reflection on the meanings of individual words and sentences; engage students in rich discussion using textual evidence to ground conversations
- What research says about how to teach inferential and narrative skills
- What research says about comprehension instruction and intervention: Activities for before, during and after reading; questioning; main idea; summarizing; instruction: strategies should be documented as effective

**MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- How to assess oral reading fluency, listening comprehension, vocabulary, and background knowledge
- How to assess reading comprehension: Challenge of comprehension assessment; formative to inform future teaching practices; summative to assess achievement; diagnostic assessments; ranges of responses: true/false, multiple choice, cloze, open ended questions; measures of listening comprehension

**IDA KPS Standard 4: Structured Literacy Instruction**

- **4F.1-3** Know/apply in practice considerations for:
  - factors that contribute to deep comprehension.
  - the role of sentence comprehension in listening and reading Comprehension.
  - the teacher's role as an active mediator of text -comprehension processes.

Rhode Island Component 4.24	Level 0	Level 1	Level 2	Level 3	Rating
Background Knowledge	PR/Award # S371C240008				

## Competency IV

**Crosswalk Elements****CEEDAR Component 7.0: Comprehension (Instruction and Strategies)**

- 7.2 Importance of and methods for developing students' background knowledge before reading.

**MSJ Topic: Essential Elements of Effective Instruction: What to Teach**

- Reading Comprehension Skills: Multi-component skill set—teachable skills that help comprehension; Large Importance of background knowledge

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- What research says about how to build background knowledge
- Effective strategy instruction and background knowledge

**MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS**

- How to assess oral reading fluency, listening comprehension, vocabulary, and background knowledge

**Rhode Island Component 4.25**

Level 0

Level 1

Level 2

Level 3

Rating

Assistive technology accommodations including audiobooks to build background knowledge

**Crosswalk Elements****IDA KPS Standard 4: Structured Literacy Instruction**

- 4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

**Rhode Island Component 4.26**

Level 0

Level 1

Level 2

Level 3

Rating

Grammar

**Crosswalk Elements****MSJ Topic: Essential Elements of Effective Instruction: What to Teach**

- Syntax and Semantics: Rule systems that govern how words are combined into phrases, clauses, and sentences; Understanding of how clauses and sentences work; Parts of speech; Types of phrases; Providing practice with sentence manipulation to build language facility

**Rhode Island Component 4.27**

Level 0

Level 1

Level 2

Level 3

Rating

Text Structures



## Competency IV

## Crosswalk Elements

**CEEDAR Component 7.0: Comprehension (Instruction and Strategies)**

- 7.5 Use of evidence-based comprehension strategies: Recognizing both narrative and informational text structures.

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Explicit instruction regarding analysis of text craft and structure.

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.

## Rhode Island Component 4.28

Level 0

Level 1

Level 2

Level 3

Rating

Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning

## Crosswalk Elements

**CEEDAR Component 7.0: Comprehension (Instruction and Strategies)**

- 7.3 Strategies good readers use before, during, and after reading (e.g., set purpose, activate prior knowledge, and make predictions; generate questions, determine main ideas, make inferences, paraphrase, use fix-up to solve comprehension problems, summarize).
- 7.5 Use of evidence-based comprehension strategies: Generating questions: summarizing, retelling; Questioning strategies (i.e., asking questions before, during, and after reading); making inferences; prediction; graphic organizers; monitoring comprehension; metacognitive strategies (i.e., thinking about thinking)

**MSJ Topic: Essential Elements of Effective Instruction: What to Teach**

- Reading Comprehension Skills: Multi-component skill set—teachable skills that help comprehension; Mental models (situation model); Inferences

**MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- Activities for before, during and after reading: Questioning; Main Idea; Summarizing

**IDA KPS Standard 4: Structured Literacy Instruction**

- 4F.4 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

## Rhode Island Component 4.29

Level 0

Level 1

Level 2

Level 3

Rating

Connecting writing to readings to further comprehension (e.g., explicit instruction in pronoun referents, cohesive ties, and syntax elements including sentence types and sentence combination activities)

## Competency IV

### Crosswalk Elements

#### ***CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language***

- **2.1** Syntax (e.g., dependent clauses, independent clauses, parts of speech)

#### ***MSJ Topic: Essential Elements of Effective Instruction: What to Teach***

- Syntax—Rule systems that govern how words are combined into phrases, clauses, and sentences: Understanding of how clauses and sentences work; parts of speech; types of phrases; providing practice with sentence manipulation to build language facility.
- Reading Comprehension Skills: Multi-component skill set; teachable skills that help comprehension; cohesive devices

#### ***MSJ Topic: Essential Elements of Effective Instruction: How to Teach***

- What research says about how to teach writing: Classroom practices—response to texts; summaries; notes about a text; answer questions; create and answer. To teach: The process of writing; text structures for writing; paragraph or sentence construction skills; spelling skills (Improves word reading skills); sentence writing; building blocks; content of curriculum drives the rigor of the writing instruction; grammar taught within the context of writing

#### ***IDA KPS Standard 4: Structured Literacy Instruction***

- **4F.3** Know/apply in practice considerations for the role of sentence comprehension in listening and reading Comprehension.
- **4G.1** Understand the major skill domains that contribute to written expression.
- **4G.2** Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
- **4G.4** Know/apply in practice considerations for the developmental phases of the writing process.

## Competency IV

### Additional Crosswalk Elements That Align With Competency IV

*These additional elements align with Competency IV and can be considered during review, but they do not crosswalk directly with a required RIDE component.*

#### **CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language**

- **2.1** Etymology of English words (e.g., Anglo-Saxon, Latin/Romance, Greek)
- **2.1** Pragmatics (e.g., social language use, cultural conventions, idioms)

#### **CEEDAR Component 4.0: Decoding (Instruction and Principles)**

- **4.8** Etymology of English words.

#### **CEEDAR Component 7.0: Comprehension (Instruction and Strategies)**

- **7.7** Close and critical reading of complex text.

#### **MSJ Topic: Essential Elements of Effective Instruction: What to Teach**

- Reading Comprehension Skills: Multi-component skill set—teachable skills that help comprehension
- Mental models (situation model)
- Local and global coherence
- Inferential and narrative language skills
- Content area reading strategies, discipline specific literacy strategies

#### **MSJ Topic: Essential Elements of Effective Instruction: How to Teach**

- How to select texts for various purposes Importance of Quality Text Thematic Units Close Reading: Choose texts that will increase knowledge about content and the world through texts
- Thorough and methodical examination of meaning -Reflection on the meanings of individual words and sentences. Engage students in rich discussion using textual evidence to ground conversations
- What research says about how to teach content area reading and writing: Building Students Knowledge—meaningfully connect new information to prior knowledge; knowledge rich curriculum provides incidental learning opportunities; knowledge grows exponentially—start early; shift in role of content area teachers; more intentional use of texts; devotion of time to reading complex texts; increasing time for student discussions; teaching of academic vocabulary; areas of difficulty for students with writing problems; knowledge difficulties; skill difficulties; motivation problems; knowledge acquisition—cognitive skills (i.e. reading with understanding/ solving problems) are closely intertwined with knowledge of content; learning content should start early

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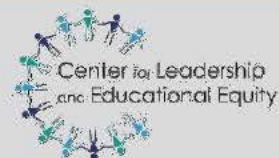
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This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A170003. David Guardino serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

# Rhode Island Science of Reading and Structured Literacy: Resource Bank for Syllabi Refinement

JANUARY 2022



Welcome! This resource bank supplements the **Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool** with materials for supporting coursework and professional development in literacy. The identified resources align with the competencies and components of instruction required to develop a proficient level of knowledge in the Science of Reading and Structured Literacy within the [Rhode Island Right to Read Act](#). This law requires educators to exhibit either *proficiency* in or *awareness* of the knowledge and practices of the Science of Reading and Structured Literacy as defined below.

- The **Science of Reading**, or *scientific reading instruction*, is defined as empirically-based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes.
- **Structured Literacy** is defined as 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. For more information, visit [RIDE's Structured Literacy page](#).

Rhode Island educator preparation programs (EPPs), districts/schools, and professional development providers can use this resource bank to build the capacity of educators to understand and apply components of effective research-aligned literacy instruction.

- **For EPPs:** These resources can be used to support coursework in identified areas of need following completion of the accompanying syllabi refinement tool.
- **For districts/professional development providers:** The resources and tools can be used to help strengthen professional learning among educators for each Rhode Island competency.

For resources that are universally available and accessible online, links have been provided. Other resources (books, journal articles) have been listed with descriptive information and citations. For additional aligned training and resources, please take the RIDE Science of Reading and Structured Literacy Awareness Courses (1-5) on [BRIDGE-RI](#).

The development of this tool was led by Dr. Stephanie Stollar at Mount St. Joseph University, with support from the following Rhode Island CEEDAR Literacy/Dyslexia Workgroup members:

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## Resource Bank for Syllabi Refinement

### Competency I: Demonstrate and apply foundational knowledge of 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

Rhode Island component	Key resources
<b>RI Component 1.1:</b> Theoretical Models including the Simple View of Reading, Scarborough's Rope, the Four-Part Processor, and Ehri's Phases	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>Adams, M. (1990). <i>Beginning to read: Thinking and learning about print</i>. The MIT Press.</li> <li>Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> <li>Moats, L. C. (2020). <i>Speech to print: Language essentials for teachers</i> (3rd ed.). Brookes.</li> <li>Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman &amp; D. Dickinson (Eds.), <i>Handbook for research in early literacy</i> (Vol. 1, pp. 97–110). Guilford Press.</li> <li>Seidenberg, M. (2017). <i>Language at the speed of sight</i>. Basic Books.</li> <li>Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>Castles, A., Rastle, K., &amp; Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. <i>Psychological Science in the Public Interest</i>, 19, 5–51. <a href="https://doi.org/10.1177/1529100618772271">https://doi.org/10.1177/1529100618772271</a></li> <li>Catts, H. W. (2018). The simple view of reading: Advancements and false impressions. <i>Remedial and Special Education</i>, 39(5), 317–323. <a href="https://eric.ed.gov/?id=EJ1191985">https://eric.ed.gov/?id=EJ1191985</a></li> <li>Gough, P. B., &amp; Tunmer, W. E. (1986). <i>Decoding, reading, and reading disability</i>. <i>Remedial and Special Education</i>, 7, 6–10. <a href="https://doi.org/10.1177/074193258600700104">https://doi.org/10.1177/074193258600700104</a></li> <li>Nation, K. (2019). Children's reading difficulties, language, and reflections on the simple view of reading. <i>Australian Journal of Learning Difficulties</i>, 24(1), 47–73. <a href="https://doi.org/10.1080/19404158.2019.1609272">https://doi.org/10.1080/19404158.2019.1609272</a></li> <li>Seidenberg, M. S., &amp; McClelland, J. L. (1989). A distributed, developmental model of word recognition and naming. <i>Psychological Review</i>, 96(4), 523–568.</li> </ul>

### Reports/Briefs

- Moats, L. C. (2020). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. American Federation of Teachers. Retrieved from <https://www.aft.org/ae/summer2020/moats>
- Steward, L. *The science of reading: Evidence for a new era of reading instruction*. Zaner-Bloser. Retrieved from [https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper\\_TheScienceofReading.pdf](https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper_TheScienceofReading.pdf)
- Talbot, P. (2020). *Narrowing the third-grade reading gap*. EAB. Retrieved from <https://attachment.eab.com/wp-content/uploads/2019/04/34B856A619F64FD3B8C6CFD70C77B34-1.pdf>

### Essays

- [Simple View of Reading](#) (Reading Rockets)
- [The Simple View Of Reading: Research of Importance to All Educators](#) (Linda Farrell, Marcia Davidson, Michael Hunter, and Tina Osenga; The Center for Literacy & Learning)
- [Learning to Read: “The Simple View of Reading”](#) (Scott Baker, National Center on Improving Literacy [NCIL])
- [Dyslexia and the Brain](#) (IDA)

### Infographics

- [Scarborough’s Reading Rope: A Groundbreaking Infographic](#) (International Dyslexia Association [IDA])
- [The Science of Reading](#) (Arkansas RISE)

### Videos

- [Scarborough’s Reading Rope](#) (Zaner-Bloser)
- [Four-Part Processor](#) (Arizona Department of Education)
- [Four Part Processer](#) (Spunk and Joy Education)

### Webinars/Presentations

- [Scarborough’s Rope—Strand by Strand](#) (95% Group)
- [Unraveling the Reading Rope](#) (Nancy Hennessey; Pennsylvania Training and Technical Assistance Network [PaTTAN] Literacy Symposium)
- [The Animated Reading Rope](#) (AIM Institute for Learning & Research)
- [Built for These Times: Making the Shift to the Science of Reading](#) (Amplify)

### Interviews/Podcasts

- [The Simple View of Reading](#) (Linda Farrell; Readsters)

Competency I: Demonstrate and apply foundational knowledge of 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	
Rhode Island component	Key resources
	<ul style="list-style-type: none"> <li>• <a href="#">The Right to Read Project on Nurturing Automatic Readers</a> (Margaret Goldberg &amp; Alanna Mednick; Amplify)</li> <li>• <a href="#">Teaching, Reading and Learning: The Reading League Podcast</a> (Linnea Ehri)</li> </ul> <p>Website</p> <ul style="list-style-type: none"> <li>• <a href="#">The Science of Reading: A Defining Movement</a> (The Reading League)</li> </ul> <p>Online Course</p> <ul style="list-style-type: none"> <li>• <a href="#">Awareness Course 1</a> (BRIDGE-RI)</li> </ul>
RI Component 1.2: How the brain learns to read	<p>Books</p> <ul style="list-style-type: none"> <li>• Adams, M. (1990). <i>Beginning to read: Thinking and learning about print</i>. The MIT Press.</li> <li>• Dehaene, S. (2010). <i>Reading in the brain: The new science of how we read</i>. Penguin Books.</li> <li>• Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> <li>• Seidenberg, M. (2017). <i>Language at the speed of sight</i>. Basic Books.</li> <li>• Willingham, D. T. (2017). <i>The reading mind: A cognitive approach to understanding how the mind reads</i>. Jossey-Bass.</li> </ul> <p>Journal Article</p> <ul style="list-style-type: none"> <li>• Castles, A., Rastle, K., &amp; Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. <i>Psychological Science in the Public Interest</i>, 19, 5–51. <a href="https://doi.org/10.1177/1529100618772271">https://doi.org/10.1177/1529100618772271</a></li> </ul> <p>Essays</p> <ul style="list-style-type: none"> <li>• <a href="#">How Do Kids Learn to Read? What the Science Says</a> (Sarah Schwartz; <i>Education Week</i>)</li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>• <a href="#">How the Brain Learns to Read</a> (Stanislas Dehaene)</li> <li>• <a href="#">What the Science Says About How Kids Learn to Read</a> (Sarah Schwartz)</li> </ul>



Competency I: Demonstrate and apply foundational knowledge of 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	
Rhode Island component	Key resources
	<p>Interview/Podcast</p> <ul style="list-style-type: none"> <li><a href="#">At a Loss for Words: How a Flawed Idea Is Teaching Millions of Kids to Be Poor Readers</a> (APM Reports)</li> </ul>
<p><b>RI Component 1.3:</b> Permanent word storage and orthographic mapping</p>	<p><b>Book</b></p> <ul style="list-style-type: none"> <li>Willingham, D. T. (2017). <i>The reading mind: A cognitive approach to understanding how the mind reads</i>. Jossey-Bass.</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>Betgevergiz, L. (2020). The importance of orthographic mapping. <i>IMSE Journal</i>. <a href="https://journal.imse.com/the-importance-of-orthographic-mapping/">https://journal.imse.com/the-importance-of-orthographic-mapping/</a></li> <li>Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling, and vocabulary learning. <i>Scientific Studies of Reading</i>, 18(1), 5–21. <a href="https://doi.org/10.1080/10888438.2013.819356">https://doi.org/10.1080/10888438.2013.819356</a></li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li><a href="#">The Role of Orthographic Mapping in Learning to Read</a> (Keys to Literacy Blog)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li><a href="#">Orthographic Mapping</a> (Lyn Stone)</li> <li><a href="#">Phoneme vs. Phonological Awareness: Knowing the Difference Matters for Assessment and Instruction</a> (Maria Murray; Reading League)</li> </ul> <p><b>Webinar/Presentation</b></p> <ul style="list-style-type: none"> <li><a href="#">Building a Large Sight Word Vocabulary: It's Not Magic—It's Informed Instruction</a> (Pam Kastner and Erin Eighmy; PaTTAN Literacy Symposium)</li> </ul>
<p><b>RI Component 1.4:</b> Neurobiological learning differences including dyslexia (decoding) and developmental language</p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>Fletcher, J. M., Lyon, R. D., Fuchs, L. S., &amp; Barnes, M. A. (2018). <i>Learning disabilities: From identification to intervention</i> (2nd ed.). Guilford Press.</li> <li>Hasbrouck, J. (2020). <i>Conquering dyslexia: A guide to early detection and intervention for teachers and families</i>. Benchmark.</li> </ul>

**Competency I: Demonstrate and apply foundational knowledge of 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**

Rhode Island component	Key resources
disorder (word comprehension)	<ul style="list-style-type: none"> <li>Shaywitz, S. (2003). <i>Overcoming dyslexia: A new and complete science-based program for reading problems at any level</i>. Knopf.</li> <li>Washington, J. A., Compton, D. L., &amp; McCardle, P. D. (2020). <i>Dyslexia: Revisiting etiology, diagnosis, treatment, and policy</i>. Brookes.</li> </ul> <p>Essays</p> <ul style="list-style-type: none"> <li><a href="#">Frequently Asked Questions About Dyslexia</a> (IDA)</li> <li><a href="#">Developmental Language Disorder</a> (Boys Town National Research Hospital)</li> <li><a href="#">The Simple View Of Reading: Research of Importance to All Educators</a> (Linda Farrell, Marcia Davidson, Michael Hunter, and Tina Osenga; The Center for Literacy &amp; Learning)</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li><a href="#">Developmental Language Disorder</a> (Boys Town National Research Hospital)</li> </ul> <p>Webinar/Presentation</p> <ul style="list-style-type: none"> <li><a href="#">SLD Identification Methods: Cognitive Tests vs. Instructional Response</a> (Jack Fletcher; PaTTAN Literacy Symposium)</li> </ul> <p>Interview/Podcast</p> <ul style="list-style-type: none"> <li><a href="#">What Is Dyslexia? An Interview With Neuroscientist Guinevere Eden</a> (APM Reports)</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li><a href="#">Dyslexia Resources</a> (Middle Tennessee State University [MTSU], Center for Dyslexia)</li> <li><a href="#">Dyslexia, Dysgraphia, and Dyscalculia Resources</a>, including “What Is Dyslexia?” module (Rhode Island Department of Education [RIDE])</li> <li><a href="#">Dyslexia Resources</a> (NCIL)</li> </ul>

**Competency I: Demonstrate and apply foundational knowledge of 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**

Rhode Island component	Key resources
<b>RI Component 1.5:</b> Literacy needs of students with language-based learning difficulties	<p><b>Essays</b></p> <ul style="list-style-type: none"><li>• <a href="#">Language-Based Learning Disability</a> (LD Online)</li><li>• <a href="#">What's the Difference Between Speech Disorders and Language-Based Learning Disabilities?</a> (Understood.org)</li><li>• <a href="#">Language-Based Learning Disabilities: What to Know</a> (Landmark School Outreach Program)</li></ul> <p><b>Interview/Podcast</b></p> <ul style="list-style-type: none"><li>• <a href="#">"See Her Speak": Discussing DLD With Tiffany Hogan</a> (READ Podcast; The Windward Institute)</li></ul>



Competency II: Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities	
Rhode Island component	Key resources
RI Component 2.1: Systematic	<p><b>Essays</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How Do Kids Learn to Read? What the Science Says</a> (Sarah Schwartz and Sarah Sparks; <i>Education Week</i>)</li> <li>• <a href="#">IV. Purposeful, Direct, Explicit, and Systematic Instruction</a> (Colorado Department of Education)</li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• <a href="#">What Does Systematic Instruction Mean?</a> (National Institute for Direct Instruction)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HLP #12: Systematically Design Instruction Toward a Specific Learning Goal</a> (Council for Exceptional Children)</li> <li>• <a href="#">Focus on Structured Literacy</a> (Nancy Hennessey)</li> </ul> <p><b>Video Transcript</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HLP #12: Systematically Design Instruction Towards a Learning Goal</a> (Council for Exceptional Children)</li> </ul>
RI Component 2.2: Explicit	<p><b>Book</b></p> <ul style="list-style-type: none"> <li>• Archer, A. L., &amp; Hughes C. A. (2011). <i>Explicit instruction: Effective and efficient teaching</i>. Guilford Press.</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Example of Explicit Instruction: Cutting an Onion</a> (National Center on Intensive Intervention [NCII])</li> <li>• <a href="#">What Is Explicit Instruction?</a> (Understood.org)</li> <li>• <a href="#">Explicit Instruction</a> (Anita Archer and Charles Hughes)</li> <li>• <a href="#">Utilizing Explicit Instruction</a> (MTSU, Center for Dyslexia)</li> </ul> <p><b>Webinars/Presentations</b></p> <ul style="list-style-type: none"> <li>• <a href="#">To Be Clear: What Every Educator Needs to Know About Explicit Instruction</a> (NCII)</li> <li>• <a href="#">Explicit Instruction Explanation</a> (Devin Kearns)</li> <li>• <a href="#">Features of Effective Instruction</a> (slides; Meadows Center for Preventing Educational Risk)</li> </ul> <p><b>Online Courses</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Intensive Intervention Course Content: Features of Explicit Instruction</a> (NCII)</li> <li>• <a href="#">Intensive Intervention Online Module for Explicit Instruction</a> (Vanderbilt University)</li> </ul>

Competency II: Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities	
Rhode Island component	Key resources
<b>RI Component 2.3:</b> Incorporating multiple modalities (students do not learn through one learning style but by integrating all modalities—visual, auditory, kinesthetic-tactile [VAKT])	<b>Essay</b> <ul style="list-style-type: none"> <li>• <a href="#">Summary of “The Role of Auditory and Visual Processing in Learning to Read”</a> (Jack Fletcher; Texas Center for Learning Disabilities)</li> </ul>
<b>RI Component 2.4:</b> Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials (use explicit decoding instruction in place of less effective strategies such as cueing, leveled texts, and sight word memorization)	<b>Journal Articles</b> <ul style="list-style-type: none"> <li>• Dykstra, R. (1968). The effectiveness of code- and meaning-emphasis beginning reading programs. <i>The Reading Teacher</i>, 22(1), 17–23. <a href="https://www.istor.org/stable/20196039">https://www.istor.org/stable/20196039</a></li> <li>• Liberman, I. Y., &amp; Liberman, A. M. (1990). Whole language vs. code emphasis: Underlying assumptions and their implications for reading instruction. <i>Annals of Dyslexia</i>, 40(1), 51–76. <a href="https://doi.org/10.1007/BF02648140">https://doi.org/10.1007/BF02648140</a></li> </ul> <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">What’s Wrong With Predictable or Repetitive Texts</a> (Alison Clarke)</li> </ul>
<b>RI Component 2.5:</b> Differentiating and scaffolding instruction for students with language-based learning differences	<b>Book</b> <ul style="list-style-type: none"> <li>• Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> </ul> <b>Report/Brief</b> <ul style="list-style-type: none"> <li>• Vaughn, S., &amp; Fletcher, J. M. (2020). <i>Identifying and teaching students with significant reading problems</i>. American Federation of Teachers. Retrieved from <a href="https://www.aft.org/ae/winter2020-2021/vaughn_fletcher">https://www.aft.org/ae/winter2020-2021/vaughn_fletcher</a></li> </ul> <b>Essays</b> <ul style="list-style-type: none"> <li>• <a href="#">Language-Based Learning Disability</a> (LD Online)</li> <li>• <a href="#">Language-Based Learning Disabilities: What to Know</a> (Landmark School Outreach Program)</li> </ul>



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

Rhode Island component	Key resources
<b>RI Component 2.6:</b> Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)	<p><b>Essays</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Overview of Instructional and Assistive Technology: Critical Tools for Students Who Struggle</a> (IDA)</li> <li>• <a href="#">Accommodations for Students With Dyslexia</a> (IDA)</li> <li>• <a href="#">Classroom Accommodations for Dyslexia</a> (Amanda Morin; Understood.org)</li> <li>• <a href="#">Accommodating Students With Dyslexia in All Classroom Settings</a> (IDA; Reading Rockets)</li> <li>• <a href="#">Accommodations for Dyslexia: Commonly Adopted Accommodations to Support Students With Characteristics of Dyslexia</a> (MTSU, Center for Dyslexia)</li> </ul> <p><b>Infographic</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Assistive Technology</a> (MTSU infographic)</li> </ul> <p><b>Webinar/Presentation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unraveling the Reading Rope: The Multifaceted Nature of Skilled Reading</a> (Nancy Hennessy; PaTTAN Literacy Symposium)</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Reading Comprehension Instruction That Works</a> (ReadWorks.org)</li> <li>• <a href="#">Tech Tips</a> (The Yale Center for Dyslexia &amp; Creativity)</li> </ul>



### 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

Rhode Island component	Key resources
<b>RI Component 3.1:</b> Diagnostic-Prescriptive (data from assessments are used to inform instruction and intervention to meet the individual needs of students)	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Video Example: A Teacher Describes Diagnostic and Mastery Assessments</a> (NCII)</li> <li>• <a href="#">Video Non-Example: A Teacher Describes Diagnostic and Mastery Assessments</a> (NCII)</li> </ul> <p><b>Webinars/Presentations</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Using Formal and Informal Assessment Data for Diagnostic, Prescriptive Literacy Instruction</a> (Deborah Lynam and Julia Salamone; PaTTAN Literacy Symposium)</li> <li>• <a href="#">Assessing and Teaching the Word Recognition Strands of The Reading Rope</a> (Susan Hall and Stephanie Stollar; PaTTAN Literacy Symposium)</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Acadience Reading Diagnostic Assessments</a> (Acadience Learning)</li> <li>• <a href="#">Tools Charts</a> (NCII)</li> <li>• <a href="#">Diagnostic Data</a> (NCII)</li> <li>• <a href="#">Acadience Reading Diagnostic: PA &amp; WRD</a> (Acadience Learning)</li> <li>• <a href="#">Example Diagnostic Tools</a> (NCII)</li> </ul> <p><b>Fact Sheet</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Acadience Reading Diagnostic: CFOL</a> (Acadience Learning)</li> </ul>
<b>RI Component 3.2:</b> Criterion referenced assessment measures (use criterion-referenced and/or norm-referenced tests to measure a student's academic performance against some standard or criteria)	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Four Purposes of Assessment</a> (MiMTSS Technical Assistance Center)</li> <li>• <a href="#">Acadience Reading Info Sheet</a> (Acadience Learning)</li> <li>• <a href="#">Acadience Reading Pre-K: PELI</a> (Acadience Learning)</li> <li>• <a href="#">Free download of Acadience Reading K-6</a> (Acadience Learning)</li> <li>• <a href="#">Free download of Acadience Reading 7-8</a> (Acadience Learning)</li> </ul>

### 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

Rhode Island component	Key resources
<b>RI Component 3.3:</b> Using assessment measures to understand a student's learning profile (using screening and diagnostics to look at all aspects of a student's academic and social-emotional needs)	<p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>• Spear-Swerling, L. (2015). Common types of reading problems and how to help children who have them. <i>The Reading Teacher</i>, 69(5), 513–522. <a href="https://doi.org/10.1002/trtr.1410">https://doi.org/10.1002/trtr.1410</a></li> </ul> <p><b>Essay</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Assessment: In Depth</a> (Reading 101; Reading Rockets)</li> </ul> <p><b>Blogs</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Giving Meaning to Test Scores</a> (Catherine Close; Renaissance)</li> <li>• <a href="#">What's the Difference? Criterion-Referenced vs. Norm-Referenced Tests</a> (Renaissance)</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Integrating Models of Assessment and Instruction</a> (Stephanie Stollar)</li> </ul> <p><b>Website</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Teaming &amp; Data Based Decision Making</a> (Oregon Response to Instruction and Intervention [Oregon RtI])</li> <li>• <a href="#">National Center on Intensive Intervention</a> (website)</li> </ul> <p><b>Online Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Understanding Common Assessments for Students With Language-Based Learning Differences</a> (RIDE)</li> </ul>
<b>RI Component 3.4:</b> Using assessment data within Multi-Tiered Systems of Support Framework	<p><b>Book</b></p> <ul style="list-style-type: none"> <li>• Smartt, S. M. (2020). Assessment basics. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 34–41). Brookes.</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Harn, B., Chard, D., &amp; Kame'enui, E. (2011). Meeting societies' increased expectations through responsive instruction: The power and potential of systemwide approaches. <i>Preventing School Failure</i>, 55, 232–239. <a href="https://doi.org/10.1080/1045988X.2010.548416">https://doi.org/10.1080/1045988X.2010.548416</a></li> </ul>



### 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

Rhode Island component	Key resources
	<ul style="list-style-type: none"> <li>Leonard, K. M., Coyne, M. D., Oldham, A. C., Burns, D., &amp; Gillis, M. B. (2019). Implementing MTSS in beginning reading: Tools and systems to support schools and teachers. <i>Learning Disabilities Research &amp; Practice</i>, 34(2), 110–117. <a href="https://doi.org/10.1111/ldrp.12192">https://doi.org/10.1111/ldrp.12192</a></li> </ul> <p>Reports/Briefs</p> <ul style="list-style-type: none"> <li>St. Martin, K., Vaughn, S., Troia, G., Fien, H., &amp; Coyne, M. (2020). <i>Intensifying literacy instruction: Essential practices</i>. Michigan Department of Education, MiMTSS Technical Assistance Center. Retrieved from <a href="https://mimtsstac.org/sites/default/files/Documents/About/Intensifying%20Literacy%20Instruction%20-%20Essential%20Practices%20(NATIONAL).pdf">https://mimtsstac.org/sites/default/files/Documents/About/Intensifying%20Literacy%20Instruction%20-%20Essential%20Practices%20(NATIONAL).pdf</a></li> <li>Bailey, T. R., Colpo, A., &amp; Foley, A. (2020). <i>Assessment practices within a multi-tiered system of supports</i> (CEEDAR Document No. IC-18 [Innovation Configuration]). CEEDAR Center and National Center on Intensive Intervention. Retrieved from <a href="https://cedar.education.ufl.edu/wp-content/uploads/2020/12/Assessment-Practices-Within-a-Multi-Tiered-System-of-Supports-2.pdf">https://cedar.education.ufl.edu/wp-content/uploads/2020/12/Assessment-Practices-Within-a-Multi-Tiered-System-of-Supports-2.pdf</a></li> </ul> <p>Blogs</p> <ul style="list-style-type: none"> <li><a href="#">Part 1: Using Universal Screening Data to Evaluate Learning Loss: End-of-Year Screening</a> (Voyager Sopris Learning)</li> <li><a href="#">Part 2: Using Universal Screening Data to Evaluate Learning Loss: Beginning-of-Year Screening</a> (Voyager Sopris Learning)</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li><a href="#">Fundamentals of Literacy Assessment</a> (University of Florida Literacy Institute)</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li><a href="#">BRIDGE-RI: Multi-Tiered Systems of Support (MTSS) Courses</a> (RIDE)</li> <li><a href="#">Multi-Tiered System of Supports</a> (MiMTSS Technical Assistance Center)</li> <li><a href="#">Oregon RtI</a></li> <li><a href="#">Recommended &amp; Not Recommended Curriculum / Programming Under Colorado’s Read Act</a> (CO KID; Colorado Department of Education)</li> </ul>

### 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

Rhode Island component	Key resources
	<ul style="list-style-type: none"> <li>• <a href="#">Gaab Lab Early Literacy Assessment/Screening List</a> (Nadine Gaab)</li> <li>• <a href="#">Assessment Resources</a> (Lead for Literacy Center)</li> </ul> <p>Online Course</p> <ul style="list-style-type: none"> <li>• <a href="#">Intensive Intervention in Reading Course Content</a> (NCII)</li> </ul>
<b>RI Component 3.5:</b> Communicating findings of assessment data with students, families, and other educators	<p>Reports/Briefs</p> <ul style="list-style-type: none"> <li>• Kosanovich, M., Lee, L., &amp; Foorman, B. (2012). <i>A first grade teacher's guide to supporting family involvement in foundational reading skills</i> (NCEE-2012-042). U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Southeast. Retrieved from <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2021042.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2021042.pdf</a></li> <li>• Marx, T., Peterson, A., Donovan, S., Belanger, D., &amp; Klein, E. (2018). <i>Intensive intervention: A practitioner's guide for communicating with parents and families</i>. National Center on Intensive Intervention. Retrieved from <a href="https://intensiveintervention.org/sites/default/files/Intensive_Intervention_Practitioners_Guide-508.pdf">https://intensiveintervention.org/sites/default/files/Intensive Intervention Practitioners Guide-508.pdf</a></li> </ul> <p>Webinar/Presentation</p> <ul style="list-style-type: none"> <li>• <a href="#">Towards a Better Test: Communicating Assessment Results to Families and Educators</a> (Achieve.org)</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• <a href="#">Literacy Dialogue Tool &amp; Curriculum Evaluation Tools</a> (CO KID)</li> <li>• <a href="#">Communicating Assessment Results to Families and Educators</a> (Achieve.org)</li> </ul>



**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 based on analysis of student data**

Rhode Island component	Key resources
<b>Knowledge and skills related to phonology</b>	
General	<p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. <i>TEACHING Exceptional Children</i>, 51(3), 201–211. <a href="https://www.readingrockets.org/content/pdfs/structured-literacy.pdf">https://www.readingrockets.org/content/pdfs/structured-literacy.pdf</a></li> </ul> <p><b>Reports/Briefs</b></p> <ul style="list-style-type: none"> <li>Baker, S., Geva, E., Kieffer, M. J., Lesaux, N., Linan-Thompson, S., Morris, J., Proctor, C. P., Russel, R., Gersten, R., Dimino, J., Jayanthi, M., Haymond, K., &amp; Newman-Gonchar, R. (2014). <i>Teaching academic content and literacy to English learners in elementary and middle school</i> (NCEE 2014-4012). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf</a></li> <li>Foorman, B., Coyne, M., Denton, C. A., Dimino, J., Hayes, L., Justice, L., Lewis, W., Wagner, R., Beyler, N., Borradaile, K., Furgeson, J., Henke, J., Keating, B., Sattar, S., Streke, A., &amp; Wissel, S. (2016). <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a></li> <li>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., Torgeson, J., Cai, X., Helsel, F., Kidron, Y., &amp; Spier, E. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices</i> (NCEE 2008-4027). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a></li> <li>National Reading Panel. (2000). <i>Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U.S. Department of Health and Human Services, Public Health Service, National Institutes of</li> </ul>

**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 based on analysis of student data**

Rhode Island component	Key resources
	<p>Health, National Institute of Child Health and Human Development. Retrieved from <a href="https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf">https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf</a></p> <ul style="list-style-type: none"> <li>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., Torgeson, J., Knechtel, V., Martin, E. S., Sattar, S., &amp; Wissel, S. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade</i> (NCEE 20190-4038). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf</a></li> <li>Lead for Literacy Framework: <a href="#">Briefs</a> (Lead for Literacy Center)</li> </ul> <p><b>Webinars/Presentations</b></p> <ul style="list-style-type: none"> <li><a href="#">Using Reading Rockets Videos for Professional Development</a> (Linda Farrell; PaTTAN Literacy Symposium)</li> <li>Lead for Literacy Framework: <a href="#">Videos and Webinars</a> (Lead for Literacy Center)</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="#">Structured Literacy</a> (RIDE)</li> <li>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: <a href="#">Resources</a> (Institute of Education Sciences [IES])</li> <li>Lead for Literacy Framework: <a href="#">Resource Repository</a> (Lead for Literacy Center)</li> <li><a href="#">Intensifying Literacy Instruction: Essential Practices</a> (NCII)</li> <li><a href="#">User Guide for Sample Reading Lessons</a> (NCII)</li> <li><a href="#">Beginning Reading Resources</a> (NCIL)</li> </ul> <p><b>Online Course</b></p> <ul style="list-style-type: none"> <li><a href="#">Course Enhancement Module: Reading</a> (CEEDAR Center)</li> </ul> <p><b>Curriculum Review Tool</b></p> <ul style="list-style-type: none"> <li><a href="#">K–2 Curriculum Materials Review: Foundational Skills for Reading</a> (RIDE)</li> </ul>



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 based on analysis of student data	
Rhode Island component	Key resources
	<p>Games</p> <ul style="list-style-type: none"> <li>• <a href="#">Games to Support Early Literacy Skills</a> (RIDE)</li> </ul>
RI Component 4.1: Phonology	<p>Journal Article</p> <ul style="list-style-type: none"> <li>• Scarborough, H. S., &amp; Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the “phon” words and some related terms. <i>Journal of Literacy Research</i>, 34(3), 299–336. <a href="https://doi.org/10.1207/s15548430jlr3403_3">https://doi.org/10.1207/s15548430jlr3403_3</a></li> </ul> <p>Essay</p> <ul style="list-style-type: none"> <li>• <a href="#">Spelfabet: The Differences Between Consonants and Vowels</a></li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>• <a href="#">Sound Walls Vowel Valley</a> (Michelle Trostle)</li> <li>• <a href="#">Sound Walls and Phonemes</a> (Mary Dahlgren)</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• <a href="#">Consonant Classification Chart</a> (YourDictionary.com)</li> <li>• <a href="#">Consonant Chart and Vowel Valley Poster Set</a> (The Reading League)</li> </ul>
RI Component 4.2: Phonological Awareness	<p>Books</p> <ul style="list-style-type: none"> <li>• Al Otaiba, S., Ortiz, M., &amp; Hougen, M. (2020). Phonological awareness: A critical foundation for beginning reading. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 108–127). Brookes.</li> <li>• Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> </ul> <p>Report/Brief</p> <ul style="list-style-type: none"> <li>• National Center on Improving Literacy. (n.d.). <i>How we learn to read: The critical role of phonological awareness</i>. Retrieved from</li> </ul>

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 based on analysis of student data	
Rhode Island component	Key resources
	<p><a href="https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/how-we-learn-to-read-the-critical-role-of-phonological-awareness.pdf">https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/how-we-learn-to-read-the-critical-role-of-phonological-awareness.pdf</a></p> <p>Videos</p> <ul style="list-style-type: none"> <li>• <a href="#">What Is Phonological Awareness?</a> (Margie Gillis)</li> <li>• <a href="#">Phonological Awareness, Reading, and Writing: What Teachers Need to Know</a> (Carol Tolman; Voyager Sopris Learning)</li> </ul>
RI Component 4.3: Phonemic Awareness	<p>Books</p> <ul style="list-style-type: none"> <li>• Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> <li>• Vaughn, S., &amp; Linan-Thompson, S. (2004). <i>Research-based methods of reading instruction, Grades K–3</i>. Association for Supervision and Curriculum Development.</li> </ul> <p>Report/Brief</p> <ul style="list-style-type: none"> <li>• Washington, J. A., &amp; Seidenberg, M. S. (2021). <i>Teaching reading to African American children: When home and school language differ</i>. American Federation of Teachers. Retrieved from <a href="https://www.aft.org/ae/summer2021/washington_seidenberg">https://www.aft.org/ae/summer2021/washington_seidenberg</a></li> </ul> <p>Essay</p> <ul style="list-style-type: none"> <li>• <a href="#">Why Phonological Awareness Is Important for Reading and Spelling</a> (Louisa Moats and Carol Tolman; Reading Rockets)</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>• <a href="#">Elkonin Boxes: RF.K.2b: Count, Blend, and Segment Syllables in Spoken Words</a> (Axelson Academy)</li> </ul>
RI Component 4.4: Articulation of the Sounds	<p>Essay</p> <ul style="list-style-type: none"> <li>• <a href="#">How to Count Phonemes in Spoken Words</a> (Bruce Murray; Auburn University College of Education)</li> </ul>



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Rhode Island component	Key resources
	<p>Video</p> <ul style="list-style-type: none"> <li>• <a href="#">Phonemes</a> (Rollins Center for Language &amp; Literacy)</li> </ul>
Knowledge and skills related to phonics, decoding, and encoding	
RI Component 4.5: Alphabetic Principle	<p>Book</p> <ul style="list-style-type: none"> <li>• Tolman, C., Hougen, M. C., &amp; Smartt, S. M. (2020). Basic phonics. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 128–152). Brookes.</li> </ul> <p>Report/Brief</p> <ul style="list-style-type: none"> <li>• National Center on Improving Literacy. (n.d.). <i>The alphabetic principle: From phonological awareness to reading words</i>. Retrieved from <a href="https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/the-alphabetic-principle_0.pdf">https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/the-alphabetic-principle_0.pdf</a></li> </ul> <p>Essay</p> <ul style="list-style-type: none"> <li>• <a href="#">The Alphabetic Principle</a> (Texas Education Agency; Reading Rockets)</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>• <a href="#">Phonemes Linked to Letters</a> (IES)</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• <a href="#">Alphabetic Principle &amp; Phonics</a> (NCIL)</li> <li>• <a href="#">Alphabetic Principle Resources</a> (95% Group)</li> </ul>
RI Component 4.6: Decoding	<p>Books</p> <ul style="list-style-type: none"> <li>• Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> <li>• Hougen, M. C., Toman, C., &amp; Smartt, S. M. (2020). Advanced word study. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 153–162). Brookes.</li> <li>• Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> </ul>

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Rhode Island component	Key resources
	<ul style="list-style-type: none"> <li>Vaughn, S., &amp; Linan-Thompson, S. (2004). <i>Research-based methods of reading instruction, Grades K–3</i>. Association for Supervision and Curriculum Development.</li> </ul> <p>Journal Article</p> <ul style="list-style-type: none"> <li>Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. <i>Reading Research Quarterly</i>, 55(S1), 545–560. <a href="https://doi.org/10.1002/rrq.334">https://doi.org/10.1002/rrq.334</a></li> </ul> <p>Interview/Podcast</p> <ul style="list-style-type: none"> <li><a href="#">Deconstructing the Rope: Decoding With Louisa Moats</a> (Amplify)</li> </ul> <p>Website</p> <ul style="list-style-type: none"> <li><a href="#">Heart Word Magic: Help Students Read and Spell High Frequency Words</a> (Really Great Reading)</li> </ul>
<b>RI Component 4.7:</b> Correspondence of letters and sounds (Phonics)	<p>Book</p> <ul style="list-style-type: none"> <li>Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> </ul> <p>Tool</p> <ul style="list-style-type: none"> <li><a href="#">Checklist of Foundational Literacy Skills</a> (RIDE)</li> </ul>
<b>RI Component 4.8:</b> Encoding	<p>Book</p> <ul style="list-style-type: none"> <li>Stone, L. (2021). <i>Spelling for life: Uncovering the simplicity and science of spelling</i>. Routledge.</li> </ul> <p>Journal Articles</p> <ul style="list-style-type: none"> <li>Joshi, R. M., Treiman, R., Carreker, S., &amp; Moats, L. (2008). How words cast their spell. <i>American Educator</i>, Winter, 6–43. <a href="https://www.aft.org/sites/default/files/periodicals/joshi.pdf">https://www.aft.org/sites/default/files/periodicals/joshi.pdf</a></li> <li>Treiman, R. (2017). Learning to spell words: Findings, theories, and issues. <i>Scientific Studies of Reading</i>, 21(4), 265–276. <a href="https://doi.org/10.1080/10888438.2017.1296449">https://doi.org/10.1080/10888438.2017.1296449</a></li> <li>Zhang, L., &amp; Treiman, R. (2020). Learning to spell phonologically: Influences of children’s own names. <i>Scientific Studies of Reading</i>, 24(3), 229–240. <a href="https://eric.ed.gov/?id=EJ1249244">https://eric.ed.gov/?id=EJ1249244</a></li> </ul>



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Rhode Island component	Key resources
	<p>Fact Sheet</p> <ul style="list-style-type: none"> <li>• <a href="#">Checklist of Foundational Literacy Skills</a> (RIDE)</li> </ul> <p>Webinar/Presentation</p> <ul style="list-style-type: none"> <li>• <a href="#">What Does Research Tell Us About Spelling Development</a> (Rebecca Treiman)</li> <li>• <a href="#">Spelling With Regular Words, Rule Words, and Irregular Words</a> (Suzanne Carreker; MTSU)</li> </ul> <p>Website</p> <ul style="list-style-type: none"> <li>• <a href="#">Selected Papers on Spelling</a> (Rebecca Treiman; Washington University in St. Louis, Reading and Language Lab)</li> </ul>
RI Component 4.9: Syllable Types	<p>Journal Article</p> <ul style="list-style-type: none"> <li>• Kearns, D. M., &amp; Whaley, V. M. (2019). Helping students with dyslexia read long words: Using syllables and morphemes. <i>TEACHING Exceptional Children</i>, 51(3), 212–225. <a href="https://doi.org/10.1177/0040059918810010">https://doi.org/10.1177/0040059918810010</a></li> </ul> <p>Fact Sheet</p> <ul style="list-style-type: none"> <li>• <a href="#">Six Syllable Types</a> (Louisa Moats and Carol Tolman; Reading Rockets)</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>• <a href="#">Reading Meeting With Devin Kearns</a></li> </ul>
RI Component 4.10: Syllable Division Rules	<p>Journal Article</p> <ul style="list-style-type: none"> <li>• Knight-McKenna, M. (2008). Syllable types: A strategy for reading multisyllabic words. <i>TEACHING Exceptional Children</i>, 40(3), 18–24. <a href="https://eric.ed.gov/?id=EJ849807">https://eric.ed.gov/?id=EJ849807</a></li> </ul> <p>Webinar/Presentation</p> <ul style="list-style-type: none"> <li>• Lose the Rules! Multi-Syllable Words Made Easy (Michael Hunter <a href="#">presentation</a> and <a href="#">handout</a>; PaTTAN Literacy Symposium)</li> </ul>

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Rhode Island component	Key resources
<b>RI Component 4.11:</b> Schwa (an unstressed vowel sound; implications on encoding and decoding words containing a schwa)	<p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Teaching the Schwa Sound in Unaccented Syllables</a> (Keys to Literacy Blog)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PaTTAN Literacy Quick Picks: Teaching the Schwa</a> (PaTTAN)</li> <li>• Spelling for Life: Lesson #16: Schwa: <a href="#">Part 1</a>, <a href="#">Part 2</a> (Lyn Stone)</li> </ul>
<b>RI Component 4.12:</b> Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Crosson, A. C., McKeown, M. G., Moore, D. W., &amp; Ye, F. (2019). Extending the bounds of morphology instruction: Teaching Latin roots facilitates academic word learning for English learner adolescents. <i>Reading and Writing</i>, 32, 689–727. <a href="https://doi.org/10.1007/s11145-018-9885-y">https://doi.org/10.1007/s11145-018-9885-y</a></li> <li>• Palumbo, A., Kramer-Vida, L., &amp; Hunt, C. V. (2015). Teaching vocabulary and morphology in intermediate grades. <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 59(2), 109–115. <a href="https://doi.org/10.1080/1045988X.2013.850649">https://doi.org/10.1080/1045988X.2013.850649</a></li> </ul> <p><b>Essay</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How Morphology Influences Spelling</a> (RIDE)</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Brain's Challenge: Elements: Morphemes</a> (Louisa Moats; The Children of the Code Project)</li> </ul> <p><b>Webinars/Presentations</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Phonemes and Morphemes: Building Blocks for Decoding and Spelling</a> (Marcia Henry; Fox Reading Conference, MTSU)</li> <li>• <a href="#">The History and Structure of English Words</a> (Marcia Henry; Fox Reading Conference, MTSU)</li> </ul>
<b>RI Component 4.13:</b> Spelling rules and generalizations	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Bishop, M. M. (1986). <i>The ABC's and all their tricks: The complete reference book of phonics and spelling</i>. Mott Media.</li> </ul>



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Rhode Island component	Key resources
	<ul style="list-style-type: none"> <li>Carreker, S. (2020). Beginning handwriting, spelling and composition instruction. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 163–182). Brookes.</li> <li>Eide, D. (2012). <i>Uncovering the logic of English: A common-sense approach to reading, spelling, and literacy</i>. Pedia Learning.</li> </ul> <p>Journal Article</p> <ul style="list-style-type: none"> <li>Abbott, M. (2000). Identifying reliable generalizations for spelling words: The importance of multilevel analysis. <i>The Elementary School Journal</i>, 101(2), 233–245. <a href="https://doi.org/10.1086/499666">https://doi.org/10.1086/499666</a></li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li><a href="#">English-Language Spelling Pattern Generalizations</a> (Moam)</li> <li><a href="#">TPRI Early Reading Assessment</a> (Children’s Learning Institute)</li> </ul> <p>Fact Sheet</p> <ul style="list-style-type: none"> <li><a href="#">Spelling Rules and Generalizations</a> (Keys to Literacy)</li> </ul>
<p><b>RI Component 4.14:</b> Student text selection including decodable text</p>	<p>Journal Article</p> <ul style="list-style-type: none"> <li>Mesmer, H. (2000). Decodable text: A review of what we know. <i>Reading Research and Instruction</i>, 40(2), 121–141. <a href="https://doi.org/10.1080/19388070109558338">https://doi.org/10.1080/19388070109558338</a></li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li><a href="#">List of Recommended Decodable Books</a> (Readsters)</li> <li><a href="#">Decodable Text Sources</a> (The Reading League)</li> </ul>
<p><b>RI Component 4.15:</b> Assistive technology supports (e.g., audiobooks, text-to-speech to provide access to grade-level texts)</p>	<p>Website</p> <ul style="list-style-type: none"> <li><a href="#">Assistive Technology: Technology Tools to Support Student Learning</a> (Decoding Dyslexia Rhode Island)</li> </ul>

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Rhode Island component	Key resources
<b>Knowledge and skills related to fluency</b>	
<b>RI Component 4.16:</b> Accuracy, rate, and prosody	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> <li>Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> <li>Vaughn, S., &amp; Linan-Thompson, S. (2004). <i>Research-based methods of reading instruction, Grades K–3</i>. Association for Supervision and Curriculum Development.</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>O'Connor, R. E. (2018). Reading fluency and students with reading disabilities: How fast is fast enough to promote reading comprehension? <i>Journal of Learning Disabilities</i>, 51(2), 124–136. <a href="https://eric.ed.gov/?id=EJ1167383">https://eric.ed.gov/?id=EJ1167383</a></li> <li>Schwanenflugel, P. J., Hamilton, A. M., Kuhn, M. R., Wisenbaker, J. M., &amp; Stahl, S. A. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers. <i>Journal of Educational Psychology</i>, 96(1), 119–129.</li> <li>Wolters, A. P., Kim, Y.-S. G., &amp; Szura, J. W. (2020). Is reading prosody related to reading comprehension? A meta-analysis. <i>Scientific Studies of Reading</i>. Advance online publication. <a href="https://doi.org/10.1080/10888438.2020.1850733">https://doi.org/10.1080/10888438.2020.1850733</a></li> </ul> <p><b>Interview/Podcast</b></p> <ul style="list-style-type: none"> <li><a href="#">Deconstructing the Rope: Sight Recognition With Dr. Bruce McCandliss</a> (Amplify)</li> </ul>
<b>RI Component 4.17:</b> Instruction and practice	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>Hasbrouck, J., &amp; Hougen, M. C. (2020). Fluency instruction. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 183–201). Brookes.</li> <li>Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> </ul>



**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 based on analysis of student data**

Rhode Island component	Key resources
	<p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>Chard, D. J., Vaughn, S., &amp; Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. <i>Journal of Learning Disabilities</i>, 35(5), 386–406. <a href="https://doi.org/10.1177/00222194020350050101">https://doi.org/10.1177/00222194020350050101</a></li> <li>Gorsuch, G., &amp; Taguchi, E. (2010). Developing reading fluency and comprehension using repeated reading: evidence from longitudinal student reports. <i>Language Teaching Research</i>, 14(1), 27–59. <a href="https://doi.org/10.1177/1362168809346494">https://doi.org/10.1177/1362168809346494</a></li> <li>Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading. <i>Remedial and Special Education</i>, 25(4), 252–261. <a href="https://doi.org/10.1177/07419325040250040801">https://doi.org/10.1177/07419325040250040801</a></li> <li>Therrien, W. J., &amp; Kubina, R. M., Jr. (2006). Developing reading fluency with repeated reading. <i>Intervention in School &amp; Clinic</i>, 41(3), 156–160. <a href="https://doi.org/10.1177/10534512060410030501">https://doi.org/10.1177/10534512060410030501</a></li> </ul> <p><b>Essay</b></p> <ul style="list-style-type: none"> <li><a href="#">What Works in Fluency Instruction</a> (National Institute of Child Health and Human Development; Reading Rockets)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Partner Practice by Lindsay Kemeny: <a href="#">Example 1</a>, <a href="#">Example 2</a></li> </ul> <p><b>Website</b></p> <ul style="list-style-type: none"> <li><a href="#">QuickReads ESSA Strong Rated Reading Intervention Program for Grades 2–6</a> (SAVVAS Learning Company)</li> </ul>
<b>Knowledge and skills related to vocabulary</b>	
<b>RI Component 4.18:</b> Taught directly and indirectly	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>Archer, A. L., &amp; Hughes C. A. (2011). <i>Explicit instruction: Effective and efficient teaching</i>. Guilford Press.</li> <li>Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> <li>Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> </ul>

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 based on analysis of student data	
Rhode Island component	Key resources
	<ul style="list-style-type: none"> <li>Vaughn, S., &amp; Linan-Thompson, S. (2004). <i>Research-based methods of reading instruction, Grades K–3</i>. Association for Supervision and Curriculum Development.</li> </ul> <p>Webinar/Presentation</p> <ul style="list-style-type: none"> <li><a href="#">Vocabulary Improvement to Fuel Reading Comprehension: Current State-of-Evidence Best Practices</a> (Laura Justice; PaTTAN Literacy Symposium)</li> </ul>
<b>RI Component 4.19:</b> Developing vocabulary through oral language	<p>Books</p> <ul style="list-style-type: none"> <li>Reed, D., Hougen, M. C., &amp; Ebbers, S. M. (2020). A comprehensive approach to vocabulary development. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 202–221). Brookes.</li> <li>Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> <li>Willingham, D. T. (2017). <i>The reading mind: A cognitive approach to understanding how the mind reads</i>. Jossey-Bass.</li> </ul> <p>Interview/Podcast</p> <ul style="list-style-type: none"> <li><a href="#">Deconstructing the Rope: Language Comprehension With Sonia Cabell</a> (Amplify)</li> </ul>
<b>RI Component 4.20:</b> Morphology Supports Word Comprehension and Vocabulary Building Across Contents (e.g. Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Factors)	<p>Book</p> <ul style="list-style-type: none"> <li>Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> </ul> <p>Journal Articles</p> <ul style="list-style-type: none"> <li>Henry, M. K., (2017). Morphemes matter: A framework for instruction. <i>Perspectives on Language and Literacy</i>, 43, 23–26. <a href="https://dyslexialibrary.org/wp-content/uploads/file-manager/public/1/Spring%202019%20Final%20Henry%20p23-26.pdf">https://dyslexialibrary.org/wp-content/uploads/file-manager/public/1/Spring%202019%20Final%20Henry%20p23-26.pdf</a></li> <li>Wolter, J. A., &amp; Collins, G. (2017). Morphological awareness intervention for students who struggle with language and literacy. <i>Perspectives on Language and Literacy</i>, 43, 12–22. <a href="https://www.proquest.com/docview/1922805697">https://www.proquest.com/docview/1922805697</a></li> </ul>



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Rhode Island component	Key resources
	<p><b>Webinar/Presentation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Morphology Matters: Using Bases &amp; Affixes to Develop Vocabulary in Students of All Ages</a> (William Van Cleave; PaTTAN Literacy Symposium)</li> </ul>
<b>RI Component 4.21:</b> Multiple meanings and contexts	<p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>• Wright, T. S., &amp; Neuman, S. B. (2015). The power of content-rich vocabulary instruction. <i>Perspectives on Language and Literacy</i>, 41, 25–28. <a href="https://mydigitalpublication.com/publication/?i=269375&amp;article_id=2244534&amp;view=articleBrowser&amp;ver=html5">https://mydigitalpublication.com/publication/?i=269375&amp;article_id=2244534&amp;view=articleBrowser&amp;ver=html5</a></li> </ul> <p><b>Interview/Podcast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Deconstructing the Rope: Vocabulary With Nancy Hennessy</a> (Amplify)</li> </ul>
<b>RI Component 4.22:</b> Choosing and leveling words for explicit instruction	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Beck, I. L., McKeown, M. G., &amp; Kucan, L. (2013). <i>Bringing words to life: Robust vocabulary instruction</i> (2nd ed). Guilford Press.</li> <li>• Reed, D., Hougen, M. C., &amp; Ebbers, S. M. (2020). A comprehensive approach to vocabulary development. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 202–221). Brookes.</li> </ul> <p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>• Biemiller, A. (2015). Which words are worth teaching? <i>Perspectives in Language and Literacy</i>. <a href="https://mydigitalpublication.com/publication/?i=269375&amp;article_id=2244530&amp;view=articleBrowser&amp;ver=html5">https://mydigitalpublication.com/publication/?i=269375&amp;article_id=2244530&amp;view=articleBrowser&amp;ver=html5</a></li> </ul>
Knowledge and skills related to comprehension	
<b>RI Component 4.23:</b> Listening and Reading comprehension	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Cain, K. (2010). <i>Reading development and difficulties: An introduction</i>. Blackwell.</li> <li>• Ciullo, S., &amp; Rietebuch, C. K. (2020). Reading comprehension instruction: Grades 4–6. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 239–248). Brookes.</li> </ul>

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Rhode Island component	Key resources
	<ul style="list-style-type: none"> <li>Dycha, D., &amp; Rocha, H. T. (2020). Comprehension instruction: Grades K–3. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 223–238). Brookes.</li> <li>Oakhill, J., Cain, K., &amp; Elbro, C. (2015). <i>Understanding and teaching reading comprehension: A handbook</i>. Routledge.</li> <li>Stone, L. (2019). <i>Reading for life: High quality literacy instruction for all</i>. Routledge.</li> <li>Vaughn, S., &amp; Linan-Thompson, S. (2004). <i>Research-based methods of reading instruction, Grades K–3</i>. Association for Supervision and Curriculum Development.</li> <li>Willingham, D. T. (2017). <i>The reading mind: A cognitive approach to understanding how the mind reads</i>. Jossey-Bass.</li> </ul> <p>Webinar/Presentation</p> <ul style="list-style-type: none"> <li><a href="#">A Free Aim Pathways to Practice Webinar Series on the Science of Reading and Focuses on the Language Comprehension Upper Strands of Dr. Hollis Scarborough’s Reading Rope</a> (AIM Institute for Learning &amp; Research)</li> </ul> <p>Interview/Podcast</p> <ul style="list-style-type: none"> <li><a href="#">Deconstructing the Rope: Language Structures With Kate Cain</a> (Amplify)</li> </ul>
<b>RI Component 4.24:</b> Background knowledge	<p>Essay</p> <ul style="list-style-type: none"> <li><a href="#">Building Background Knowledge</a> (Susan Neuman, Tanya Kaefer, and Ashley Pinkham; Reading Rockets)</li> </ul> <p>Webinar/Presentation</p> <ul style="list-style-type: none"> <li><a href="#">Honors Colloquium featuring Natalie Wexler</a> (RIDE)</li> </ul> <p>Interviews/Podcasts</p> <ul style="list-style-type: none"> <li><a href="#">Deconstructing the Rope: Background Knowledge With Susan Neuman</a> (Amplify)</li> <li><a href="#">The Knowledge Gap: Natalie Wexler</a> (Amplify)</li> </ul>



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Rhode Island component	Key resources
<b>RI Component 4.25:</b> Assistive technology accommodations including audiobooks to build background knowledge	<p><b>Report/Brief</b></p> <ul style="list-style-type: none"> <li>Best, E. (2020). <i>Audiobooks and literacy: A rapid review of the literature</i>. National Literacy Trust. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED607775.pdf">https://files.eric.ed.gov/fulltext/ED607775.pdf</a></li> </ul> <p><b>Website</b></p> <ul style="list-style-type: none"> <li><a href="#">The Benefits of Audiobooks</a> (Learning Ally)</li> </ul>
<b>RI Component 4.26:</b> Grammar	<p><b>Webinars/Presentations</b></p> <ul style="list-style-type: none"> <li><a href="#">Grammar and Syntax: The Building Blocks of Comprehending and Writing Sentences</a> (Margie Gillis; PaTTAN Literacy Symposium)</li> <li><a href="#">Syntax Matters: The Link Between Sentence Writing &amp; Sentence Comprehending</a> (William Van Cleave; PaTTAN Literacy Symposium)</li> </ul>
<b>RI Component 4.27:</b> Text Structures	<p><b>Book</b></p> <ul style="list-style-type: none"> <li>Honig, B., Diamond, L., &amp; Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Consortium on Reading Excellence in Education.</li> </ul> <p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>Bakken, J. P., &amp; Whedon, C. K. (2002). Teaching text structure to improve reading comprehension. <i>Intervention in School and Clinic</i>, 37(4), 229–233.</li> </ul> <p><b>Essays</b></p> <ul style="list-style-type: none"> <li><a href="#">Implementing the Text Structure Strategy in Your Classroom</a> (Reading Rockets)</li> <li><a href="#">Text Structure Mapping: A Strategy to Improve Reading Comprehension of Informational Texts</a> (Leah Zimmerman, Deborah Reed, and Anna Gibbs; Iowa Reading Research Center)</li> </ul> <p><b>Blogs</b></p> <ul style="list-style-type: none"> <li><a href="#">Teaching Text Structures</a> (Keys to Literacy Blog)</li> <li><a href="#">Does Text Structure Instruction Improve Reading Comprehension</a> (Shanahan on Literacy)</li> </ul>

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Rhode Island component	Key resources
	<ul style="list-style-type: none"> <li>• <a href="#">Teach Students to Identify and Use the Text's Organizational Structure to Comprehend, Learn, and Remember Content</a> (Nebraska Reads)</li> </ul>
<b>RI Component 4.28:</b> Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning	<p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>• Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. <i>American Educator</i>, Winter, 39–50. <a href="https://dave Stuartjr.com/wp-content/uploads/2017/06/CogSci.pdf">https://dave Stuartjr.com/wp-content/uploads/2017/06/CogSci.pdf</a></li> </ul> <p><b>Essay</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Dialogic Reading: An Effective Way to Read Aloud With Young Children</a> (Grover Whitehurst; Reading Rockets)</li> </ul> <p><b>Webinar/Presentation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Inference: More Than Filling the Gap</a> (Nancy Hennessey; PaTTAN Literacy Symposium)</li> </ul>
<b>RI Component 4.29:</b> 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><b>Book</b></p> <ul style="list-style-type: none"> <li>• Wilson, J. Olinghouse, N. G., &amp; Drew, S. D. (2020). Strategic and meaningful writing instruction. In S. M. Smartt &amp; M. C. Hougen (Eds.), <i>Fundamentals of literacy instruction and assessment</i> (2nd ed., pp. 275–299). Brookes.</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• Graham, S., &amp; Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. <i>Harvard Educational Review</i>, 81(4), 710–744. <a href="https://doi.org/10.17763/haer.81.4.t2k0m13756113566">https://doi.org/10.17763/haer.81.4.t2k0m13756113566</a></li> <li>• Hochman, J. C., &amp; Wexler, N. (2017). One sentence at a time: The need for explicit instruction in teaching students to write well. <i>American Educator</i>, 41(2), 30–37. <a href="https://www.aft.org/ae/summer2017/hochman-wexler">https://www.aft.org/ae/summer2017/hochman-wexler</a></li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Effective Writing Instruction</a> (Steve Graham)</li> </ul>



**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 based on analysis of student data**

Rhode Island component	Key resources
	<p><b>Webinar/Presentation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">An Introduction to a Simple View of Writing</a> (Heidi Beverine-Curry and Maria Murray; PaTTAN Literacy Symposium)</li> <li>• <a href="#">RIDE Module:</a> <ul style="list-style-type: none"> <li>– <a href="#">The Writing-Reading Connection Presentation</a> [PPTX] and <a href="#">Facilitator Notes</a> [PDF]</li> <li>– <a href="#">Because-But-So Activity</a> [DOCX] <a href="#">Because-But-So PDF with Elementary Lines</a>[PDF]</li> <li>– <a href="#">The Writing-Reading Connection Reflection Questions</a>[DOCX]</li> </ul> </li> </ul> <p><b>Interview/Podcast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Is Word Learning Easier When the Written Word Is Present?</a> (Glean Education)</li> </ul> <p><b>Resource</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Writing Revolution</a></li> </ul>

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A170003. David Guardino serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.



## Coaches Corps Draft Professional Learning Scope and Sequence

Year 1

Learning Experience	Description	Action Steps & Deliverable
Session 1	<p>Coach's Corps Induction</p> <ul style="list-style-type: none"> <li>• Welcome and introduction to the role</li> <li>• Requirements for endorsement</li> <li>• Internalize Rhode Island's core literacy guidance: <ul style="list-style-type: none"> <li>○ RI Literacy</li> <li>○ Action Plan and PLP Guidance</li> <li>○ Coaching Competencies/HQCM Competencies</li> <li>○ Literacy Classroom Look Fors Tool</li> </ul> </li> <li>• Articulate achieving literacy coherence as a change management process</li> </ul>	<p>Coaches will complete a Coaching Change Management Plan that is specific to their district context</p> <p>Coaches will visit 4 classrooms and collect baseline data on all indicators of the Literacy Classroom Look Fors Tool. Part of this process is that Coaches will bring 3-4 educators (a mix of preservice and practicing) with them on each of the following classroom visits to build capacity to norm on quality instruction using the Look Fors tool.</p>
Coach Advisor Meeting 1	<p>1-1 meeting with each member of the coaching corps and a coach advisor to synthesize learning and plan for implementation of learning/ completion of deliverable, monitor progress on the coaching change management plan</p> <p>The coach advisor will also serve as the liaison between the EPP and district team to streamline communication and best practices for pre service educators working together in classrooms.</p>	
Session 2	<p>Coaching Towards Unit Internalization</p> <ul style="list-style-type: none"> <li>• Tenets of unit internalization</li> <li>• Coaching Competencies for leading internalization</li> <li>• Literacy Look Fors</li> <li>• Unit Internalization Breakout groups PK, K-2, 3-5, 6-8, 9-12</li> </ul>	<p>Coaches will submit a Completed unit internalization guide based on their district's HQCM</p> <p>Coaches will visit 4 classrooms and collect data on the Session 3 Look Fors strands.</p>



Coach Advisor Meeting 2	1-1 meeting with each member of the coaching corps and a coach advisor (see description above)	
Session 3	Annotating & Adapting Units: Science of Reading and Structured Literacy <ul style="list-style-type: none"> <li>• Tenets of unit internalization</li> <li>• Coaching competencies for SoR and Structured Literacy</li> <li>• Literacy Look Fors</li> <li>• Unit Internalization Breakout groups PK, K-2, 3-5, 6-8, 9-12</li> </ul>	Coaches will submit a completed Sor/ Structured Literacy unit annotation based on their district's HQCM  Coaches will observe 4 classrooms on the Session 3 Look Fors for this session.
Coach Advisor Meeting 3	1-1 meeting with each member of the coaching corps and a coach advisor (see description above)	
Session 4	Internalizing HQCM: Lessons <ul style="list-style-type: none"> <li>• Tenets of lesson internalization</li> <li>• Coaching Competencies for leading internalization</li> <li>• Literacy Look Fors</li> <li>• Lesson Internalization Breakout groups PK, K-2, 3-5, 6-8, 9-12</li> </ul>	Coaches will submit a completed Completed lesson internalization guide based on their district's HQCM  Coaches will visit 4 classrooms and collect data on the Session 4 Look Fors strands.
Coach Advisor Meeting 4	1-1 meeting with each member of the coaching corps and a coach advisor (see description above)	
Session 5	Annotating & Adapting Lessons to Lead: a Focus on Multilingual Learners, Differently Abled Students <ul style="list-style-type: none"> <li>• Tenets of unit internalization</li> <li>• Coaching competencies for DAS, MLLs</li> <li>• Literacy Look Fors</li> <li>• Lesson Annotation Breakout groups PK, K-2, 3-5, 6-8, 9-12</li> </ul>	Coaches will submit a completed lesson annotation based on their district's HQCM and student population  Coaches will visit 4 classrooms and collect data on the Session 4 Look Fors strands.
Coach Advisor Meeting 5	1-1 meeting with each member of the coaching corps and a coach advisor (see description above)	
		Coaches will submit a completed lesson annotation based on their district's HQCM and student population  Coaches will visit 4 classrooms and collect data on the Session 5 Look

		Fors strands.
Session 6	Putting it All Together	Coaches will visit 4 classrooms and collect summative data on all indicators of the Literacy Classroom Look Fors Tool.  Submission of portfolio
Coach Advisor Meeting 6	1-1 meeting with each member of the coaching corps and a coach advisor to close out and reflect on the year of learning	

Year 2:

Learning Experience	Description	Deliverable
Session 7	Establishing a Literacy Coaching Culture <ul style="list-style-type: none"> <li>- Conditions for Success</li> <li>- RI Literacy Look Fors Tool</li> <li>- Finalizing a Coaching Caseload</li> </ul>	Coaching Caseload Established
Coach Fieldwork	Coaches Observe Using Literacy Look Fors Tool and Provide Feedback	Coaches will visit 4 classrooms and collect data on all indicators of the Literacy Classroom Look Fors Tool.  Coaches will submit a Coaching Conversation Planner for one feedback conversation based on the observations completed
Session 8	Going Deeper: Identifying Clear, Concise, and Highest Impact Action Steps Aligned to Literacy Vision	Video analysis
Coach Fieldwork	Coaches Observe Using Literacy Look Fors Tool and Provide Feedback	Coaches will visit 4 classrooms and collect data on all indicators of the Literacy Classroom Look Fors Tool.  Coaches will submit a Coaching Conversation Planner
Session 9	Going Deeper: Building Teacher Capacity to Adjust Literacy Instruction in Tier I and Tier II Settings	Live Role Play

Session 10	Going Deeper: Building Leader Capacity to Become Literacy Instructional Leaders	Recorded Coaching Conversation with AP or Principal
Coach Fieldwork	Coaches Observe Using Literacy Look Fors Tool and Provide Feedback	Award of Coaching Endorsement

**Emergent/Not addressed (k-12)- connected to “new CLSD” goals:**

- Professional Learning for Tier 2/ 3 supports
- Structures and systems for collaboration on intellectual prep, unit.lesson internalization
- Engaging multilingual learners into community and supporting their learning from an asset-based stance
- Connecting literacy between school and home activities

**Operational (k-12)- connected to ‘new CLSD” goals:**

- HQCM selection and implementation
- Plan to support all students (MLL, DAS)
- MTSS- data analysis and structures in place to support interventions
- DBI

**Emergent/Not addressed (B-PL)- connected to “new CLSD” goals**

- Plan for transitions to kindergarten
- Professional learning opportunities for Science of Reading/Structured Literacy
- Literacy specific screeners and assessments

	Fully Operational	Operational	Emergent/Not Addressed
Birth- PK	<ul style="list-style-type: none"><li>• HQIM selection and implementation</li><li>• All students have access to HQIM</li><li>• Integrated diversity/equity/inclusion within all components of the curriculum (e.g. ELA/Literacy Curriculum, MTSS, Intensive Intervention) and embedded within teaching practices.</li><li>• The practices and attitudes of all staff are responsive to cultural,</li></ul>	<ul style="list-style-type: none"><li>• Enacted a plan to address curriculum gaps in diversity/equity/inclusion, supports for multilingual learners, and differently-abled students, Science of Reading instruction</li><li>• All educators have received comprehensive training and ongoing Professional Learning to implement the High-Quality curriculum with integrity.</li><li>• Established</li></ul>	<ul style="list-style-type: none"><li>• Interventionists participate in ongoing Professional Learning in program implementation and in how to diagnose and correct reading difficulties.</li><li>• Enacted a formal written and implemented process for transitioning students to various schools/grade spans/programs.</li><li>• Enacted plan for research-based, ongoing Professional Learning of the components of Structured Literacy for all</li></ul>

	<p>racial, and linguistic diversity.</p> <ul style="list-style-type: none"> <li>• The school recognizes and celebrates the diversity and richness of students' and families' backgrounds.</li> <li>• Implemented protocols and tools to engage families with supporting their child's early literacy (e.g., IEP, 504, MTSS).</li> </ul>	<p>understanding of the impact of unconscious bias by all staff and Enacted plan to raise awareness of the impact of unconscious bias in relation to the ELA/Literacy High-Quality curriculum and the instruction of diverse populations</p> <ul style="list-style-type: none"> <li>• Collaborative Professional Learning for teachers, reading coaches/specialists, special educators and MLL specialists is ongoing, support is sustained, and progress is systematically evaluated.</li> <li>• Enacted plan to ensure Professional Learning for new hires and staff is ongoing, support is sustained, and progress is systematically evaluated.</li> <li>• Data from assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective and evidence based.</li> <li>• Interventionists and teachers (general education and special</li> </ul>	<p>educators that is iterative and reflective of need.</p> <ul style="list-style-type: none"> <li>• Enacted plan for classroom teachers to be certified or undergoing certification in Orton-Gillingham or a similar International Dyslexia Association, or other accredited training program.</li> <li>• Implemented reading screening tools for children in B-PK reading, and interventions that include rapid automatic naming.</li> </ul>
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		<p>education) meet regularly for collaboration and planning to ensure that the goals of evidence-based intervention are being achieved.</p> <ul style="list-style-type: none"> <li>• Interventions at Tier 2 and Tier 3 are systematic, provided by trained interventionist with fidelity, and do not replace the Tier 1, High-Quality curriculum and instruction.</li> <li>• Team meets regularly to ensure that a child's lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction)</li> <li>• Enacted plan for research-based, ongoing Professional Learning related to the components of intensive intervention and data-based individualization components in literacy instruction (e.g., assessment administration/ interpretation, data-based decision making and implementing interventions) for all educators that is iterative</li> </ul>	
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		<p>and reflective of need.</p> <ul style="list-style-type: none"> <li>• Provide ongoing diversity/equity/inclusion training for all staff.</li> <li>• Provided ongoing training for staff on how to support MLL students.</li> <li>• Integrated supports for multilingual students within all components of the curriculum (e.g., MTSS, Intensive Intervention) and embedded within teaching practices</li> <li>• Provide ongoing diversity/equity/inclusion training for all staff.</li> <li>• Integrated diversity/equity/inclusion within all components of the curriculum (e.g. ELA/Literacy Curriculum, MTSS, Intensive Intervention) and embedded within teaching practices.</li> <li>• The practices and attitudes of all staff are responsive to cultural, racial, and linguistic diversity.</li> <li>• Provided ongoing training for staff on how to support MLL students.</li> <li>• Integrated supports for multilingual students within all components of the curriculum (e.g.,</li> </ul>	
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		<p>MTSS, Intensive Intervention) and embedded within teaching practices.</p> <ul style="list-style-type: none"> <li>• All staff view multilingualism as an asset that contributes to success of MLL students.</li> <li>• The transition process addresses the needs of students, families, and educators.</li> <li>• The transition process addresses the needs of students, families, and educators.</li> <li>• Families are systematically involved with the district/program (e.g. parent/child literacy sessions, literacy libraries)</li> <li>• Program/district demonstrates clear respect for linguistic differences by having information disseminated in a variety of ways and aligns with the ideals of the diversity/equity/inclusion vision</li> <li>• Parents and family members of the groups that experience success gaps feel welcomed in the school and are frequently engaged in school activities,</li> </ul>	
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		<p>meetings, and/or other functions.</p> <ul style="list-style-type: none"> <li>• All the groups that are experiencing success gaps are represented within stakeholder planning groups to reduce success gaps</li> <li>• District/program staff members take intentional measures, on an ongoing basis, to learn about the culture of these diverse groups.</li> </ul>	
K-5	<ul style="list-style-type: none"> <li>• HQIM selection and implementation</li> <li>• All students have access to HQIM</li> </ul>	<ul style="list-style-type: none"> <li>• HQIM aligned to PL</li> <li>• Families informed about HQIM</li> <li>• Plan to address supports for all students</li> <li>• PL in place to support teachers for all student populations (MLL, DAS)</li> <li>• PL plan for new teachers, teachers that need additional HQIM support</li> <li>• MTSS- data used and analyzed*</li> <li>• MTSS- interventionists meet regularly</li> <li>• MTSS- systematic interventions at tier 2 / 3</li> <li>• MTSS teams meet</li> </ul>	<ul style="list-style-type: none"> <li>• Unconscious bias training</li> <li>• CRSE ongoing training</li> <li>• CRSE components embedded in instruction</li> <li>• CRSE practices</li> <li>• Belief MLLs are assets</li> <li>• Partnerships with CBOs to support literacy instruction</li> <li>• Partnerships to ensure literacy literacy support outside of school hours</li> <li>• Literacy supports between school and outside schools are seamless (emergent/not addressed)</li> <li>• Respect for linguistic differences- CRSE</li> </ul>

		<p>regularly to review progress</p> <ul style="list-style-type: none"> <li>• Intensive intervention/DBI</li> <li>• Interventionists receive appropriate PL</li> <li>• CRSE- celebrates diversity</li> <li>• Ongoing PL support for teachers around MLL</li> <li>• Integrated supports for MLLs</li> <li>• System for transitioning between grades</li> <li>• Transition plans consider needs of families*</li> <li>• Dyslexia (OG) training for interventionists</li> <li>• Screening assessments k-3</li> <li>• Families are involved in LEA (literacy)</li> <li>• Family engagement with student literacy plans</li> <li>• Involvement and acceptance of families who experience success gaps</li> </ul>	<p>(operational/emergent)</p> <ul style="list-style-type: none"> <li>• Stakeholders for all groups are represented when planning to reduce success gaps</li> <li>• School members consider culture of diverse groups in planning</li> </ul>
6-12	<ul style="list-style-type: none"> <li>• HQIM selection and implementation</li> <li>• All students have access to HQIM</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to address gaps in CRSE, MLL, etc in HQIM</li> <li>• HQIM aligned to PL</li> <li>• PL provided for support</li> </ul>	<ul style="list-style-type: none"> <li>• Families informed about HQIM</li> <li>• Unconscious bias training</li> <li>• Interventionists meet</li> </ul>



		<p>staff ongoing and evaluated</p> <ul style="list-style-type: none"> <li>• Plan in place to support new hires/ teachers who need additional support in HQIM</li> <li>• MTSS- data gathered and analyzed (also many in emergent)</li> <li>• MTSS- systematic interventions at tier 2 / 3 (several also in emergent)</li> <li>• MTSS teams meet regularly to review progress</li> <li>• Intensive Intervention/ DBI</li> <li>• Ongoing training for staff to support MLLs (emergent)</li> <li>• Supports for MLLs embedded into all components of the curriculum</li> <li>• Transition plans</li> <li>• Transition plans address needs of students and families</li> <li>• Plan for ongoing professional learning around structured literacy</li> <li>• Screening assessments k-3</li> <li>• Clear respect for</li> </ul>	<p>regularly to collaborate and plan for instruction</p> <ul style="list-style-type: none"> <li>• Implementation of CRSE program</li> <li>• Integrated crse into all components of curriculum</li> <li>• practices/attitudes of staff represent CRSE environment</li> <li>• Consider multilingualism is an asset</li> <li>• Community partnerships to support literacy</li> <li>• Partnerships ensure support for literacy at home/outside of school</li> <li>• Literacy supports between school and CBO are seamless</li> <li>• Families are systematically involved with LEA (homework, etc)</li> <li>• School staff members take intentional measures, on an ongoing basis, to learn about the culture of these diverse groups</li> </ul>
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		<p>linguistic differences</p> <ul style="list-style-type: none"> <li>• Protocols to engage families with student literacy plans</li> <li>• Parents and family members of the groups that experience success gaps feel welcomed in the school and are frequently engaged in school activities, meetings, and/or other functions.</li> <li>• All the groups that are experiencing success gaps are represented within stakeholder planning groups to reduce success gaps.</li> </ul>	
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Curriculum Implementation: the delivery of instruction and assessment through the use of specified resources provided by a curriculum

Intellectual Preparation: the process of deeply internalizing and understanding the content of a lesson and making instructional decisions that impact how students will interact with and learn content

Annotation of Lessons: the process of making notes when preparing lessons to increase student comprehension, engagement, and the overall delivery of lesson

Unit Internalization: the process by which teachers study a unit to deeply understand what students are expected to learn, how students will be assessed and the arc of learning

Lesson Internalization: the process by which teachers study the lesson to understand what students are expected to learn in the lesson and make decisions about how the lesson content will be delivered

Look- Fors: observable teaching and/or learning behavior(s) that are a focus during instructional visits

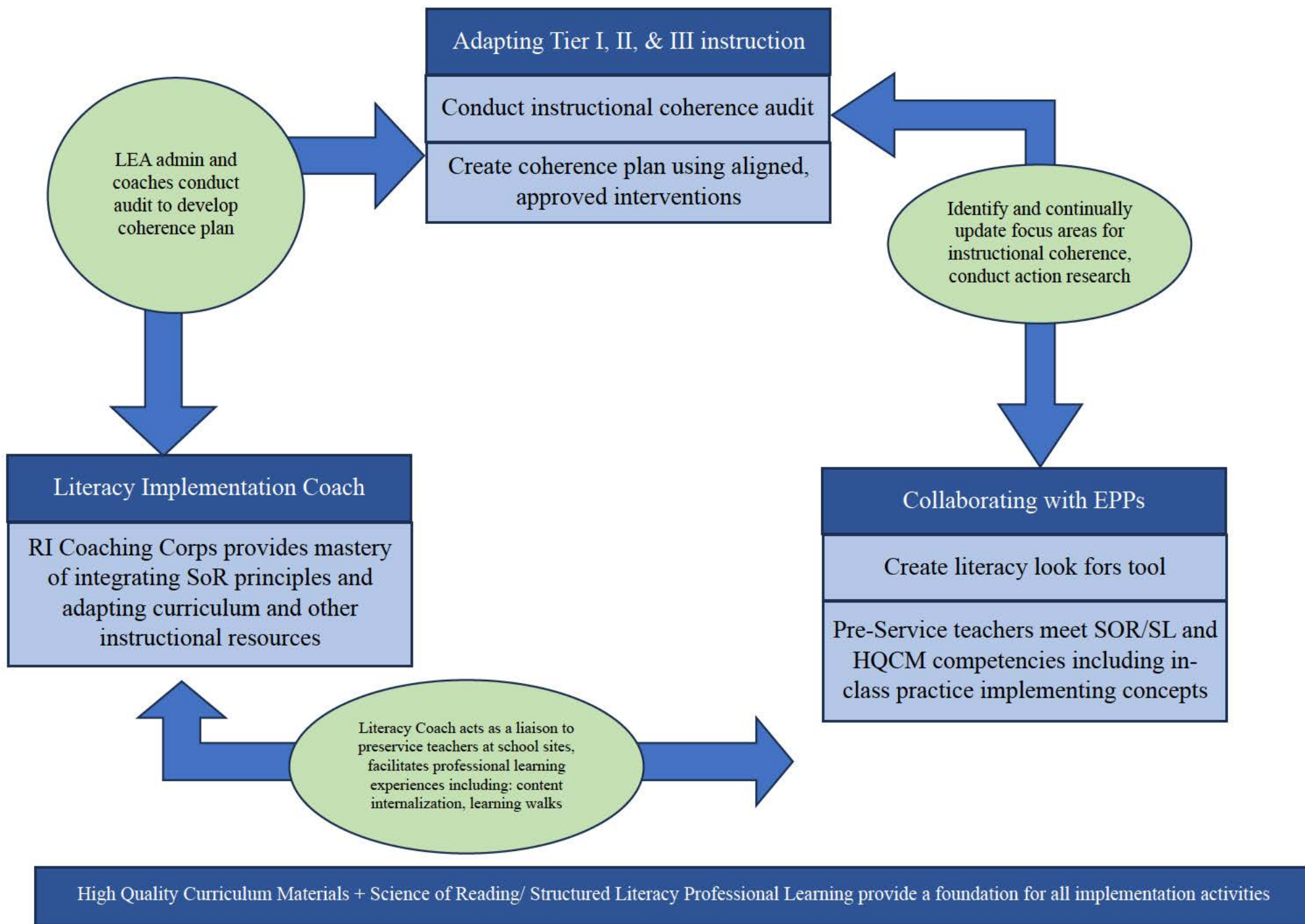


Figure X: Required LEA activities and overlapping supports

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## Rhode Island Department of Human Services

### Office of Child Care

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June 18, 2024

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. **The Rhode Island Department of Human Services** is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

The State Agency responsible for administering childcare programs, the Department of Human Services, is supportive of the effort to effect evidence-based literacy practices across community-based programs, Head Starts, and LEAs that serve our youngest learners. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across systems, providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,



Nicole Chiello  
Assistant Director – Office of Child Care  
Department of Human Services





June 12, 2024

Rhode Island Department of Education  
255 Westminster St, Providence, RI 02903

I, Laureen Avery , as Director of the ExcEL Leadership Academy, am interested in entering a partnership agreement with a participating local education agency or community-based organization to implement evidence-based literacy practices pending the award of a CLSD grant to the state of Rhode Island.

Signature:

A black rectangular box redacting the signature, followed by a horizontal line.

Name:

Laureen Avery

Title:

Director, ExcEL Leadership Academy



I, Carol Cummings, as a Dean and Beth McBride Pinheiro, as an Associate Dean at the Rhode Island College's Feinstein School of Education and Human, are interested in entering a partnership agreement with a participating local education agency or community-based organization to implement evidence-based literacy practices pending the award of a CLSD grant to the state of Rhode Island.

Signature: [REDACTED] \_\_\_\_\_

Name: Carol Cummings

Title: Dean

Signature: [REDACTED] \_\_\_\_\_

Name: Beth McBride Pinheiro

Title: Associate Dean

Rhode Island Department of Education  
255 Westminster St, Providence, RI 02903  
June 2024

Dear Educator Preparation Provider:

The Rhode Island Department of Education is seeking your participation to support local education agencies in the implementation of evidence-based literacy practices if awarded a federal grant through the Comprehensive State Literacy Development Program.

We are seeking the participation of Educator Preparation Providers in support the following grant goals:

- Every subgrantee will partner with an Educator Preparation Program to implement high quality literacy instruction with preservice and practicing educators with the goal of aligning a vision for literacy instruction from Birth through K12.
- By 2028, all graduates of Educator Preparation Programs will demonstrate proficiency in the Science of Reading and Structured Literacy and HQCM competencies.

Please indicate your interest in supporting and participating in the implementation of the federal award by completing the form below:

I, Jennifer Booth, Ed.D., as the Education Department Chair of Salve Regina University's teacher preparation programs, am interested in entering a partnership agreement with a participating local education agency or community-based organization to implement evidence-based literacy practices pending the award of a CLSD grant to the state of Rhode Island.

Signature

Name: Jennifer Booth, Ed.D.

Title: Education Department Chair, Salve Regina University

Sincerely,

Phyllis Lynch

Director, Office of Instruction, Assessment, & Curriculum

DEAN'S OFFICE

217 Chafee Hall, 142 Flagg Road, Kingston, RI 02881 USA p: 401.874.8100 uri.edu/education

Rhode Island Department of Education  
255 Westminster St, Providence, RI 02903  
June 18, 2024

Dear Educator Preparation Provider:

The Rhode Island Department of Education is seeking your participation to support local education agencies in the implementation of evidence-based literacy practices if awarded a federal grant through the Comprehensive State Literacy Development Program.

We are seeking the participation of Educator Preparation Providers in support the following grant goals:

- Every subgrantee will partner with an Educator Preparation Program to implement high quality literacy instruction with preservice and practicing educators with the goal of aligning a vision for literacy instruction from Birth through K12.
- By 2028, all graduates of Educator Preparation Programs will demonstrate proficiency in the Science of Reading and Structured Literacy and HQCM competencies.

Please indicate your interest in supporting and participating in the implementation of the federal award by completing the form below :

I, Danielle Dennis, as the Dean in the URI Feinstein College of Education am interested in entering a partnership agreement with a participating local education agency or community-based organization to implement evidence-based literacy practices pending the award of a CLSD grant to the state of Rhode Island.

Signature: \_\_\_\_\_

Name: Danielle V. Dennis

Title: Dean

Sincerely,  
Phyllis Lynch  
Director, Office of Instruction, Assessment, & Curriculum

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. As a previous recipient of CLSD funds, the Bristol Warren Regional School District is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

For our district, the CLSD grant was instrumental in training all K-5 teachers in the LETRS course, purchasing high quality instructional materials, and providing curriculum-based professional learning to ensure effective evidence-based practices at the classroom, school and district level. The goals identified in the RI Department of Education proposal: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,



Diane E. Sanna  
Assistant Superintendent  
Bristol Warren Regional School District





# BLACKSTONE VALLEY PREP

*Preparing every scholar to achieve their goals for college and the world beyond*

June 17, 2024

To the Proposal Review Members:

I write to support the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills. We at Blackstone Valley Prep are committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children, and we see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

Blackstone Valley Prep was fortunate to participate in Rhode Island's previous CLSD grant activities. Through the CLSD, we were able to adopt high quality ELA curriculum for our 5-12th grades, support teachers to do substantial planning work and participate in strong professional development to get to know the content and how to integrate it with our district-wide instructional practices, build our secondary schools' capacity for reading intervention, and extend the reach of ESL certified educators. This work has had a meaningful positive impact on our scholars' outcomes and our teachers' development, and we have committed to sustaining the key role of Literacy Specialist on our general operating budget in order to continue the work.

We are hopeful that Rhode Island will once again receive a CLSD grant and that we may focus this time on our elementary schools, all of which are Title I schools and where our multilingual learner population is growing each year. In particular, Blackstone Valley Prep is supportive of the Rhode Island Department of Education's effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and sustain them in the years to come.

We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

Sarah Anderson  
CEO & superintendent





934 DEXTER STREET, CENTRAL FALLS, RI 02863 | (401) 727-7700 ext. 2020 | [WWW.CFSCHOOLS.NET](http://WWW.CFSCHOOLS.NET)

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*Ann M. Lynch, Deputy Superintendent*

June 20, 2024

Dear Proposal Review Members,

I am writing to express our strong support for the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills across all developmental stages, from birth through grade 12. This program will utilize evidence-based practices, activities, and interventions to foster pre-literacy skills, reading, and writing, focusing on disadvantaged children, including those living in poverty, English learners, and children with disabilities.

Improving literacy outcomes across Rhode Island is of paramount importance, and the Central Falls School District is not just a passive supporter but an active leader in this endeavor. We are dedicated to taking proactive steps through leadership, support, and advocacy to ensure exceptional educational opportunities for all children. We view the CLSD as a systematic, coordinated statewide initiative crucial for enhancing literacy competency.

Specifically, we endorse efforts to implement evidence-based practices at the classroom, school, and district levels. The goals outlined in the proposal—such as implementing aligned interventions across Tiers I, II, and III; providing high-quality coaching through endorsed state coaches; and aligning with educator preparation programs—are precisely the components needed to enhance student performance outcomes and sustain these improvements, particularly for our underserved student populations.

We are deeply grateful for Rhode Island's commitment to collaboration across government and communities, spanning from early childhood through a student's educational journey to meet these goals. We not only appreciate this commitment but also eagerly look forward to our continued collaboration. We extend our best wishes to the Rhode Island Department of Education in their pursuit of this initiative and eagerly anticipate our continued collaboration.

Sincerely,

Ann M. Lynch  
Deputy Superintendent



June 20, 2024

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

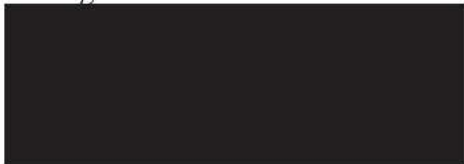
Improving literacy from birth through grade 12 is a high priority in Rhode Island. The Compass School is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

In particular The Compass School is supportive of the effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

The Compass School was a recipient of the first round of CLSD funding and the word that comes to mind as I think of our CLSD journey is *transformational*. Truthfully, the CLSD funding afforded us the opportunity to bring on a literacy coach who revolutionized the way that our school thought about K-8 literacy instruction. What's more, we were able to make high quality curriculum purchases that would have been cost prohibitive without the funding. Truly, our school is lightyears ahead of where we would have been had we not been included in this process.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,



Brandee Lapisky, M.Ed.  
School Director  
The Compass School



# Cranston Public Schools

*Building Cranston's Future One Child at a Time*

845 Park Avenue  
Cranston, Rhode Island 02910-2790

**JEANNINE NOTA-MASSE**  
SUPERINTENDENT

To the Proposal Review Members:


This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. Cranston Public Schools is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

In particular Cranston Public Schools is supportive of the effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations. These areas have been identified as the next step in our work.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

  
Jeannine Nota-Masse  
Superintendent

TELEPHONE: 

FAX: 

TDD:   
EMAIL: 

Equal Opportunity Employer

Cranston Public Schools is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.



# East Providence School Department



1998 PAWTUCKET AVENUE  
EAST PROVIDENCE, RHODE ISLAND 02914

SANDRA J. FORAND, Ed.D.  
Superintendent of Schools

CELESTE BOWLER, Ph.D.  
Assistant Superintendent

June 10, 2024

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. The East Providence School Department is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

The East Providence School Department greatly benefited from the initial 5-year literacy grant, which enabled us to adopt and implement high-quality instructional materials, support their implementation district-wide, and provide science of reading training to our teachers. As we look forward, a new grant opportunity presents an exciting prospect to further enhance our efforts. With this funding, we aim to expand our initiatives by offering job-embedded instructional coaching and supporting tiered instructional interventions, with a specific focus on meeting the needs of multilingual learners (MLL). This additional support will strengthen our commitment to fostering inclusive and effective educational practices across our district.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

Sandra Forand  
Superintendent





## Exeter-West Greenwich Regional School District

940 Nooseneck Hill Rd. West Greenwich, RI 02817

401.397.5125 Fax: 401.397.2407

### School Committee

Lee Kissinger, Chairperson; Donna Gamache-Griffiths, Vice Chairperson; Kevin McGovern, Clerk; Paul R. McFadden; Justin Lake; Madeline Josefson; Kevin Robshaw

JAMES H. ERINAKES, II, M.Ed.  
*Superintendent of Schools*

MARIE-ELENA J. AHERN, Ed.D.  
*Curriculum Director*

**Administration**  
SARAH E. DENTZ, M. Ed.  
*Director of Special Services*

PATRICIA J. RUIZZO, MS.ITM.  
*Director of Administration*

TAISABEL LOPEZ  
*District Treasurer*

June 21, 2024

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. Exeter-West Greenwich is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

In particular Exeter-West Greenwich is supportive of the effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

Marie-Elena J. Ahern, Ed.D.  
Director of Curriculum

***Our Mission: Empowering Students: Dream...Reach...Succeed.***

The Exeter-West Greenwich Regional School District does not discriminate on the basis of age, sex or sexual orientation, gender identity, marital status, religion, race, national origin, color, creed, political affiliation or disability in its employment policies.



*Johnston School Committee*

ROBERT A. LAFAZIA  
*Chairperson*  
JOSEPH W. ROTELLA  
*Vice Chairperson*  
DAWN M. ALOISIO  
MARYSUE ANDREOZZI  
SUSAN M. MANSOLILLO

**JOHNSTON PUBLIC SCHOOLS**  
ADMINISTRATION OFFICE  
10 MEMORIAL AVENUE  
JOHNSTON, RHODE ISLAND 02919-3222

**DR. BERNARD DiLULLO, JR.**  
*Superintendent of Schools*

**MRS. EDDA CARMADDELLO**  
*Assistant Superintendent for  
Curriculum, Instruction and Assessment*

June 17, 2024

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills using evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. Johnston Public Schools is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and sees the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

Over the last five years, Johnston Public Schools has collaborated with RIDE to purchase, adopt, and implement HQIM in our elementary schools. The district has demonstrated growth in literacy across all grade levels through professional development and coaching support in classrooms.

In particular, Johnston Public Schools is supportive of the effort to effect evidence-based practices at the classroom, school, and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, and III; providing high-quality coaching through a state-endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement, especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

  
Dr. Bernard DiLullo  
Superintendent

Telephone 401-233-1900

Fax 401-233-1907

Voice/TDD 800-745-5555

The mission of the Johnston Public Schools, in partnership with the school community, is to provide each child the education to become responsible citizens of the emerging global society by offering a rigorous and dynamic academic program which challenges all students to achieve high standards, become lifelong learners and lead self-fulfilling productive lives. The Johnston Public Schools does not discriminate on the basis of age, sex, religion, national origin, color or handicap in accordance with applicable laws and regulations.



# Lincoln Public Schools

ADMINISTRATIVE OFFICES  
135 OLD RIVER ROAD  
PO BOX 367  
LINCOLN, RI 02865  
P 401-721-3300 • F 401-724-4121

June 17, 2024

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. The Lincoln Public Schools is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

In particular the Lincoln Public Schools is supportive of the effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Respectfully,

Kevin J. McNamara, Ed.D.  
Assistant Superintendent of Curriculum and Instruction





# Middletown Public Schools

## Middletown, RI

Michelle L. Fonseca  
Assistant Superintendent for Teaching & Learning

June 20, 2024

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

**Middletown Public Schools was a recipient of the K-5 CLSD award in 2019. The award has been a remarkable asset to our district, allowing us to implement high quality curriculum materials, train teachers in the science of reading and provide sustained professional development and coaching. We know it has had a direct impact on student achievement by improving the fidelity of ELA materials and instruction across all K-5 classrooms and providing a solid foundational core for ALL students.**

Middletown's current focus is ensuring intervention beyond the core. Middletown is supportive of the effort to ensure evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs **are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.**

Middletown is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

Michelle L. Fonseca

Asst. Superintendent for Teaching and Learning, Middletown Public Schools



One Newport

**Patricia R. Aull**

***Director of Teaching, Learning & Professional Development***

109 Old Fort Road • Newport, Rhode Island 02840-3898

Telephone 401.619.4908 • [PattiAull@npsri.net](mailto:PattiAull@npsri.net)

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. Newport is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

In particular Newport is supportive of the effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

Director of Teaching, Learning & Professional Development







To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. North Smithfield Public Schools is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

In particular North Smithfield Public Schools is supportive of the effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

Clare Arnold

20 June 2024

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.


Improving literacy from birth through grade 12 is a high priority in Rhode Island. Providence Public Schools is committed to acting through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in literacy competency.

Providence is supportive of the effort to effect evidence-based practices at the classroom, school, and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Currently, Providence is in its final year of a CLSD grant in which PPSD (Providence Public School District) utilized the CLSD funds to support in three primary areas: instructional resource development, implication of high-quality tier 1 instructional materials, and professional learning. The first set of work around instructional resource development funded projects that developed teacher tools to support district implementation of the American Reading Company (ARC) curriculum. Teacher working groups worked during summer 2022 to create lesson plans to support daily ARC lessons. This scope of work expanded over SY22-23 and SY23-24 to include the development of curricular assessments (formative and summative). At the start of SY23-24 PPSD entered a district partnership with School Kit to further support and expand this resource development work. This work from this CLSD work has benefited the students, families, and teachers. Teachers were able to perfect their craft and become mentor teachers with culturally responsive classrooms. Teachers also participated in anti-bias training and were able to create authentic family engagement opportunities for families.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

  
Dr. Javier Montañez, Superintendent of Providence Public Schools

[Javier.montanez@ppsd.org](mailto:Javier.montanez@ppsd.org)



**Westerly Public Schools**

23 Highland Avenue  
Westerly, RI 02891  
T: 401-315-1500  
F: 401-348-2707  
TT/VOICE: 800-RI-55555  
www.westerly.k12.ri.us

Mark C. Garceau, Ed.D.  
Superintendent

Alicia J. Storey, Ed.D.  
Assistant Superintendent

Christina Amanti Mathieu  
Director of Pupil Personnel

**Westerly Public Schools  
School Committee Goals:**

Support excellence in student  
performance.

Recruit, retain, and develop  
high quality staff.

Fully engage parents and  
community.

Develop and implement  
comprehensive financial  
strategy.

Improve and maintain  
Westerly School Facilities.

*Our mission is to create an inspiring, challenging, and supportive environment where students are encouraged and assisted in reaching their highest potential.*

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. Westerly Public Schools is committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency. This commitment is evidenced in the work done to date through the CLSD initiative which supported implementation of high quality curriculum, high quality professional learning, evidence based monitoring of the high quality curriculum implementation. The impact over the timespan of the initiative, as demonstrated on the rigorous state assessment, is seen at the middle school level with an overall 4.5% increase in ELA proficiency for all students; an average increase in ELA proficiency for our MLL population of 3.4%; an average 1.4% increase in ELA proficiency for our differently abled students; and a 15% increase in ELA proficiency for our economically disadvantaged students.

In particular Westerly Public Schools is supportive of the effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student's educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,

Alicia Storey, Ed.D.  
Assistant Superintendent  
Westerly Public Schools



**West Warwick Public Schools  
Office of the Assistant Superintendent  
Michael Whaley, Ed. D.**



6/18/24

To the Proposal Review Members:

This letter is written in support of the Rhode Island Department of Education (RIDE) proposal to implement a Comprehensive Literacy State Development (CLSD) Program to advance literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Improving literacy from birth through grade 12 is a high priority in Rhode Island. West Warwick Public

Schools are committed to taking action through leadership, support, and advocacy to ensure the highest quality education for all children and see the CLSD as a systemic, coordinated, statewide effort to achieve this goal in the area of literacy competency.

As a recipient of the 2019 CLSD Program funds, the West Warwick Public Schools community spent hundreds of hours reviewing, analyzing and selecting high quality curriculum materials (HQCM). We then spent hundreds more hours training teachers to implement these materials with fidelity and integrity while incorporating the Science of Reading. Finally, we developed a “walk to intervention” model for supporting struggling learners. However, there is continued work and learning needed in several areas.

In particular West Warwick Public Schools is supportive of the effort to effect evidence-based practices at the classroom, school and district level. The goals identified: implementing evidence-based and intentionally aligned interventions that are aligned and coherent across Tiers I, II, III; providing high-quality coaching through a state endorsed coach; and establishing alignment with educator preparation programs are precisely the elements we believe are necessary to improve student performance results and to sustain such improvement especially for our underserved populations.

Rhode Island is committed to working across government and across our communities, from birth throughout a student’s educational career, to meet these goals. We wish the Rhode Island Department of Education success in its application and look forward to our continued work together.

Sincerely,



**CITY OF WOONSOCKET**  
**EDUCATION DEPARTMENT**  
108 HIGH STREET  
WOONSOCKET, RI 02895-4348  
Telephone [REDACTED]  
Fax [REDACTED]  
Email: [REDACTED]



*Susan DeRiso, Director*  
*Office of Literacy and Title I*

Relay Rhode Island  
1-800-745-5555 (TTY)  
1-800-745-6575 (Voice)  
AT&T SPANISH RELAY  
(Servicio de Relvo de AT&T)  
1-800-855-2884 (TTY)  
1-800-855-2885 (Voice)

Website:  
<http://woonsocketschools.org>

June 20, 2024

To the Proposal Review Members:

I am writing to express my enthusiastic support for the Rhode Island Department of Education's proposal to implement the Comprehensive Literacy State Development (CLSD) Program. As a member of the Woonsocket Education Department, I have witnessed firsthand the transformative impact of evidence-based literacy practices funded through similar initiatives.

The Woonsocket Education Department has been a beneficiary of these critical funds, which have been instrumental in advancing literacy skills across our district, from early childhood through to grade 12. Through targeted interventions, professional development for educators, and the implementation of proven literacy strategies, we have seen remarkable improvements in reading proficiency and comprehension among our students.

The CLSD funds align perfectly with our ongoing efforts to enhance literacy instruction. Continued funding of resources through the CLSD grant will enable us to expand our efforts in reaching every child, regardless of background or ability, ensuring equitable access to high-quality literacy instruction. This initiative represents a crucial investment in our children's future and in the prosperity of our community as a whole.

In conclusion, I wholeheartedly endorse the Rhode Island Department of Education's proposal for the Comprehensive Literacy State Development Program.

Sincerely,

Susan A. DeRiso

*Director of Literacy & Title I*

*Woonsocket Education Department*

*108 High St., Woonsocket, RI 02895*



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Bindu Sunil  
Providence RI 02906

## LEADERSHIP/ TEACHING EXPERIENCE

### **INSTRUCTIONAL IMPROVEMENT SPECIALIST- RHODE ISLAND DEPARTMENT OF EDUCATION (RIDE)**

September 2023 – Current

- Facilitate the implementation of the High Quality Instructional Materials (HQIM) in districts and schools to ensure that all students have access and agency in learning.
- Support the administration of the High Quality Professional Learning (HQPL) in service of HQIM implementation including design, content, and training.
- Coordinate with RIDE staff to ensure data, priorities, and strategies to improve HQIM implementation are clearly articulated.
- Collaborate with external state partners to elevate the HQIM implementation through ideation, conceptualization, and implement.

### **CONSULTANT/ CONTENT BUILDER – SCHOOL IMPROVEMENT @ INSTRUCTIONAL EMPOWERMENT**

August 2021 – September 2023

- Provide customized, effective professional learning extending with coaching and instructional planning to influence student achievement.
- Use data for making improved decisions and utilize powerful IE tools to implement academic teaming.
- Design and lead professional learning to improve content, pedagogy, and facilitation of learning.
- Collaborate within IE and with partners to identify, apply, and reflect on strategies to impact student achievement.

### **MATHEMATICS COORDINATOR @ ATLANTA PUBLIC SCHOOLS, GA**

August 2019 – June 2021

- Design and lead curriculum and assessment work aligned to Georgia Standards of Excellence.
- Coach and consult with school-based leaders and instructional coaches to implement high-quality mathematics curriculum and instructional resources.
- Facilitate and lead professional learning focused on content knowledge, pedagogy, student work analysis, and meaningful technology integration to enhance student learning.
- Coordinate and lead K-5 Mathematics Endorsement Program.

### **DISTRICT MATH COACH @ SHELBY COUNTY SCHOOLS, KY**

August 2015 to June 2019

- Implement student-centered coaching to build teacher and instructional coaches' capacity to lead math learning.
- Design and lead professional learning in high-leverage instructional practices by embracing research-based instructional strategies in mathematics.
- Collaborate to develop high quality curriculum for teachers to implement instruction relevant to their students' needs.

## OBJECTIVE

Lead a team of passionate educators to transform education in schools for each and every student to achieve academic excellence by creating and nurturing high-quality learning and teaching environment.



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## SKILLS

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Goal-oriented, participative decision-making, strive for create a sense of belonging, motivate individuals to fulfill goals, communicate high expectations, recognize individual differences, value efficient and effective systems, emotional intelligence

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### **MATH SPECIALIST & MATH TEACHER @SEVEN HILLS PUBLIC CHARTER SCHOOL, MA**

January 2013 – June 2015

- 72% of 8th-grade students met and exceeded mathematics proficiency in PARRC.
- Coach middle school math teachers to use Concrete-Pictorial-Abstract modeling.

### **RESEARCH ASSISTANT @ EDUCATION DEVELOPMENT CENTER (EDC), MA**

March 2011 – May 2013

- Collect and analyze data for Elementary Science Specialist Project evaluating the quality, quantity, and cost of science instruction in Boston Public School.
- Share science expertise for Possible Worlds Project to build games to address misconceptions.

### **ADJUNCT FACULTY/ TEACHING ASSISTANT @ UNIVERSITY OF MA LOWELL, MA**

September 2009 – May 2012

- Design and teach undergraduate-level courses in Education and Cultural Diversity.
- Co-teach Math and Science Methods Courses
- Supervise pre-service teachers.

### **MATH & SCIENCE TEACHER @ COBB COUNTY SCHOOLS, MARIETTA, GA**

August 2004 – September 2008

- Teach middle school students – Physical science, biology, earth science, pre-algebra, and algebra

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## EDUCATION

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**DOCTORATE IN EDUCATIONAL LEADERSHIP (ED. D)  
MAY 2023, GEORGIA STATE UNIVERSITY**

**EDUCATIONAL SPECIALIST ED.S.  
MAY 2015, UNIVERSITY OF MASSACHUSETTS LOWELL**

**MASTER OF ARTS IN TEACHING  
May 2004, EMORY UNIVERSITY**

**MASTER OF BUSINESS ADMINISTRATION/ MAY 1994  
May 1992, PUNE UNIVERSITY, INDIA**

**BACHELOR OF ENGINEERING/ MAY 1992  
May 1992, PUNE UNIVERSITY, INDIA**



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## PRESENTATIONS

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- *Creating Culturally Sustaining Classrooms*. Co-presented at the Building Expertise Conference, Orlando 2022.
- *Math, Rigor, and Equity: Where's the Intersection in the Classroom?*  
Presented at Dylan William Formative Assessment Conference
- *3-Act Tasks: Making Math Meaningful for Students and Teachers*.  
Presented at the Kentucky Center for Mathematics conference, 2018
- Focused Blogging for Reflection and to Develop a Preservice Teaching Community of Practice. Presented at the international conference of Society for Information Technology and Teacher Education. March 5, 2012

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## COMMUNITY EXPERIENCE

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- Mentor high school seniors to prepare them for their defense of graduation, 2017 – 2019.
- Encourage and assist Junior Academy boys and girls in attending STEM Saturdays at WPI, 2014 – 2015.
- Presented Math in Art and Art in Math at "Geek is Glam," a STEM Expo at WPI, October 18, 2014.

# Colleen O'Brien

## **PROFESSIONAL EXPERIENCE**

Rhode Island Department of Education, Providence, Rhode Island

### **Literacy Specialist**

Member of a cohesive and collaborative team of instructional, assessment, and literacy specialists working to develop, support, and implement state and federal initiatives including Rhode Island Comprehensive Literacy Guidance; Rhode Island Personal Literacy Plan Guidance; and State Standards, Curriculum & Assessment. Developed and facilitated professional development and technical assistance for districts and stakeholders to disseminate these initiatives.

### **Selected Experience Highlights**

#### **CoLead, HQCM Competencies/Educator Preparation Providers Team**

Charged with defining high quality curriculum materials competencies for use with Rhode Island educators, both practicing and within teacher candidate preservice coursework.

#### **Lead, Content Frameworks, ELA**

In collaboration with Regional 2 Comprehensive Center (R2CC), charged with co-leading an interdisciplinary team to develop and draft content frameworks that aligned across content areas. Authored the ELA/Literacy Content Frameworks.

#### **Lead, Comprehensive State Literacy Development Grant**

Charged with implementation of a twenty-million-dollar federal grant award to support literacy for the state of Rhode Island, 2019. Districts applied and awarded monies to support high quality curriculum and professional learning implementation in literacy for grades PK -12.

#### **Chair, State Literacy Advisory Board**

Lead cohort of literacy leaders from across the state serving as an advisory resource for the Rhode Island DOE and districts regarding standards, curriculum, instruction, and assessment.

#### **Lead, Learning Champions Grant**

In collaboration with Great Schools Partnership and support from Nellie Mae Foundation, charged with leading the development of the Rhode Island Proficiency Frameworks with a cadre of educators (Cross-Curricular & Content Area Proficiencies), drafting and piloting performance-based tasks and constructing Scoring Criteria for the proficiency frameworks; grant management.

#### **Trainer, New Teacher Center Coaching/Mentoring**

Trainer for the Rhode Island New Teacher Center (NTC) Coaching/Mentoring course. Completed NTC Presenter Institute and member of a team that facilitates and delivers year long courses for educators in Rhode Island.

#### **Partnership for the Assessment of College and Careers (PARCC)**

##### **Lead, Grade 5 ELA/Literacy Assessment Development**

##### **Grade Band Lead, Grades 3-5 ELA/Literacy Assessment Development**

##### **Rhode Island's Leadership Team**

#### **Project Lead, Common Core State Standards**

Charged with defining architecture of the Common Core implementation/transition plan for Rhode Island, including development of resource materials.

#### **Rhode Island Interim Assessments**

Lead assessment team charged with development of state developed interim assessments for reading and writing for Grades 3-11 to assess the Common Core State Standards. ELA/Literacy: passage selection, item bank development, calibrating student work (Rhode Island Race to the Top Initiative).

### **New England Comprehensive Assessment Program (NECAP)**

Member of a multi-state (ME, NH, RI, VT) DOE for reading & writing assessment development team, charged with Passage Selection, Item Development & Review, Benchmarking, Formulation of Operational Test, and Selection of Released Items.

### **Rhode Island Reading First, Director, RIRF Leadership Team member**

Responsible for developing and implementing professional development and technical assistance regarding the implementation of Rhode Island Reading First. Duties include Reading First Monitoring Visits, Coaching PD and TA Series Sessions, and developing statewide infrastructure.

### **Regents Reading Fellow**

Member of a team of instructional and literacy specialists working to support, develop, and implement state and federal initiatives at the Rhode Island Department of Education.

West Side School, Cold Spring Harbor, New York

#### **Grade 3 Classroom Teacher**

Noah Wallace School, Farmington, Connecticut

#### **Grade 1 Classroom Teacher**

#### **Grade 5 Classroom Teacher**

### **Education**

University of Connecticut, Graduate School of Education, Storrs, Connecticut

Master of Arts in Curriculum and Instruction

Concentration: Remedial Reading

Skidmore College, Saratoga Springs, New York

Bachelor of Arts in Spanish and Liberal Studies

Certified Elementary Education PreK-6

Cum Laude, member of Periclean Honor Society

### **Professional Learning**

AIM Specialized Reading Knowledge Bundle: English Learners, 2024

AIM Pathways to Proficient Writing, 2023

Reading League Online Academy: Meaningful Morphology & Reading and Spelling Multisyllabic Words, Fall 2023

Self-Regulated Strategy Development (SRSD) K-6, July 2022

LETRS Units 1-8 Facilitator Training, August 2021 & June 2022

LETRS Units 1-8, May 2021

Hill for Literacy: The Science of Reading Professional Learning Series, June 2021

Literacy How: Structured Literacy Series, June 2019

Wilson Language System: Foundations K & 1 Training, Fall 2016

Institute for Multi-Sensory Education (IMSE) Comprehensive Orton-Gillingham Training, July 2016

# Ginamarie Masiello

*RIDE Advanced Certification #18977*

· Superintendent · Building Administrator K-12 · K-12 ESL Specialist · Secondary Math w/MS endorsement · Elementary Education

*National Board Certified Teacher: Early Adolescent Mathematics 2005 and 2015*



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## Experience

October 2022 - present

***Director, Office of Educator Excellence and Certification***

Rhode Island Department of Education

Providence, RI

July 2021 - October 2022

***Assistant Superintendent***

South Kingstown School District

Wakefield, RI

June 2021 - August 2021

***Interim Superintendent***

South Kingstown School District

Wakefield, RI

December 2019 - June 2021

***Director of Curriculum, Learning and Innovation***

South Kingstown School District

Wakefield, RI

June 2016 – December 2019

***Supervisor of Mathematics Initiatives***

Providence Public School Department

Providence, RI

August 2011 – June 2016

***Mathematics Instructional School Support Liaison***

Providence Public School Department

Providence, RI

2005–2011 Gilbert Stuart Middle School

***Math Teacher/Teacher Leader/SIT Chair***

Providence Public School Department

Providence, RI

2003 – 2005 Christopher DelSesto Middle School

***Math Teacher and Literacy Teacher***

Providence Public School Department

Providence, RI

2002 – 2003 Curtis Corner Middle School

***Teacher/ School Based Curriculum Coordinator for Mathematics***

South Kingstown School District

Wakefield, RI



# Ginamarie Masiello

**RIDE Advanced Certification #18977**

· Superintendent · Building Administrator K-12 · K-12 ESL Specialist · Secondary Math w/MS endorsement · Elementary Education  
National Board Certified Teacher: Early Adolescent Mathematics 2005 and 2015

2000 – 2002 Christopher DelSesto Middle School

**Teacher**

Providence Public School Department

Providence, RI

1999-2000 Springfield Elementary School

**K-5 Science Teacher**

Providence Public School Department

Providence, RI

1997-1999 Elementary/Middle/High School Substitute

**Long Term Substitute in Pool**

Providence Public School Department

Providence, RI

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## Education

2022 Graduate Certificate in School Management and Leadership

Virtual

**Harvard (HGSE and HBS) (Course 1 of 4 completed)**

2016 Center for Leadership and Educational Equity

Providence, RI

**Principal Residency Network at JSEC High School**

2014 Brown University

Providence, RI

**Master's degree in ESL and Cross-Cultural Studies**

1997 Rhode Island College

Providence, RI

**Bachelor of Science – Elementary Education/Math Major**

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## Professional Development/Conferences

2020-2022

Rhode Island District Leaders Network (RIDLN)  
*Connecticut Center for School Change*

Virtual

2018-2019

Executive Development Program  
*National Institute for School Leadership*

Barrington, RI

2016-2017

RIDE Beginning Teacher Induction/  
Mentor Program Training  
*(New Teacher Center Tools and Training)*

Lincoln, RI

October 2016

Council of Great City Schools

Miami, FL

# Ginamarie Masiello

**RIDE Advanced Certification #18977**

· Superintendent · Building Administrator K-12 · K-12 ESL Specialist · Secondary Math w/MS endorsement · Elementary Education  
National Board Certified Teacher: Early Adolescent Mathematics 2005 and 2015

November 2015	National Board Certified Teacher <i>Renewal Early Adolescent Mathematics</i>	Providence, RI
February 2013	NCTM Cutting to the Common Core	Orlando, FL
2008 - 2012	PPSD/Dana Center Curriculum Writing K-12 Mathematics	Providence, RI Austin, TX
January 2007	SCALE/West Ed Training <i>System-wide Change for all Learners and Educators</i>	Madison, WI
November 2006	SCALE Conference Presenter of PPSD Mathematics: <i>Connected Math Program, IFL, Disciplinary Literacy, Math Matters Influence on Classroom Practice</i>	Providence, RI
November 2005	National Board Certified Teacher <i>Early Adolescent Mathematics</i>	Providence, RI
November 2005	Math Lab Site teacher training <i>West Ed/IFL facilitated</i>	Providence, RI
June 2005	PPSD Math Leadership Academy <i>West Ed facilitated by Tom Lester</i>	Providence, RI
January 2005	IFL: Disciplinary Institute	Pittsburg, PA
July 2003	SCALE Math Conference <i>IFL Disciplinary Literacy Workshop with Connected Math Project</i>	Providence, RI
April 2003	Connected Math Program Conference	Warwick, RI
March 2003	New England League of Middle Schools Conference	Providence, RI
April 2002	S.A.L.T. Visit Team Member Curtis Corner Middle School	S. Kingstown, RI
March 2001	NELMS Conference	Providence, RI
December 2000	NCEE New Standards Course	Providence, RI

# Kristin B. Re



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**EDUCATION:** **Northeastern University – Doctorate in Education (Ed.D), 2021**  
Cumulative GPA: 4.0

**Rhode Island College – Master of Arts in Teaching (M.A.T.) English, 2010**  
Cumulative GPA: 3.62 *Magna Cum Laude*

**Rhode Island College – Bachelor of Arts (B.A.) English, 2008**  
Cumulative GPA: 3.32 *Cum Laude*

**PROFESSIONAL  
EXPERIENCE:**

**Rhode Island Department of Education, Providence, RI**  
***Coordinator, Educator Pipelines, Preparation, and Certification***  
***June 2023-Present***

- Oversee the work in the Office of Educator Excellence and Certification Services
- Facilitate communication regarding projects between staff members and leadership
- Conducts approval visits to educator preparation programs to ensure all programs in Rhode Island meet high standards to produce the best quality educators
- Conducts reviews of applications for new educator preparation programs
- Liaises between educator preparation programs and RIDE
- Designs and monitors progress on initiatives across RIDE offices
- Update RIDE website
- Collaborates with and serves as a thought partner for colleagues
- Develops regulations that apply to educators, Local Education Agencies, and Educator Preparation Programs across Rhode Island
- Communicates with various stakeholders regarding initiatives, procedures, and requirements for educators, Local Education Agencies, and Educator Preparation Programs

**Rhode Island Department of Education, Providence, RI**  
***Education Specialist***  
***July 2022-June 2023***

- Coordinated with vendors and colleagues to develop and implement new statewide initiatives
- Developed regulations that apply to educators, Local Education Agencies, and Educator Preparation Programs across Rhode Island
- Researched best practices and state strategies that may be applicable to Rhode Island

- Communicated with various stakeholders regarding initiatives, procedures, and requirements for educators, Local Education Agencies, and Educator Preparation Programs
- Participated as a coordinator and facilitator for PREP-RI visits
- Engaged in the RFP process to partner with vendors for various initiatives
- Updated RIDE website as necessary
- Presented information and initiatives to various stakeholders
- Conducted webinars with educators regarding initiatives and information put out by RIDE
- Collaborated with colleagues in the Educator Excellence office as well as those on other teams within the agency
- Worked with Educator Preparation Programs to ensure all programs in Rhode Island meet high standards to produce the best quality educators

**PVD Prep, Providence, RI**

***Founding English Teacher/Teacher-Leader/Instructional Coach***

*July 2021-June 2022*

- Coached the sixth grade team to improve practice and efficacy
- Led the sixth grade team, acting as a liaison between the team and the rest of leadership
- Taught sixth grade English Language Arts to a diverse group of students
- Maintained and assessed school-wide data to make instructional decisions
- Created and facilitated professional development for staff
- Developed engaging and authentic curriculum to build scholars' skills and passion for learning
- Created MTSS procedures and facilitated RTI meetings

**Nowell Leadership Academy, Providence, RI**

***English Teacher/Teacher-Leader***

*August 2018-June 2021*

- Created meaningful, culturally responsive curricula and lessons
- Developed interdisciplinary curricula used by teachers across the school
- Collaborated with and coaches colleagues to create targeted instruction across content areas
- Created and delivered professional development for colleagues
- Spearheaded development of current academic model of interdisciplinary classes
- Assisted with guidance department reports and data
- Taught English Language Arts to students in the 9th through 12th grades
- Acted as lead teacher on a committee working toward school redesign
- Utilized the online platform, Summit with students
- Differentiated learning for students with a variety of learning needs and backgrounds
- Strived to ensure equity for all students
- Worked one-on-one with students to tutor them in multiple disciplines
- Utilized intervention strategies with students in order to grow their foundational skills

- Connected with and mentored students so that they felt supported, and involved in our school's community
- Acted as a liaison between our School Leader and other colleagues
- Participated in creation of schedules and class design
- Engaged in professional development to improve my practice
- Redesigned and managed the Nowell website
- Developed partnerships with community organizations and members to create authentic and relevant learning experiences for students
- Represented my district as 2019 District Teacher of the Year in state-wide initiatives

**Johnson and Wales University, Providence, RI**

***Adjunct Professor***

*September 2010-Present*

- Plan innovative lessons for and instruct composition and communications courses
- Teaches remotely as well as in person
- Differentiate instruction to meet the diverse learning needs of all students
- Conduct extra tutoring sessions for students in need of assistance with grammar and conventions
- Utilize Blackboard and other various forms of technology in instruction and communication with students
- Work collaboratively with colleagues to coordinate lessons and strategies to ensure the success of students
- Developed and taught a workshop for new adjuncts at the University to prepare them for the work and expectations set by the English department

**The Met High School, Providence, RI**

***Advisor (Teacher)***

*July 2013-October 2017*

- Planned for and instructed lessons on a broad range of topics from composition and communication skills to empirical and social reasoning
- Personalized all learning experiences for each of sixteen students who are with me for all four years of their high school careers
- Created curricula that prepares students for various career pathways, with a special focus given to resume and cover letter writing as well as interview preparation
- Designed disparate project-based learning curricula for students
- Managed sixteen individualized curriculums simultaneously
- Established timelines for work completion as well as coordinate multiple components of projects
- Coordinated internships for students in disparate fields, meeting regularly with mentors to assess progress
- Utilized technology to enhance and personalize student learning
- Facilitated advisor meetings as a teacher-leader
- Designed literacy curriculum that has been implemented for all 9th and 10th grade students at the Met



- Conferred with colleagues across disciplines about students' work and behavior
- Designed data-driven initiatives to improve student outcomes
- Utilized research-based methods for application in my work with students
- Served on professional development committee to provide teachers and support staff with trainings pertinent to their work
- Led workshops during professional development to assist colleagues in improving their practice
- Communicated and consulted with students' mentors and parents to create a network of community supporters for students and ensure all needs of students and their mentors are met
- Upheld teacher standards as required by the Rhode Island Department of Education

**Community College of Rhode Island, Providence, RI**

***Adjunct Professor***

*September 2010-May 2016*

- Developed and instructed authentic and creative lessons to engage students in composition, reading, and communications courses
- Designed several online units using the Blackboard platform
- Engaged students using material relevant to their lives and interests
- Utilized various forms of technology in instruction and communication with students, specifically the use of original online video lessons
- Differentiated instruction and assignments to meet the learning needs of a diverse student population, including many adult and English language learners

**ADDITIONAL  
EXPERIENCE:**

**Teach Plus**

***Personalized Learning Policy Fellow***

*April 2017-January 2018*

- Engaged in collaborative efforts to spread awareness about personalized learning in Rhode Island
- Disseminated my own work as an example of the efficacy of student-centered learning
- Developed policy recommendations regarding teacher preparation needs

**Rhode Island Department of Education Teacher Resource Summit**

***ELA Cohort***

*April 2015*

- Participated in summit to upload original and comprehensive lesson and unit plans to a new online portal for educators across Rhode Island to utilize in their instruction
- Evaluated uploaded resources based on training with a specific and extensive rubric

**PUBLICATIONS:** Re, K. (2021). A narrative study examining the voices of former pregnant and parenting students who have graduated from an alternative high school.

*Proquest.*

Re, K. (2017). All students can learn with personalized learning approach.  
*Huffington Post.*

Re, K. (2017). Why I teach where I teach. *The Education Trust.*

**HONORS/  
AWARDS:**

*2020 State Teacher of the Year Finalist, 2020*

*2019 District Teacher of the Year, 2019*

*Certificate of Excellence (15<sup>th</sup> percentile) in Praxis II Principles of Learning and Teaching, 2009*

**ADDITIONAL  
EXPERIENCE:**

**Ladies Climbing Coalition**  
*Executive Director*

- Co-founded 501(c)3 nonprofit dedicated to connecting and empowering women through the sport of rock climbing
- Leads of a team of more than seventy-five women, nationwide
- Oversees the operations and budget for the organization
- Promotes the organization using various platforms and mediums
- Run workshops, meetups, events, and trips in order to achieve goals of the organization
- Designed, built, and maintain LCC website
- Writes and manages grants

**American Alpine Club**  
*Event Coordinator*

*2020-Present*

- Coordinates with all vendors for a 3-day climbing festival in Rumney, NH
- Collaborates with professional athletes and local guides to set up clinics
- Connects with local officials to secure appropriate permits and licenses
- Recruits and manages volunteer staff for the event
- Promotes the event and manages registration and attendance
- Acquires donations for a silent auction
- Manages a detailed budget

**PVD Prep**  
*Board of directors*

*2021-2022*

- Actively participated in board meetings to vote on initiatives for the school

# Lisa M. Foehr

Chief, Teaching & Learning  
Rhode Island Department of Elementary and Secondary Education

## Experienced Education Leader

Goal-oriented individual with the ability to supervise and grow staff and lead complex projects from concept to fully operational status. More than twenty years in education. Organized, highly motivated, and detail oriented problem solver. Proven ability to work effectively with professional colleagues, support staff and senior management. Committed to professional growth. Successful record of innovative policy development and implementation.

## Areas of Expertise

Policy Development   Program Supervision   Agency Outreach   Initiative Design and Implementation  
Proposal Development   Team Leadership   Budget Management   Staff Selection, Development and Supervision

## Relevant Experience & Responsibilities

<b>2018-Present</b>	<p><b>Chief, Teaching &amp; Learning, Rhode Island Department of Education</b></p> <p>Responsible for the policies and initiatives in the division of Teaching &amp; Learning. The division includes three offices: Instruction, Assessment and Curriculum; Educator Excellence; and Student, Community, Academic Supports.</p> <p><b>Office of Instruction, Assessment and Curriculum</b></p> <ul style="list-style-type: none"><li>• Administration of State assessments and provide local assessment system guidelines</li><li>• Administration of NAEP and ACCESS testing</li><li>• Development of curriculum selection and implementation policy and guidance</li><li>• Implementation of state strategy and supports for ELA</li><li>• Development of state strategy and supports for mathematics and science</li><li>• Coordination of RIDE's efforts for Pre-K expansion and ensuring high-quality classrooms</li></ul> <p><b>Office of Educator Excellence and Certification Services</b></p> <ul style="list-style-type: none"><li>• Development and implementation of certification regulation, policy and guidance</li><li>• Ongoing training and policy improvement of educator evaluation systems</li><li>• Development of pathways to teaching for middle/high school students and adults</li><li>• Establishment of expectations for quality professional learning and support LEA professional learning for curriculum implementation</li><li>• Training for instructional and induction coaches</li><li>• Administration Title II, Part A federal program</li></ul> <p><b>Office of Student, Community and Academic Supports</b></p> <ul style="list-style-type: none"><li>• Administration and monitoring of Title I, III, IV-A, IV-B federal programs</li><li>• Implementation of student physical health and mental health policies and initiatives</li><li>• Administration and monitoring of IDEA federal program</li><li>• Development and implementation of multi-tiered systems of support and intensive intervention strategies and supports for LEA implementation</li><li>• Multilingual learner regulations, policies and technical assistance to LEAs</li><li>• Oversight of ServeRI- Americorps program and other service program grant recipients</li><li>• Support state policies and actions for secondary school transition for differently abled students</li></ul>
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2011-2018

**Director, Educator Excellence and Certification, *Rhode Island Department of Education***

Interim Director  
2010-2011

Responsible for the development of educator effectiveness policies and the implementation of all educator effectiveness initiatives outlined in the Rhode Island Department of Education Strategic Plan. Supervise professional staff and support staff. Monitor and collaborate with contractors. Manage state and federal budget programs up to six million dollars.

**Implementation of State-wide Educator Evaluation System**

- Manage an internal team and national consultants to execute the development and implementation of a Rhode Island Model for educator evaluation
- Implement state-wide teacher and principal evaluation systems in 50 school districts
- Create and revise evaluation system guidebooks
- Develop and maintain a state-wide technology platform to support educator evaluation system implementation and data reporting
- Collect and analyze data from over 10,000 educators to prepare reports and inform evaluation system improvements

**Design Rhode Island's Plan for Equitable Access to Excellent Educators for All Students**

- Consult with stakeholder groups to inform plan design
  - Collaborate with internal RIDE teams to coordinate the implementation of key plan strategies
- Redesign of Educator Certification**
- Implement new certification regulations for sixty areas
  - Work with Board of Education and Certification Policy Advisory Board to adopt revised regulations and 44 new tests
  - Develop a new certification database to conduct certification transactions and reporting

**Execution of Educator Preparation Program Reviews**

- Conduct approval visits for 7 higher education program providers and 2 private providers
- Review and revise educator preparation policy, program standards and approval process
- Design annual report card elements for all programs
- Collaborate with Rhode Island Deans and national accrediting agencies to improve educator preparation

**Other Strategic Areas: compensation reform grants, local human capital practices**

**Management and Improvement of Educator Excellence Office Functions**

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2006-2010

**Educator Quality Specialist**

- Coordinated Educator Preparation Approval Process
- Certification Evaluator
- Office Budget Lead
- Educator Evaluation System Development

2003-2006

**Educator Quality Fellow, *Rhode Island Department of Education***

1992-2003

**French and Spanish Teacher, *Exeter-West Greenwich Junior/Senior High School*, (grades 7-12)**  
West Greenwich, Rhode Island

1994-1996

**Foreign Language Department Chair (grades 7-12), *Exeter-West Greenwich Junior/Senior High School*, West Greenwich, Rhode Island**

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**Education and  
Certifications**

**Kennedy School of Government, Executive Development, Leadership in the 21<sup>st</sup> Century**  
**M.Ed., Secondary Education, concentration in French, Rhode Island College**  
**Graduate courses in Spanish**  
**B.A., Secondary Education/Foreign Languages, Rhode Island College**  
**Rhode Island Life Certificate in French**  
**Rhode Island Life Certificate in Spanish**  
**Rhode Island Professional Certificate as Superintendent**

# LISA NUGENT

## PROFILE

Expertise in project management, staff training, professional development, and engagement. Record of accomplishment in both talent development and fiscal management. Collaborative style, adept at operating in changing environments and shaping organizational strategy and decisions. Dynamic facilitator with a proven record of building rapport and engaging participants.

## KEY QUALIFICATIONS

**Resource Management:** Strong foundation in total resource management and sales to reach agency goals. Effectively operate within resource-constrained industry. Train employees to identify, access, and integrate all available resources as tools in their business including both company resources as well as broad community resource opportunities.

**Change Management:** Experienced in operating effectively in rapidly changing organizations. Proven ability to enter and have positive impact on underperforming business units. Highly skilled at managing a corporate turnaround and culture change. Specializing in growing engagement for both employees and clients.

**Training & Development:** Partner to internal and external constituents to develop relationships and implement relevant training to improve employee job performance. Specialized in creating development opportunities appropriate to various audiences ranging from senior executives to entry-level employees and from adults to young children. Effective working within multiple state regulatory requirements to create universal messaging.

## EXPERIENCE

### RHODE ISLAND DEPARTMENT OF EDUCATION, PROVIDENCE, RI

*Coordinator, Early Learning*

*December 2016 – present*

- Responsible for preparing schools and childcare programs in delivering high quality early learning environments, ready to receive all children and provide quality supports and monitoring throughout the process.
- Responsible for leading and supporting state and local efforts to ensure that all children come to school ready to succeed and that all students achieve high standards through the coordination of school-community partnerships.
- Provide leadership, on-going management, project development, and quality improvement for statewide RI Early Learning Initiatives, including Early Learning Standards, RI Pre-Kindergarten, Workforce development, and Comprehensive Early Childhood Education program regulations.
- Participate in interdepartmental steering committees, convening and facilitating constituency and issue-based work groups.
- Develop professional development resources to support improvement efforts; organizing community networks; and, evaluating the impact and effectiveness of improvement efforts.
- Deliver high-energy professional development opportunities in-person and virtually from on-boarding to content delivery representative of the culture created by the program.
- Manage over \$21M in contracts and grants for various projects.

### KNOWLEDGE UNIVERSE, Portland, OR

*District Manager*

*September 2006 – March 2016*

District Manager overseeing 10 to 15 childcare facilities throughout Massachusetts and Rhode Island representing over 250 staff members and 800 clients. KU owns and operates childcare centers under the names KinderCare and Knowledge Beginnings.

- Consistently meet or exceed financial targets and continuously grow the business via active sales management including relationship selling and coaching routines.
- Grew staff and client engagement from Gallup Poll Level 2 to Gallup Poll Level 5 in one year.
- Anticipate client challenges and employ effective problem resolution skills and strategies.
- Ensure timely training is received by employees equipping them with job-critical knowledge and education.
- Develop and maintain strong working relationships with community contacts and corporate personnel.
- Plan and deliver district wide training to over 200 employees and managers.
- Facilitate trainings monthly on various content.
- Developing talent and leadership both internally and externally.
- Facilitated in the creation and rollout of the company's Customer Relationship Call Center to drive new inquiries to centers.
- Project Lead for Family Builder, a Salesforce Oracle product; analyzed data, identified relevant reports, and trained users.



**MULBERRY CHILD CARE, INC, Dedham, MA***Education and Training Manager**October 2003 – September 2006*

- Created, publicized, and implemented the company's curriculum through 76 individual centers.
- Created workshops for the ongoing training of staff in such disciplines as behavior management, client communication, stress management and teacher-child interactions.
- Presented monthly training and workshops, companywide, for staff and directors.
- Developed company wide New Employee Orientation Program for the training of all new hires and trained managers on its implementation.
- Developed and implemented Mulberry in Motion, a gross motor curriculum for children in infancy through School Age.
- Consulted with center directors on all aspects of the NAEYC Accreditation process to attain NAEYC Accreditation.
- Conducted on-site observations of classrooms and staff to ensure program quality.
- Promoted brand continuity throughout all Mulberry sites in six states.
- Coordinated all training and development needs for incoming staff during new center openings.
- Ensured centers complied with all state and local licensing agency regulations.

*Director, Mansfield Center**May 2000 – October 2003*

- Managed all aspects of licensed childcare center including staff of 40 employees and center's fiscal health.
- Successfully brought the center through its first NAEYC accreditation.
- Hired and mentored employees to ensure a high-quality program.
- Marketed the center and its programs to retain an occupancy rate over 90%.
- Maintained positive relationships with parents and increased the center's retention rate.

*Assistant Director, Mansfield Center**October 1999 - May 2000*

- Maintained the ongoing daily management of the center in the Director's absence.
- Oversaw the opening and closing procedures of the building to maintain safety.
- Staffed the program, taking into consideration OCCS ratios and labor productivity.
- Assisted in the hiring of new staff members.
- Managed accounts payable and accounts receivable transaction processes.

**PRESENTATIONS/AFFILIATIONS****Educator/Training Specialist***2005-2016*

Conduct community and parent workshops on topics including:

- Child Guidance
- Choosing the Right Provider
- Kindergarten Readiness

Prepare and lead workshops for EEC teachers as well as direct reports, peers and supervisors in areas including:

- Staff Motivation
- Employee Engagement – Using Gallup Polls to Strengthen Your Team
- On-boarding for Success – How to Integrate New Members to Your Team
- Coaching For Performance
- Co-facilitated with Mind Gym at multiple Knowledge Universe company professional development conferences.

**Center for Early Learning Professionals** – approved Facilitator in Rhode Island*March 2016***NAEYC**– National Association for the Education of Young Children*May 2003 - present***EDUCATION****SAINT LEO UNIVERSITY***Master of Education, Instructional Design/Adult Learning Theory***SAINT LEO, FL***December 2014***PROVIDENCE COLLEGE***Bachelor of Arts, Liberal Studies***Providence, RI***May 2004*

# Mary Ann Mello

## SKILLS

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- Adaptable style
- Multitasking ability
- Classroom management
- Creative lesson plan development
- Scheduling
- Differentiated instruction
- Effectively work with parents and peers
- Various digital tools for teaching

## EXPERIENCE

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### Education Specialist- IDEA Team

Rhode Island Department of Education | Providence , Rhode Island | April 2022 - Present

- Plan and manage professional development sessions for Rhode Island Special Education Teachers
- Write and manage contracts with various vendors to provide specialized services to support differently abled students
- Work collaboratively with other departments at the Department of Education to develop guidance documents around State Educational Policies for teachers and administrators in the state of Rhode Island
- Serve as the liaison for 6 LEAs in the State of Rhode Island
- Participate and provide feedback to LEAs during School Support Visits
- Worked on updating the Alternate Assessment Eligibility Criteria

### Second Grade Teacher

CHARIHO Regional School District | Hope Valley , Rhode Island | September 2012 - April 2022

- Write and implement lesson plans for second grade curriculum
- Create interactive lessons for in-person and distance learners
- Implement and track RTI interventions
- Implement and track data for behavioral interventions
- Attend and participate in common planning meetings, faculty meetings, and team meetings on students (i.e., RTI meetings, and IEP meetings)
- Provide plans for substitutes
- Maintain classroom behavior
- Provide professional development for peers
- Organize curriculum based field trips

### Fuse Fellow

Highlander Institute | Providence , Rhode Island | Aug. 2016 - June. 2018

- Worked collaboratively with school principal, resource teachers and classroom teachers to help implement a blended learning model in their school
- Evaluated district classrooms using the Highlander walk through tool
- Provided positive and constructive feedback to principal, resource teachers and classroom teachers
- Worked collaboratively with other Fuse Fellows on coaching activities (Creating presentations, conducting monthly classroom visits, conducting planning sessions with classroom teachers)

### **Resource Teacher**

CHARIHO Regional School District | Wood River Junction , Rhode Island | Aug. 2002 - Aug. 2012

- Wrote and implemented IEP 's
- Administered educational testing for IEP referrals and re-evaluations
- Worked in collaboration with the classroom teachers
- Created and implemented behavior plans
- Created and implemented lesson plans for individual students
- Attend and participate in staff meetings, common planning time and IEP meetings

### **Special Education Teacher**

Groden Network | Providence, Rhode Island | June 1998 - August 2002

- Write and implement IEPs
- Administer and interrupt educational testing
- Supervise and evaluate 3 paraprofessionals
- Attend and participate in staff meetings and IEP meetings
- Meet with parents and conduct home visits
- Take students into the community to implement life skill goals
- Provide training for new staff

### **Activities Director**

Sargent Rehabilitation Center- TBI Unit | Warwick, Rhode Island | June 1993 - June 1998

- Create schedules for up to 40 clients in the traumatic head injury unit
- Assist clients with ADL skills as needed
- Organize and run various groups (i.e., music, current events, crafts, gross motor, fine motor and cooking)
- Create materials needed to assist therapist and clients (i.e., communication boards)

## **EDUCATION AND TRAINING**

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### **Master of Elementary Special Education: Elementary Education**

Providence College | Providence, RI | 2003

### **Certification of Elementary Education: Elementary Education**

Roger Williams University | Bristol, RI | 1998

**Bachelor of Arts: Music**

Assumption College | Worcester, MA | 1993

**ACTIVITIES AND HONORS**

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- Recipient of the Risk Taker Dream Maker Award (Chariho District- 2016)
- Recipient of the Excellence in Teaching Award (Chariho District- 2017)
- Recipient of the Ginny Swanson Teaching Award (Grodan Network- 2001)
- Trained in LiPS program
- Presenter at blended learning conference (Blended Learning 101, Creating and using Hyperdocs for the Elementary Classroom, Using Blended Learning in ELA, Using Blended Learning in Math, Transforming your classroom- Flexible Learning)
- Presenter at CHARIHO PD (Programs and Practices for Distance Learning, Facilitation of a Distance Learning teacher collaboration session)
- Nominated for Life Changer of The Year Award (2021-2022)
- Completed AIM Pathways to Proficient Reading Training (August 2021)

## Filomena C. Lynch, PhD

*Educator, manager, and policy leader with over 20 years of professional experience. Education leader with proven management, assessment program design, policy development, strategic planning, professional development skills. An innovative problem solver, collaborator and results-driven professional with excellent communication skills and successful experience supervising and working with large, diverse groups and managing large projects and multi-million-dollar budgets.*

### Education and Certifications

BA Psychology, Rutgers University, Rutgers College, New Brunswick, NJ

MA Psychological Counseling, Monmouth University, West Long Branch, NJ

PhD School Psychology, University of Rhode Island, Kingston, RI

New Jersey Teaching Certificate (N-8)

Rhode Island Elementary Teaching Certificate (PK-2)

Rhode Island School Psychologist Certificate

### Professional Experience

<b>Director, Office of Instruction, Assessment, and Curriculum</b>	2010-Present
Rhode Island Department of Elementary and Secondary Education	Providence, RI

Responsibilities include content standards, curriculum and instruction design, large scale and formative assessment, accountability and early childhood education.

- Led the design and development of the Rhode Island ESSA accountability plan
- Direct the development and administration of state assessments and managed the transition and implementation of new computer-based state assessments
- Responsible for RI State Pre-Kindergarten design and administration which is one of the first state programs to meet the National Institute for Early Education Research's ten quality benchmarks
- Collaborated with other state assessment directors and vendors to design and develop the PARCC assessments
- Collaborated with other states and vendors as Steering Committee member of the National Center and State Collaborative (NCSC) to design and develop NCSC assessments
- Responsible and accountable for conceptualization, development and implementation of several statewide projects under Race to the Top grant including, Formative and Interim Assessments, Standards and Curriculum, and Instruction Support System



- Responsible and accountable for the states \$75 million Race to the Top Early Learning Challenge which resulted in improvements in early learning program quality for children birth through age 5 and \$20 million Preschool Expansion Grant.
- Responsible for the implementation of the RI Right to Read Act. As part of this work RIDE developed many Dyslexia resources and a process to approve professional learning for educators to demonstrate proficiency in the Science of Reading and Structured Literacy
- Responsible for implementation of the state law requiring all Local Education Agencies to adopt and implement high quality instructional materials
- Supervise professional staff ensuring timely and effective execution of office work plans and resulting in high quality deliverables

**Education Specialist, Office for Diverse Learners**

Rhode Island Department of Elementary and Secondary Education

2006 to 2010

Providence, RI

- Initiated, led, organized, and completed within project timelines, multiple statewide initiatives that create capacity and promote improvement within state and local education agencies. Led and managed all areas of projects ranging from conceptualization, to resource management, to implementation, review, and reporting
- Administered approximately \$2,000,000 in multi-year federal discretionary grants funding resource statewide and related initiatives, including response to intervention, vision services, Rhode Island Instruction Materials Center, and assistive technology
- Worked collaboratively with the Office of Assessment and Accountability to support all aspects of the state alternate assessment
- Served on several state advisory committees including RI Mathematics Education Leadership Council, RI Vision Services Education Program Advisory Board, Rhode Island Council on Assistive Technology (RICAT), RI Instructional Technology Leadership Council, and RI alternate Assessment Advisory Committee

**Transitional Behavioral Therapist/School Psychologist**

Coventry Public Schools

2005 to 2006

Coventry, RI

**Instructor**

University of Rhode Island

2001- 2004

Kingston, RI

**Classroom Teacher: Third and First Grades**

Ocean Avenue School

1998 –2001

Middletown, NJ

# Patricia A. Pora

EDUCATION SPECIALIST, LITERACY



## Work Experience

### **Rhode Island Department of Education | Education Specialist- Literacy, 2023-present**

Develop, advise and inform state level legislative and regulatory policy

- Provide support and coordination for RIDE initiatives related to literacy education
- Administer statewide initiative that continuously build state and local capacity to meet the needs of students and families
- Provide support and coordination for RIDE initiatives related to literacy education
- Lead the design and delivery of state, regional, local and interagency professional development in targeted areas of educational practices and systems
- Generate technical guidance documents to inform efforts in meeting federal and state policy and the implementation of instructional best practices
- Provide guidance, build knowledge, and support use of Science of Reading/Structured Literacy in classrooms

### **Rhode Island Department of Education | Comprehensive Literacy Fellow 2021-2023**

Provided technical assistance to CLSD sub grantees around financial and program related needs

- Organized grant monitoring site visits to measure implementation of grant scope of work
- Produced quarterly federal reports detailing scope of work in Rhode Island
- Presented and shares grant monitoring tools at federal grant topical meetings
- Supported districts in implementation of High-Quality Instructional Materials

### **Cumberland School Department | Reading Specialist/Consultant (elementary) 2014-2023**

Administer universal screeners and diagnostic testing to determine needs of students K-5

- Create Personal Literacy Plans to outline instructional interventions for struggling readers and evaluated the effectiveness of reading interventions
- Coach classroom teachers in the implementation of foundational reading skills connected with science of reading/structured literacy, tier 1 ELA curriculum, data analysis and evidence-based best practices
- Provide professional development for classroom teachers around universal screeners, data analysis, evidence-based best practices and interventions
- Analyzed data to determine strengths and weaknesses across the school and made instruction decisions around core instruction and intervention

## **Woonsocket Education Department | Reading Specialist/ Consultant (middle school) 2012-2014**

Assessed all student reading levels to target students below grade level for reading intervention

- Utilized Personal Literacy Plans to describe student instructional needs and set instructional improvement goals based on biweekly progress monitoring
- Participated in school-wide Response to Intervention Team

## **Woonsocket Education Department | Classroom Teacher 2012-2014**

Aligned student learning objectives and lesson plans with state and district curriculum expectations

- Provided scaffolds and differentiated instruction across content areas
- Evaluated student work to identify learning gaps and make instructional decisions
- Implemented classroom management strategies to maintain positive and effective learning environment
- Communicated with families about student learning/progress and classroom/school activities

## **Education**

### **Worcester State University                      2015**

Certificate of Advanced Graduate Studies (C.A.G.S.) | Reading

Award: Graduate Medallion

### **Providence College                                      2011**

Coursework leading to Administration certification, PK-12

### **Rhode Island College                                      2011**

Coursework leading to Reading Specialist/Consultant certification, PK-12

### **Western Governors University                      2010**

Master of Arts | English Language Learning

### **Simmons College    2002**

Bachelor of Arts | Elementary Education/Psychology

## **Teacher Certification/ Credentials**

- RI Elementary Educator, grades 1-6
- RI Reading Specialist/Consultant, PK-12
- RI All Grades English to Speakers of Other Languages, PK-12
- RI Endorsement: Reading/Dyslexia
- MA Elementary Educator, grades 1-6

## **Professional Learning and Presentations**

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AIM Specialized Reading Bundle: English Learners Training (2024)

AIM Pathway to Proficient Writing (2023)

LETRS Volume 1 & Volume 2 Training (2020-2022)

LETRS Volume 1 & Volume 2 Facilitator Training (2022-2023)

Self-Regulated Strategy Development (SRSD) (2019)

Thinking Maps (2016)

Comprehensive Literacy National Grant Convening and Topical Meetings (2021- 2024)

Presented/Facilitated CLSD topical meeting: sharing grant monitoring tools (2022)

Presented/Facilitated RICAS Professional Learning Series (2023-2024)

## **Zoe R. McGrath**

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

### **PROFESSIONAL OBJECTIVE**

To support, inspire and contribute to the RI Early Childhood landscape. Utilizing the scope of my education, knowledge and leadership experience to create, develop and sustain innovative, high quality early learning opportunities and state level policies for all children, families and educators.

### **EDUCATION**

Rhode Island College  
Master of Education  
Educational Leadership

Providence, RI  
May 2010

The University of Rhode Island  
Bachelor of Science  
Early Childhood Education  
Minor: Psychology

Kingston, RI  
December 1995

### **KEY QUALIFICATIONS**

- Strong communication and relationship building skills
- Leadership experience of a multi-service organization
- Creative problem solving, excellent reasoning and decision-making skills
- Able to multitask while maintaining flexibility
- Extensive knowledge of best instructional practices and the RIELDS

### **PROFESSIONAL EXPERIENCE**

Early Learning Education Specialist  
Rhode Island Department of Education

9/2018-present  
Providence, RI

- Manage and monitor the RI Pre-K program, expansion, quality initiatives, annual deliverables and CECE approval.
- Develop, coordinate and monitor the annual RI Pre-K grant application, renewal and online lottery system.
- Manage work on the Federal Preschool Development Grant and PDG B-5 Renewal
- Oversee \$25 million State and Federal RI Pre-K project
- Provide PD/TA to support the diverse delivery system, the high-quality instruction, the workforce within the State Pre-K programs
- Provide direction and oversight of the implementation and accountability of a statewide coordinated system of early education for young children
- Develop, advise, and inform State level legislative and regulatory policy, participate in and provide input for federal policies



- Work with state agencies and community partners to support a coordinated system of care, ensure aligned systems across state agencies, initiatives, and the mixed delivery system.
- Serve as a State Specialist in matters pertaining to IDEA Part B, in collaboration with the 619 Coordinator and IDEA Part C Early Intervention team.
- Serve as the grant and contract lead for associated workforce support programs, managing \$15 million in funding.
- Support statewide implementation of the Early Learning and Development Standards including the design and implementation of a robust educator, administrator and family professional development series.
- Provide technical reports and briefs to local, state and federal officials
- Serve and present on various state leadership teams including the Early Learning Subcommittee, the Governor's Children's Cabinet, Zero to Three Infant and Toddler Policy Priority Work Group, Moving the Needle Compensation Committee, BrightStars Advisory Committee
- Inform policy decision related to curriculum, instruction, family engagement, assessment data, the State Pre-K and early childhood workforce
- Write and provide technical reports and briefs to local, state and federal officials.
- Developed the agency's Community Recovery Workgroup, in response to COVID19.
- Ensure aligned professional development for educators, early intervention, and family engagement for families on curriculum, child assessment and family engagement.
- Manage the statewide Kindergarten transition initiative, grant applications, cohorts, vendor, contracts and federal reporting.
- Serve as the project lead for the Professional Development and Technical Assistance hub for Early Childhood Professionals, managing the contract, scope of work, deliverables and center staff.

Executive Director  
The Mariposa Center

9/2012-7/2018  
Providence, RI

- Provide program leadership for the organization, State Pre-K program, faculty, children, families and Board of Directors
- Responsible for the development, implementation and evaluation of policies and procedures for the State Pre-K and Community Early Childhood Programs
- Develop, implement and manage budgets for the organization, oversee all purchases, development, and financial procedures
- Provide leadership, support and guidance for all personnel and personnel matters-hiring, supervision and support, evaluations, classroom observations, assessment management and professional development
- Write and facilitate local, state, federal and national grants, monitor funding and evaluate and report on results and outcomes
- Develop, coordinate and facilitate yearly family engagement activities, working to be a resource and support all families within our programs
- Effectively translate strategic and long-range objectives into actionable and operational plans
- Provide direction and leadership for the growth and development of programming and the organization

- Actively participate in advocacy work to support the improvement of and access to high quality early childhood programs to all RI families
- Network and collaborate with stakeholders within the State Pre-K, community leaders and the RI Early Learning Community

Early Childhood Education Coordinator  
Cornerstone School  
Cranston Arc/Access Point RI

9/2007-6/2011  
Cranston, RI

- Supervised six inclusive early childhood classrooms from toddlers to elementary, afterschool programs, staff and program development
- Developed and implemented program standards for curriculum, staffing, positive behavior supports, family engagement and internships
- Ensured that the curriculum was developmentally appropriate, in accordance with the RIELS and met the guidelines set forth by the NAEYC
- Coordinated services with local school departments, Special Education Services from 11 districts, Early Intervention and community resources
- Conducted classroom observations, staff evaluations and monitored staff and student performance and progress
- Coordinated, created, facilitated and monitored staff professional development
- Developed, implemented and facilitated the Kids Connect Program

Head Start Teacher  
CHILD Inc.

9/1999-6/2007  
Warwick, RI

- Taught an inclusive, therapeutic preschool classroom as part of an integrative collaboration with local school departments
- Created a challenging, diverse, developmentally appropriate curriculum to meet the needs of the children, Head Start, federal guidelines, and NAEYC Accreditation
- Lead teacher, supervised classroom and agency staff, conducted staff and parent training, program assessments and staff evaluations
- Served as a resource to low income, at-risk children and their families

Elementary School Teacher  
Myra Linn Elementary School

8/1997-7/1999  
Riverside, CA

Alvord Unified School District

- Taught kindergarten through second grade, including a multi-grade classroom
- Differentiated the curriculum to meet the individual needs of the students in a bilingual and inclusive setting
- Worked in a culturally diverse, low income, Title 1 school
- Teacher of the Year, Student Assistance Team, School Leadership Committee, Grade Level Representative, Curriculum Council, Language Arts Coordinator, Superintendent's Advisory Council, Fine Arts Adoption Committee, Instructional Aide Trainer, created a New Teacher Handbook, participated in grant writing for school funding, Odyssey of the Mind coach, GATE certification

## **PROFESSIONAL AFFILIATIONS**

- Rhode Island Early Learning Development Standards Level III Administrative Certificate
- BrightStars Advisory Board
- Early Learning Council Member
- Governor's Children's Cabinet
- RI College ECED Advisory Board
- RI College Comprehensive Quality Improvement Committee
- Early Childhood Workforce Development Research Alliance
- Zero to Three Infant and Toddler Policy Priority Work Group
- Move the Needle National Workforce Campaign RI State Team
- Right From the Start Steering Committee
- Member of the Rhode Island Association for the Education of Young Children
- Member of the National Association for the Education of Young Children
- Member of the Executive Board for the Rhode Island Child Care Directors Association

## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

### Budget Narrative

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	TOTAL
████████	████████	████████	████████	████████	\$40,000,000

State Level Activities (5%): personnel, equipment, travel, general supplies, state contractor for coaching training, evaluation	████████
Subgrants (95%)	████████
TOTAL	████████

Subgrant	Cost
Birth to Pre-K (15%) 10-14 awards (avg \$500,000)	████████
K - 5 (40%) 10-14 awards (avg \$1,200,000)	████████
6 - 12 (40%) 10-14 awards (avg \$1,200,000)	████████
TOTAL	████████

Subgrant Priorities	
11 Communities (65%)	████████
Other Communities (35%)	████████
TOTAL	████████

State Level Activities	
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Grant Manager	██████
Coaching Support and professional Learning	██████
Evaluation	██████
State Level Activities (Supplies, travel, indirect, space rental)	██████
TOTAL	██████

## Budget Detail - Year 1

### A. Personnel

		Computation					
Name	Position	Salary	Rate	Time Worked	Percentage of Time	Total Cost	Federal Request
							\$0
Total(s)						\$0	\$0

#### Narrative

### B. Fringe Benefits

		Computation			
Name	Position	Base	Rate	Total Cost	Federal Request
					\$0
Total(s)				\$0	\$0

#### Narrative

### C. Travel

				Computation					
Purpose of Travel	Location	Type of Expense	Basis	Cost	Quantity	# of Staff	# of Trips	Total Cost	Federal Request
Grant Convening	Washington D.C.	Transportation	Round-trip		1	2	1		
		Lodging	Night		3	2	1		
		Meals	Day		3	2	1		0
Approved Grant Aligned PD	TBD	Transportation	Round-trip		1	2	1		

		Lodging	Night	■	3	2	1	■	■
		Meals	Day	■	3	2	1	■	■
In-State Mileage	TBD	Local Travel	N/A	■	1	2	1	■	■
								\$0	\$0
Total(s)								■	■

#### Narrative

Two staff (Subgrant and Evaluation manager and Team Member) to attend the grant meeting in Washington, D.C., each year of the grant. Two staff approved PD event each year of the grant. Local travel is requested to attend local meetings, project activities and training events. All local travel will take place in accordance with USDOE requirements and State of Rhode Island travel procedures - 75 miles x 12 months x .55 per mile.

#### D. Equipment

Computation				
Item	# of Items	Unit Cost	Total Cost	Federal Request
Laptop and Docking Station	1	■	■	■
Total(s)			\$1,817	■

#### Narrative

A laptop and docking station are required for the Subgrant and Evaluation Manager. This includes a first-year cost only. Total cost is based on vendor quote.

#### E. Supplies

Computation				
Supply Item	# of Items	Unit Cost	Total Cost	Federal Request
Office Supplies	1	■	■	■
Total(s)			■	■

#### Narrative

General office supplies are needed for this project's general operations including pens, pencils, paper, poster paper, and printer cartridges for each year of the grant - ■/month x 12 months.

F. Construction				
		Computation		
Purpose	Description of Work	# of Items	Total Cost	Federal Request
			\$0	\$0
Total(s)			\$0	\$0
Narrative				
G. Subawards (Subgrants)				
Description	Purpose	Consultant?	Total Cost	Federal Request
LEAs and Child Care Centers	Award subgrants for project services	No		
Total(s)			\$6,000,000	
Narrative				
H. Procurement Contracts				
			Computation	
Description	Purpose	Consultant?	Total Cost	Federal Request
Coach professional learning	Development and delivery of professional learning for coaches	Yes		
Evaluation	Project Evaluation Consultant	Yes		
Subgrant and Evaluation Manager	The Subgrant and Evaluation Manager	yes		
Total(s)				
Narrative				

The consultant costs include three activities over the five years. The coaching professional learning and evaluation consultant contracts will go through the RI competitive procurement process. (1) Coaching support and professional learning for the Coaching Corps. The cost basis is estimated at 157 days x \$1750 per day to support content development, professional learning, and planning meetings. (2) Project evaluation consultant who will work with RIDE to design and collect data for the evaluation. The cost basis is estimated at 20 days X \$1750 per day. (3) Subgrant and Evaluation Manager will provide direct management of the grant, subgrantees, and federal reporting. The cost basis of the grant manager is based on current CLSD fellow costs to buy out an LEA educator contract of \$80,000 plus benefits assuming not a full year in year one.

#### I. Other Costs

Description	Computation					Total Cost	Federal Request
	Quantity	Basis	Cost	Length of Time			
Meeting Space	1	Bimonthly	██████	6		██████	██████
Audit Fees - Auditor General	1	0.05%	██████	1		██████	██████
Total(s)						\$9,219	██████

#### Narrative

We anticipate that a meeting space large enough to support LEA and center teams will be needed 4 times each year to engage in grant related professional learning and work sessions. The State Auditor General assesses a fee of .05% of federal funds drawn on each program to cover the cost of the annual audit of federal programs managed by each state agency.

#### J. Indirect Costs

Description	Computation				Total Cost	Federal Request
	Base	Indirect Cost Rate				
Indirect Costs	██████	6.10%			██████	██████
Total(s)					\$11,716	██████

#### Narrative

United States Department of Education has approved a restricted indirect cost rate of 6.10% for the Rhode Island Department of Education (RIDE). The current predetermined rate agreement covers the period from 7/1/22 to 6/30/26. Indirect cost recovery is not applied to subawards, equipment, and contract amounts over \$25,000.



## Budget Detail - Year 2

### A. Personnel

		Computation					
Name	Position	Salary	Rate	Time Worked	Percentage of Time	Total Cost	Federal Request
							\$0
Total(s)						\$0	\$0

Narrative

### B. Fringe Benefit

		Computation			
Name	Position	Base	Rate	Total Cost	Federal Request
					\$0
Total(s)				\$0	\$0

Narrative

### C. Travel

				Computation					
Purpose of Travel	Location	Type of Expense	Basis	Cost	Quantity	# of Staff	# of Trips	Total Cost	Federal Request
Grant Convening	Washington D.C.	Transportation	Round-trip	██	1	2	1	██	██
		Lodging	Night	██	3	2	1	██	██
		Meals	Day	██	3	2	1	██	██
Approved Grant Aligned PD	TBD	Transportation	Round-trip	██	1	2	1	██	██
		Lodging	Night	██	3	2	1	██	██00

		Meals	Day	■	3	2	1	■	■
In-State Mileage	TBD	Local Travel	N/A	■	1	2	1	■	■
Total(s)								■	■
<b>Narrative</b>									
Two staff (Subgrant and Evaluation manager and Staff Team Member) to attend the grant meeting in Washington, D.C., each year of the grant. Two staff approved PD event each year. Local travel is requested to attend local meetings, project activities and training events. All local travel will take place in accordance with USDOE requirements and State of RI travel procedures - 75 miles x 12 months x .55 per mile.									
<b>D. Equipment</b>									
		<b>Computation</b>							
Item	# of Items				Unit Cost		Total Cost	Federal Request	
							\$0	\$0	
Total(s)							\$0	\$0	
<b>Narrative</b>									
<b>E. Supplies</b>									
		<b>Computation</b>							
Supply Item	# of Items				Unit Cost		Total Cost	Federal Request	
General Office Supplies	1				■		■	■	
Total(s)							■	■	
<b>Narrative</b>									
General office supplies are needed for this project's general operations including pens, pencils, paper, poster paper, and printer cartridges for each year of the grant ■ month x 12 months.									
<b>F. Construction</b>									
			<b>Computation</b>						
Purpose	Description of Work				# of Items		Total Cost	Federal Request	
							\$0	\$0	
Total(s)							\$0	\$0	
<b>Narrative</b>									

G. Subawards (Subgrants)				
Description	Purpose	Consultant?	Total Cost	Federal Request
LEAs and Child Care Centers	Award subgrants for project services	No		
Total(s)				
<b>Narrative</b> RIDE will conduct a competitive application process to award subgrants to LEAs and Community Based Organizations. RIDE will issue grant funding on a reimbursement basis. Where appropriate to ensure consistency of implementation, cost effectiveness, and efficiency, RIDE will provide grant award funding through goods and services.				
H. Procurement Contracts				
Description	Purpose	Consultant?	Total Cost	Federal Request
Coach professional learning	Development and delivery of professional learning for coaches	Yes		
Evaluation	Project Evaluation Consultant	Yes		
Subgrant and Evaluation Manager	The Subgrant and Evaluation Manager	yes		
Total(s)				
<b>Narrative</b> The consultant costs include three activities over the five years. The coaching professional learning and evaluation consultant contracts will go out through the RI competitive procurement process. (1) Coaching support and professional learning for the Coaching Corps. The cost basis is estimated at 128 days x \$1750 per day to support content development, professional learning, and planning meetings. (2) Project evaluation consultant who will work with RIDE to design and collect data for the evaluation. The cost basis is estimated at 17 days X \$1750 per day. (3) Subgrant and Evaluation Manager will provide direct management of the grant, subgrantees, and federal reporting. The cost basis of the grant manager is based on current CLSD fellow costs to buy out an LEA educator contract of \$80,000 plus benefits)				

I. Other Costs						
	Computation					
Description	Quantity	Basis	Cost	Length of Time	Total Cost	Federal Request
Meeting Space	1	Bimonthly	██████	6	██████	██████
Audit Fees - Auditor General	1	0.05%	██████	1	██████	██████
Total(s)					██████	██████
<b>Narrative</b>						
We anticipate that a meeting space large enough to support LEA and center teams will be needed 4 times each year to engage in grant related professional learning and work sessions. The State Auditor General assesses a fee of .05% of federal funds drawn on each program to cover the cost of the annual audit of federal programs managed by each state agency.						
J. Indirect Costs						
	Computation					
Description	Base	Indirect Cost Rate		Total Cost	Federal Request	
Indirect Costs	██████	6.10%		██████	██████	
Total(s)				██████	██████	
<b>Narrative</b>						
United States Department of Education has approved a restricted indirect cost rate of 6.10% for the Rhode Island Department of Education (RIDE). The current predetermined rate agreement covers the period from 7/1/22 to 6/30/26. Indirect cost recovery is not applied to subawards, equipment, and contract amounts over \$25,000.						



### Budget Detail - Year 3

A. Personnel									
		Computation							
Name	Position	Salary	Rate	Time Worked	Percentage of Time	Total Cost	Federal Request		
							\$0		
Total(s)						\$0	\$0		
Narrative									
B. Fringe Benefits									
		Computation							
Name	Position	Base	Rate		Total Cost	Federal Request			
						\$0			
Total(s)					\$0	\$0			
Narrative									
C. Travel									
				Computation					
Purpose of Travel	Location	Type of Expense	Basis	Cost	Quantity	# of Staff	# of Trips	Total Cost	Federal Request
Grant Convening	Washington D.C.	Transportation	Round-trip		1	2	1		0
		Lodging	Night		3	2	1		
		Meals	Day		3	2	1		0
Approved Grant Aligned PD	TBD	Transportation	Round-trip		1	2	1		



		Lodging	Night	\$250	3	2	1	████	████								
		Meals	Day	\$50	3	2	1	████	████								
In-State Mileage	TBD	Local Travel	N/A	\$300	1	2	1	████	████								
								\$0	\$0								
<b>Total(s)</b>								████	████								
<b>Narrative</b>																	
Two staff (Subgrant and Evaluation manager and Staff Team Member) to attend the grant meeting in Washington, D.C., each year of the grant. Two staff approved PD event each year of the grant. Local travel is requested to attend local meetings, project activities and training events. All local travel will take place in accordance with USDOE requirements and State of Rhode Island travel procedures - 75 miles x 12 months x .55 per mile.																	
<b>D. Equipment</b>																	
	<b>Computation</b>																
<b>Item</b>	<b># of Items</b>				<b>Unit Cost</b>		<b>Total Cost</b>		<b>Federal Request</b>								
							\$0		\$0								
<b>Total(s)</b>							\$0		\$0								
<b>Narrative</b>																	
<b>E. Supplies</b>																	
	<b>Computation</b>																
<b>Supply Item</b>	<b># of Items</b>				<b>Unit Cost</b>		<b>Total Cost</b>		<b>Federal Request</b>								
General Office Supplies	1				████		████		0								
<b>Total(s)</b>							████		0								
<b>Narrative</b>																	
General office supplies are needed for this project's general operations including pens, pencils, paper, poster paper, and printer cartridges for each year of the grant - \$30/month x 12 months.																	
<b>F. Construction</b>																	
					<b>Computation</b>												

Purpose	Description of Work	# of Items	Total Cost	Federal Request
			\$0	\$0
Total(s)			\$0	\$0
Narrative				
G. Subawards (Subgrants)				
Description	Purpose	Consultant?	Total Cost	Federal Request
LEAs and Child Care Centers	Award subgrants for project services	No		
Total(s)				
Narrative				
RIDE will conduct a competitive application process to award subgrants to LEAs and Community Based Organizations. RIDE will issue grant funding on a reimbursement basis. Where appropriate to ensure consistency of implementation, cost effectiveness, and efficiency, RIDE will provide grant award funding through goods and services.				
H. Procurement Contracts				
			Computation	
Description	Purpose	Consultant?	Total Cost	Federal Request
Coach professional learning	Development and delivery of professional learning for coaches	Yes		
Evaluation	Project Evaluation Consultant	Yes		
Subgrant and Evaluation Manager	The Subgrant and Evaluation Manager	yes		
Total(s)			\$350,000	
Narrative				
The consultant costs include three activities over the five years. The coaching professional learning and evaluation consultant contracts will go out through the RI competitive procurement process. (1) Coaching support and professional learning for the Coaching Corps. The cost basis is estimated at 114 days x \$1750 per day to support content development, professional learning, and planning meetings. (2) Project evaluation				

consultant who will work with RIDE to design and collect data for the evaluation. The cost basis is estimated at 11 days X \$1750 per day. (3) Subgrant and Evaluation Manager will provide direct management of the grant, subgrantees, and federal reporting. The cost basis of the grant manager is based on current CLSD fellow costs to buy out an LEA educator contract of \$80,000 plus benefits)

#### I. Other Costs

Description	Computation					Federal Request
	Quantity	Basis	Cost	Length of Time	Total Cost	
Meeting Space	1	Bimonthly	██████	6	██████	██████
Audit Fees - Auditor General	1	0.05%	██████	1	██████	██████
Total(s)					\$10,187	██████

#### Narrative

We anticipate that a meeting space large enough to support LEA and center teams will be needed 4 times each year to engage in grant related professional learning and work sessions. The State Auditor General assesses a fee of .05% of federal funds drawn on each program to cover the cost of the annual audit of federal programs managed by each state agency.

#### J. Indirect Costs

Description	Computation			Federal Request
	Base	Indirect Cost Rate	Total Cost	
Indirect Costs	██████	6.10%	██████	██████
Total(s)			██████	██████

#### Narrative

United States Department of Education has approved a restricted indirect cost rate of 6.10% for the Rhode Island Department of Education (RIDE). The current predetermined rate agreement covers the period from 7/1/22 to 6/30/26. Indirect cost recovery is not applied to subawards, equipment, and contract amounts over \$25,000.

## Budget Detail - Year 4

### A. Personnel

		Computation					
Name	Position	Salary	Rate	Time Worked	Percentage of Time	Total Cost	Federal Request
							\$0
Total(s)						\$0	\$0

### Narrative

### B. Fringe Benefits

		Computation			
Name	Position	Base	Rate	Total Cost	Federal Request
					\$0
Total(s)				\$0	\$0

### Narrative

### C. Travel

				Computation					
Purpose of Travel	Location	Type of Expense	Basis	Cost	Quantity	# of Staff	# of Trips	Total Cost	Federal Request
Grant Convening	Washington D.C.	Transportation	Round-trip	█	1	2	1	█	█
		Lodging	Night	█	3	2	1	█	█0
		Meals	Day	█	3	2	1	█	█
Approved Grant Aligned PD	TBD	Transportation	Round-trip	█	1	2	1	█	█



		Lodging	Night	■	3	2	1	■	■
		Meals	Day	■	3	2	1	■	■
In-State Mileage	TBD	Local Travel	N/A	■	1	2	1	■	■
								■	■
<b>Total(s)</b>								■	00
<b>Narrative</b>									
Two staff (Subgrant and Evaluation manager and Staff Member) to attend the grant meeting in Washington, D.C., each year of the grant. Two staff approved PD event each year of the grant. Local travel is requested to attend local meetings, project activities and training events. All local travel will take place in accordance with USDOE requirements and State of RI travel procedures - 75 miles x 12 months x .55 per mile.									
<b>D. Equipment</b>									
		<b>Computation</b>							
<b>Item</b>		<b># of Items</b>		<b>Unit Cost</b>		<b>Total Cost</b>		<b>Federal Request</b>	
						\$0		\$0	
<b>Total(s)</b>						\$0		\$0	
<b>Narrative</b>									
<b>E. Supplies</b>									
		<b>Computation</b>							
<b>Supply Item</b>		<b># of Items</b>		<b>Unit Cost</b>		<b>Total Cost</b>		<b>Federal Request</b>	
General Office Supplies		1		■		■		■	
<b>Total(s)</b>						■		■	
<b>Narrative</b>									
General office supplies are needed for this project's general operations including pens, pencils, paper, poster paper, and printer cartridges for each year of the grant - \$30/month x 12 months.									
<b>F. Construction</b>									
				<b>Computation</b>					
<b>Purpose</b>		<b>Description of Work</b>		<b># of Items</b>		<b>Total Cost</b>		<b>Federal Request</b>	



			\$0	\$0
<b>Total(s)</b>			\$0	\$0
<b>Narrative</b>				
<b>G. Subawards (Subgrants)</b>				
<b>Description</b>	<b>Purpose</b>	<b>Consultant?</b>		
			<b>Total Cost</b>	<b>Federal Request</b>
LEAs and Child Care Centers	Award subgrants for project services	No	██████	██████
<b>Total(s)</b>			██████	██████00
<b>Narrative</b>				
RIDE will conduct a competitive application process to award subgrants to LEAs and Community Based Organizations. RIDE will issue grant funding on a reimbursement basis. Where appropriate to ensure consistency of implementation, cost effectiveness, and efficiency, RIDE will provide grant award funding through goods and services.				
<b>H. Procurement Contracts</b>				
			<b>Computation</b>	
<b>Description</b>	<b>Purpose</b>	<b>Consultant?</b>	<b>Total Cost</b>	<b>Federal Request</b>
Coach professional learning	Development and delivery of professional learning for coaches	Yes	██████	██████
Evaluation	Project Evaluation Consultant	Yes	██████	██████
Subgrant and Evaluation Manager	The Subgrant and Evaluation Manager	yes	██████	██████
<b>Total(s)</b>			██████	██████
<b>Narrative</b>				
The consultant costs include three activities over the five years. The coaching professional learning and evaluation consultant contracts will go out through the RI competitive procurement process. (1) Coaching support and professional learning for the Coaching Corps. The cost basis is estimated at 128 days x ██████ per day to support content development, professional learning, and planning meetings. (2) Project evaluation consultant who will work with RIDE to design and collect data for the evaluation. The cost basis is estimated at 11 days X ██████ day. (3)				

Subgrant and Evaluation Manager will provide direct management of the grant, subgrantees, and federal reporting. The cost basis of the grant manager is based on current CLSD fellow costs to buy out an LEA educator contract of \$82,000 plus benefits).

#### I. Other Costs

Description	Computation					Federal Request
	Quantity	Basis	Cost	Length of Time	Total Cost	
Meeting Space	1	Bimonthly	██████	6	██████	██████
Audit Fees - Auditor General	1	0.05%	██████3	1	██████	██████
Total(s)					██████	██████

#### Narrative

We anticipate that a meeting space large enough to support LEA and center teams will be needed 4 times each year to engage in grant related professional learning and work sessions. The State Auditor General assesses a fee of .05% of federal funds drawn on each program to cover the cost of the annual audit of federal programs managed by each state agency.

#### J. Indirect Costs

Description	Computation			Federal Request
	Base	Indirect Cost Rate	Total Cost	
Indirect Costs	██████	6.10%	██████	██████
Total(s)			██████	██████

#### Narrative

United States Department of Education has approved a restricted indirect cost rate of 6.10% for the Rhode Island Department of Education (RIDE). The current predetermined rate agreement covers the period from 7/1/22 to 6/30/26. Indirect cost recovery is not applied to subawards, equipment, and contract amounts over \$25,000.

## Budget Detail - Year 5

### A. Personnel

		Computation					
Name	Position	Salary	Rate	Time Worked	Percentage of Time	Total Cost	Federal Request
							\$0
Total(s)						\$0	\$0

#### Narrative

### B. Fringe Benefits

		Computation			
Name	Position	Base	Rate	Total Cost	Federal Request
					\$0
Total(s)				\$0	\$0

#### Narrative

### C. Travel

				Computation					
Purpose of Travel	Location	Type of Expense	Basis	Cost	Quantity	# of Staff	# of Trips	Total Cost	Federal Request
In-State Mileage	TBD	Local Travel	N/A	█	3	2	1	█	█
								\$0	\$0
Total(s)								█	█

#### Narrative

All local travel will take place in accordance with USDOE requirements and State of Rhode Island travel procedures - █

### D. Equipment

Computation				
Item	# of Items	Unit Cost	Total Cost	Federal Request
			\$0	\$0
Total(s)			\$0	\$0
Narrative				
E. Supplies				
Computation				
Supply Item	# of Items	Unit Cost	Total Cost	Federal Request
General Office Supplies	1			
Total(s)				
Narrative				
General office supplies are needed for this project's general operations including pens, pencils, paper, poster paper, and printer cartridges for each year of the grant - \$25/month x 12 months.				
F. Construction				
Computation				
Purpose	Description of Work	# of Items	Total Cost	Federal Request
			\$0	\$0
Total(s)			\$0	\$0
Narrative				
G. Subawards (Subgrants)				
Description	Purpose	Consultant?	Total Cost	Federal Request
LEAs and Child Care Centers	Award subgrants for project services	No		
Total(s)				
Narrative				



RIDE will conduct a competitive application process to award subgrants to LEAs and Community Based Organizations. RIDE will issue grant funding on a reimbursement basis. Where appropriate to ensure consistency of implementation, cost effectiveness, and efficiency, RIDE will provide grant award funding through goods and services.

#### H. Procurement Contracts

			Computation	
Description	Purpose	Consultant?	Total Cost	Federal Request
Coach professional learning	Development and delivery of professional learning for coaches	Yes	██████	██████
Evaluation	Project Evaluation Consultant	Yes	██████	██████
Subgrant and Evaluation Manager	The Subgrant and Evaluation Manager	yes	██████	██████
Total(s)			██████	██████

#### Narrative

The consultant costs include three activities over the five years. The coaching professional learning and evaluation consultant contracts will go out through the RI competitive procurement process. (1) Coaching support and professional learning for the Coaching Corps. The cost basis is estimated at 100 days x \$1750 per day to support content development, professional learning, and planning meetings. (2) Project evaluation consultant who will work with RIDE to design and collect data for the evaluation and issue final report. The cost basis is estimated at 20 days X \$1750 per day. (3) Subgrant and Evaluation Manager will provide direct management of the grant, subgrantees, and federal reporting. The cost basis of the grant manager is based on current CLSD fellow costs to buy out an LEA educator contract of \$82,000 plus benefits).

#### I. Other Costs

		Computation				
Description	Quantity	Basis	Cost	Length of Time	Total Cost	Federal Request
Meeting Space	1	Quarterly	██████	4	██████	██████
Audit Fees - Auditor General	1	0.05%	██████	1	██████	██████0
Total(s)					██████	██████80

#### Narrative



We anticipate that a meeting space large enough to support LEA and center teams will be needed 4 times each year to engage in grant related professional learning and work sessions. The State Auditor General assesses a fee of .05% of federal funds drawn on each program to cover the cost of the annual audit of federal programs managed by each state agency.

**J. Indirect Costs**

Description	Computation			
	Base	Indirect Cost Rate	Total Cost	Federal Request
Indirect Costs	██████	6.10%	██████	██████
Total(s)			██████	██████

**Narrative**

United States Department of Education has approved a restricted indirect cost rate of 6.10% for the Rhode Island Department of Education (RIDE). The current predetermined rate agreement covers the period from 7/1/22 to 6/30/26. Indirect cost recovery is not applied to subawards, equipment, and contract amounts over \$25,000.

## Budget Summary

	Year 1	Year 2	Year 3	Year 4	Year 5	
Budget Category	Federal Request	Federal Request	Federal Request	Federal Request	Federal Request	Total(s)
A. Personnel	■	■	■	■	■	■
B. Fringe Benefits	■	■	■	■	■	■
C. Travel	■	■	■	■	■	■
D. Equipment	■	■	■	■	■	■
E. Supplies	■	■	■	■	■	■
F. Construction	■	■	■	■	■	■
G. Subawards/Subgr ants	■	■	■	■	■	■
H. Procurement Contracts	■	■	■	■	■	■
I. Other	■	■	■	■	■	■
Total Direct Costs	■	■	■	■	■	■,150
J. Indirect Costs	■	■	■	■	■	■
Total Project Costs	\$6,440,811	\$8,412,980	\$8,377,658	\$8,404,793	\$8,363,758	\$40,000,000



**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
See Instructions.

OMB Number: 1894-0017  
Expiration Date: 06/30/2026

**Applicant Information**

**Legal Name:**

RI Department of Elementary and Secondary Education

**1. Project Objective:**

Every subgrantee will improve the quality of literacy instruction through working with a state endorsed coach.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the percentage of participating 4 year olds who achieve benchmark on the Language and Literacy Domains of Cognitive Toy Box assessment by 20%	PROGRAM		1 /	5	20.00
1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the percentage of participating 5th grade students who who meet or exceed expectations on RICAS ELA assessment by 20%	PROGRAM		1 /	5	20.00
1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the percentage of participating 8th grade students who who meet or exceed expectations on RICAS ELA assessment by 20%	PROGRAM		1 /	5	20.00
1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the percentage of participating 11th grade students who who meet or exceed expectations on SAT ELA assessment by 20%	PROGRAM		1 /	5	20.00
1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of educators using the Literacy Look Fors Tool	PROJECT		2 /	4	50.00

PR/Award # S371C240008

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

1.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase in Average score on Literacy Look fors Tool	PROJECT		3 /	10	30.00

**2. Project Objective:**

Every subgrantee will provide student experiences that are aligned and coherent across Tiers I, II, III by implementing evidence-based and intentionally aligned instruction and interventions.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase in audit indicators for audit of tier I, II, III instruction for multilingual learners and differently-abled students	PROJECT		3 /	4	75.00

**3. Project Objective:**

Every subgrantee will implement high quality literacy instruction with preservice and practicing educators, by partnering with an Educator Provider to align on a vision for literacy instruction from birth through PK12.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Completed partnership agreements between sub-grantees and Edication Preparation Providers	PROJECT		5 /	5	100.00

**4. Project Objective:**

Goal 4: By 2028, Educator Preparation Providers will prepare all graduates to demonstrate proficiency in the HQCM Competencies in addition to the SOR/SL Competencies (May 2025).

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Y5: Increase in number of educators proficient in the HQCM competencies	PROJECT		5 /	10	50.00

PR/Award # S371C240008

Page e354

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**



## INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

### PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

### GENERAL INSTRUCTIONS

#### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

#### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008  
Expiration Date: 08/31/2026

Name of Institution/Organization

RI Department of Elementary and Secondary Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	6,440,811.00	8,412,980.00	8,377,658.00	8,404,793.00	8,363,758.00			40,000,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2022 To: 06/30/2026 (mm/dd/yyyy)  
Approving Federal agency: ☒ ED ☐ Other (please specify):  
The Indirect Cost Rate is 6.10 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:  
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 6.10 %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:  
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S371C240008

Page e358

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
RI Department of Elementary and Secondary Education	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

**SECTION C - BUDGET NARRATIVE (see instructions)**

Name of Institution/Organization RI Department of Elementary and Secondary Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								



U.S. Department of Education Supplemental Information for the SF-424  
Application for Federal Assistance

OMB Number: 1894-0007  
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Phyllis		Lynch	Ph.D.

\* Project Director Level of Effort (percentage of time devoted to grant): 20

Address:

* Street1:	255 Westminster Street
Street2:	
* City:	Providence
County:	Rhode Island
* State:	RI: Rhode Island
* Zip Code:	02903-3414
* Country:	USA: UNITED STATES

\* Phone Number (give area code)      Fax Number (give area code)

--	--

\* Email Address:

--

Alternate Email Address:

--

OPE ID(s) (if applicable)

--

NCES School ID(s) (if applicable)

--

NCES LEA/School District ID(s) (if applicable)

--

2. New Potential Grantee or Novice Applicant:

☒ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes      ☐ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

**4. Infrastructure Programs and Build America, Buy America Act Applicability:**

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

## NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The Rhode Island Department of Elementary and Secondary Education (RIDE) is committed to advancing literacy skills through the use of evidenced based practices, activities, and interventions, including pre-literacy skills for children birth through grade 12.

Rhode Island is committed to ensuring equity in the public education system of the state as illustrated through the Basic Education Program (BEP), which is a set of regulations promulgated by the Council on Elementary and Secondary Education pursuant to its delegated statutory authority to determine standards for the Rhode Island public education system. Further, the Rhode Island's Strategic Plan for Public Education: 2022-2027 provides the framework for the agency's strategic direction specifically addressing equity as the first priority in the plan (see page 11). Finally, in response to the COVID pandemic and recovery efforts, in February 2021, Commissioner Angélica Infante-Green announced the Learning, Equity & Accelerated Pathways (LEAP) Task Force who convened and engaged in a participatory, evidence-informed, data driven process to understand impact on Rhode Island student learning in partnership with educational experts, practitioners, families, students and community members across the State of Rhode Island. To address ongoing concerns with Rhode Island's learning recovery, the Task Force focused on, but was not limited to, the following goals:

1. Assess the conditions of learning loss in the schools and communities across Rhode Island;
2. Identify research-based, high leverage strategies for equitable learning recovery; and,
3. Establish strategic focus for learning recovery in Rhode Island and align stimulus funding to identified priorities.

See the full Learning, Equity & Accelerated Pathways (LEAP) Task Force Report. The Task Force's efforts align with the Every Student Succeeds Act (ESSA) State Plan, ensuring equitable implementation of federal grant programs. These frameworks collectively ensure that RIDE's mission and policies are geared towards fostering an inclusive environment where every student has the opportunity to succeed.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

In considering our proposed project aimed at Establishing Coherent Systems for Literacy Instruction, RIDE acknowledges several barriers that may impede equitable access and participation for students, educators, and other

PR/Award # S371C240008

beneficiaries.

1) Workforce Shortages: RIDE recognizes that shortages of qualified literacy educators may limit the ability of subgrantees to hire coaches, particularly in underserved areas within RI. In addition, subgrantees may have difficulty finding substitute educators which may hinder staff ability to engage in professional learning. In addition, subgrantees may try to utilize the coach to serve as a substitute and hinder their ability to provide the coaching services required in the grant.

2) Coordination between subgrantees and Educator Preparation Providers: RIDE recognizes that our subgrantees operate on different schedules than faculty of our Educator Providers. There may be challenges in the ability to align regarding time for professional learning and the coordination of work. RIDE will also assist to coordinate virtual opportunities for attendance in professional learning opportunities in order to ensure accessibility in attendance.

**3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?**

Rhode Island's CLSD application actively addresses the barriers identified above by:

1) Workforce Shortages: While in the short term there is little that can be done to fill areas of shortage, there are several strategies to minimize the impact. First, RIDE will require coaches to complete time and effort records to ensure that their time is committed to supporting coaching. Opportunities for after school or summer professional learning with stipends will be provided to ensure that educators are not excluded from professional learning opportunities.

2) Coordination between subgrantees and Educator Preparation Providers: RIDE will work with each Educator Preparation Providers to make connections and plan for collaboration. We will work with all parties to document pertinent information that will assist subgrantees in the coordination of efforts between LEAs and EPPs.

**4. What is your timeline, including targeted milestones, for addressing these identified barriers?**

Our timeline for addressing the identified barriers is upon award. In September RIDE will draft its competitive application for subgrantees. As part of this application RIDE will outline responsibilities and qualifications for the coach position, as well as the required commitments for time. In addition, RIDE will allow LEAs to schedule professional learning when it best works for the systems and allow for the budgeting of substitutes, if during the school day, and stipends, if outside of school time. In addition, prior to the launch of the application, RIDE will work with the EPPs to develop an informational document that will be shared with potential subgrantees. The information document will include information such as, program lead contact information, grade spans served by program, number of potential student teachers and graduates in each area, and faculty names and availability. In addition, RIDE will coordinate networking events so EPPs and potential subgrantees can connect and plan for collaboration.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.





U.S. Department of Education  
Evidence Form

OMB Number: 1894-0001  
Expiration Date: 07/31/2025

## 1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale    ☐ Promising Evidence    ☐ Moderate Evidence    ☒ Strong Evidence

## 2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Practice Guide: Institute of Education Sciences. WWC Find What Works! Accessed June 12, 2024. <a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/21">https://ies.ed.gov/ncee/WWC/PracticeGuide/21</a> .	Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.  Appendix D, Table D.3, pp. 55-61) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 2 and 3 reported statistically significant and positive impacts of this practice on word reading, encoding letter names and sounds, reading comprehension, phonology and general achievement.	Appendix D, Table D.3, pp. 55-61) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 2 and 3 were conducted on Kindergarten through grade 3 students in a variety of states in the United States and include students in urban and non urban areas as well as students identified as at risk.
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Practice Guide: Institute of Education Sciences. WWC Find What Works! Accessed June 12, 2024. <a href="https://ies.ed.gov/ncee/wwc/practiceguide/19">https://ies.ed.gov/ncee/wwc/practiceguide/19</a>	Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Recommendation 2: Integrate oral and written English language instruction into content-area teaching. Appendix D, Table D1 and D2, pp. 85-91) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 and 2 reported statistically significant and positive impacts of this practice on academic word mastery, social studies vocabulary, science knowledge and social studies content knowledge.	Appendix D, Table D1 and D2, pp. 85-91) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 and 2 were conducted in grades 5-7 with students who were multi lingual learners.
Kim, James S.; Hemphill, Lowry; Troyer, Margaret; Thomson, Jenny M.; Jones, Stephanie M.; LaRusso, Maria D.; Donovan, Suzanne (2017). Reading Research Quarterly, v52 n3 p357-382 Jul-Sep 2017. Retrieved from: <a href="https://eric.ed.gov/?id=EJ1146095">https://eric.ed.gov/?id=EJ1146095</a>	Findings indicated that STARI students showed greater gains than control students on measures of basic reading comprehension (Cohen's d = 0.21), word recognition (Cohen's d = 0.20), and morphological awareness (Cohen's d = 0.18). The demonstrated impacts on RISE word reading, morphological awareness, and fluency, and	This study provided strong evidence for instruction focused on decoding, spelling patterns, and morphological analysis. The study was conducted with 8 schools in 4 districts in Massachusetts. Participants included 401 grade 6-8 students with reading difficulties who were of diverse backgrounds.

	comprehension reflect the main instructional focuses of the STARI curriculum.(Page 30)	
Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4-9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a>	Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words. Appendix C pages 97-109 Recommendation 2: Provide purposeful building activities to help students read effortlessly. Appendix C page 113-123. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text. Appendix C pages 128-140.	Studies contributing to the strong evidence of effectiveness of Recommendations 1-3 were conducted with students in elementary, middle and high schools across the United States who were of various races and ethnicities and included studnets with reading difficulties and language learners.
Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., McClelland, M. M., Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington, J., & Rosen, E. (2022). Preparing Young Children for School (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a>	Recommendation 5: Intentionally plan activities to build children's vocabulary and language. Recommendation 6: Build children's knowledge of letters and sounds. Recommendation 7: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world. Appendix C Tables 12, 14, 16. Studies contributing to the strong evidence reported statistically significant positive impacts for language and literacy outcomes.	Appendix C Tables 12, 14, 16 Studies contributing strong evidence were conducted with a variety of preschool age children in community based and headstart programs in large cities in the United States.

## Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
  - a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
  - b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
  - c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a> . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Intervention/1043">https://ies.ed.gov/ncee/wwc/Intervention/1043</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., &amp; Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/ncee/wwc/Study/72030">http://ies.ed.gov/ncee/wwc/Study/72030</a>).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S371C240008