

K-3 Foundational Reading Skills Professional Develop Requirements - Initial Three Year Cycle			
	Role 1: K-3 Non-Literacy Teachers & Paraprofessionals (No Direct Instruction)	Role 2: K-3 Classroom Teachers (Direct Literacy Instruction)	Role 3: Special Education and Interventionists (Direct Literacy Intervention)
Competency 1: Essential Knowledge, Practice & Responsibility	3.5 hours; first 3 years	10.5 hours; first 3 years	10.5 hours; first 3 years
Competency 2: Assessment - Identify & Respond		7 hours; first 3 years	7 hours; first 3 years
Competency 3: Core Literacy Instruction - Implementation & Differentiation		10.5 hours; first 3 years *Competency 3 & 4 combined minimum	
Competency 4: Intervention & Remediation			10.5 hours; first 3 years
TOTAL HOURS- INITIAL CYCLE	3.5 hours (1/2 day)	28 hours (4 day)	28 hours (4 day)

K-3 Foundational Reading Skills Professional Development Requirements - Three Year Cycles (following initial)			
	Role 1: K-3 Non-Literacy Teachers & Paraprofessionals (No Direct Instruction)	Role 2: K-3 Classroom Teachers (Direct Literacy Instruction)	Role 3: Special Education and Interventionists (Direct Literacy Intervention)
Competency 1: Literacy Knowledge	3.5 hours; every 3 year *Competency 1, 3 & 4 (Recommended focus on context-specific Literacy Support Strategies)	10.5 hours; every 3 years (Differentiated based on district need)	10.5 hours; every 3 years (Differentiated based on district need)
Competency 2: Assessment			
Competency 3: Core Instruction			
Competency 4: Intervention & Remediation			
TOTAL HOURS- THREE-YEAR CYCLE	3.5 hours (1/2 day)	10.5 hours (1.5 day)	10.5 hours (1.5 day)

*Completing LETRS or an approved equivalent comprehensive Structured-Literacy professional development certification training meets all the requirements of any Three-Year Cycle.

District Educator Role Definitions

Role 1: Educators and staff supporting, but not providing direct reading instruction (i.e. PE, art, music, certified librarian, paraprofessionals/aides, etc).

Role 2: Educators directly providing instruction in foundational reading and language skills (i.e. K-3 classroom teachers).

Role 3: Educators providing direct instruction or intervention for students in Tier 2 or Tier 3 (i.e. special education teachers, reading interventionists).

Note: Interns, apprentices will be required to receive professional development for the role in which they are functioning. If staff carry more than one role, they are required to fulfill the competency requirements of the role with the greater requirements.