Timestar	What is your role?	Do you support t	Please share feedback regarding the Right to Read Regulations and include citations to the regulations as needed. Thank you.
3/16/202	Certified School Nurse Teacher who is rec	No	I am not in a teaching roll and do not have an education background. I have a BSN nursing background and the RIC courses required to obtain certification as a school nurse in Rhode Island. The information acquired in the Right to Read courses will not be used to perform my duties as the school nurse.
3/7/2023	Coach	Yes	Thank you
3/21/202	Community Member	No	It is not right to hold a teacher's certification after they have gone to college and taken teacher tests. They owe student loans, have lives, and debt. Their knowledge should be respected. If this is an area of weakness address it there. The threat to their jobs is no way to form communities and strengthen communities. It is just wrong.
3/21/202	Content/subject Teacher	Yes	The Right to Read is an ideal concept, except adhering to and actually applying the these regulations places an incredible amount of in-depth focus and restrictions on teachers and is not always practical. Content in my area of focus is key and it provides me the opportunity to introduce concepts and discussions which I find students learn as much from, if not better than, just reading a piece. I find using specific vocabulary and key terms can help students out when accessing content. At younger levels, silent reading could also be a much more cost effective solution, rather than a newly devised reading program, as it provides time-on-task reading. Practice makes better; if we actually get to practice, that is.
3/22/202	Curriculum Coordinator	No	The Right To Read does little to ensure all students are proficient on RICAS by third grade, which is the measure of proficiency used by Mass and RI. The Right to Read is an unfunded mandate which burdens districts financially. Cumberland has spent $237,000 to train 179 teachers. The second flaw in this mandated legislation is time. The Letrs training has 8 daylong modules and with limited Professional Development time, it creates a burden for this work to be completed. Finally, RIDE has mandated all districts adopt new ELA and math curricula, K-12. The time required to select, plan and implement new programs creates tremendous pressure for districts as they attempt to manage both the Right to Read and new curricula implementation.
2/28/202	Education Administrator	Yes	2025 is ample time Appreciate that LEAs may put teacher on leave without pay
3/10/202	Education Administrator	Yes	Please reconsider the requirement for awareness training for school nurse teachers... at least for SNTs that have no teaching responsibilities. This training, which I find quite beneficial (as I have completed it myself), will have no positive impact on student learning as a result of a science of reading trained SNT whose sole role is nursing.
3/29/202	Education Administrator	Yes	Thank you. Timing not great nor lack of funding but needed education for teachers
3/16/202	Educator Preparation Provider (EPP) Fac	Yes	Although it is a tedious course... I feel like I am learning so much. I have definitely benefitted from taking it. I only feel it is necessary for individuals teaching ELA... and not every content teacher. I think there should be more consistency across the state for how much teacher stipend should be for the course and not determined by the district.
3/21/202	Educator Preparation Provider (EPP) Fac	Yes	This regulation falls in alignment towards assisting World Language teachers to help students become better readers.
2/28/202	Librarian	Yes	It's a great act of legislation however cities and towns need funding to support the creation of relevant reading materials in undefended libraries.
3/26/202	Parent/Family	Yes	My child's school has not sent parents any information on this legislation. I have no idea what training their teachers are getting or not getting. I hope that the Rhode Island Department of Education can require that school districts shed some light on how they are meeting the needs of students using this legislation.
3/27/202	Parent/Family	No	As a parent of school age children, enough already, just stop with the mandates. My 4th grader and kindergarten student are already overwhelmed with demands. What we need is FEWER mandates, LESS testing, LESS standardization, and more teaching of students how to learn, not what to learn.
3/31/202	Parent/Family	Yes	No comment
3/31/202	Parent/Family	Yes	My child had to have private tutoring due to his teacher's lack of knowledge.
3/31/202	Parent/Family	Yes	While I know that this will be a big lift for educators, it is what put students need to be successful.
3/21/202	School Counselor	Yes	Although not directly related to my roles and responsibilities as a school counselor, I benefited from the trainings.
2/28/202	School social worker	Yes	I do support this regulation with reservation. I participated in the course work last year. The content while good, is very intense and detailed. I don't think every professional in a school system needs that level of detail to understand the concepts of learning to read. The amount of time this required and the actual use of the information do not match. The infrastructure within the school building and staff to truly intervene with struggling readers is not available. While the intent is to inform and educate school staff so they can identify and refer students I do not think this can be implemented as it needs to be because of competing demands and lack of staffing. I only have my perspective from my role as a school social worker. My district lacks a real MTSS structure, we have limited resources for intervening in tier 1&2 academics and the process of referral for special education is lengthy. I also feel strongly that RIDE needs to take a proactive approach to dealing with SEL issues that are more prevalent than they ever have been. While all the offered is good, it's much more focused on academics and yes there is some SEL, it is not near enough. If anyone is interested in further discussion I can be contacted at adenelle@tivertonschools.org
3/16/202	Teacher	Yes	Very important to change our thinking and give teachers research based training to allow all kids to lean to read.
3/21/202	Teacher	Yes	As a world language teacher I found the training interesting
3/22/202	Teacher required to participate	No	As a high school art teacher, I have always found PD helpful to support my curriculum. This specific PD has been useless to my teaching practice.
3/16/202	Teacher requiring Awareness	No	The amount of time and work it takes to complete this work is completely unrealistic. Teachers are completely buried in unnecessary assessments of students and tons of redundant paperwork. This is work for the college level, not those of us who have been in the profession for 20+ years. Those of us who have been in 20+ years have been or have been TRYING to teach reading using the Science of Reading for years. It's the district curriculum directors and those in administration who have chosen foolish programs over the past 20 years to remove the actual TEACHING of reading. Stop listening to the publishing companies and start listening to the professionals in the classrooms!
3/16/202	Teacher requiring Awareness	No	Awareness for "Right to Read" is absolutely useless for me. Would other teachers need to learn "Awareness" for "Natural Temperament vs. Equal Temperament in relation to Romantic Era Music"?
3/17/202	Teacher requiring Awareness	No	This is trying to make every teacher a reading teacher. We have many student populations who need the expertise and dedicated services of a reading teacher. We should not be forcing regular Ed teachers to become specialists. They already have too much on their plate as it is.

Timestar	What is your role?	Do you support t	Please share feedback regarding the Right to Read Regulations and include citations to the regulations as needed. Thank you.
3/17/202	Teacher requiring Awareness	No	We know how to teach students to read. It's what we do across the curriculum. Fund school libraries and put required full time MLS Certified School Library Media Specialists in each school back in the BEP. Then you will see some serious increases in reading scores across the board. There are dozens of studies that support this. "Universal findings from more than 60 impact studies conducted in 22 states conclude that schools with a well equipped library, staffed by a full-time, certified librarian and appropriate support staff contribute significantly to gains in student learning. High quality school libraries not only help students read more, but also help them learn how to use and process information better and to perform better on achievement tests. Levels of library funding, staffing levels, collection size and range, and the instructional role of the librarian all have a direct impact on student achievement. " (School Library Impact Studies)
3/20/202	Teacher requiring Awareness	Yes	Participating in the Science of Reading has made me more aware of the complexity of learning to read and how to support my struggling students. I appreciate being able to use common language with my fellow educators to meet the needs of all of my students. Being aware of the process has allowed me to strengthen my teaching practice by showing me the importance of stressing letter sounds, working on spelling and looking at work origins.
3/20/202	Teacher requiring Awareness	Yes	.
3/21/202	Teacher requiring Awareness	No	Waste of time
3/21/202	Teacher requiring Awareness	Yes	dsgds
3/21/202	Teacher requiring Awareness	No	Most teachers from my awareness group just found a way to get it done without learning anything.
3/21/202	Teacher requiring Awareness	Yes	I think all educators should be informed on encouraging student literacy. That being said, I do not feel that the modules are the most effective way to do this. They are designed as two hour long lectures that I feel provide a minimal amount of strategies to practice literacy skills as a content area teacher.
3/21/202	Teacher requiring Awareness	No	I agree that the right to read is and should be given to most teachers. The need for all teachers to be part of the course is not neccessary. I teach math and would like to support my students yet find the importance of my job should be focused on math standards.
3/21/202	Teacher requiring Awareness	Yes	It would be great if the professional development applied more to Specia Area teachers (art, music, p.e., etc)
3/21/202	Teacher requiring Awareness	No	
3/21/202	Teacher requiring Awareness	No	Just more busy work taking time away from the ability to interact with students and burning teachers and faculty out. Complete waste of time.
3/22/202	Teacher requiring Awareness	No	Even though I have completed the units for Right To Read I do not feel it benefits the subject area that I teach. We have so many demands with the curriculum and pacing that there is no time for us to focus on any other areas of needs. RICAS is the priority and scores needs to increase so we must stay on pace with our curriculum.
3/22/202	Teacher requiring Awareness	No	.
3/25/202	Teacher requiring Awareness	No	I believe the regulations are going to give school administration the false security that teachers who get this one time training are equipped to provide interventions to students with reading disabilities. They are not. This training simply provides the philosophy and background behind how a child learns to read. While it may touch on simple strategies, it does not go in depth about intervention and effective instruction. My district already cut all the reading specialists from our middle school and high school (Bristol Warren). Teachers and special educators do not have the years of education that specialists do and they need the support of a trained specialist to assist in intervention plans. I believe these regulations will cut a school's access to literacy support. It already has in my school. I have no access to a reading specialist. My district expects special educators with no intervention training or time to help only activists with IEPS. Other tier three students get no intervention. As a classroom teacher, I want the support of a reading specialist to explain to parents the struggles their child is experiencing. These regulations are eliminating jobs not increasing support for my school. It is providing a false sense of expertise that does not take the place of a training intervention provider. If you keep the regulations maybe you should make that clear.
3/27/202	Teacher requiring Awareness	No	This legislation is well meaning but impractical. Who will provide the training for those required to be "aware" or "proficient?" When will this training happen? A PD day or two is NOT sufficient time. How will this training be funded? How will "awareness" or "proficiency" be determined? How will teachers be compensated FINANCIALLY for this new requirement? This is yet another example among countless, of more and more being expected of teachers every year without time to do it or compensation for doing it. Is there any wonder why there is a national shortage of teachers? J
3/28/202	Teacher requiring Awareness	Yes	I support the regulations in principle but in practice the implementation of the modules has been a disaster. The education provided via the modules is not engaging nor applicable to my context. I do not feel any better prepared to offer literacy instruction to my students as a result of completing the trainings.
3/28/202	Teacher requiring Awareness	No	As a teacher of mathematics I feel that the teacher awareness training is beyond what I need to know. My time is precious and I need all of it to plan for the new math curriculum that is required by the state.
3/30/202	Teacher requiring Awareness	No	As an elementary music teacher, I find the Science of Reading training to be too time-consuming and burdensome. Because it is a state requirement, I understand we have to complete it, however, this takes time that I could be devoting to development in my area of expertise.
3/30/202	Teacher requiring Awareness	Yes	As an elementary RI Certified School Nurse Teacher, I find the Science of Reading training to be too time-consuming and burdensome. Because it is a state requirement, I understand we have to complete it, however, this takes time that I could be devoting to professional development in my area of expertise. It went far too in-depth for "awareness" for someone that does not teach. It would be like require ALL teaching staff to take an eight hour course in first aid, CPR and AED certification, Diabetes, Asthma, Seizures and Food Allergies.
3/31/202	Teacher requiring Awareness	No	While I support some regulation, this is way too much training time to devote to learning how to teach reading. As a specialist, I find immensely more value in having PD that is related to my own subject area.

Timestar	What is your role?	Do you support t	Please share feedback regarding the Right to Read Regulations and include citations to the regulations as needed. Thank you.
3/31/202	Teacher requiring Awareness	Yes	Working with higher performing students in a content area outside of ELA, I recognized the need for professional learning around science of reading and my students benefitted from a deeper understanding I gained in morphology and vocabulary development.
2/28/202	Teacher requiring Proficiency	Yes	Schools should provide compensation for the time spent outside of school hours or during prep time to work on courses- or provide training during school hours.
3/6/2023	Teacher requiring Proficiency	Yes	The intensity that the state of RI is requiring is too drastic. The knowledge is important, but the graduate level course work is NOT!
3/16/202	Teacher requiring Proficiency	No	I graduated from graduate school with a masters in education in 2015. I believe I have already proven my Proficiency in reading as I am a certified public school grade 5 teacher. I believe this course requirement is unnecessary and costly. I have passing PRAXIS score to show my proficiency.
3/16/202	Teacher requiring Proficiency	No	I have been an elementary teacher for 31 years. I currently teach grade five science. I can say with 100% confidence that I will never use the information from this training. Having a masters degree in elementary education with a concentration in reading and writing, I am well aware of the phonetic based aspect to teaching reading. If I were an elementary teacher in grades K-2, I could understand the reason for the training. However, I teach grade five science in a middle school and plan to retire in two years. It is ridiculous for me to be out of my classroom two days a month for the entire school year to attend something that I will never use in my teaching. I strongly feel that any teacher that does not teach reading directly should not be responsible for taking the proficiency portion of this class. I am more than confident in the comprehension strategies for helping children read in the content area. There is no time that I would be using any type of a phonetic approach in grade five. I also do not think that any teacher with 30 years or more should be required to take this class. I am better served IN the classroom. Please consider revising the requirements for this class.
3/16/202	Teacher requiring Proficiency	No	This is not about teaching children to read this a program. While the right to read does teach strategies that are good practice for reading instruction this is just another program. Very much like Orton Gilliham. I feel that requirements ask teachers to go above and beyond with very little consideration for their time. While some teachers are reimbursed that does not cover the time that teachers are required to put in.
3/17/202	Teacher requiring Proficiency	No	The Aims Pathway course is beyond time consuming. I would like to learn more about my individual grade level, but I don't need to know what is required in middle school (etc.).
3/19/202	Teacher requiring Proficiency	Yes	This is essential information for all educators. It really should be covered in all teacher preparation programs.
3/21/202	Teacher requiring Proficiency	Yes	Some exceptions for educators who have comparable qualifications should be made on a case-by-case basis.
3/21/202	Teacher requiring Proficiency	Yes	Although I support the idea of Right to Read - I think that the Letrs program mandated by my system was a little over the top and very time consuming. We are all professionals and should have been given a variety of opportunities to learn the most essential material - not be inundated with a program that was the equivalent of 2 graduate level programs.
3/21/202	Teacher requiring Proficiency	Yes	It is important for educators to be educated in best practices to improve teaching and student learning.
3/21/202	Teacher requiring Proficiency	Yes	I learned a lot through learning about the science of reading through the LETRS program. and have felt it was very helpful. However, I felt the amount of un-paid hours that I have to put in on own time to be considered proficient is way too much and very hard to sustain while also teaching full time.
3/21/202	Teacher requiring Proficiency	Yes	All you need to do is look at the rampant illiteracy in our country to understand why initiatives like this are vital. Couple this with the fact that as many as 1 in 5 people experience some form of dyslexia. If anything, MORE regulations should be put into place to ensure that the people educating our children understand how they learn based on validated and repeated science.
3/21/202	Teacher requiring Proficiency	Yes	i DO advocated teachers being knowledgeable in the science of reading. I DO NOT advocate for teachers being asked to do it at home (over 100 hours) UNPAID. The PD's away from the classroom were not helpful...it was someone standing there rehashing the book we had to read anyhow. Time IN the classroom was more important.
3/21/202	Teacher requiring Proficiency	No	I hold a master's degree as a Reading Specialist/Consultant and still expected to complete training (directed by my district). My time could be better spent on other PD or educational initiatives.
3/21/202	Teacher requiring Proficiency	No	The LETRS training was an absorbent amount of personal time with no compensation for teachers to complete. Teachers who are reading specialists shouldn't have to complete this. Also teachers who are Math Specialists, Art, Physical Education, Music, and Library teachers will never teach reading. This is a lot of time to spend on something you will never teach.
3/22/202	Teacher requiring Proficiency	Yes	I support it in it theory and in its providing practical uses for classroom instruction. I support the academic aspects and being accountable and responsible to be as updated on reading research and best practices. However, I do not support the way it was implemented. Teachers who are required to complete such extensive additional training to acquire knowledge deemed necessary to continue as a professional should be compensated for their time, energy, and expertise. This should have been rolled out with a consistent message and with a message that includes the intended outcomes and reason for its implementation. If the State of Rhode Island requires it then they should have also have rolled it out with consistency and pay for all teachers required to meet the expectations of the Act.
3/22/202	Teacher requiring Proficiency	Yes	Our district went with LETRS. I received training. However, we have not been provided with all of the necessary materials to support what LETRS considers best practice. There has been little to no follow-up on what was learned and discussed during the virtual presentations.
3/26/202	Teacher requiring Proficiency	No	The amount of time required to meet the proficiency level is nearly impossible for a practicing teacher. The work really isn't applicable to what I teach and I already have covered the basics in university courses.
3/26/202	Teacher requiring Proficiency	Yes	I have a child who is dyslexic myself. I think the right to read act can be an amazing tool to help students get the learning experience they need. However, I do not like the way that are RIDE allowed schools to implement training for this on their own. I know firsthand that this has fallen by the wayside in my child's school district. There was a little regulation and follow through. Now, obviously, Rhode Island Department of Education would ask school districts how they implemented this and the school will lie. First and foremost teachers need to understand the importance of this legislation, and what it means to children. Then teachers need to see that the state is invested in helping them to achieve this. Let's be honest schools across the state received tons of Covid money and yes, the government just throws money to the school districts for every little thing but who regulates it who make sure that it is being used to really meet the needs of the students in the classroom? Hire more staff to make smaller class sizes that will actually show a productive result not use it to build a new wing or buy some new books. It was nice to see that there may be legislation to limit class size in Kate at two, but what about the rest of the grades? I do support the right to read act
3/26/202	Teacher requiring Proficiency	No	The requirements set forth were requirements made by the college I attended. I already completed required coursework and am not forced to duplicate the SAME classes. Teachers are professionals that stay current in their field without being forced into it. I guess the state can't figure out why teachers are leaving the profession in droves.
3/26/202	Teacher requiring Proficiency	No	These programs require one to one and small group settings to be implemented. I have 24 kids in my class to teach with a full RIDE approved ELA curriculum. These strategies for early reading need to be done at lower grade levels with small groups. This should not be a requirement for every teacher.
3/26/202	Teacher requiring Proficiency	No	This coarse is ridiculous. It is designed for reading specialist and most of the work is not for whole classroom instruction or small groups. It is requiring too much of an educators time who was already a certified teacher and professional.

Timestar	What is your role?	Do you support t	Please share feedback regarding the Right to Read Regulations and include citations to the regulations as needed. Thank you.
3/26/202	Teacher requiring Proficiency	No	We have already been trained to teach children to read. I have my masters in reading as well. I should be exempt from this, but you have only accredited certain schools. Another issue is this Right to Read Regulations requires teachers to PAY OUT OF POCKET for the testing as well as certification. All the programs that are listed require HOURS of outside review of teaching. No other profession expects their employees to do things for free and LETRS requires over 100 hours on our own to read through, understand, and take the assessments. If this is a mandate from RIDE, then RIDE should be paying each of the teachers to complete this. It is unfair to require this and not compensate us for completing the courses. Also, if required, RIDE should not be charging a fee for a test.
3/26/202	Teacher requiring Proficiency	No	Perhaps instead of inundating teachers with inane policies and requirements, RIDE should actually seek the help educators who work in classrooms. We see an outrageous need for support professionals and mental health staff that RIDE continues to turn a blind eye toward in favor of policing PLUs.
3/26/202	Teacher requiring Proficiency	Yes	N/A
3/27/202	Teacher requiring Proficiency	Yes	While I support the theory behind the regulation, I feel it was poorly executed. The state made these mandates but didn't stop to think how this would be completed logistically. Districts were forced to abandon other much-needed PD in order to give teachers time to complete online classes. At the same time, no time was given to complete independent work. In our district, we could use our common planning/PLC time but that time is actually needed for team planning, assessment review, mentoring, etc. Yet again, it comes across as "the state" forgot what it is like to actually be in the classroom and the amount of time it takes to just do that job! While ensuring teachers have knowledge of the Science of Reading is a worthwhile mission, teachers cannot simply drop the two dozen balls they're already juggling to do so! Furthermore, there was no option for a possible exempt status. I am a grade 5 math and science teacher. I do not explicitly teach reading. Nevertheless, I have a master's degree in Reading from URI. I would understand maybe needing 'awareness' of the Science of Reading but all these hours when I don't teach reading and it was essentially a 'redo' of my master's work seemed like a poor use of my time.
3/28/202	Teacher requiring Proficiency	No	While I understand the thought behind this initiative, it is not appropriate to make educators work hours and hours outside of the school day to accomplish this overarching goal. Even though it states that the LEA will have to provide three school days to meet this objective, the reality is that educators will have to work many additional hours outside of the school day in order to complete this training and show proficiency. The three school days will not be enough time to accomplish the professional training and time that will be needed. I already work multiple hours after school every week in order to do my job effectively and quite frankly do not have time for any sort of life while I am in the school year. I refuse to work on this in the summer because I am too burnt out and need time to refuel prior to starting the next school year. You cannot squeeze blood from a stone. People wonder why there is a teacher shortage. The "ask" has become too much. The training that my district chose to incorporate last year was geared for students who would be at the start of the process of learning to read. It did not offer any realistic application to the level I am working at in any way shape or form. It also contained over 100 hours of reading, videos, activities, and assessments that we were supposed to complete on our own time in addition to the three 7 hour long Zoom meetings that were held on our only PD days for the school year. It was a complete waste of time and resources and left many of the educators bitter that they were not able to use PD on something that would actually help them or that they could apply to their teaching practices. If this is a required element put into place by RIDE, then teachers should be provided with whatever number of PD days will be needed to accomplish this mammoth undertaking and not asked to do this on their time.
3/28/202	Teacher requiring Proficiency	Yes	It goes without saying that I support the philosophy and intent of RtR. However, better support, more time and customizable grade-specific options need to be made available to teachers. Specialization in SOR could/should also be incentivized $$. Finally, there should have been (should be) opportunities for teacher-input in choosing how they will meet SOR requirements.
3/31/202	Teacher requiring Proficiency	No	As a middle school music teacher, I find the Science of Reading training to be too time-consuming and not worthwhile. Because it is a state requirement, I understand we have to complete it, however, this takes time that I could devote to professional development in my teaching area of expertise to best serve my students.
3/31/202	Teacher requiring Proficiency	No	As a high school music teacher, I find the Science of Reading training to be too time-consuming and burdensome. Because it is a state requirement, I understand we have to complete it, however, this takes time that we could devote to professional development in our teaching area of expertise
3/31/202	Teacher requiring Proficiency	Yes	NA
3/31/202	Teacher requiring Proficiency	Yes	As an educator with significant reading/literacy background, it is essential that educators receive training and professional learning around structure literacy and the science of reading. The right to read regulations outline the need for teacher learning and work to ensure students are then provided with instruction that is aligned with their needs. The regulations outline expectations clearly and effectively encompass all educators that play a role in literacy learning.