

VIRGINIA LITERACY UPDATES

MAY 2025



MESSAGE FROM THE ASSISTANT SUPERINTENDENT OF INSTRUCTION

Educators,

As the 2024-2025 school year is coming to a close, I want to take a moment to express deep gratitude for your tireless efforts in implementing the Virginia Literacy Act (VLA) for students in kindergarten through grade 5. Your dedication to this vital work is making a positive impact on students across the Commonwealth. This year has marked a significant shift in how we approach literacy instruction, grounded in the science of reading research and evidence-based literacy interventions. You should be proud of the work that you have accomplished this year through attending new training, embracing new high-quality instructional materials and curriculum, using a new screening system, and developing student reading plans with a more targeted focus towards learning needs.

As divisions are now planning for year two of VLA implementation, which includes grades 4-8, VDOE will continue to share information with school divisions. This newsletter includes updates on summer weekly office hours beginning June 30, 2025, to support divisions with VLA implementation. The newsletter is also rich in information regarding who needs to be screened with VALLSS: 4-8, who gets a student reading plan, and how divisions can plan to meet the needs of students in the middle school.

Finally, as divisions plan to meet the Standards of Quality (SOQ) reading specialists ratio requirements in elementary (1:550) and secondary (1:1100) schools, please know that the VDOE Reading Specialist Microcredential is an option. Teachers interested in becoming a reading specialist can obtain a 5-year provisional reading specialist license to meet these requirements. More information is included in the newsletter.

As you are planning for VLA implementation next year, do not hesitate to contact VDOE by emailing vla@doe.virginia.gov. Thank you for all that you do for developing readers across the Commonwealth.

Michelle C. Wallace, Ed. D.

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INSTRUCTIONAL MATERIALS

Please share with division-level ELA leaders, secondary teachers, and educators who are involved in the selection process for instructional materials.

Programs, Materials, and Approaches

The following definitions may be helpful to divisions as they consider additional resources that may be used in addition to approved programs in Kindergarten – Grade 8 classrooms:

Core, Intervention, and Supplemental Programs:

Core, intervention, and supplemental programs are required components of the Virginia Literacy Act (VLA).

Materials:

Materials are resources that teachers incorporate to support instruction and facilitate student learning. These types of resources are online and in print, and include books, text sets, magazines, newspapers, articles, workbooks, etc. Quality materials include content that supports literacy development. Materials do not require, nor often include, a scope and sequence, teacher’s manual, implementation guide, or the like. Selection and use of instructional materials is a local division decision.

Approaches:

Literacy approaches include a sequence of instructional routines designed for implementation of core, supplemental, or intervention programs. The instructional routines can include specific language or prompts. Approaches often require extensive teacher training before effective implementation can occur. Selection and use of approaches is a local division decision.

K-5 Elementary Instructional Programs

The instructional, supplemental, and intervention programs linked below have been through a review process, with approval from the Board of Education for use in K-5 classroom.

Core Instructional Programs K-5

- [Approved Core Instructional Programs for Grades K-5 | Virginia Department of Education](#)

Supplemental Programs K-5

- [Approved Supplemental Instructional Programs for Grades K-5](#)

Intervention Programs K-5

- [Approved Intervention Instructional Programs for Grades K-5](#)

6-12 Secondary Materials and Instructional Programs

The textbooks, instructional materials, supplemental programs, and intervention programs linked below have been through a review process, with approval from the Board of Education for use in K-5 classroom.

6-12 Textbooks and Instructional Materials

- The Board of Education approved the list of proposed secondary English textbooks on December 3, 2024. The current lists of approved textbooks for grades 6-12 can be accessed on the [2024 English Textbooks webpage](#).

The *Code of Virginia* permits local school boards to use textbooks not approved by the VBOE. If a local school board opts to use a textbook not approved by the Board of Education, a local textbook review process should be conducted that includes components similar to the state level review. The [Guidelines for Local Textbook Approval](#) provide additional information.

A comprehensive overview of the current textbook review process, along with the Regulations Governing Local School Boards and School Divisions, are available in [Virginia's Textbook Review Process](#).

Note: This process is separate from the legislation set forth in the Virginia Literacy Act, which requires local school boards to adopt core curriculum from the [Board-approved list](#) for Grades K-5.

Supplemental Programs and Materials 6-8

- [6-8 Supplemental Instructional Program Guide](#) (Approved by the Board of Education March 2025)

Intervention Programs and Materials 6-8

- [6-8 Intervention Instructional Program Guide](#) (Approved by the Board of Education March 2025)

Upcoming Approvals

Cycle 4 Curriculum Review

The 4th cycle of curriculum review is well underway. Virginia Literacy Partnerships received over 60 applications across all program areas, including literacy Core Kindergarten – Grade 5, Supplemental Programs Kindergarten – Grade 8, and Intervention Programs Kindergarten – Grade 8. Due to the large volume of program submissions, reviews are conducted on a rolling basis and include all submissions received in January 2025. It is anticipated that the results of these reviews, the Recommended Instructional Guides, will be presented to the Board of Education for review in early fall 2025. Questions about curriculum review can be emailed to VLP-VLA@virginia.edu and vla@doe.virginia.gov.

Purchasing Materials

VDOE has secured pricing for all approved core, supplemental, and intervention programs. Divisions may use the pricing structures on the pages linked below.

- [Approved Core Instructional Programs for Grades K-5 | Virginia Department of Education](#)
- [Intervention Instructional Program Guide & Supplemental Instructional Program Guide | Virginia Department of Education](#) (K-8)



Next steps for divisions:

- Review existing core, intervention and supplemental programs for K-8 and determine which programs need local adoption updates for the upcoming school year.
- Select Grade 6-8 intervention and supplemental programs based on local adoption practices.
- Adopt Grade 6-12 English resources based on local adoption practices.

VALLSS

Please share with division-level ELA and assessment leaders, principal supervisors, elementary principals, middle school principals, and reading specialists who are responsible for the administration of VALLSS: K-3 and VALLSS: 4-8.

VALLSS Kindergarten through Grade 3

VALLSS Mid Year Report

The VALLSS Mid-Year Statewide report is now available on [Data Reports | Virginia Literacy Partnerships](#). Educators will find data interpretation resources on VAConnects > Resources > Data Interpretation. In this report, information on Bands of Risk and Instructional Indicators are presented and summarized, including information on changes in Bands of Risk from Fall to Mid-Year.

Spring Screening

The Spring 2025 VALLSS Screening Period opened on April 21 and closed on May 16. No changes may be made after score entry closes on May 30. The following are the Spring 2025 Screening Requirements:

- Kindergarten and Grade 1: All students are required to be screened.
- Grade 2: Students who were at Moderate or High Risk at Mid-Year are required to be screened in Spring; any student may be screened.
- Grade 3: Screening is encouraged for students who were High or Moderate Risk at Fall and/or Mid-Year.

Just as with Fall and Mid-Year assessments, in addition to the *Band of Risk*, VALLSS: Grades K-3 *Instructional Indicators* supply information at the subtest level to indicate specific skills in which students would benefit from additional explicit instruction to move them towards the Low-Risk Band.

VALLSS Resources

Virginia Literacy Partnerships has created resources for discussing VALLSS with parents and families. These grade-level **Conversation Guides** may be found on *VAConnects > Resources > Family Support*.

Family Letter Templates to help with communicating VALLSS data are available in both Spanish and English and are found behind the login at *VAConnects > Resources > Family Support*. Families may access PDF versions [here](#). These can be helpful resources when sharing information about performance on the screening instrument.

Virginia Literacy Partnerships has created a resource sharing the [VALLSS Subtest Description and Examples](#). Divisions should consider sharing this information with families and caregivers, so that they are aware of the areas of literacy development that are included in VALLSS. Virginia Literacy Partnerships also has [family resources](#) available. Additionally, VDOE has a website dedicated to [family supports for reading](#).

Student Reading Plans

Student Reading Plans from 2024-2025 may continue to be used over the summer if a student continues to need support and is attending any summer programming. New student reading plans will be written based on fall 2025 VALLSS data.

***IMPORTANT:** Student Reading Plans and EIRI Services should remain in place until the end of the academic school year. Questions regarding the [Early Intervention Reading Initiative \(EIRI\)](#) requirements for kindergarten through grade 3 and Student Reading Plans may be sent to [Ellen Frackelton](#), Elementary PK-5 Reading/Literacy Coordinator.

***IMPORTANT:** Student Reading Plans should remain as a part of the student’s cumulative records and should be maintained based on the division’s retention processes.

VALLSS Grade 4 through Grade 8

The Virginia Literacy Act specifies: “1. Each local school board shall provide reading intervention services to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided by the Department.”

A list of frequently asked questions has been created as Virginia educators prepare for the launch of VALLSS: 4-8 in Fall 2025. Additionally, a list of frequently asked questions for VLA implementation in grades 4-8 has also been created based on questions from the field during literacy office hours of as questions are submitted to VDOE. As additional decisions are made, information will be shared with the field.

- [VALLSS: 4-8 Frequently Asked Questions](#)
- [VLA 4-8 Implementation Frequently Asked Questions](#)

Note, the Planning section below contains information regarding implementation of the Virginia Literacy Act for grades 4-8.



Next Steps for school divisions:

- Review end of year Reading Standards of Learning data to begin planning for VALLSS 4-8 screening next year.
- Share frequently asked questions with grade 4-8 principals, teachers responsible for screening and supporting students in literacy, and other educators who will be involved in VALLSS 4-8 screening next year.

PROFESSIONAL DEVELOPMENT

Please share with division-level ELA leaders, principal supervisors, and principals to ensure that all teachers are trained according to the requirements of the VLA. This information includes Board-approved training options, a timeline for completion, and supports for division implementation.

VLA K-8 Specialty Area Professional Learning Optional Module

The VLA K-8 Specialty Area Professional Learning Module is now available. This is an **optional non-Canvas module**. This module covers why the VLA is important, the reason behind why Virginia is shifting literacy instruction, evidence-based literacy instruction aligned to science-based reading research, and other related topics related to the VLA. It also discusses how this group of educators can support students, and ways to integrate literacy into your classroom. This optional module can be found on the VLP website on the [VLA for Specialty Area Teachers page](#).

Science-based Literacy Training Options

Superintendent's Memo 003-24

[Virginia Literacy Act: Science-Based Literacy Instruction Training](#)

Professional Educator Training Requirements

As part of the Virginia Literacy Act, Kindergarten-Grade 8 educators are required to receive training in evidence-based literacy instruction aligned to science-based reading research. Educators have until the beginning of the 2025-26 academic year to complete the training. Divisions must make every effort to ensure teachers complete their training by the training deadline.

The submission period for this current school year is closed. **Information will be forthcoming on enrollment for new hires for the 2025-2026 school year in a future Literacy Update.**

Divisions must make every effort to ensure teachers complete their training by the training deadline of the start of the 2025-2026 academic school year. Divisions have shared strategies they are using to ensure they meet this deadline: 1) hosting monthly check-in meetings with all staff enrolled in the same course; 2) check-ins with school literacy coaches; 3) group sessions with teachers of similar content areas have scheduled times to complete the course; and 4) monthly progress reports to school leaders. If leaders would like to talk through strategies to achieve this, please reach out to VLA@doe.virginia.gov.

For administrators, division-level leadership, and other educators not required to take Canvas courses, VLP has developed open-access training materials which can be found on their website:

<https://literacy.virginia.edu>. Resources found here address K-3 learners, 4-8 learners, administrators, coaching support, and many other topics. Helpful resources can be found using the links below:

- [VLP Homepage](#)
- [K-3 VALUE series](#)
- [4-8 VALUE series](#)
- [VLP's VLA for Specialty Area Teachers](#)

Resources to Support Division and School Administrators

Please share with division-level ELA leaders, principal supervisors, and elementary and secondary principals to support teachers who are completing Canvas courses to support required VLA training.

In response to the field, VLP has produced resources for division- and school-level literacy leadership to support educators as they work through Canvas modules. Infographics with information on the anticipated timeline for completion, audience, and focus of the Canvas modules have been created for each course and can be found on the [VLP Website for Reading Specialists and Administrators](#). The course overviews include the module title, module topics, and guiding discussion questions for each module within the respective Canvas courses. Use of these materials is **optional**. These materials can support meaningful discussions around learning objectives and provide support for grade-level or school-based trainings. These are available for K-5 courses and 6-8 courses

VLP Evidence-Based Literacy Instruction Canvas Course Reports

VLP has developed a reporting method to allow each division to see which teachers are enrolled in the Canvas courses, as well as their progression through the modules within the course. Each quarter, your SSWS division contact (the person who submits the files to VLP) will receive a file in SSWS from Beth Williams or Kimberly Bavis with your division's course report. **The fourth quarter course reports will be provided at the end of June 2025.** Division contacts will receive an email from literacy@virginia.edu before the file is shared with them in SSWS. **Files only stay in SSWS for seven days, so please promptly access and download your file when a notification has been received.**

Within the report, there is helpful information on the first tab of the spreadsheet "Helpful Information," followed by a tab for each of the ten courses. Teachers will be listed on the tab of the course they are enrolled in as of the date of the report. There is also a tab for completion across all of the courses. If other division or school leaders require this information, please disseminate it to them.

Reading Specialist Provisional Microcredential

Please share with division-level ELA leaders, human resource directors, principal supervisors, and elementary and secondary principals who need to enroll educators in the microcredential course to meet the staffing requirements of VLA.

Over 800 educators are currently enrolled in the Microcredential course. Divisions are asked to check in with registered teachers and provide supports to them. Division supports may include regular check-in on microcredential progress with the candidates by leadership, assistance from currently licensed reading specialist, or microcredential course study groups. Course completers will qualify for a five-year provisional reading specialist license that can help divisions fill reading specialist vacancies until [full licensure](#) can be obtained by individuals.

Teachers interested in enrolling in the Reading Specialist Microcredential Course must [complete the pre-registration form](#).

- Divisions should work with educators interested in becoming a reading specialist to sign-up for the reading microcredential course? and to enroll in a reading specialist degree program through a university.
- Division literacy leads, in partnership with human resource team members, should work to monitor and support educators who are completing the self-paced Reading Specialist Microcredential modules.
- Division human resources directors should work with successful microcredential completers to apply for the add-on endorsement through VDOE.
 - To add the endorsement, the school division will submit the following to the VDOE licensure office:
 - a completed Licensure Request Form (LRF),
 - the provisional certificate of completion, and
 - a \$50 fee payment.
 - The microcredential and provisional endorsement are not renewable.



Next steps for division:

- Follow up with teachers who are taking the legislatively required Canvas training courses to provide supports for completion by the start of the 2025-2026 school year. Review the quarterly Canvas reports provided by VLP to follow teacher progress.
- Encourage teachers to sign-up for the Reading Specialist Microcredential program if they 1) desire to be a reading specialist and have not begun programming; or 2) are in a reading specialist program but will not be complete by the start of 2025-2026 and the division would like to hire them as a reading specialist.

PLANNING

Planning for Updates to the Division Literacy Plan

Please share with division-level and school-level ELA leaders to ensure planning is underway for next school year.

Division Literacy Plans Biennial Submission

Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board’s website a copy of its division-wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of [§ 22.1-253.13:2](#) and for any dyslexia specialist employed by such school division. The Department shall post each division-wide literacy plan on its website. VDOE has posted the links to division literacy plans on the [Division Literacy Plan](#) webpage.

- Divisions should maintain an accurate website link which contains the DLP and job descriptions and contact information for reading specialists and dyslexia specialists employed by the division.
- Divisions should share the DLP with stakeholders, including teachers who are implementing the plan, parents, and the community.

Timeline for Completion of the DLP

- SY 2024-2025: Baseline Data Collection
 - Divisions submitted first DLP – July 1, 2024 (completed)
 - Approval of DLPs from VDOE - August 1, 2024 (completed)
 - Divisions submit updates to the DLP – December 6, 2024 (completed)
- SY 2025-2026: Year 1 of the Biennial DLPs
 - Divisions submit updates to the DLP- June 30, 2025
 - The June submission is required. Divisions will identify selected core, supplemental, and intervention materials for Kindergarten through Grade 5. Divisions will also identify selected supplemental and intervention materials for Grade 6-8. Additionally, divisions will update their plans to indicate how they are implementing their plan to include communication planning, training, monitoring student progress, assessing division level progress, and engaging parents, caregivers, and community in grades K-8.
- SY 2026-2027: Year 2 of the Biennial DLPs

As indicated in Virginia Education Update Article [2025-15-183](#), a webinar was offered for division leaders as they plan for the submission of the biennial Division Literacy Plan. A [recording of this webinar](#) is now available and posted on the Virginia Literacy Act [webpage](#).

Planning for 2025-2026 Grades K-3 Implementation

Division leaders should reflect on the successes and areas of growth from the 2024-2025 school year in order to plan for the 2025-2026 academic year. Division and school leaders should analyze their data to best determine areas to focus on for year two of implementation, including training for new staff members, principals, and/or division leadership. The list below are items divisions should consider as they plan for 2025-2026.

- Staffing- VLA provides funding to support local school divisions hiring reading specialists to meet the requirement of 1:550 for Grades K-5.
- Screener- VALLSS serves as an early warning system to detect reading difficulties which will allow educators to better understand early literacy targets.
- Student Reading Plans- Student Reading Plans will be written for students in Grades K-3 who have the designation of High Risk on their VALLSS assessment. Division and school leaders can review the [Division and Practitioner Student Reading Plan Guidance](#). Division and school leaders can also review the *sample* Student Reading Plans that show a variety of ways divisions could write goals and objectives for students based on the student's VALLSS data.
 - [Maggie Sample Kindergarten](#)
 - [Laura Sample Grade Two](#)
 - [Joseph Sample Grade Three](#)
- Curriculum- Division leaders are encouraged to use Chapter 8: Establishing Accountability & Progress Monitoring, and Continually Adjusting Strategy from the [VLA Implementation Playbook](#) when determining next steps of implementation of Board of Education approved curriculums during core instructional instruction.
- Early Intervention Reading Initiative (EIRI)-The VLA and EIRI requires an additional 2.5 hours of literacy instruction for students in Kindergarten – Grade 3, that are designated in the High-Risk band on VALLSS. How schools meet the additional instruction for students is a local division decision and will depend on the master schedule, resources available, division selected approved programs, and individual student's needs.

Planning for 2025-2026 Grades 4-8 Implementation

As divisions are planning for the 2025-2026 school year, and year two of VLA implementation to include the legislative expansion through grade eight, the Virginia Department of Education will continue to provide updates regarding pertinent information for Grades 4-8. As additional decisions are made, information will be shared with the field.

To date, the following information can be utilized by divisions to plan for VLA 4-8 implementation:

- Students who score in the basic or below basic range on the end of year Standards of Learning assessment for reading (grades 3-7 in the current school year) will be screened using the VALLSS 4-8 screener in the fall of the following school year. These students will also have individual student reading plans to support their literacy intervention and development.
- Teachers may administer VALLSS: 4-8 to students who are not required to participate. The decision to administer VALLSS: 4-8 to students who are not required to participate will be a school level decision. Parents may also request that their child be screened, regardless of the student's SOL score.
- In grades 4-8, local school divisions may determine how schools meet the additional instruction time for intervention. There is not a time requirement for intervention instruction as there is with grades kindergarten through grade three through the [Early Intervention Reading Initiative](#). Local intervention decisions will depend on the master schedule, staffing, resources available, and individual student's needs. School divisions have flexibility and can use a combination of any of the options included below to ensure that students receive literacy intervention. This is an opportunity for middle school grade level teams to collaborate and determine the best interventions and supports for students. Intervention may include the following services for the student:
 - instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide,
 - extended instructional time in the school day or school year,
 - an additional literacy course, outside of the required SOL English course, that provides the specific evidence-based literacy instruction identified in the student's reading plan (optional for grades 6-8).
- Intervention materials for grades K-8 must be selected from the [Board Approved Intervention List for K-5](#) and the [Board Approved Intervention List for Grades 6-8](#).
- Any student who receives intervention services will require a Student Reading Plan (SRP). The SRP for grades 4-8 is currently in development, however, like the SRP template for grades K-3, the plan will target the specific needs of the student.

- A reading specialist, in collaboration with the teacher of any student who receives reading intervention services, shall develop, oversee implementation of, and monitor student progress on a student reading plan. School divisions may employ certified reading specialists or educators who have successfully completed the Reading Specialist microcredential course and received the add-on endorsement. Any add-on endorsement that results from completion of such microcredential program shall be provisional for a period of five years.
 - Reading specialists are SOQ funded. Division literacy leaders should collaborate with division finance personnel to determine how many reading specialists are allocated at the secondary level to meet the 1:1100 requirement of the Virginia Literacy Act.
- Local school divisions may establish additional communication and protocols regarding division-level decisions around participation in the VALLSS Screener, Student Reading Plan, or intervention services. Parents may opt their student out of these services.
- Updated Biennial Division Literacy Plans are due June 30, 2025. Divisions will need to identify selected supplemental and intervention materials for Grade 6-8. Additionally, divisions will update their plans to include communication planning, training, monitoring student progress, assessing division level progress, and engaging parents, caregivers, and community in grades K-8.

Divisions should send any questions to vla@doe.virginia.gov for consideration and to share more information as it becomes available.

Literacy Office Hours

Please share with division-level ELA leaders to ensure they are connected to the communication and support offered this year for literacy.

Office hours are jointly hosted by VDOE and VLP staff. Current office hours for the 2024-2025 school year will end on Monday, June 23, 2025.

To support the 2025-2026 implementation of VLA in Grades 4-8, VDOE and VLP will hold weekly Literacy Office Hours. Summer office hours will be held on Mondays 10:30 a.m. starting June 30, 2025.

Updated Zoom links will be sent to division instructional leaders who have been designated as such in SSWS to register for the Office Hours. Once registered, you may attend any of the sessions without re-registering. Division literacy leaders can reach out to vla@doe.virginia.gov for more information on registration. New division literacy leaders need to contact the school division Educational Registry Application (ERA) manager for the Single Sign-on for Web Systems (SSWS) platform to update the literacy contact information.



Next Steps for school divisions:

- Continue to revise Division Literacy Plans for submission on June 30, 2025.
- Review VLA implementation from 2024-2025 and determine if changes are needed for 2025-2026 implementation, including scheduling for screening and interventions for students.
- Review end of year Reading Standards of Learning data to begin planning for VALLSS 4-8 screening next year. Determine schedules for screening students and potential plans for student interventions.
- Share frequently asked questions documents with grade 4-8 principals, teachers responsible for screening and supporting students in literacy, and other educators who will be involved in VALLSS 4-8 screening next year.

REFERENCE CHARTS FOR PLANNING

IMPLEMENTATION PLANNING CHART: Use this chart as a quick reference guide for implementation dates of the components and grade levels of the Virginia Literacy Act.

	K	1	2	3	4	5	6	7	8
Student Reading Plans	2024 - 2025	2024-2025	2024 - 2025	2024-2025	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
VALLSS	2024-2025	2024-2025	2024-2025	2024-2025 (required for specified students*)	2025-2026 (required for specified students*)	2025-2026 (required for specified students*)	2025-2026 (required for specified students*)	2025-2026 (required for specified students*)	2025-2026 (required for specified students*)
VALLSS Español	2025-2026	2025-2026	2025-2026	2025-2026					
Completion of training on evidence-based literacy instruction aligned to science-based reading research	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
Instruction using the 2024 English Standards of Learning (Per VLA)	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
Division Literacy Plan	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2025-2026	2025-2026	2025-2026

VLP Canvas Educator Group Training Chart: Use this chart as a quick reference guide for implementation dates of the components and grade levels of the Virginia Literacy Act.

Educator Group	VLA Requirements	Anticipated Canvas Modules Release	Number of Canvas Modules	Approximate Completion Time
K-5 Reading Specialists	Required to attend Reading Institutes (Summer/Fall 2023 or Fall 2024) and complete Canvas modules*	September 2024	9	3-4 hours per module
K-5 Teachers with no LETRS or Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers)	Required to complete K-5 Teachers Canvas Course	July 2024	9	2-3 hours per module
K-5 Teachers who have completed LETRS Volumes 1 & 2 OR Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers)	Required to complete K-5 Teachers Capstone Canvas Course	July 2024	3	1-1.5 hours per module
K-5 Teachers who have completed ONLY LETRS Volume 1 (Classroom, Special Educators, EL Teachers)	Required to complete K-5 Teachers Language & Comprehension Canvas Course	July 2024	7	2-3 hours per module
K-8 Principals	Required to attend Reading Institutes (Summer/Fall 2024)	N/A	<i>No Canvas modules are planned for K-8 principals at this time.</i>	N/A
6-8 Reading Specialists	Required to attend Reading Institutes (Fall 2024) and complete 6-8 Reading Specialists Canvas Course	September 2024	9	3-4 hours per module
6-8 ELA Teachers with no LETRS or Orton-Gillingham courses that meet the specified criteria (ELA Classroom, Special Educators, EL Teachers)	Required to complete 6-8 ELA Teachers Canvas Course	September 2024	9	2-3 hours per module
6-8 ELA Teachers who have completed LETRS Volumes 1 & 2 OR Orton-Gillingham courses that meet the specified criteria (ELA Classroom, Special Educators, EL Teachers)	Required to complete 6-8 Teachers Capstone Canvas Course	September 2024	3	1-1.5 hours per module
6-8 ELA Teachers who have completed ONLY LETRS Volume 1 (ELA Classroom, Special Educators, EL Teachers)	Required to complete 6-8 Teachers Language & Comprehension Canvas Course	September 2024	6	2-3 hours per module
6-8 Content Area Teachers (Content Classroom, Special Educators)	Required to complete 6-8 Content Teachers Canvas Course	September 2024	3	1-2 hours per module
K-8 Specialty and Resource Teachers (e.g., art, music, PE, CTE, resource)	Optional non-Canvas module and will be available on the public UVA website	January 2025	N/A	1-2 hours