

VIRGINIA LITERACY UPDATES

JUNE 2024



MESSAGE FROM DEPUTY SUPERINTENDENT OF TEACHING AND LEARNING

Educators,

I am honored to serve in the role of Deputy Superintendent leading critical work for our students and teachers every day in Virginia alongside you. I have been so impressed with the investments you have been making in strengthening teacher capacity, instruction for students, and the systems and supports to ensure effective implementation of the Virginia Literacy Act.

The literacy work sweeping the nation the past several years is a testament to educators demanding better for our kids, and the shifts we are making in literacy will change the trajectory of our students' lives. As school divisions continue planning and implementing the Virginia Literacy Act (VLA), VDOE has released an update for superintendents to share with key division leaders and school principals.

1. Instructional Materials
2. Use of VALLSS and Student Reading Plans
3. Professional Development
4. Planning
5. Frequently Asked Questions from the Field

I am so proud of the work your teams have been doing and look forward to celebrating your success. My team stands ready to support you and your schools.

Em Cooper

Em.Cooper@doe.virginia.gov

INSTRUCTIONAL MATERIALS

K-5 ELA Core Instructional Materials

Please share with division-level ELA leaders.

Pursuant to the VLA, “Each divisionwide literacy plan shall follow such template and address how the local school board will align (a) literacy professional development; (b) core reading and literacy curriculum for students in kindergarten through grade five; and (c) screening, supplemental instruction, and interventions for students in kindergarten through grade eight with evidence-based literacy instruction practices aligned with science-based reading research and how the school board will support parents to support the literacy development of their children. When developing such divisionwide literacy plan, each local school board shall use programs from the lists developed by the Department pursuant to subsection C of § 22.1-253.13:5 and subdivision H 2 of § 22.1-253.13:1 or seek approval from the Department for the use of alternative programs that consist of evidence-based literacy instruction and align with science-based reading research.”

The Virginia Literacy Act requires divisions to use approved core instructional materials in K-5 by the 2024-2025 school year. The Virginia Board of Education (VBOE) approved the K-5 [Core Instructional Program Guide](#) in June 2023 and an updated version in December 2023.

- Divisions should be finalizing the adoption of K-5 Core Instructional Programs following local policies and procedures.
- Division selections for core programming should be included in the Division Literacy Plan (DLP) **due July 1, 2024.**
- As divisions prepare for the initial implementation of HQIM in fall 2024, they should focus on engaging and investing stakeholders in shifting to HQIM and planning the processes and procedures they will put in place to enable the conditions for successful HQIM implementation. Divisions can use the [Playbook](#), [Literacy Implementation Network Series](#), [Summer Literacy and Math Symposiums](#), and [EBLI trainings](#) to support this process.

K-5 Supplemental and Intervention Materials

Please share with division-level ELA leaders.

Supplemental programs provide additional evidence-based literacy instruction and/or practice on a specific literacy skill (i.e., phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to science-based reading research. Supplemental programs are used to enhance a core instructional program during whole class or small group instruction. Teachers use supplemental programs for additional support to meet student needs. Supplemental programs are not required to be used for daily instruction. It may be needed to make deeper connections to the Core Instructional Program or to give students additional opportunities to practice specific literacy skills with different text materials. The Virginia Board of Education approved the [Supplemental Instructional Program Guide K-5](#) at the April 25, 2024, meeting. Intervention programs provide systematic, explicit evidence-based literacy instruction (EBLI) aligned to science-based reading research (SBRR) to students who persistently struggle to master literacy skills including phonological and phonemic awareness,

phonics, fluency, vocabulary, and comprehension. The Virginia Board of Education approved the [Intervention Instructional Program Guide K-5](#) at the April 25, 2024, meeting.

A [K-5 Supplemental and Intervention webpage](#) has been created for divisions to access the guides, approved programs, and rubrics.

- Divisions should follow local policies and procedures to determine which Supplemental and Intervention programs will be selected.
- Final division selections must be submitted in revised Division Literacy Plans **by December 6, 2024**.
- **NEW*** [Procurement and Pricing for Virginia Literacy Act K-5 Intervention and Supplemental Programs Approved by the Board of Education, April 2024](#)

6-8 Supplemental and Intervention Materials

Please share with division-level ELA leaders.

VDOE has contracted with the University of Virginia to review literacy intervention and supplemental programs for grades K-8. In grades 6-8, supplemental and intervention programs will be reviewed using an updated rubric that captures what quality instruction should look like in these grades.

- Upon final Board approval of grades 6-8 Supplemental and Intervention Materials, divisions will follow local policies and procedures to determine which programs will be used.
- Divisions will include grades 6-8 Supplemental and Intervention Materials in the updated DLPs beginning with the biennial plan submitted to VDOE in the 2025-2026 school year.

Interest Form for Middle School Educators to Serve on Grades 6-8 Curriculum Review Teams

Please share with division-level ELA leaders, principal supervisors, and middle school principals.

Cycle 3 of the Instructional Program Review (required to meet the mandates of the Virginia Literacy Act) will include reviews of supplemental and intervention programs for grades 6-8. The review process **for grades 6-8** will begin with interviews later this summer and continue with review work through the fall. If interested in learning more about serving on a review team for grades 6-8, please fill out this [Grades 6-8 Curriculum Review Team Form](#), so that VLP can make contact this summer to provide details about the position description and how to apply.

Questions? Please contact Virginia Literacy Partnerships, VLP-VLA@virginia.edu

USE OF VALLSS AND STUDENT READING PLANS

Kindergarten through Grade 3

Please share with division-level ELA and assessment leaders, principal supervisors, and elementary principals.

A reading screener serves as an early warning system for students who may be experiencing reading difficulties. Data from the screener allows educators to better understand early literacy teaching targets.

The [Early Intervention Reading Initiative](#) (EIRI) supports services to students in K-3 who demonstrate substantial deficiencies based on their individual performance on a literacy screener provided by the VDOE. Beginning in 2024-2025 ([22.1-253.13.1.G.1](#)), the statewide literacy screener will be the Virginia Language & Literacy Screening System (VALLSS) and will be fully implemented by all school divisions for Grades K-3. The previous screening tools, PALS Pre-K and PALS K-3, will no longer be used in Virginia. Spring 2024 PALS data may continue to be used by divisions to help determine summer remediation or other planning purposes to support reading instructional needs.

The 2024-2025 EIRI Assessment Schedule outlines minimum administration requirements for VALLSS. [VALLSS](#) has *Bands of Risk* and *Instructional Indicators*. Students receive a *Band of Risk*: High Risk, Moderate Risk, or Low Risk, illuminating the level of risk for developing future reading difficulties. Students who are at High Risk are most likely to have ongoing reading difficulties. Students at High Risk also qualify for EIRI services (2.5 hours weekly of additional intervention/support) and a **Student Reading Plan**. *Instructional Indicators* provide information at the subtest level to indicate specific skills where the student would benefit from additional explicit instruction to move them towards the Low-Risk band. Parents should be notified of their child’s performance on VALLSS and should be given the opportunity to participate in the development of Student Reading Plans for those students requiring them.

2024-2025 Assessment Calendars can be found on the Virginia Literacy Partnerships (VLP) [login page](#) as well as on the links below:

- [2024-2025 VALLSS: Pre-K Assessment Calendar](#)
- [2024-2025 VALLSS: Grades K-3 Assessment Calendar](#)

The VALLSS: Grades K-3 Certification Tutorial will be available by July 1 behind the VLP website login. Divisions should work with teachers who administer VALLSS to ensure they have access to this tutorial prior to the fall 2024 administration window.

- The VLA requires all divisions to use the Kindergarten through Grade 3 screener (VALLSS) in 2024-2025. Divisions will use the [2024-2025 EIRI Assessment Schedule](#) and [2024-2025 VALLSS: Grades K-3 Assessment Calendar](#) for K-3 assessment planning purposes.
- Results from the K-3 VALLSS assessment will be used to develop student reading plans.

Student Reading Plans

Please share with division-level ELA leaders, principal supervisors, and elementary principals.

The VLA requires that “each local school board shall provide reading intervention services to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their performance on the Standards of Learning reading assessment or a literacy screener provided or approved by the Department. Such reading intervention services shall consist of evidence-based literacy instruction, align with science-based reading research, and be documented for each student in a written student reading plan...” (§ [22.1-253.13:1 G](#)). VDOE has contracted with the University of Virginia to develop the [Student Reading Plan Template](#) and [guidance documents](#). The Virginia Board of Education approved the Student Reading Plan Template at the April 25, 2024, meeting.

Any student scoring in the “High Risk” *Band of Risk* **in the fall of 2024** will be required to have a Student Reading Plan in place.

Incoming third graders are required to be screened at the beginning of the year if they are new to Virginia and/or they are a student who received summer reading interventions according to EIRI. Student Reading Plans for incoming third graders are required for those that were identified by the second grade Spring 2024 PALS screener as below benchmark and did not receive summer reading interventions.

Educators must communicate with parents regarding the Student Reading Plan and parents must be given the opportunity to participate in its development. Parents will receive a copy of the Student Reading Plan once it has been developed. Below are resources available to school divisions to use when communicating with parents. Divisions may adapt these resources as needed.

- Divisions will use the components listed in the [Student Reading Plan](#) Template for students in Kindergarten through Grade 3 beginning in the 2024-2025 school year.
- All students who score in the high-risk band on VALLSS must have a Student Reading Plan. Notwithstanding §22.1-253.13:1 G and H of the Code of Virginia, for students in grades 4 through 8, the administration of literacy screeners and development of student literacy plans shall not be required until the 2025-2026 school year.
- Divisions can now access the [Student Reading Plan](#) (SRP), [Division Student Reading Plan Guidance](#), and [Practitioner Student Reading Plan Guidance](#) documents on the VDOE website.
- **NEW* The following parent resources are now available:**
 - [Family Invitation to Participate Letter](#)
 - [Family Invitation to Participate Letter - Spanish](#)
 - [Student Reading Plan Family Explanation Letter](#)
 - [Student Reading Plan Family Explanation Letter - Spanish](#)

PROFESSIONAL DEVELOPMENT

Teacher Professional Development: Canvas Enrollment

Please share with division-level ELA leaders, principal supervisors, and principals.

NEW* As part of the VLA, K-8 educators are required to receive training in evidence-based literacy instruction aligned to science-based reading research. In 2023, the VLA was expanded from the original requirements of training for elementary school teachers, elementary school principals, reading specialists, and special education teachers to include training for ESL teachers, middle school teachers, and middle school principals. VDOE contracted with the University of Virginia to design, develop, and facilitate a statewide knowledge-based professional development training at no cost for Virginia educators. As part of this training, Canvas courses designed for different audiences are being offered beginning June 2024. The courses are self-paced and recommended to be taken one per month. Please see the chart below for the Canvas Course offerings and estimated date of release.

All school division ELA supervisors (or designees) need to complete [this spreadsheet](#) to identify the teachers and reading specialists who need to enroll in VLP Canvas Courses. This information will be submitted to the University of Virginia via SWSS Dropbox and teachers will be enrolled in the course that you have indicated for them. If you send this template to others at the school or division level to complete, we ask that the ELA supervisor (or designee) compile all the information on one excel file and

submit by July 2, 2024. After this initial submission, school divisions may resubmit at the beginning of each month as new employees are hired.

Please select the following name under the University of Virginia in the SSWS Dropbox application:
Kimberly Bavis – Senior Instructional Technology Specialist.

Participants will receive an account creation notice email from notifications@instructure.com with directions on how to set up their password. Not completing this step will result in a delay in accessing their account and course. A course enrollment email will follow the account creation email. Once they are enrolled, an announcement will be emailed to them when the course officially opens. Please ensure you share this information with teachers who are required to complete the training. More specific directions about how to complete the template are on the first tab of the spreadsheet.

- Divisions should identify teachers who need Canvas courses and submit names through the spreadsheet provided above.
- Divisions will outline a training plan in section three of the DLP and are responsible for monitoring completion of the training requirements by the end of the 2024-2025 school year.

Teacher Professional Development in Science-based Reading Research

Please share with division-level ELA and professional learning leaders, principal supervisors, and principals.

K-8 educators have three options for completing the required training by the end of the 2024-2025 school year:

- UVA-developed Canvas Courses
- LETRS Volumes 1 and 2 (2019 version) and UVA Capstone Course
- Orton-Gillingham courses that meet the below criteria and UVA Capstone Course.
 - 25 hours of training
 - Includes content on encoding/decoding, phonemic awareness for K-3, fluency, dyslexia, comprehension, complex text, and data literacy
 - Embeds support for English Learners and students with difficulties learning to read and write

The UVA Capstone Course covers content specific to VLA implementation, including the new VALLSS screener and Student Reading Plans.

The table below details the UVA-developed Canvas courses for each group of educators, the anticipated release date, the number of modules, and approximate completion time. It also includes what alternate courses are approved by the Virginia Board of Education to fulfill VLA requirements for each group of educators. All Canvas modules for an educator group will be released at the same time to encourage individualized pacing, and completion time will vary on the participant's pacing and the content of the module. Divisions will be responsible for signing up their educators for the necessary Canvas modules they need to meet the VLA requirements. Questions can be directed to VLA@doe.virginia.gov.

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 (e.g., classroom, SPED, ESL)	Required to complete Canvas modules OR LETRS Volumes 1 & 2 and Canvas Capstone Course OR Orton-Gillingham courses that meet the specified criteria and Capstone Course in Canvas	June 2024	9	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>		
6-8 Reading Specialists	Required to attend Reading Institutes (Fall 2024) and complete Canvas Modules	September 2024	9	3-4 hours per module
6-8 ELA Teachers	Required to complete Canvas modules specific to 6-8 ELA Teachers OR LETRS Volumes 1 & 2 and Canvas Capstone course OR Orton-Gillingham courses that meet the specified criteria and Capstone course in Canvas	September 2024	9	2-3 hours per module
6-8 Content Area Teachers	Required to complete Canvas modules specific to 6-8 Content Area Teachers OR LETRS Volumes 1 & 2 and Canvas Capstone course OR Orton-Gillingham courses that meet the specified criteria and Capstone course in Canvas	September 2024	9	1-2 hours per module

Educator Group	VLA Requirements	Anticipated Canvas Modules Release	Number of Canvas Modules	Approximate Completion Time
K-5 Capstone Course	Required for K-5 Teachers who completed either alternate courses: LETRS Volume 1 & 2 OR Orton-Gillingham courses that meet the specified criteria	June 2024	3	1-1.5 hours per module
6-8 Capstone Course	Required for 6-8 Teachers who completed either alternate courses: LETRS Volume 1 & 2 OR Orton-Gillingham courses that meet the specified criteria	September 2024	3	1-1.5 hours per module
Specialty and Resource Teachers (e.g., art, music, PE)	Optional and will be available on the public UVA website	September 2024	1	1-2 hours

*K-3 Reading Specialists who attended Reading Institute in 2023 should be finishing Canvas courses by summer 2024. Reading Specialists for grades 4-8 and new K-3 Reading Specialists will be trained at Reading Institutes in fall 2024 and enrolled in Canvas courses specific to the age they serve (K-5 or 6-8).

Principal Professional Development

Please share with division-level ELA and professional learning leaders, principal supervisors, and principals.

Elementary and middle school principals are required to attend literacy professional development for school leaders in evidence-based literacy instruction. An email with registration information was sent on Friday, May 3, 2024, to ELA supervisors as identified in SSWS with registration links and a password. Registration for these trainings has officially closed. If your registration request could not be accommodated this summer due to capacity or individual schedules, fall dates and locations will be available. New principals/assistant principals will also be able to attend fall trainings. Once fall dates and locations have been determined, VLP will share that information and provide a new registration form. Divisions will be responsible for travel arrangements and expenses.

Location/Address	Date/Time
Radford University 801 East Main Street Radford, VA 24142	June 10 9:00 a.m.-4:00 p.m.
Henrico County Public Schools Glen Allen High School 10700 Staples Mill Road Glen Allen, VA 23060	June 14 9:00 a.m.-4:00 p.m.
Southwest Virginia Higher Education Center P.O. Box 1987 Abingdon, VA 24212	June 17 9:00 a.m.-4:00 p.m.
Shenandoah University: Halpin-Harrison Hall 600 Millwood Ave. Winchester, VA 22601	June 21 9:00 a.m.-4:00 p.m.
Longwood University 201 High Street Farmville, VA 3909	June 24 9:00 a.m.-4:00 p.m.
Chesapeake Public Schools Indian River High School 1969 Braves Trail Chesapeake, Virginia 23325	June 27 9:00 a.m.-4:00 p.m.

Grades 4-8 Reading Specialists and New K-3 Reading Specialists

Please share with division-level ELA leaders, principal supervisors, and principals.

VDOE has contracted with UVA to conduct training for grades 4-8 reading specialists and new K-3 reading specialists for the 2024-2025 school year. This will include a two-day, in-person institute to be held in the fall and required virtual training through Canvas during the school year. Reading specialists may access the Canvas course prior to the fall in-person training.

- Divisions should begin identifying reading specialists who will need to attend this training.
- Divisions will outline a training plan in section three of the DLP.

Reading Specialist Provisional Microcredential

Please share with division-level ELA leaders, principal supervisors, and principals.

Divisions should consider the following requirements when determining local needs for employing reading specialists for the 2024-2025 school year. The reading specialist microcredential for provisional endorsement meets the requirements below.

- [Chapter 1. 137 B. 7. h.](#) Notwithstanding the provisions of subsection G of § 22.1-253.13:2 of the Code of Virginia, each local school board shall employ a reading specialist for each 550 students in kindergarten through grade three. To provide flexibility, school boards may employ other staff such as reading coaches or other instructional staff who are working towards obtaining the training and licensure requirements necessary to fulfill the staffing standards that become effective at the start of the 2024-2025 school year. School divisions are encouraged to deploy these positions to assist in reading instruction and intervention to students in kindergarten through sixth grade.
- [125 B. 7. h.](#) Notwithstanding the provisions of subsection G of § 22.1-253.13:2 of the Code of Virginia, school boards may employ other staff such as reading coaches or other instructional staff who are working towards obtaining the training and licensure requirements necessary to fulfill the reading specialist staffing standards.

VDOE is offering a Reading Specialist microcredential that will support divisions in implementing this requirement.

To obtain the microcredential, educators will complete a Virginia Department of Education Canvas course that will provide a provisional reading specialist endorsement valid for five years upon successful completion for individuals who currently hold a Valid Virginia license and wish to serve in the capacity as a reading specialist in a Virginia school. This course is offered at no cost. Participants will explore evidence-based literacy instruction and science-based reading research as well as the identification of the appropriate interventions, accommodations, and teaching techniques. Participants will complete seven modules that are self-paced and offer checks for understanding. Two modules will offer a Summative Performance Task that participants must pass in order to receive a certificate of completion. It is estimated to take 45 hours to complete the course. The Reading Specialist Microcredential certificate can be submitted with an application for an Add-On Provisional Reading Specialist endorsement to the licensure department at VDOE.

Enrollment in a university program is not required for the provisional endorsement as a reading specialist. Beyond the provisional endorsement for reading specialist, an individual may wish to complete the regulatory requirements to obtain a full reading specialist endorsement in Virginia.

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

NEW* The intent of the microcredential program is to provide a provisional reading specialist endorsement upon successful completion for individuals who currently hold a Valid Virginia license and wish to serve in the capacity as a reading specialist in a Virginia school. Upon successful completion of the microcredential, participants will receive a certificate that can be used to apply for an add-on reading

specialist endorsement. Questions regarding licensure can be answered by contacting licensure@doe.virginia.gov. The microcredential does not substitute for the required reading specialist training and VLP provided Canvas course.

PLANNING

Division Literacy Plan

Please share with division-level ELA leaders.

In the [March Virginia Literacy Update](#), VDOE released a Division Literacy Plan (DLP) Template-[Version 2](#) which is an editable Word document. Divisions may choose to use either [Version 1](#) or 2 as they continue to develop their plans. The focus on the initial DLP has been narrowed to focus on K-5 for 2024-2025. School year 2024-2025 will be the first year of the Virginia Literacy Act requirements. Therefore, during the first year of the VLA, VDOE is requiring a one-year plan so that school divisions, while in varying stages of implementation, can intentionally and thoughtfully think through the first year of required implementation and how to ensure all educators are trained and supported with HQIM usage. Prioritizing HQIM usage and educator training ensures a focus on student achievement and growth, allowing students to become the strongest readers possible. Beginning in 2025-2026, divisions will implement a biennial division literacy plan which will expand the focus to K-8. The DLP is a component of the division's greater division-wide comprehensive plan required by the [Code of Virginia](#).

Pursuant to the VLA in section [§ 22.1-253.13:6](#), each local school board shall use programs from the lists developed by the Department pursuant to subsection C of [§ 22.1-253.13:5](#) and subdivision H 2 of [§ 22.1-253.13:1](#) or seek approval from the Department for the use of alternative programs that consist of evidence-based literacy instruction and align with science-based reading research. Divisions who request curriculum or supplemental resources that are not on the Board approved list should use the K-5 [Core Instructional Review Rubric](#) or the K-5 [Supplemental Review Rubric](#) to review the strengths and weaknesses of those materials. Existing rubrics are located on the VDOE website for K-5 [Approved Core Instructional Programs](#) and K-5 [Approved Supplemental Instructional Programs](#). Requests are made in the DLP, and VDOE will review the request with the same rigor as the instructional materials review process. Feedback will be provided to divisions if changes need to be made to their selected and/or requested materials. The DLP is due **July 1, 2024** via email to vla@doe.virginia.gov.

Timeline for Completion of the DLP

- SY 2024-2025: Baseline Data Collection
 - DLPs submitted from all school divisions - July 1, 2024
 - Approval of DLPs from VDOE - August 1, 2024
 - Divisions submit updates to the DLP – December 6, 2024
- SY 2025-2026: Year 1 of the Biennial DLPs
- SY 2026-2027: Year 2 of the Biennial DLPs

Literacy Implementation Network Sessions

Please share with division-level ELA and professional learning leaders, principal supervisors, and principals.

To support school divisions as they are making instructional shifts to the VLA and to facilitate the process of the DLP development, VDOE offered the Literacy Network Implementation Series throughout the spring 2024. Materials from the Literacy Network Implementation Series are below.

Session 1	Launching Our Work and Building Investment in a Literacy Vision	Session 1 PPT Virginia Literacy Act Implementation Playbook
Session 2	Effective Leadership during Adoption and Early Implementation of HQIM	Session 2 PPT HQIM Guidance for VA Divisions
Session 3	Establishing the Conditions for Successful HQIM Implementation	Session 3 PPT Technical Conditions for Successful HQIM Implementation Chart
Session 4	Deepening Support for Teachers: Professional Learning and Collaborative Planning	Session 4 PPT

NEW* 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 identified students*)	2025-2026 (required for identified students*)	2025-2026 (required for identified students*)	2025-2026 (required for identified students*)	2025-2026 (required for identified students*)	2025-2026 (required for identified students*)
VALLSS Spanish	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	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

*VALLSS is required for all K-2 students. For third grade, VALLSS is required for any student new to Virginia or for any student who received summer remediation or intervention. During 2024-2025, VALLSS 4-8 will be piloted in selected divisions. Data from this pilot will determine screener requirement usage.

FREQUENTLY ASKED QUESTIONS FROM THE FIELD

Will any Orton-Gillingham course count for the required training for VLA?

- *Orton-Gillingham training must meet the below criteria and teachers will be required to also take the UVA Capstone Course:*
 - *25 hours of training*
 - *Includes content on encoding/decoding, phonemic awareness for K-3, fluency, dyslexia, comprehension, complex text, and data literacy*
 - *Embeds support for English Learners and students with difficulties learning to read and write*

The UVA Capstone Course covers content specific to VLA implementation, including the new VALLSS screener and Student Reading Plans.

What LETRS training will count for the required training for VLA?

- *LETRS Volumes 1 and 2 (2019 version) and UVA Capstone Course*

The UVA Capstone Course covers content specific to VLA implementation, including the new VALLSS screener and Student Reading Plans.

Should licensed preschool teachers complete the Virginia Literacy Partnerships Canvas Courses?

- *At this time the VLP Canvas courses are for the K-8 audience. There are no VLA required trainings for preschool teachers; however, Virginia Literacy Partnerships does provide many resources that would be appropriate for professional learning to support literacy instruction in PreK and promote school readiness:*
 - *There is a Pre-K Package available in the [VLP VALUE Series](#) that provides professional development materials for Pre-K educators. Pre-K teachers may also find other VALUE packages helpful including: Language Development, Phonemic Awareness, and Vocabulary & Oral Language.*
 - *The [VLP Instructional Protocols](#) may also be beneficial to Pre-K teachers, which include some videos. There are Instructional Protocols in Management and Routines, Language Development, Phonological Awareness, and Phonemic Awareness & Phonics (beginning with individual sounds and letters).*

Should school-based preschool programs change their literacy curriculum to meet the requirements of the VLA?

- *No. VPI is required to use a [vetted curriculum](#). Part of the vetting process is ensuring the content and materials support the Early Learning Development Standards (ELDS), and the ELDS include literacy.*
- *The use of an approved curriculum is one of the quality measures in [VQB5](#). Other publicly funded, school-based preschool programs have the option of adopting a vetted curriculum for an additional 100 points on their VQB5 quality rating.*