



HIGH-QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY

Request for Information 2024

Alabama State Department of Education
Division of Instruction
Alabama Reading Initiative
Montgomery, AL

*THERE WILL NOT BE A FORMAL PROPOSAL OPENING. THIS IS AN OPPORTUNITY FOR INTERESTED ENTITIES TO PRESENT THEIR MATERIALS, ALIGNED TO STRUCTURED LITERACY, TO THE ALABAMA LITERACY TASK FORCE, THE ALABAMA COMMITTEE FOR GRADE LEVEL READING, AND THE ALABAMA HIGHER EDUCATION TASK FORCE, AND THE ALABAMA READING INITIATIVE FOR VETTING AND REVIEW PROCESS. ALL MATERIAL RECEIVED BY ALSDE WILL BE SHARED WITH THESE REPRESENTATIVES FOR THE REVIEW PROCESS. THEREAFTER, IT IS EXPECTED THE ENTITIES WILL SUBMIT RECOMMENDATIONS TO THE STATE SUPERINTENDENT FOR FURTHER CONSIDERATION. ALL COMMUNICATION MUST BE THROUGH THE ALSDE CONTACT.

SECTION 1: BACKGROUND AND PURPOSES

The Alabama State Department of Education (ALSDE) is seeking submissions of HIGH-QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY from any individuals or firms interested in having their programs vett ed by various state literacy leaders through the coordination of the ALSDE. This Request for Information is not an offer to contract but seeks the submission of a HIGH-QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY from interested providers for the purpose of the assisting the state in providing recommendations to the State Superintendent of Education, Alabama Literacy Task Force, Alabama Committee for Grade Level Reading, Alabama Department of Early Childhood Education, and Alabama Higher Education Task Force as it relates to best practices in the science of reading. Applicants who submit may be provided on a list released by the Alabama State Department of Education outlining an overview of their programming and a summary of the review.

This is in response to the work in Alabama involving the *Alabama Literacy Act* and the collaboration among various stakeholders supporting the work. It works toward the charge in the law for a “*state continuum of teacher development for approved science of reading.*”

In this RFI (Request for Information) we are seeking professional learning around the following elements individually or in combination:

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Oral Language
- Writing
- Dyslexia
- Structured Explicit Literacy

We are seeking professional learning designed for any the following groups:

- Pre-Service Candidates
- In-Service Teachers
- Post-Secondary Instructors
- Reading Specialists
- Administration
- Pre-K Teachers
- Family and Community Organizations

SECTION 2: Review of HIGH-QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY

The Alabama State Department of Education, Alabama Reading Initiative, requests submission of:

1. Information submitted in its digital format entitled [RFI: High Quality Professional Learning in STRUCTURED LITERACY](#), This information will be used to compare professional learning opportunities available for enhancing Alabama’s Science of Reading work, and result in improved student outcomes. Hard copies and flash drives of this information are not requested.
2. One hard copy of any program materials and resources given to the participants. Submitted materials may include, but are not limited to:
 - A. Coursebooks
 - B. Assessments
 - C. Manipulatives
 - D. Scope and sequence for training
3. The information above will be reviewed utilizing the following rating system and categories:
 - A. Categories:
 - Comprehensive Programs inclusive of the “Big 5+2” (phonological awareness, phonics, fluency, vocabulary, and comprehension + oral language and writing) and dyslexia
 - Programs addressing an individual element (phonological awareness, phonics, fluency, vocabulary, and comprehension, oral language, writing, and dyslexia)
 - B. Research Rating system:

RESEARCH EFFICACY RATINGS		
<p><i>The information from the RFI: High Quality Professional Learning in STRUCTURED LITERACY, form will be used to gather information to determine the rating of the program.</i></p>		
<p>EVIDENCE–BASED AND REQUIRED MATERIALS Validity Statements and Research Narratives must be provided for content and instructional strategies. ✓ Validity Statement(s): The reading program provider’s summary of findings of multiple research studies. <i>These research studies must be based on STRUCTURED LITERACY.</i> ✓ Research Narrative(s): The reading program provider’s description of how research was utilized to determine content and instructional strategies and the degree of correlation between program content and instructional strategies and the research findings.</p>		
Strong Evidence	Moderate Evidence	Promising Evidence
✓1 well-designed experimental study conducted by independent researchers. ✓the study should show a statistically significant positive effect of the program on student outcomes or other relevant outcomes and be consistent with other research findings (peer reviewed and meets randomized control trial) ✓large sample(s) with diverse populations	✓1 well-designed quasi-experimental study conducted by independent researchers. ✓the study should show a statistically significant positive effect of the program on a student outcomes or other relevant outcomes and be consistent with other research findings (peer reviewed) ✓large sample with diverse populations	✓ 1 well-designed correlational study ✓ the study should show a statistically significant positive effect of the program on a student outcomes or other relevant outcomes and be consistent with other research findings
<p>No Evidence: No research study evident or research study results did not show statistically significant positive effects.</p>		

C. Program Component Rating System

PROGRAM COMPONENT RATING SYSTEM		
<p>The information from the RFI: High Quality Professional Learning in STRUCTURED LITERACY, form will be used to gather</p>		
Strong Evidence	Moderate Evidence	Promising Evidence
<ul style="list-style-type: none"> ✓The product is based on STRUCTURED LITERACY and void of anything concerning the three-cueing system. ✓The program addressed a category of professional learning referenced in the form. ✓The program element referenced has an explicit and systematic method of supporting learning consistent with research. ✓The program element supports all struggling readers including English learners and students with special needs. ✓The program access is being provided which reveals strong evidence of a program that will support the learning. 	<ul style="list-style-type: none"> ✓The product is based on STRUCTURED LITERACY and void of anything concerning the three-cueing system. ✓The program addressed a category of professional learning referenced in the form. ✓The program element referenced has a somewhat explicit and systematic method of supporting the learning that is somewhat consistent with research. ✓The program element supports struggling readers. ✓Program access is being provided, which reveals some evidence of a program that will support the learning. 	<ul style="list-style-type: none"> ✓The product is based on STRUCTURED LITERACY and void of anything concerning the three-cueing system. ✓The program addressed a category of professional learning referenced in the form. ✓The program element referenced has a method of supporting the learning. ✓The program access is not available but other evidence indicates it would be beneficial
<p>No Evidence: Program review does not appear to be beneficial to growth in STRUCTURED LITERACY for the purposes of</p>		
<p>The program elements that will also be gathered are the elements in the RFI: High Quality Professional Learning in STRUCTURED LITERACY form. Examples of the information are:</p> <ul style="list-style-type: none"> • audience • public website • references • statewide capacity • delivery methods • support for participants • coaching • cost • length of training 		

SECTION 3: SPECIFIC DISQUALIFIER FOR REVIEW:

- If a program is submitted and the [RFI: High Quality Professional Learning in STRUCTURED LITERACY](#) indicates instructional practices are NOT ALIGNED WITH STRUCTURED LITERACY &/OR the SCIENCE OF READING, it shall be disqualified as cognitive science refutes its benefit in foundational reading skills acquisition.
- If the theoretical basis is NOT GROUNDED IN STRUCTURED LITERACY AND/OR UTILIZES THE THREE CUEING SYSTEM MODEL of Reading or Visual Memory as the primary basis for teaching word recognition, it shall be disqualified as cognitive science refutes its benefit in foundational reading skills acquisition.
- If an electronic submission was not received. There will be an automated message to notify you if the RFI submission went through. IF YOU DO NOT RECEIVE THE AUTOMATED MESSAGE, YOU WILL NEED TO RESUBMIT.

SECTION 4: OTHER

- Specific terms and requirements in this Request for Information may be waived or modified by the State of Alabama as it deems necessary and appropriate.
- The state has no liability for any costs incurred by a prospective provider for the preparation and production of materials or for any work performed because of this request.
- Responders will be notified via email when a formal compilation review is available. All submissions will receive information on the review from the committee following the review.
- ALSDE does *not* expect to award a contract pursuant to any submission received. Moreover, the ALSDE makes no representation concerning selection, award, or financial support of any proposal.
- Only the final results of the review may be considered public. Any work papers, individual evaluator or consultant comments, notes, or scores will not be considered public. The final results of the review will not be publicly available until final submission is reported.
- *The ALSDE reserves the right to reject any and all submissions and to solicit additional submissions if that is determined to be in the best interests of the State of Alabama.*

SECTION 5: SUBMISSION DEADLINE

No hard copies of the paperwork/questions are requested on behalf of this RFI, however, one hard copy of any materials used by the participant shall be submitted to the following address:

MAILING ADDRESS:

Alabama State Department of Education
ATTN: ALISON MCCLURE
Alabama Reading Initiative
Gordon Persons Building, Room 5234
50 North Ripley Street
Montgomery, AL 36104

EMAIL ADDRESS FOR ELECTRONIC INFORMATION SUBMISSION OR QUESTIONS: BONNIE.SHORT@ALSDE.EDU

DUE DATE: Science of Reading Professional Learning Submission and any hard copies must be submitted electronically and all materials for review must be received at the address above by, Thursday, May 9, 2024, at 3:00 P.M. CDT.