



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.  
State Superintendent of Education

May 13, 2020

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Eric G. Mackey *EGM*  
State Superintendent of Education

**RE:** Multisensory Structured Language Education (MSLE) Trainings Leading to  
Dyslexia Therapist Certification Endorsement

The Alabama State Department of Education (ALSDE) is excited to facilitate the expansion of multisensory strategies professional development opportunities through extensive training in Multisensory Structured Language Education (MSLE), which can also lead to dyslexia therapist certification endorsement. Educators interested in this opportunity should review the attached information, complete the ALSDE application process, and must meet the following qualifications: (1) hold a valid professional educator certificate; (2) complete an International *Multisensory Structured Language Education Council* (IMSLEC) endorsed training course; and (3) receive a passing score on the *Academic Language Therapy Association's Certified Academic Language Therapy* assessment or the *International Dyslexia Association's Knowledge and Practice Examination of Effective Reading Instruction*.

The ALSDE is offering two pathways for educators to apply for participation in seeking a dyslexia therapist certification endorsement:

- The Shelton Academic Reading Approach (SARA), Cohort 8 (up to 25 participants)
  - Attachment 1 – Shelton MSLE Training Course Overview
  - Attachment 2 – Application Packet and Job Description
- The Neuhaus Basic Language Skills Course, Cohort 1 (up to 12 participants)
  - Attachment 3 – Neuhaus Basic Language Skills Course Overview
  - Attachment 4 – Application Packet and Job Description

Educators who are selected to participate **must fully commit** to the rigorous multi-year coursework and adhere to the guidelines of the job description. They must also be willing to facilitate and support professional learning for other educators. Superintendents and school leaders must commit to ensuring applicants will be allowed to work within the guidelines of the job description of an MSLE-trained educator with the expectation that student learning is maximized.

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City and County Superintendents of Education

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All applications must be received in the ARI office by close of business Friday, June 5, 2020. Please submit applications electronically to [dyslexia@alsde.edu](mailto:dyslexia@alsde.edu) and contact Mrs. Vickie Chappelle, ARI Education Specialist, at (334) 694-4632 if you have any questions.

EGM/ED/KWP

**Attachments**

cc: Chief School Financial Officers  
LEA ARI-Dyslexia Contacts  
LEA Special Education Coordinators  
Grades K-3 Elementary Principals  
Dr. Daniel Boyd  
Dr. Elisabeth Davis

Mr. Andy Craig  
Dr. Jeffery Langham  
Mrs. Karen W. Porter  
Ms. Crystal Richardson  
Mrs. Reeda Betts  
Mrs. Vickie Chappelle

FY20-2080



# Overview - Shelton MSLE Training Course



The **Alabama State Department of Education (ALSDE)** and the **Alabama Reading Initiative (ARI)** are pleased to offer the opportunity for an eighth cohort of 25 certified Grades K-3 teachers to be trained in Multisensory Structured Language Education (MSLE) accredited by the International Dyslexia Association (IDA) and the International Multisensory Structured Language Education Council (IMSLEC). The ALSDE currently has seven cohorts of MSLE-trained educators who are implementing a multisensory structured language program for students with specific language disabilities, such as dyslexia and related disorders. *Our focus with Cohort 8 will be working toward all districts having the opportunity to have at least one highly skilled MSLE teacher to serve students.*

This training, called the Shelton Academic Reading Approach (SARA), is based on the *Take Flight* program from Texas Scottish Rite Hospital. It is a blend of intensive face-to-face coursework, a practicum, and individualized online or distance mentoring. The coursework supports participants in the use of evidence-based strategies utilizing a multisensory structured language program for students with specific language disabilities, such as dyslexia and related disorders. Participants are also supported in planning, delivering, and measuring instruction in decoding, structural analysis, fluency, morphology, comprehension, and composition. The course also introduces participants to concepts related to the identification of a student with specific language disabilities. Data on the teacher knowledge gained as well as student reading growth is gathered. Qualified Instructor (QI) training is also available.

The Cohort 8 course begins with an intensive two-year training course and associated practicum. The practicum requires that a teacher instruct three, 45-minute sessions to groups of students over the course of two years to meet the minimum 700 hours required for certification at the therapy level. Participants begin accruing practicum hours when they begin using the program and are advised to do so as soon as possible. Observations must be submitted via video. Seminars are interspersed throughout the year to address questions that arise in the practicum and to extend the knowledge of the participants. Year 1 of the training runs from July 2020 to May 2021 and Year 2 runs from July 2021 to May 2022.

Upon completion of the course and the practicum, participants will join a network of over 200 Alabama teachers from across the state trained in the program. Program completers will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Therapy Association (ALTA) as a Certified Academic Language Therapists (CALT).

## **Priority for selection will be given to the following:**

1. Applicants from a district with no trained MSLE teachers.
2. Applicants from high-needs schools (ARI full support schools).
3. Applicants who will commit in writing to the entire five (5) years of training and all the expectations for maximizing student learning time and sharing professional expertise within their local education agency (LEA).
4. LEAs whose superintendent will commit in writing to allow applicants to fulfill all of the requirements of the training, including the five-year commitment to the training, the maximizing of student learning time, and the expectation that participants will share their professional learning in their LEA.

Once candidates are identified, each must view the webinar titled "MSLE Applicant Webinar" before committing to the process. Both district and applicant webinars may be accessed by going to the ALSDE website at [www.alsde.edu](http://www.alsde.edu) and typing the title in the search box of the home page. After viewing the webinar and certifying their participation, interested applicants may then submit the completed application packet, endorsed by their school district, to meet the requirements of participation.

**Please direct inquiries and questions regarding the MSLE training process to Mrs. Vickie Chappelle, ARI Education Specialist, by telephone at (334) 694-4632 or by email at [dyslexia@alsde.edu](mailto:dyslexia@alsde.edu).**



## Overview of the Shelton MSLE Training Course

The overview of the training course, a schedule of proposed training dates and locations, the MSLE-teacher job description, and an application packet are included in this attachment.

***Due to the intensity of training and the length of commitment to this process, it is advised that district leaders thoroughly review the information contained in the attachments and view the webinar titled "MSLE Superintendent Webinar," before sharing this with teachers and their principals. The superintendent webinar may be accessed by going to the ALSDE website at [www.alsde.edu](http://www.alsde.edu) and typing the title in the search box of the home page. Superintendents in districts with no MSLE-trained teacher in Grades K-3 are encouraged to engage in soliciting strong candidates for this unique opportunity.***

### BENEFITS:

To the School District:	To the Participant:	To the Students:
On-site personnel able to deliver direct service to students who demonstrate early signs of difficulty in reading as well as students with a diagnosed learning disability	<b>Ability to deliver direct service to students who demonstrate early signs of difficulty in reading, as well as students with a diagnosed learning disability</b>	Access to a knowledgeable teacher who can offer an appropriate intervention as soon as a difficulty is demonstrated
On-site personnel with the knowledge base to coach colleagues in appropriate accommodations in reading instruction	<b>Knowledge base to share with colleagues in appropriate accommodations in reading instruction</b>	Recognition of need from a knowledgeable teacher who can calm fears and address needs
Reduction in the number of special education referrals	<b>Additional credentials that are recognized nationally</b>	Freedom from the experience of failure in school

### TRAINING SCHEDULE:

Dates	Total Hours	Objectives
One week (five days) in July 2020	40	Participants are given an overview of dyslexia and related disorders and of MSLE techniques. At the end of the week, the participants will be prepared to begin delivering a remedial program to appropriate students.
Five training days provided in the fall of 2020- 2021 school year	40	Participants will receive further instruction in the structure of the English language and in the delivery of the program.
Fall 2020 - Spring 2021	60	Participants will submit a <b>minimum of five</b> video lessons to the instructor for critique.
Five training days provided during the 2021-2022 school year	40	These seminars begin the therapy-level course. Participants will receive advanced instruction in the structure of the English language and in the delivery of the program.
Fall 2021 - Spring 2022		Participants will submit a <b>minimum of five</b> video lessons to the instructor for critique.

\*The practicum hours are the documented hours of program delivery to students. A session or class is a minimum of 45 minutes. Each session counts toward the total clinical teaching or practicum hours. A teacher teaching three groups of students over the course of two years will meet the minimum 700 hours required for certification at the therapy level.





## Proposed Class Outline and Objectives for the Initial Week of Class

	Topics Covered	Participants Will Be Able To:
<b>Day One</b>	<p>Introduction to the course and the requirements for certification</p> <ul style="list-style-type: none"> <li>• Overview of dyslexia and related disorders</li> <li>• Overview of MSLE instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the components of the course and the requirements</li> <li>• Identify the characteristics of a student with dyslexia or related disorders</li> <li>• Identify the components of an effective MSLE program</li> <li>• Connect the components of an effective program with the needs of a student with dyslexia or a related disorder</li> </ul>
<b>Day Two</b>	<p>Lexicon of the curriculum Overview of the curriculum to be utilized</p> <ul style="list-style-type: none"> <li>• Lesson plan format</li> <li>• Initial screening</li> </ul> <p>Beginning with Day Two, there will be a practice lesson each day.</p>	<ul style="list-style-type: none"> <li>• Identify the vocabulary associated with the curriculum</li> <li>• Describe the components of the daily lesson plan utilized in the curriculum</li> <li>• Implement the initial screening with students</li> </ul>
<b>Day Three</b>	<ul style="list-style-type: none"> <li>• Alphabet instruction</li> <li>• Phonological awareness</li> </ul> <p>Beginning with Day Three, each of the components of the daily lesson will be addressed individually and the concepts presented in the first few weeks of the curriculum will be covered.</p>	<ul style="list-style-type: none"> <li>• Introduce concepts presented in the initial weeks of the curriculum</li> <li>• Plan a reading activity</li> <li>• Plan a spelling activity</li> <li>• Plan a handwriting activity</li> </ul>
<b>Day Four</b>	<ul style="list-style-type: none"> <li>• Reading practice activities</li> </ul> <p>Review the concepts introduced in the initial weeks of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Introduce concepts presented in the initial weeks of the curriculum</li> <li>• Plan a reading activity</li> <li>• Plan a spelling activity</li> <li>• Plan a handwriting activity</li> </ul>
<b>Day Five</b>	<ul style="list-style-type: none"> <li>• Fluency practice</li> <li>• Review of concepts presented</li> <li>• Skill check</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a fluency activity</li> <li>• Introduce concepts presented in the first few weeks of the curriculum</li> <li>• Present a full lesson</li> </ul>

**First-Year Training Schedule:**

<b>Summer 2020</b>	<b>5 days:</b>	<b>40 hours</b>
<b>Fall 2020</b>	<b>6 days:</b>	<b>48 hours</b>
<b>Spring 2021</b>	<b>4 days:</b>	<b>32 hours</b>
<b>Total</b>	<b>15 days</b>	<b>120 hours</b>

Shelton Multisensory Structured Language Education (MSLE)  
 Training Course Application and MSLE Educator Job Description  
 Alabama State Department of Education | Alabama Reading Initiative



**Alabama State Department of Education - Alabama Reading Initiative**  
**Shelton Multisensory Structured Language Education**  
**Training Course Application Packet**

**PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION**

**Application Deadline: Friday, June 5, 2020**

Your application will be complete and eligible for review upon receipt of **ALL** the following required items (all items must be submitted at the same time):

1. Completed Application Form
2. Signed School/Local Education Agency (LEA) Support Form
3. Signed Teacher Support Form

Please email a portable document format (PDF) copy of ALL of the above required items to:  
[vchappelle@alsde.edu](mailto:vchappelle@alsde.edu)

**CONTACT:**

Mrs. Vickie Chappelle  
 Alabama State Department of Education  
 Alabama Reading Initiative  
 5234 Gordon Persons Building  
 50 North Ripley Street  
 Montgomery, Alabama 36104  
[vchappelle@alsde.edu](mailto:vchappelle@alsde.edu)

**General Program Information**

**Length of the training program: Five Years**

**The course offers training in:**

- Characteristics of dyslexia
- *Take Flight: A Comprehensive Intervention for Students with Dyslexia*, a multisensory, structured approach to teaching reading
- Classroom strategies and techniques used for students with dyslexia
- Seminars conducted for parent and teacher information

**Candidates for the training must:**

- Be employed by an Alabama public school
- Hold a Master's degree or higher (based on new ALTA requirements for CALT)
- Hold a teaching certificate

**Graduates of the Dyslexia Therapist Training Course:**

- Eligible to complete the National Certification Exam through the Alliance for Accreditation and Certification of Structured Language Education, Inc., and become a Certified Academic Language Therapist (CALT) through the Academic Language Therapy Association



# Alabama State Department of Education - Alabama Reading Initiative

## Shelton Multisensory Structured Language Education

### Training Course Application Packet

**PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION**

#### Candidate Form

##### No Handwritten Submissions Accepted Except in Signature Line

The therapist-in-training responsible for attending the required training, as stated above, and delivering the instruction should review the following terms of participation. If the terms can be met, the applicant should sign below.

**The participating therapist-in-training agrees to:**

1. View an informational webinar and comply with the requirements for participation.
2. Comply with the attached training schedule.
3. Teach in the school where he/she is currently employed for a minimum of **two years** after receiving certification.
4. Teach in an Alabama **public** school for a minimum of **three years** after receiving certification.
5. Teach a minimum of **two groups** of MSLE classes during Year 1 of training.
6. Teach a **minimum of two groups**, including **at least one group of Year 1 students** and **at least one Year 2 students**, during the Year 2 training.
7. Continue to teach a minimum of two MSLE classes for **three years** after training.

**Teacher's Signature**

**Date:**

**Please Type Signer's Name**

**Work Phone:**

**Cell or Home Phone:**

**Work Email or FAX:**

**Position Currently Held by Signer**

**Personal Email:**

**School Name**

**School District (LEA) Name**

#### Alabama State Department of Education Form

(This section to be completed by ALSDE)

**The Alabama State Department of Education agrees to:**

1. Pay the costs of all training for Year 1 and Year 2.
2. Pay for all therapist-in-training materials for **two groups** during Year 1 and Year 2.
3. Provide assistance and support to the teacher, school, and LEA when necessary.

**ALSDE Designee Signature**

**Date:**

**Please Type Signer's Name**

**Work Phone Number:**

**Position Currently Held by Signer**

**Work Email and FAX Number:**



**Alabama State Department of Education - Alabama Reading Initiative  
Shelton Multisensory Structured Language Education  
Training Course Application Packet**

**PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION**

**Teacher Application**

**Please make a copy of all pages and retain that copy for your files.**

Candidate Name:	School District (LEA) Name:	
Home Address: <i>Street Address</i>	<i>City</i> <span style="float: right;"><i>State and Zip Code</i></span>	
Home/Cell:	Work Phone:	
FAX:	Work Email:	
	Personal Email:	
<b>Current Professional Position Information:</b>		
What subject(s) do you currently teach?	What grade level(s) do you currently teach?	
School Assignment:	Are you assigned to more than one school? If yes, list below:	
Name of Current Supervisor:	Supervisor Contact Information: Phone: Email:	
<b>Professional Background Information:</b>		
List your previous jobs, most recent experience first:		
Place of Employment	Job Duties	Year(s) of Employment
Place of Employment	Job Duties	Year(s) of Employment
Place of Employment	Job Duties	Year(s) of Employment
<b>CERTIFICATION OF UNDERSTANDING AND COMMITMENT:</b>		
I have viewed the MSLE informational webinar and understand the importance of following all guidelines. I also commit to the five-year program and understand all responsibilities outlined throughout this document		
<b>CANDIDATE SIGNATURE</b>		
<b>LOCAL SUPERINTENDENT SIGNATURE</b>		

**Alabama State Department of Education - Alabama Reading Initiative  
Shelton Multisensory Structured Language Education  
Training Course Application Packet**

**PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION**

**Support Form**

**(LEA Superintendent/ARI Central Office Contact/School Principal)**

The LEA Superintendent, ARI Central Office Contact, and School Principal responsible for the support of \_\_\_\_\_ (insert candidate name) while enrolled in the Shelton Dyslexia Therapist Training Course should review the following terms of participation. If the following terms can be met for the two years of training and the three years following the training, the superintendent and the school principal should sign below.

**The participating school and LEA agree to:**

1. Submit two (2) letters of recommendation for acceptance into the program.
2. Repay ARI for all expenses incurred if therapist-in-training discontinues course work.
3. Assume responsibility in scheduling classes accommodating requirements for Years 1 through 5.
4. Allow the therapist-in-training, during **Year 1** of training, to instruct a minimum of two groups of no more than two to four students per group in daily, **45-minute sessions** for the entire school year. **Students may not be added to a group once instruction begins, as this is a sequential, cumulative course.** However, it is possible for the LEA to form a new group at any time during the school year.
5. Add at least one new group of **Year 1** students for a minimum of three years after therapist-in-training receives certification.
6. Provide an appropriate setting for daily instruction. An appropriate setting is defined as a set-apart space in an environment free from interruptions by non-participating students. Also, the therapist-in-training will have freedom from responsibility for other groups or situations during the regularly designated 45-minute lesson period.
7. Allow the therapist-in-training to attend scheduled trainings (attached).
8. Appoint an LEA system and school contact person to serve as a liaison to the Shelton School consultant and the Alabama State Department of Education (ALSDE).
9. Require the special education coordinator, principal, or principal designee and the selected therapist-in-training to view an informational webinar that will include the use of appropriate data to identify students that qualify for the program. This webinar is located on the ALSDE website.
10. Pay all travel expenses for the therapist-in-training, beginning in July 2020.
11. Pay for student materials each year through Year 5.
12. Provide and pay for a substitute teacher for classes when therapist-in-training is participating in training.
13. Provide the therapist-in-training with the necessary equipment to video lessons to be sent to the instructor for critiquing.
14. Provide the therapist-in-training with the necessary equipment, when needed, to participate in Webinars associated with the training.
15. Use appropriate data to identify students that qualify for the program.

**LOCAL SUPERINTENDENT SIGNATURE**

**Date:**

**LEA:**

**School:**

**PRINCIPAL SIGNATURE**

**Date:**



## Job Description for Educators in the Shelton Multisensory Structured Language Education Training Course

2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025

### FIVE-YEAR COMMITMENT TIMELINE

All educators involved in the Shelton Multisensory Structured Language Education Course funded by the Alabama State Department of Education (ALSDE), Alabama Reading Initiative (ARI), are expected to adhere to the terms of work in the job description outlined below. Immediately notify the ALSDE if for any reason therapist-in-training work is discontinued so that the ARI can work with the local education agency (LEA) to be repaid all expenses.

1. Teach the specified minimum number of students **daily** for a minimum of 45 minutes per class **for the entire school year**.
  - a. Teach a **minimum of two groups** of MSLE intervention classes per day utilizing the *Take Flight* curriculum with fidelity.
  - b. Add an additional class each year for the duration of the practicum.
  - c. Secure a substitute teacher and provide targeted lesson plans in order to continue intervention lessons with students when absent or attending scheduled MSLE professional learning opportunities.
  - d. Report any concerns and/or problems that may arise with student scheduling, professional learning participation, etc., to school administrator, LEA ARI contact, and/or the ALSDE.
  - e. Attend and fully participate in **all** scheduled MSLE professional learning opportunities beginning in July 2020.
  - f. Administer MSLE assessments to every student who participates in the MSLE intervention classes. Communicate the results to families at set intervals.
2. Utilize **dyslexia-specific screener** to identify students who qualify for the daily intervention.
  - a. Administer **pre-assessment** to determine proper placement in program.
  - b. Collect, analyse, and maintain appropriate **formative data** in a way that measures student progress throughout the year and can be made available to school, LEA, and ALSDE leaders.
  - c. Administer **post-assessment** in May.
  - d. Organize data in a way that will allow for reporting both **growth** and **proficiency data** to the ALSDE in May of each year.
3. Take pre- and post-assessments each contract year to measure content growth.
4. Complete all homework assignments issued after MSLE professional learning opportunities, including submitting recorded video lessons and final project.
5. Support the professional learning of other educators in their district by providing workshops, training, and in-classroom support to teachers.

\_\_\_\_\_  
Superintendent's Signature

LEA: \_\_\_\_\_

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal's Signature

School: \_\_\_\_\_

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher's Signature

School: \_\_\_\_\_

\_\_\_\_\_  
Date:



## Overview – Basic Language Skills Course



The **Alabama State Department of Education** (the Alabama Reading Initiative) has contracted with the Neuhaus Education Center to provide Specialist Training for selected certified teachers. Basic Language Skills and complimentary courses are part of a pathway accredited by the International Multisensory Structured Language Education Council (IMSLEC) and the International Dyslexia Association (IDA). The courses are anchored in the science of reading and addresses how to: plan, deliver, and measure instruction in phonemic awareness, decoding, fluency, oral language, comprehension, and composition for students with dyslexia and related disorders through coursework and intensive and supervised practicums.

Upon the completion of Basic Language Skills Intro and Advanced Basic Language Skills (ABLS), associated courses, the required practicums, and additional requirements, participants will be eligible to sit for the Competency Exam for MSLE and gain national certification through the Academic Language Therapy Association (ALTA) as well as become a Certified Academic Language Therapist (CALT).

**Please direct inquiries and questions regarding the MSLE training process to Mrs. Vickie Chappelle, ARI Education Specialist, by telephone at (334) 694-4632 or by email at [dyslexia@alsde.edu](mailto:dyslexia@alsde.edu).**

### BENEFITS:

To the School District:	To the Participant:	To the Students:
<ul style="list-style-type: none"> <li>Develop nationally certified Academic Language Therapists in house who can address TIER II and III students reading, spelling, and writing difficulties and disabilities.</li> <li>Professional development will provide educators with explicit, systematic, and intensive literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The nature of literacy of acquisition</li> <li>The facets of the domains of language</li> <li>The characteristics of dyslexia</li> <li>Diagnostic teaching practices</li> <li>The structure and patterns of English for reading and spelling</li> <li>Strategies for developing oral language, comprehension, and composition</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with explicit, systematic, and intensive literacy instruction.</li> <li>Intensive language therapy for reading difficulties and disabilities.</li> <li>Intense remediation services in the areas of decoding, phonological awareness, fluency, comprehension, written expression, and grammar.</li> </ul>



## Overview - Neuhaus Basic Language Skills Courses

### TRAINING SCHEDULE:

Dates	Total Hours	Objectives
<b>June 2020</b> <b>Reading Readiness</b>	6 hrs.	In <i>Reading Readiness</i> , participants learn: (1) the critical skills necessary to become fluent readers and accurate spellers; (2) hands-on multi-sensory activities to teach and reinforce these skills; (3) strategies for building instant recognition of words with reliable and unexpected pronunciations; and (4) the importance of explicit and systematic handwriting to spelling and writing.
<b>July/August 2020</b> <b>Basic Language Skills Introduction</b>	60 hrs.	Basic Language Skills addresses how to plan, deliver, and measure instruction in phonemic awareness, decoding, fluency, oral language, comprehension, and composition for students with dyslexia and related disorders through coursework and intensive and supervised practicums.
<b>Fall 2020</b> <b>Book 1A</b>	5.5 hrs.	Review of Reading and Spelling Concept 26-50. Introduce Soundboard activities and introduce Multisensory Grammar activities.
<b>Spring 2021</b> <b>Book 1B</b>	5.5 hrs.	Review Reading and Spelling Concepts 51-76. Review Dictation Procedure, Mastery Checks, and Assessment
<b>Multisensory Grammar Online</b>	3.5 hrs.	The words in English are traditionally classified as parts of speech based on their usage in a sentence. The parts of speech are the foundation of sentence writing, which is the foundation of all written discourse. In Multisensory Grammar, participants learn (1) activities that make the abstract concept of grammar concrete, (2) strategies for increasing students' sentence complexity when writing, and (3) use of parts of speech in the construction and revision of written paragraphs. Participants also engage in collaborative activities that extend their learning and can be presented to their students.




## Overview - Neuhaus Basic Language Skills Course

### TRAINING SCHEDULE:

<b>Developing Metacognitive Strategies – Two-day class</b>	12 hrs.	In addition to skilled decoding, robust oral language and vocabulary, boundless world knowledge, adequate linguistic development, and sufficient working memory, students need to learn how to think about their thinking to understand what they are reading. That is, students need metacognitive skills for critical reading of narrative and expository texts.  In <i>Developing Metacognitive Strategies</i> , participants learn (1) activities that increase oral language, (2) strategies for increasing vocabulary and background knowledge, (3) summarization activities, (4) questioning techniques, and (5) progress monitoring for fluency, vocabulary, and comprehension.
<b>Summer 2021 Basic Language Skills, Advanced 10-day class</b>	60 hrs.	Through coursework in <i>Basic Language Skills</i> and intensive supervised practicum, participants advance their knowledge and skill in planning, delivering, and measuring instruction in decoding, structural analysis, fluency, morphology, comprehension, and composition for students with dyslexia and related disorders.
<b>Fall 2021 BLS Advanced class, follow-up</b>	5.5 hrs.	Review Reading and Spelling Concepts, Syllable Division and Exceptional Concepts.
<b>Spring 2022 Written Composition Fundamentals Online</b>	3.5 hrs.	In <i>Written Composition Fundamentals - Online</i> , participants learn the structures of descriptive, narrative, process, compare and contrast, and persuasive argument paragraphs.
<b>Spring 2022 Developing Vocabulary for Reading Success Online</b>	3.5 hrs.	Vocabulary measures a person's listening, speaking, reading, and writing abilities as well as one's general knowledge. Vocabulary size is a strong predictor of future reading, academic, and career success.  In <i>Developing Vocabulary for Reading Success - Online</i> , participants learn strategies for learning specific vocabulary such as word webs and word-learning strategies, using contextual clues. Digital masters with eight model lessons with activities that support vocabulary development are included.
<b>Spring 2022 Spelling Development Webinar</b>	2 hrs.	In <i>Scientific Spelling Part 2 - Online</i> , participants (1) learn the history of English orthography, (2) advance their knowledge of analyzing spelling errors, and (3) learn how to measure spelling progress through accuracy rather than achievement.
<b>Spring 2022 Basic Language Skills Book 3</b>	6 hrs.	In <i>Basic Language Skills - Book 3</i> , participants learn advanced structural analysis concepts, Greek and Latin morphemes, and additional strategies for comprehension and composition.



## Neuhaus - Proposed Class Outline and Objectives for the Initial Week of Class

	Topics Covered	Participants Will Be Able To:
Day One	<ol style="list-style-type: none"> <li>1. Comprehensive Approach to Literacy Instruction</li> <li>2. Dyslexia</li> <li>3. Phonetics and the 44 Speech Sounds</li> <li>4. Practicum: Phoneme Inventory</li> </ol> 	<ol style="list-style-type: none"> <li>1. Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.</li> <li>2. Understand that learning to read, for most people, requires explicit instruction.</li> <li>3. Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.</li> <li>4. Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.</li> <li>5. Identify the distinguishing characteristics of dyslexia.</li> <li>6. Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.</li> <li>7. Strive to do no harm, maintain confidentiality, and act in the best interest of struggling readers and readers with dyslexia and other reading disorders.</li> <li>8. Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.</li> <li>9. Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.</li> <li>10. Understand/apply in practice considerations for levels of phonological sensitivity.</li> </ol>

## Neuhaus - Proposed Class Outline and Objectives for the Initial Week of Class

	Topics Covered	Participants Will Be Able To:
Day Two	<ol style="list-style-type: none"> <li>1. Structure of English,</li> <li>2. Introduction to the Basic Language Skills Manual</li> <li>3. Auditory/Visual Discovery</li> <li>4. Handwriting</li> <li>5. Practicums: Auditory/Visual Discovery and Planning for Auditory/Visual Discovery</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</li> <li>2. Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</li> <li>3. Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.</li> <li>4. Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllabic regular word reading.</li> <li>5. Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.</li> <li>6. Teach written syllable types in a logical sequence (e.g., closed, open, vowel-consonant-e, vowel team, consonant-le, r-controlled).</li> <li>7. Identify and rehearse techniques for building handwriting control and legibility, including modeling basic strokes, using verbal descriptions of motor patterns, using numbered arrows, and using appropriate writing implements, posture supports, and paper.</li> <li>8. Identify and rehearse techniques for building writing fluency.</li> </ol>





## Neuhaus - Proposed Class Outline and Objectives for the Initial Week of Class


	Topics Covered	Participants Will Be Able To:
<b>Day Three</b>	<ol style="list-style-type: none"> <li>1. Reading Practice</li> <li>2. Scientific Spelling: Introduction of a Single Sound</li> <li>3. Demonstration of three pieces of the schedule</li> <li>4. Practicums: Reading Practice, Introduction of a Spelling Pattern, Auditory/Visual Discovery</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling, so instruction will focus on language structures rather than rote memorization.</li> <li>2. Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.</li> <li>3. Plan to incorporate multisensory learning (e.g., simultaneously employing two or three modalities, including looking, listening, speaking, touching, moving).</li> <li>4. Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.</li> <li>5. Use a lesson framework that includes review of a previously learned skill or concept, introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing.</li> </ol>
<b>Day Four</b>	<ol style="list-style-type: none"> <li>1. Reading Concepts 11-25</li> <li>2. Extended Reading and Writing: One-page readers</li> <li>3. Practicums: Teaching three pieces of the lesson, Auditory/Visual Discovery, Reading Practice, and Spelling Practice</li> <li>4. Preparing to teach a one-page</li> </ol> <div data-bbox="449 1759 737 1877" data-label="Image"> </div>	<ol style="list-style-type: none"> <li>1. Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</li> <li>2. Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</li> <li>3. Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllabic regular word reading.</li> </ol>

## Neuhaus - Proposed Class Outline and Objectives for the Initial Week of Class

	Topics Covered	Participants Will Be Able To:
Day Four, continued		<ol style="list-style-type: none"> <li>4. Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.</li> <li>5. Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.</li> <li>6. Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.</li> <li>7. Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.</li> <li>8. Know/apply in practice considerations for the sources of wide differences in students' vocabularies</li> </ol>
Day Five	<ol style="list-style-type: none"> <li>1. Reading Practices: Procedures for Phrases and Sentences,</li> <li>2. Oral Language: Listening Comprehension</li> <li>3. Practicums: Teaching a one-page reader, Guides teach lesson; plan a week of lessons; and get lesson assignments</li> </ol> <div data-bbox="430 1705 716 1822" data-label="Image"> </div>	<ol style="list-style-type: none"> <li>1. Know/apply in practice considerations for teaching irregular words in small increments using special techniques.</li> <li>2. Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.</li> <li>3. Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.</li> </ol>



## Neuhaus - Proposed Class Outline and Objectives for the Initial Week of Class

	Topics Covered	Participants Will Be Able To:
Day Five, continued		<ol style="list-style-type: none"> <li>4. Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.</li> <li>5. Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.</li> <li>6. Know/apply in practice considerations for factors that contribute to deep comprehension.</li> <li>7. Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.</li> <li>8. Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.</li> <li>9. Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.</li> <li>10. Know/apply in practice considerations for the sources of wide differences in students' vocabularies.</li> <li>11. Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.</li> <li>12. Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.</li> </ol>

Neuhaus Education Center Basic Language Skills Training Course Application  
Alabama State Department of Education | Alabama Reading Initiative



**Alabama State Department of Education - Alabama Reading Initiative**  
**Neuhaus Education Center Basic Language Skills**  
**Training Course Application Packet**

***PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION***

**Application Deadline: Friday, June 5, 2020**

Your application will be complete and eligible for review upon receipt of **ALL** the following required items (all items must be submitted at the same time):

1. Completed Application Form
2. Signed School/Local Education Agency (LEA) Support Form
3. Signed Teacher Support Form

Please email a portable document format (PDF) copy of ALL of the above required items to:  
[vchappelle@alsde.edu](mailto:vchappelle@alsde.edu)

**CONTACT:**

Mrs. Vickie Chappelle  
Alabama State Department of Education  
Alabama Reading Initiative  
5234 Gordon Persons Building  
50 North Ripley Street  
Montgomery, Alabama 36104  
[vchappelle@alsde.edu](mailto:vchappelle@alsde.edu)

**General Program Information**

**Length of the training program: Five Years**

**The course offers training in:**

- Characteristics of dyslexia
- *Basic Language Skills*, a multisensory, structured approach to teaching reading
- Classroom strategies and techniques in phonemic awareness, decoding, fluency, oral language, comprehension, and composition used for students with dyslexia and all struggling readers
- Seminars conducted for parent and teacher information

**Candidates for the training must:**

- Be employed by an Alabama public school
- Hold a Master's degree or higher (based on new ALTA requirements for CALT)
- Hold the required Alabama teaching certificate

**Graduates of the Dyslexia Therapist Training Course:**

- Eligible to complete the National Certification Exam through the Alliance for Accreditation and Certification of Structured Language Education, Inc., and become a Certified Academic Language Therapist (CALT) through the Academic Language Therapy Association



# Alabama State Department of Education - Alabama Reading Initiative

## Neuhaus Education Center Basic Language Skills Training Course Application Packet

**PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION**

### Candidate Form

#### No Handwritten Submissions Accepted Except in Signature Line

The therapist-in-training responsible for attending the required training as stated above and delivering the instruction should review the following terms of participation. If the terms can be met, the applicant should sign below.

**The participating therapist-in-training agrees to:**

1. View an informational webinar and agrees to comply with the requirements for participation.
2. Comply with the attached training schedule.
3. Teach in the school where he/she is currently employed for a minimum of **two years** after receiving certification.
4. Teach in an Alabama **public** school for a minimum of **three years** after receiving certification.
5. Teach a minimum of **two groups** of Basic Language Skills classes during Year One of training.
6. Teach a **minimum of two groups**, including **at least one group of Year 1 students and at least one group of Year 2 students**, during Year 2 training.
7. Continue to teach a minimum of two Basic Language Skills classes for **three years** after training.

**Candidate's Signature**

**Date:**

Please Type Signer's Name

Work Phone:

Cell or Home Phone:

Work Email or FAX:

Position Currently Held by Signer

Personal Email:

School Name

School District (LEA) Name

### Alabama State Department of Education Form

(This section to be completed by ALSDE)

**The Alabama State Department of Education agrees to:**

1. Pay the costs of all training for Year 1 and Year 2.
2. Pay for all therapist-in-training materials for **two groups** during Year 1 and Year 2.
3. Provide assistance and support to the teacher, school, and LEA when necessary.

**ALSDE Designee Signature**

**Date:**

Please Type Signer's Name

Work Phone Number:

Position Currently Held by Signer

Work Email and FAX Number:

**Alabama State Department of Education - Alabama Reading Initiative**  
**Neuhaus Education Center Basic Language Skills**  
**Training Course Application Packet**

*PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION*

**Candidate Application**

Please make a copy of all pages and retain that copy for your files.

Candidate Name:	School District (LEA) Name:
Home Address: <i>Street Address</i>	City State and Zip Code
Home/Cell:	Work Phone:
FAX:	Work Email:
	Personal Email:
<b>Current Professional Position Information:</b>	
What subject(s) do you currently teach?	What grade level(s) do you currently teach?
School Assignment:	Are you assigned to more than one school? If yes, list below:
Name of Current Supervisor:	Supervisor Contact Information:
	Phone:
	Email:
<b>Professional Background Information:</b>	
<i>List your previous jobs, most recent experience first:</i>	
Place of Employment	Job Duties
Year(s) of Employment	
Place of Employment	Job Duties
Year(s) of Employment	
Place of Employment	Job Duties
Year(s) of Employment	
<b>CERTIFICATION OF UNDERSTANDING AND COMMITMENT:</b>	
I have viewed the Neuhaus informational Webinar and understand the importance of following all guidelines. I also commit to the five-year program and understand all responsibilities outlined throughout this document.	
<b>CANDIDATE SIGNATURE</b>	
<b>LOCAL SUPERINTENDENT SIGNATURE</b>	



**Alabama State Department of Education - Alabama Reading Initiative**  
**Neuhaus Education Center Basis Language Skills**  
**Training Course Application Packet**

*PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION*

**Support Form**

**(LEA Superintendent/ARI Central Office Contact/School Principal)**

The LEA Superintendent, ARI Central Office Contact, and School Principal responsible for the support of \_\_\_\_\_ (insert candidate name) while enrolled in the Neuhaus Education Center Basic Language Skills Training Course should review the following terms of participation. If the following terms can be met for the two years of training and the three years following the training, the superintendent and the school principal should sign below.

**The participating school and LEA agree to:**

1. Submit two (2) letters of recommendation for acceptance into the program.
2. **Repay ARI for all expenses incurred if therapist-in-training discontinues course work.**
3. Assume responsibility in scheduling classes accommodating requirements for Years 1 through 5.
4. During **Year One** of training, allow the therapist-in-training to instruct a minimum of two groups of students in daily intervention sessions for the entire school year. **Students may not be added to a group once instruction begins, as this is a sequential, cumulative course.** However, it is possible for the LEA to form a new group at any time during the school year.
5. Add at least one new group of **Year 1** students for a minimum of three years while therapist-in-training fulfills requirements.
6. Provide an appropriate setting for daily instruction. An appropriate setting is defined as a set-apart space in an environment free from interruptions by non-participating students. Also, the therapist-in-training will have freedom from responsibility for other groups or situations during the regularly designated lesson period.
7. Allow the therapist-in-training to attend scheduled training (attached).
8. Appoint an LEA system and school contact person to serve as a liaison to the Neuhaus Education Center consultant and the Alabama State Department of Education (ALSDE).
9. Require the special education coordinator, principal, or principal designee and the selected therapist-in-training to view an informational webinar that will include the use of appropriate data to identify students that qualify for the program. This webinar is located on the ALSDE website.
10. Pay all travel expenses for the therapist in-training associated with trainings.
11. Pay for student materials each year through Year 5.
12. Provide and pay for substitute teacher for classes when therapist-in-training is participating in training.
13. Provide the therapist-in-training with the necessary equipment needed to complete the course.
14. Provide the therapist-in-training with the necessary equipment when needed to participate in webinars associated with the training.
15. Use appropriate data to identify student(s) who qualify for the program.

**LOCAL SUPERINTENDENT SIGNATURE**

**Date:**

**LEA:**

**School:**

**PRINCIPAL SIGNATURE**

**Date:**

## Neuhaus Education Basic Language Skills Course

2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025

### FIVE-YEAR COMMITMENT TIMELINE

All educators involved in the Neuhaus Education Basic Language Skills Course funded by the Alabama State Department of Education (ALSDE), Alabama Reading Initiative (ARI), are expected to adhere to the terms of work in the job description below. Immediately notify the ALSDE if for any reason therapist-in-training work is discontinued so that the ARI can work with the local education agency (LEA) to be repaid for all expenses.

1. Teach the specified minimum number of students in the Neuhaus intervention class **daily** for a minimum of 50 minutes per class **for the entire school year**.
  - a. Teach a **minimum of two groups** of Neuhaus intervention classes per day utilizing the Basic Language Skills curriculum with fidelity.
  - b. Add an additional class each year for the duration of the practicum.
  - c. Secure a substitute teacher and provide targeted lesson plans to continue intervention lessons with students when absent or attending scheduled Neuhaus professional learning opportunities.
  - d. Report any concerns and/or problems that may arise with student scheduling, professional learning participation, etc., to school administrator, LEA ARI contact, and or the ALSDE.
  - e. Attend and fully participate in **all** scheduled Neuhaus professional learning opportunities, beginning in July 2020. These sessions may include face-to-face sessions, online sessions, and coaching provided by Neuhaus and ARI specialists.
  - f. Administer Neuhaus assessments to every student who participates in the Neuhaus intervention classes. Communicate the results to families at set intervals.
2. Utilize **dyslexia-specific screener** to identify students who qualify for the daily intervention.
  - a. Administer **pre-assessment** to determine proper placement in program.
  - b. Collect, analyze, and maintain appropriate **formative data** in a way that measures student progress throughout the year and can be made available to school, LEA, and ALSDE leaders.
  - c. Administer **post-assessment** in May.
  - d. Organize data in a way that will allow for reporting both **growth** and **proficiency data** to the ALSDE in May of each year.
3. Take pre- and post-assessments each contract year to measure content growth, as well as mastery checks/progress reports throughout the Specialist Preparation Program.
4. Complete all homework assignments issued after Neuhaus professional learning opportunities, including demonstration videos, book or journal article reports, and summaries of current research in reading and/or writing.
5. Support the professional learning of other educators in their district by providing workshops, training, and in-classroom support to teachers.

\_\_\_\_\_  
Superintendent's Signature

LEA: \_\_\_\_\_

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal's Signature

School: \_\_\_\_\_

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher's Signature

School: \_\_\_\_\_

\_\_\_\_\_  
Date: