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August 11, 2021

M E M O R A N D U M

TO: City and County Superintendents of Education

FROM: Eric G. Mackey
State Superintendent of Education

RE: Certified Academic Language Therapist (CALT) - ETF Appropriations Bill - Act #2021-342

As provided in Alabama Act 2021-342, the state of Alabama will provide an annual supplement of $5,000 for Certified Academic Language Therapists (CALTs) who are properly certified by the state of Alabama and teaching full-time in an Alabama public K-12 school or public independent school. Although the teacher will receive a $5,000 supplement, the district will receive $6,000. The additional $1,000 allocation per teacher is being provided to local education agencies (LEAs) to cover employer benefit costs associated with the supplement. This additional $1,000 is not guaranteed from year to year but is based on legislative appropriations and other factors such as an increased number of CALTs.

To prospectively implement the law, the Alabama State Department of Education has prepared the following guidelines:

Prescribed Eligible Criteria:

1. CALTs who are properly certified and employed full-time in an Alabama public K -12 school or public independent school will receive the supplement in the Fiscal Year (FY) 2022 (School Year 2021-2022).
2. CALTs employed in an Alabama public K-12 school on a less than full-time contract on October 1 will receive a pro-rata share of the salary supplement.
3. CALTs employed full-time in an Alabama public K-12 school after October 1 will receive a pro-rata share of the salary supplement.
4. CALTs who earn Certified Academic Language Therapist certification in another state and are teaching full-time in an Alabama public K-12 school on October 1 and are properly certified by the state of Alabama will receive the annual salary stipend.
5. CALTs employed as substitute teachers are not eligible for the supplement.
6. CALTs who are on a leave of absence for more than half the school year will receive a prorated amount based on the number of months worked during the school year.
7. CALTs should begin uploading their Continuous Education Credit documentation (10 hours at a minimum) during the months of November and December, prior to the certificate's expiration date of December 31st of each year https://altaread.org/.

8. Certificates must be renewed during the month of January in the Academic Language Therapy Association (ALTA) website to continue receiving the salary supplement.
9. CALTs who leave their teaching position in an Alabama public K-12 school after October 1 will be eligible for a prorated amount based on the months served.
10. CALTs must remain employed with an Alabama public K-12 local Board of Education to continue receiving the salary supplement.

Alabama's Dyslexia Advisory Council (DAC), in collaboration with the Alabama Reading Initiative (ARI), developed a model job description that should be utilized to delineate specific roles and responsibilities that are to be a part of a CALT's daily work. The priority of daily schedules should reflect providing daily instruction for students utilizing explicit, systematic, structured, multisensory language instruction a minimum of four out of five days per week in a small-group setting of four to six students, for the time prescribed by the International Multisensory Structured Language Education Council (IMSLEC)-approved training programs. Any remaining budgeted funds will be allocated to LEAs to provide CALTs materials to continue providing targeted and approved interventions. See Intervention Memo.pdf. For additional assistance, please contact Mrs. Patrice Harvill by telephone at (334) 694-4636 or by email at patrice.harvill@alsde.edu.

EGM/BS/KJ

Attachment

cc: Certified Academic Language Therapist
Alabama Dyslexia Advisory Council
International Multisensory Structured Language Education Council
Mrs. Angela Martin
Mr. Andy Craig
Dr. Elisabeth Davis
Mrs. Bonnie Short
Mrs. Patrice Harvill

FY21-2098

MODEL—JOB DESCRIPTION
TITLE: CERTIFIED ACADEMIC LANGUAGE THERAPIST (CALT)

A Certified Academic Language Therapist (CALT) shall be assigned at one school to provide intensive, diagnostic, and prescriptive reading intervention using an approved dyslexia-specific intervention for students identified with the characteristics of dyslexia or an official diagnosis of dyslexia.

Education/Qualifications:

- CALT certification through the Academic Language Therapy Association (ALTA).
- The required Alabama Professional Educator Certificate.
- A master's degree and advanced coursework or professional development in the science of reading.
- Minimum two (2) years of dyslexia teaching experience as a successful elementary or literacy teacher.

Required Knowledge, Skills, and Abilities:

- Advanced knowledge of and compliance with the *Alabama Literacy Act* in order to effectively interpret policy, procedures, and student data such as diagnostic test results and state assessments.
- Strong organizational, communication, and interpersonal skills in order to collaborate effectively with other teachers, administrators, and parents.
- Ability to transition with the district, campus, and/or department changes.
- Ability to facilitate schoolwide professional development in the area of dyslexia awareness to assist parents and teachers.
- Ability to communicate effectively with and receive guidance from supervisors.
- Ability to manage multiple priorities effectively.
- Strong computer skills to implement multiple and diverse programs in person or online and to analyze data.
- Training and experience in a variety of dyslexia-specific interventions that would support students with the characteristics of dyslexia or a dyslexia diagnosis.

Minimum Roles and Responsibilities:

- Participate in the administration of universal reading screeners to all students.
- As a member of the Problem-Solving Team (PST), analyze universal screening data to identify students needing dyslexia-specific intervention or additional assessments.
- Participate on the PST for students identified with dyslexia or characteristics of dyslexia to develop a Student Reading Improvement Plan (SRIP) or Response to Intervention (RtI) plan including a recommendation for an approved intervention program.

- Utilize the Dyslexia Screening and Needs Assessment Profile to administer reading assessments that will identify students with dyslexia or characteristics of dyslexia.
- Administer additional diagnostic academic skills assessments to identify areas of need and strengths, if needed.
- Deliver prescriptive, explicit, systematic, structured, multi-sensory language instruction to students requiring dyslexia specific intervention for four out of five days per week in a small-group setting of four to six students for the time prescribed by the IMSLEC-approved training programs, which is 45 to 60 minutes daily.
- Collaborate with the classroom reading teacher to ensure consistency in the use of reading strategies utilized during intervention and in the classroom to keep abreast of progress monitoring and to ensure effective communication with the parent.
- Serve as a resource to classroom teachers by providing support and instruction in Structured Literacy through analyzing data, lesson protocols, planning, and the implementation of routines and procedures.
- Collaborate with administration on scheduling of students.
- Monitoring the reading progress of current students in a dyslexia-specific intervention and make recommendations for the adjustment of instruction according to student-specific needs identified from progress monitoring.