



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



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

April 6, 2022

**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

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The Alabama State Department of Education (ALSDE), Alabama Reading Initiative (ARI) Section, 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 Alabama professional educator certificate; (2) complete an *International Multisensory Structured Language Education Council (IMSLEC)* accredited training course; and (3) receive a passing score on the *Academic Language Therapy Association (ALTA) Competency Exam for MSLE*.

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 10 (up to 25 participants)**
  - Attachment 1 – Shelton MSLE Training Course Overview, Application Packet, and Job Description

Candidates interested in the SARA are required to attend an informational webinar before committing to the process. Webinar dates are April 20, May 4, and May 5, 2022, from 3:30 p.m. to 4:30 p.m. Candidates will select **one** of the webinar dates and send their name and date choice to Mrs. Patrice Harvill, ARI Education Specialist, at [dyslexia@alsde.edu](mailto:dyslexia@alsde.edu) no later than April 19, 2022.

- **The Neuhaus Basic Language Skills Course, Cohort 3 (up to 12 participants)**
  - Attachment 2 – Neuhaus Basic Language Skills Course Overview, Application Packet, and Job Description

Candidates interested in the Neuhaus Basic Language Skills Course are required to register for **one** of the prerequisite preview sessions offered April 14, 21, 28, and May 5, 12, 19, 2022, from 4:00 p.m. to 5:30 p.m. Please call (713) 664-7676 to register.

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 that 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.

All applications must be received in the ARI Section by close of business May 13, 2022. Please submit applications electronically to [dyslexia@alsde.edu](mailto:dyslexia@alsde.edu), and contact Mrs. Harvill, at (334) 694-4636 if you have any questions.

EGM/ED/BS

Attachments

cc: Chief School Financial Officers  
LEA ARI-Dyslexia Contacts  
LEA Special Education Coordinators  
Grades K-3 Elementary Principals  
Mrs. Angela Martin

Dr. Elisabeth Davis  
Dr. Brandon T. Payne  
Mr. Chuck Marcum  
Mrs. Bonnie Short  
Mrs. Patrice Harvill

**FY22-2040**



## OVERVIEW – SHELTON MSLE TRAINING COURSE

The Alabama State Department of Education (ALSDE) is pleased to offer the opportunity for a tenth 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 nine 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 10 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 Scottish Rite for Children (Dallas, Texas). 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 based on the Science of Reading 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 identifying a student with specific language disabilities. Data on the teacher knowledge gained and student reading growth is gathered. Qualified Instructor (QI) training is also available.

The Cohort 10 course **begins** with an intensive two-year training course and associated practicum. The practicum requires that a teacher instruct multiple groups of students in 45-minute sessions 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 *Take Flight* curriculum 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 2022 to May 2023 and Year 2 runs from August 2023 to May 2024.

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 *Academic Language Therapy Association (ALTA) Competency Exam for MSLE* and gain national certification through ALTA as a Certified Academic Language Therapist (CALT).

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. Superintendents in districts with no MSLE trained teachers in Grades K-3 are encouraged to solicit strong candidates for this unique opportunity.**

**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.
3. Applicants who will commit in writing to the entire two (2) years of training and all the expectations for maximizing student learning time and sharing professional expertise within their local education agency (LEA) and will commit to teach in the school where he/she is currently employed for a minimum of two (2) years after receiving certification.
4. LEAs whose superintendent will commit in writing to allow applicants to fulfill all training requirements, including the five-year commitment to the implementation and delivery to students, 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 a webinar before committing to the process. **Webinar dates are April 20, May 4, and May 5, 2022, from 3:30 p.m. to 4:30 p.m. Candidates will select one of the webinar dates and send their name and date choice to Mrs. Patrice Harvill at [dyslexia@alsde.edu](mailto:dyslexia@alsde.edu) no later than April 15, 2022.** Information on requirements and expectations will be provided, and a time for questions and answers. 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 participation requirements.

## FIRST YEAR TRAINING SCHEDULE:

Alabama State Department of Education ... Shelton School

<b>SUMMER 2022</b>	<b>5 Days:</b> July 11-15, 2022	40 Hours
<b>FALL 2022</b>	<b>6 Days:</b> August 25-26, 2022 October 17-18, 2022 November 14-15, 2022	48 Hours
<b>SPRING 2023</b>	<b>4 Days:</b> February 20-21, 2023 April 17-18, 2023	32 Hours
<b>TOTAL</b>	15 Days	120 Hours

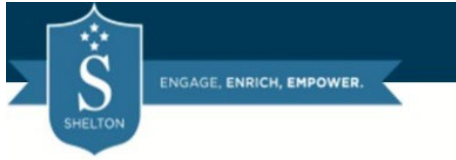
**BENEFITS:**

<b>TO THE SCHOOL DISTRICT</b>	<b>TO THE PARTICIPANT</b>	<b>TO THE STUDENTS</b>
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	Ability to deliver direct service to students who demonstrate early signs of difficulty in reading, as well as students with a diagnosed learning disability	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	Knowledge base to share with colleagues in appropriate accommodations in reading instruction	Recognition of need from a knowledgeable teacher who can calm fears and address needs
Reduction in the number of special education referrals	Additional credentials that are recognized nationally	Freedom from the experience of failure in school
*Meet the requirements of Dyslexia Specific Intervention as outlined by the Literacy Task Force		

**TRAINING SCHEDULE:**

<b>DATES</b>	<b>TOTAL HOURS</b>	<b>OBJECTIVES</b>
<b>JULY 11 - 15, 2022</b> One week (5 days) at MEGA Conference Mobile, AL	40	Participants are given an overview of dyslexia and related disorders and of MSLE techniques. At the end of the week, participants will be prepared to begin delivering a remedial program ( <i>Take Flight</i> ) to appropriate students.
Ten training days provided in the fall and spring of 2022-2023 school year	80	Participants will receive further instruction in the structure of the English language and in the delivery of the program.
Fall 2022 – Spring 2023		Participants will submit a <b>minimum of five</b> video lessons to the instructor for critique and a minimum of 60 hours of delivery of the program to students.
Ten training days provided during the 2023-2024 school year	80	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 2023 – Spring 2024		Participants will submit a minimum of an additional five video lessons to the instructor for critique and a total of 700 hours of delivery of the program to students. (Extensions are granted for accrual of hours.)

**\*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

<b>DAYS</b>	<b>TOPICS COVERED</b>	<b>PARTICIPANTS WILL BE ABLE TO:</b>
<b>1</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 (Structured Literacy) 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>2</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 (discussed in general terms)</li> </ul> <p>Beginning 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> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Alphabet instruction</li> <li>• Phonological awareness</li> </ul> <p>Beginning 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>4</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>5</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>



**ALABAMA STATE DEPARTMENT OF EDUCATION**  
**Shelton Multisensory Structured Language Education**  
**Training Course Application Packet**

**PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION**  
**APPLICATION DEADLINE: FRIDAY, MAY 13, 2022**

<p>Your application will be complete and eligible for review upon receipt of <b>ALL</b> the following required items (all items must be submitted at the same time):</p> <ol style="list-style-type: none"><li>1. Completed Application Form</li><li>2. Signed School/Local Education Agency (LEA) Support Form</li><li>3. Signed Teacher Support Form</li></ol> <p>Please email a portable document format (PDF) copy of ALL the above required items to: <a href="mailto:dyslexia@alsde.edu">dyslexia@alsde.edu</a></p>	<p><b>CONTACT:</b></p> <p>Mrs. Patrice Harvill, CALT Alabama State Department of Education Alabama Reading Initiative 5234 Gordon Persons Building 50 North Ripley Street Montgomery, AL 36104 <a href="mailto:dyslexia@alsde.edu">dyslexia@alsde.edu</a></p>
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**GENERAL PROGRAM INFORMATION:**

Length of the training program: TWO to FIVE YEARS

<p><b>The course offers training in:</b></p> <ul style="list-style-type: none"><li>• Characteristics of dyslexia</li><li>• <i>Take Flight: A Comprehensive Intervention for Students with Dyslexia</i>, a multisensory, structured approach to teaching reading</li><li>• Classroom strategies and techniques used for students with dyslexia</li><li>• Seminars conducted for parent and teacher information</li></ul>
<p><b>Candidates for the training must:</b></p> <ul style="list-style-type: none"><li>• Be employed by an Alabama public school</li><li>• Hold a master's degree or higher by the end of the course (New ALTA requirements: "As of May 1, 2023, a master's degree will be required before CALT certification is complete.")</li><li>• Hold a current Alabama teaching certificate</li></ul>
<p><b>Graduates of the Dyslexia Therapist Training Course:</b></p> <ul style="list-style-type: none"><li>• Eligible to complete the National Certification Exam through the <i>Academic Language Therapy Association Competency Exam for MSLE</i> and become a Certified Academic Language Therapist (CALT) through the Academic Language Therapy Association (ALTA)</li></ul>

**ALABAMA STATE DEPARTMENT OF EDUCATION**  
**Shelton Multisensory Structured Language Education**  
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**CANDIDATE FORM**

The therapist-in-training is responsible for attending the required training, as stated above, and delivering the instruction, and 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; add a minimum of one new group during Year 2; and add a minimum of one new group each year for Years 3, 4, and 5.
6. Teach a minimum of three groups, including at least one group of Year 1 students and at least one group of Year 2 students during the Year 2 training.
7. Continue to teach a minimum of two MSLE classes for three years after training.

<b>CANDIDATE'S SIGNATURE:</b>	<b>DATE:</b>	
<b>PRINT SIGNER'S NAME:</b>		
<b>Work Phone:</b>	<b>Cell Phone:</b>	<b>Home Phone:</b>
<b>Personal Email:</b>		
<b>Position Currently Held:</b>		
<b>School Name:</b>		
<b>School District (LEA) Name:</b>		
<b>Alabama State Department of Education Form</b> <b>(This section to be completed by ALSDE)</b>		
<b>The Alabama State Department of Education agrees to:</b>		
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. Pay for student materials for Year 1 and Year 2.		
4. Provide assistance and support to the teacher, school, and LEA when necessary.		

<b>ALSDE Designee Signature:</b>	<b>Date:</b>
<b>Print Signer's Name:</b>	<b>Work Phone:</b>
<b>Signer's Current Position:</b>	<b>Work Email:</b>



**ALABAMA STATE DEPARTMENT OF EDUCATION  
Shelton Multisensory Structured Language Education  
Training Course Application Packet**

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

<b>CANDIDATE APPLICATION</b>
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Please make a copy of all pages and retain that copy for your files.

Candidate Name:	School District (LEA):
Home Address:	City: State: Zip:
Home/Cell:	Work Phone:
FAX:	Work Email:
	Personal Email:

**Current Professional Position Information**

What subject(s) do you currently teach?	What grade level(s) do you currently teach?
School Assigned To:	Are you assigned to more than one school? If yes, list below:
Name of Current Supervisor:	Supervisor Contact Information: Phone: Email:

**Professional Background Information:**

<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

**CERTIFICATION OF UNDERSTANDING AND COMMITMENT:**

**I have attended the Shelton informational webinar and understand the importance of following 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**  
**Shelton Multisensory Structured Language Education**  
**Training Course Application Packet**

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

<b>SUPPORT FORM</b> (LEA Superintendent / ARI Central Office Contact / School Principal)
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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.

<b>The Participating School and LEA Agree To:</b>
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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 1 of training, allow the therapist-in-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, the LEA may 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. Pay all travel expenses for the therapist-in-training, beginning in July 2022.
10. Pay for student materials each year for Year 3, Year 4, and Year 5.
11. Provide and pay for a substitute teacher for classes when therapist-in-training is participating in training.
12. Provide the therapist-in-training with the necessary equipment to video lessons to be sent to the instructor for critique.
13. Provide the therapist-in-training with the necessary equipment, when needed, to participate in webinars associated with the training.
14. Use appropriate data to identify students that qualify for the program.

<b>LOCAL SUPERINTENDENT SIGNATURE:</b>	<b>DATE:</b>
<b>LEA:</b>	<b>SCHOOL:</b>
<b>PRINCIPAL SIGNATURE:</b>	<b>DATE:</b>

**JOB DESCRIPTION FOR EDUCATORS IN THE  
SHELTON MULTISENSORY STRUCTURED LANGUAGE EDUCATION TRAINING COURSE  
2022-2023, 2023-2024, 2024-2025, 2025-2026, 2026-2027  
FIVE-YEAR COMMITMENT TIMELINE**

All educators involved in the Shelton Multisensory Structured Language Education (MSLE) Course funded by the Alabama State Department of Education (ALSDE) are expected to adhere to the terms of work in the job description outlined below. **Immediately notify the ALSDE if the 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 **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 2022.
  - 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, 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 to 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 the final project.
5. Support the professional learning of other educators in their district by providing workshops, training, and in-classroom support to teachers.

<b>SUPERINTENDENT SIGNATURE:</b>	
<b>DATE:</b>	<b>LEA:</b>

<b>PRINCIPAL SIGNATURE:</b>	
<b>DATE:</b>	<b>SCHOOL:</b>

<b>CANDIDATE SIGNATURE:</b>	
<b>DATE:</b>	<b>SCHOOL:</b>
<b>CURRENT JOB POSITION:</b>	



## OVERVIEW – NEUHAUS BASIC LANGUAGE SKILLS COURSE

The Alabama State Department of Education 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 recognized by the International Dyslexia Association (IDA). The courses are anchored in the science of reading and address 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 *Academic Language Therapy Association (ALTA) Competency Exam for MSLE* and gain national certification through ALTA as a Certified Academic Language Therapist (CALT).

Please direct inquiries and questions regarding the MSLE training process to Mrs. Patrice Harvill, ARI Education Specialist, by telephone at (334) 694-4636 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 Tier 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 – BASIC LANGUAGE SKILLS COURSE

### TRAINING SCHEDULE:

DATES	TOTAL HOURS	OBJECTIVES
<b>JUNE 2022</b> <b>Reading Readiness</b> <b>OnDemand</b>	<b>6 Hours</b>	In <i>Reading Readiness</i> , participants learn: (1) the critical skills necessary to become fluent readers and accurate spellers; (2) hands-on multisensory 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 11-15, 2022, and</b> <b>JULY 18-22, 2022</b> <b>Basic Language Skills</b> <b>Introduction</b>	<b>60 hours</b>	<i>Basic Language Skills</i> 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 2022</b> <b>Book 1A</b>	<b>5.5 hours</b>	Review of Reading and Spelling Concept 26-50. Introduce Soundboard activities and introduce Multisensory Grammar activities.
<b>SPRING 2023</b> <b>Book 1B</b>	<b>5.5 hours</b>	Review of Reading and Spelling Concepts 51-76. Review Dictation Procedure, Mastery Checks, and Assessment
<b>MULTISENSORY</b> <b>GRAMMAR</b> <b>Online</b>	<b>3.5 hours</b>	<p>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.</p> <p>In <i>Multisensory Grammar</i>, participants will 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.</p>

**NEUHAUS OVERVIEW – BASIC LANGUAGE SKILLS COURSE OVERVIEW**  
**TRAINING SCHEDULE CONTINUED:**

<p><b>Developing Metacognitive Strategies –</b>  <b>TWO-DAY CLASS</b></p>	<p><b>12 Hours</b></p>	<p>In addition to skilled decoding, robust oral language and vocabulary, boundless word 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.</p> <p>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.</p>
<p><b>Summer 2023</b> <b>Basic Language Skills, Advanced</b>  <b>TEN-DAY CLASS</b></p>	<p><b>60 hours</b></p>	<p>Through coursework in <i>Basic Language Skills Advanced</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.</p>
<p><b>Fall 2023</b> <b>BLS Advanced Class follow-up</b></p>	<p><b>5.5 hours</b></p>	<p>Review of Reading and Spelling Concepts, Syllable Division, and Exceptional Concepts.</p>
<p><b>Spring 2024</b> <b>Written Composition Fundamentals - Online</b></p>	<p><b>3.5 hours</b></p>	<p>In <i>Written Composition Fundamentals</i>, participants learn the structures of descriptive, narrative, process, compare and contrast, and persuasive argument paragraphs.</p>
<p><b>Spring 2024</b> <b>Developing Vocabulary for Reading Success - Online</b></p>	<p><b>3.5 hours</b></p>	<p>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.</p> <p>In <i>Developing Vocabulary for Reading Success</i>, participants learn strategies for learning specific vocabulary such as word webs, word-learning strategies, and using contextual clues. Digital masters with eight model lessons with activities</p>
<p><b>Spring 2024</b> <b>Spelling Development – Online</b></p>	<p><b>2 hours</b></p>	<p>In <i>Scientific Spelling Part 2</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.</p>
<p><b>Spring 2024</b> <b>Basic Language Skills Book 3</b></p>	<p><b>6 hours</b></p>	<p>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.</p>



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

DAY	TOPICS COVERED	PARTICIPANTS WILL BE ABLE TO:
1	<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 five (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, and 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>



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

DAY	TOPICS COVERED	PARTICIPANTS WILL BE ABLE TO:
2	<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>





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

<b>DAY</b>	<b>TOPICS COVERED</b>	<b>PARTICIPANTS WILL BE ABLE TO:</b>
<b>3</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>4</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>	<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> <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> </ol>



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

DAY	TOPICS COVERED	PARTICIPANTS WILL BE ABLE TO:
<p><b>4</b> Continued</p>		<ol style="list-style-type: none"> <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>
<p><b>5</b></p>	<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>	<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 text in teaching beginning readers.</li> <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> </ol>



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

DAY	TOPICS COVERED	PARTICIPANTS WILL BE ABLE TO:
5 cont.		10. Know/apply in practice considerations for the sources of wide differences in students' vocabularies. 11. Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction. 12. Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.



**ALABAMA STATE DEPARTMENT OF EDUCATION**  
**NEUHAUS EDUCATION CENTER BASIC LANGUAGE SKILLS**  
**Training Course Application Packet**

**PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION**  
**APPLICATION DEADLINE: FRIDAY, MAY 13, 2022**

<p>Your application will be complete and eligible for review upon receipt of <b>ALL</b> the following required items (all items must be submitted at the same time):</p> <ol style="list-style-type: none"><li>1. Completed Application Form</li><li>2. Signed School/Local Education Agency (LEA) Support Form</li><li>3. Signed Teacher Support Form</li></ol> <p>Please email a portable document format (PDF) copy of ALL the above required items to: <a href="mailto:dyslexia@alsde.edu">dyslexia@alsde.edu</a></p>	<p><b>CONTACT:</b></p> <p>Mrs. Patrice Harvill, CALT Alabama State Department of Education Alabama Reading Initiative 5234 Gordon Persons Building 50 North Ripley Street Montgomery, AL 36104 <a href="mailto:dyslexia@alsde.edu">dyslexia@alsde.edu</a></p>
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**GENERAL PROGRAM INFORMATION:**

Length of the training program: FIVE YEARS

<p><b>The course offers training in:</b></p> <ul style="list-style-type: none"><li>• Characteristics of dyslexia</li><li>• <i>Basic Language Skills</i>, a multisensory, structured approach to teaching reading</li><li>• Classroom strategies and techniques in phonemic awareness, decoding, fluency, oral language, comprehension, and composition used for students with dyslexia and all struggling readers</li><li>• Seminars conducted for parent and teacher information</li></ul>
<p><b>Candidates for the training must:</b></p> <ul style="list-style-type: none"><li>• Be employed by an Alabama public school</li><li>• Hold a master's degree or higher by the end of the course (New ALTA requirements: "As of May 1, 2023, a master's degree will be required before CALT certification is complete.")</li><li>• Hold a current Alabama teaching certificate</li></ul>
<p><b>Graduates of the Dyslexia Therapist Training Course:</b></p> <ul style="list-style-type: none"><li>• Eligible to complete the National Certification Exam through the <i>Academic Language Therapy Association Competency Exam for MSLE</i> and become a Certified Academic Language Therapist (CALT) through the Academic Language Therapy Association (ALTA)</li></ul>

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**NEUHAUS EDUCATION CENTER BASIC LANGUAGE SKILLS**  
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<b>CANDIDATE FORM</b>
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No Handwritten Submissions Accepted Except in Signature Line

The therapist-in-training is responsible for attending the required training, as stated above, and delivering the instruction, and 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. Attend a Basic Language Skills Preview Session 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 Basic Language Skills classes during Year 1 of training; add a minimum of one new group during Year 2; and add a minimum of one new group each year for Years 3, 4, and 5.
6. Teach a minimum of three groups, including at least one group of Year 1 students and at least one group of Year 2 students during the Year 2 training.
7. Continue to teach a minimum of two Basic Language Skills classes for **three years** after training.

<b>CANDIDATE'S SIGNATURE:</b>	<b>DATE:</b>	
<b>PRINT SIGNER'S NAME:</b>		
<b>Work Phone:</b>	<b>Cell Phone:</b>	<b>Home Phone:</b>
<b>Personal Email:</b>		
<b>Position Currently Held:</b>		
<b>School Name:</b>		
<b>School District (LEA) Name:</b>		
<p><b>Alabama State Department of Education Form</b> <b>(This section to be completed by ALSDE)</b></p>		
<b>The Alabama State Department of Education agrees to:</b>		
<ol style="list-style-type: none"> <li>1. Pay the costs of all training for Year 1 and Year 2</li> <li>2. Pay for all therapist-in-training materials for two groups during Year 1 and Year 2</li> <li>3. Pay for student materials for Year 1 and Year 2</li> <li>4. Provide assistance and support to the teacher, school, and LEA when necessary</li> </ol>		

<b>ALSDE Designee Signature:</b>	<b>Date:</b>
<b>PRINT Signer's Name:</b>	<b>Work Phone:</b>
<b>Signer's Current Position:</b>	<b>Work Email:</b>

**ALABAMA STATE DEPARTMENT OF EDUCATION**  
**NEUHAUS EDUCATION CENTER BASIC LANGUAGE SKILLS**  
**Training Course Application Packet**

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

<b>CANDIDATE APPLICATION</b>
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Please make a copy of all pages and retain that copy for your files.

Candidate Name:	School District (LEA):
Home Address:	City: State: Zip:
Home/Cell:	Work Phone:
FAX:	Work Email:
	Personal Email:

**Current Professional Position Information**

What subject(s) do you currently teach?	What grade level(s) do you currently teach?
School Assigned To:	Are you assigned to more than one school? If yes, list below:
Name of Current Supervisor:	Supervisor Contact Information: Phone: Email:

**Professional Background Information:**

<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

**CERTIFICATION OF UNDERSTANDING AND COMMITMENT:**

I have attended the Neuhaus informational webinar and understand the importance of following 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**  
**NEUHAUS EDUCATION CENTER BASIC LANGUAGE SKILLS**  
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**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 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 Neuhaus Education Center consultant and the Alabama State Department of Education (ALSDE).
9. Pay all travel expenses for the therapist-in-training, beginning in July 2022.
10. Pay for student materials each year for Year 3, Year 4, and Year 5.
11. Provide and pay for a substitute teacher for classes when therapist-in-training is participating in training.
12. Provide the therapist-in-training with the necessary equipment to video lessons to be sent to the instructor for critiquing.
13. Provide the therapist-in-training with the necessary equipment, when needed, to participate in webinars associated with the training.
14. Use appropriate data to identify students that qualify for the program.

<b>LOCAL SUPERINTENDENT SIGNATURE:</b>	<b>DATE:</b>
<b>LEA:</b>	<b>SCHOOL:</b>
<b>PRINCIPAL SIGNATURE:</b>	<b>DATE:</b>

## JOB DESCRIPTION FOR EDUCATORS IN THE NEUHAUS EDUCATION CENTER BASIC LANGUAGE SKILLS

### 2022-2023, 2023-2024, 2024-2025, 2025-2026, 2026-2027 FIVE-YEAR COMMITMENT TIMELINE

All educators involved in the Neuhaus Education Center 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 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 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 in order 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 2022.
  - 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.
4. Complete all homework assignments issued after Neuhaus 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.

<b>SUPERINTENDENT SIGNATURE:</b>	
<b>DATE:</b>	<b>LEA:</b>

<b>PRINCIPAL SIGNATURE:</b>	
<b>DATE:</b>	<b>SCHOOL:</b>

<b>CANDIDATE SIGNATURE:</b>	
<b>DATE:</b>	<b>SCHOOL:</b>
<b>CURRENT JOB POSITION:</b>	



## **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 ALTA.
- The required Alabama Professional Educator Certificate.
- A master's degree and advanced coursework or professional development in the science of reading.
- Minimum 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 Rtl 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 4 out of 5 days per week in a small-group setting of 4-6 students for the time prescribed by IMSLEC approved training programs which is 45 - 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.