



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



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

April 18, 2023

**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), 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 a dyslexia therapist certification endorsement. Interventionists and special education teachers are the most natural candidates for this training as multiple intervention groups will expedite the training process. K-12 educators interested in this opportunity should review the attached information and outcomes below and agree to meeting the outcomes as part of this opportunity.

**MSLE Candidate Outcomes:**

- Complete an International Multisensory Structured Language Education Council (IMSLEC) accredited training course
- Pass the *Academic Language Therapy Association (ALTA) Competency Exam for MSLE*
- Have a master’s degree or earn a master’s degree within five years of taking the exam
- Hold a valid Alabama professional educator certificate

Meeting the first three criteria will lead to the title of Certified Academic Language Therapist (CALT). The ALSDE is offering two pathways for educators to apply for participation in seeking a dyslexia therapist certification endorsement:

- **The Neuhaus Basic Language Skills (BLS) Course, Cohort 4** (up to 17 participants), which has required virtual classes (Attachment 1 – Neuhaus BLS Training Course Overview).
- **The Shelton Academic Reading Approach (SARA), Cohort 11** (up to 25 participants), which has required face-to-face classes (Attachment 2 – SARA Training Course Overview).

**Neuhaus Basic Language Skills (BLS) Course**

Candidates interested in the Neuhaus BLS Course are required to register for a prerequisite preview session offered April 13, 2023, and May 4, 2023, from 4:00 p.m. to 5:30 p.m. Candidates will send their names to Mrs. Roshelle Carden, ARI Education Specialist, at [roshelle.carden@alsde.edu](mailto:roshelle.carden@alsde.edu) no later than April 28, 2023. Additionally, participants will go to the Neuhaus website at [www.neuhaus.org](http://www.neuhaus.org), click on “Classes,” scroll down to “Pathways to Certification,” and scroll down to “Dyslexia Specialist Preparation Program (DSPP).” At the bottom of that page, click “here” to register for a preview session. After completing this step, participants will receive an email to sign up through Neuhaus Education Center Student Information System (NECSIS).

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**The Shelton Academic Reading Approach (SARA)**

Candidates interested in learning more about the SARA program are required to attend an informational webinar before committing to the process. Webinar dates are April 24, 2023, and May 10, 2023, from 3:30 p.m. to 4:30 p.m. Candidates will select one of the webinar dates and send their names and selected preview dates to Mrs. Roshelle Carden, ARI Education Specialist, at [roshelle.carden@alsde.edu](mailto:roshelle.carden@alsde.edu), no later than April 20, 2023.

Educators who are selected to participate must fully commit to the rigorous multi-year coursework and adhere to the guidelines of the job description. Superintendents and school leaders must commit to ensuring that applicants will be allowed and supported to work within the guidelines of the job description of an MSLE-trained educator (included in this packet with the application) with the expectation that student learning is maximized. All applications (fillable PDF, no scanned documents) must be sent electronically to Mrs. Carden at [roshelle.carden@alsde.edu](mailto:roshelle.carden@alsde.edu) in the ARI Section by close of business on Tuesday, May 16, 2023. If you have any questions, you may also contact Mrs. Carden by telephone at (334) 694-4640.

EGM/BS/RC

Attachments

cc: LEA Chief of School Financial Officers  
LEA ARI Dyslexia Contacts  
LEA ARI Contacts  
K-12 Principals  
LEA Special Education Coordinators  
Mrs. Angela Martin  
Dr. Melissa Shields  
Mrs. Bonnie Short  
Mrs. Roshelle Carden

**FY23-2039**

## OVERVIEW – NEUHAUS BASIC LANGUAGE SKILLS (BLS) and ADVANCED BASIC LANGUAGE SKILLS (ABLS) COURSE

The Alabama State Department of Education (ALSDE) and the Alabama Reading Initiative (ARI) have contracted with the Neuhaus Education Center to provide Dyslexia Specialist training for selected certified teachers. Neuhaus Basic Language Skills (BLS) and related 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 phonological awareness, decoding, fluency, oral language, comprehension, and composition for students with dyslexia and related difficulties through coursework and intensive, supervised practicums. The course also introduces participants to concepts related to the identification of a student with specific language disabilities including dyslexia.

Program completers are eligible to sit for the *Academic Language Therapy Association (ALTA) Competency Exam for Multisensory Language Education (MSLE)* and gain national certification through ALTA as a Certified Academic Language Therapist (CALT).

The overview of the training course and a schedule of proposed training dates are included in this attachment. The job description for an educator enrolled in the training and an application packet are included in Attachment 3.

***District Leaders:* Please thoroughly review the attachments that explain the intensity of training and the length of commitment to this process.**

***Superintendents in districts with no CALTs in Grades K-12 are encouraged to engage in soliciting strong candidates for this unique opportunity.***

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

1. Applicants from a district with no CALT.
2. Applicants from high-needs schools.

***Superintendents, principals, and other decision-makers that relate to the candidate must sign and agree to fully support the candidate in this endeavor and its requirements.***

Candidates must attend (or have previously attended) a Neuhaus BLS virtual preview session. The preview dates are April 13, 2023, or May 4, 2023, from 4:00 p.m. to 5:30 p.m. Candidates should send their name and preferred preview date to Mrs. Roshelle Carden at [roshelle.carden@alsde.edu](mailto:roshelle.carden@alsde.edu).

Additionally, participants will go [here](#) on the Neuhaus website to register for a preview session. After completing this step, participants will receive an email to sign up through the Neuhaus Education Center Student Information System (NECSIS) Portal.

The Neuhaus BLS preview session includes information on requirements and expectations as well as a time for questions and answers. After attending the virtual preview session and certifying their participation, interested applicants may then submit the completed application packet—endorsed by their school district—to meet the requirements of participation.

If you have previously attended a preview session you may simply submit the application.

## BENEFITS

To the School District	To the Participant	To the Students
<ul style="list-style-type: none"> <li>• Vetted and approved intervention program in compliance with the <i>Alabama Literacy Act</i></li> <li>• Nationally Certified Academic Language Therapists in-house who can address TIER II and Tier III students reading, spelling, writing difficulties, and disabilities</li> <li>• Professional development will provide educators with explicit, systematic, and intensive literacy instruction</li> <li>• Support for all grades (not restricted to Grades K-12)</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of literacy 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> <li>• Additional credentials that are recognized nationally and currently a \$5,000 annual stipend from the ALSDE</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are provided 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>



## Proposed Training Schedule

DATES	TOTAL HOURS	OBJECTIVES
<b>2023</b> <b>Reading Readiness – On Demand</b> <i>(Must be completed 30 days before cohort start date)</i>	<b>6 hours</b>	Participants will learn critical skills necessary to become a fluent reader and accurate speller; hands-on multisensory activities to teach and reinforce these skills; strategies for building instant recognition of words with reliable and unexpected pronunciations; and the importance of explicit and systematic handwriting to spelling and writing.
<b>Basic Language Skills (BLS) Introduction</b>  June 5-16, 2023 (M-F) <b>or</b> July 24-August 4, 2023 (M-F) <b>or</b> <b>FALL Date (TBA)</b>	<b>60 hours</b>	Basic Language Skills addresses how to plan, deliver, and measure instruction in phonological awareness, decoding, fluency, oral language, comprehension, and composition for students with dyslexia and related disorders through coursework and intensive and supervised practicums.
<b>FALL 2023</b> <b>Book 1A</b>	<b>5.5 hours</b>	Review of Reading and Spelling Concepts 26-50. Introduce Soundboard activities and introduce Multisensory Grammar activities.
<b>SPRING 2024</b> <b>Book 1B</b>	<b>5.5 hours</b>	Review of Reading and Spelling Concepts 51-76. Review Dictation Procedure, Mastery Checks, and Assessments.
<b>Multisensory Grammar – Online</b>	<b>3.5 hours</b>	<p>Participants will learn activities that make the abstract concept of grammar concrete; strategies for increasing students’ sentence complexity when writing; and the use of parts of speech in the construction and revision of written paragraphs.</p> <p>Participants also engage in collaborative activities that extend their learning and can be presented to their students.</p>
<b>Developing Metacognitive Strategies</b>  <b>TWO-DAY CLASS</b>	<b>12 Hours</b>	Participants will learn activities that increase oral language; strategies for increasing vocabulary and background knowledge; summarization activities; questioning techniques; and progress monitoring for fluency, vocabulary, and comprehension.

**Proposed Training Schedule (continued)**

DATES	HOURS	OBJECTIVES
<p><b>Summer 2024</b> <b>Basic Language Skills – Advanced</b> <b>TEN-DAY CLASS</b></p>	<p><b>60 hours</b></p>	<p>Through coursework in Basic Language Skills Advanced 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>Prerequisites include MSG, DMS, and teaching through Concept 63 before enrolling in BLS Advanced.</p>
<p><b>Fall 2024</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 2025</b> <b>Written Composition</b> <b>Fundamentals – Online</b></p>	<p><b>3.5 hours</b></p>	<p>Participants will learn the structures of descriptive, narrative, process, compare and contrast, and persuasive argument paragraphs.</p>
<p><b>Spring 2025</b> <b>Developing Vocabulary for Reading</b> <b>Success – Online</b></p>	<p><b>3.5 hours</b></p>	<p>Participants will learn strategies for learning specific vocabulary such as word webs, word-learning strategies, and using contextual clues. Includes digital masters with eight model lessons with activities.</p>
<p><b>Spring 2025</b> <b>Spelling Development – Online</b></p>	<p><b>2 hours</b></p>	<p>Participants will learn the history of English orthography; advance their knowledge of analyzing spelling errors; and learn how to measure spelling progress through accuracy rather than achievement.</p>
<p><b>Spring 2025</b> <b>Basic Language Skills – Book 3</b></p>	<p><b>6 hours</b></p>	<p>Participants will 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
<b>1</b>	<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>
<b>2</b>	<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> </ol> <p>Practicums: Auditory/Visual Discovery and Planning for Auditory/Visual Discovery</p>	<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> </ol>



<p>2</p>		<ol style="list-style-type: none"><li>5. Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</li><li>6. Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</li><li>7. Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.</li><li>8. 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>9. Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.</li><li>10. Teach written syllable types in a logical sequence (e.g., closed, open, vowel-consonant-e, vowel team, consonant-le, r-controlled).</li><li>11. 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>12. Identify and rehearse techniques for building writing fluency.</li></ol>
<p>3</p>	<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></ol> <p>Practicums: Reading Practice, Introduction of a Spelling Pattern, Auditory/Visual Discovery</p>	<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.</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></ol> <p>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.</p>





DAY	TOPICS COVERED	PARTICIPANTS WILL BE ABLE TO
4	<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 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><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>
5	<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></ol>



		<ol style="list-style-type: none"><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>
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## **OVERVIEW –Shelton Academic Reading Approach (SARA) Utilizing the *Take Flight* Curriculum**

The Alabama State Department of Education (ALSDE) and the Alabama Reading Initiative (ARI) are pleased to offer the opportunity for an eleventh cohort of 25 certified teachers to be trained in the Shelton Academic Reading Approach (SARA) utilizing the *Take Flight* curriculum, a Multisensory Structured Language Education (MSLE), accredited by the International Dyslexia Association (IDA) and the International Multisensory Structured Language Education Council (IMSLEC). SARA-trained educators focus on students with specific language disabilities, such as dyslexia and other language difficulties. Our focus with Cohort 11 will be working toward all districts having the opportunity to have at least one highly skilled MSLE teacher with the Certified Academic Language Therapist (CALT) endorsement to serve students. Program completers are 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).

SARA is based on the *Take Flight* program from Texas Scottish Rite Children’s 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 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 the identification of a student with specific language difficulties and/or disabilities.

The Cohort 11 course begins with an intensive two-year training course and associated practicum. The practicum requires that a teacher instruct at least one group of students during the school day in 45-minute sessions over the course of five years (a participant can finish in as little as 24 months) to meet the minimum 700 hours required for certification at the therapy level and sit for ALTA Competency Exam. Participants begin accruing practicum hours when they begin using the *Take Flight* curriculum and are advised to do so as soon as possible. The participant will need to establish more than one intervention group to obtain the 700 clinical teaching hours (CTH), but this can be done outside of regular school hours to fit the schedule of the participant and the student(s). Observations must be submitted via video. Year 1 of the training runs from July 2023 to May 2024 and Year 2 runs from August 2024 to May 2025. A participant has 24 to 60 months to acquire the 700 practicum hours needed to sit for the ALTA Competency Exam to gain the title of a CALT.

The overview of the training course and a schedule of proposed training dates for Year 1 are included in this attachment. The job description for an educator enrolled in the training and an application packet are included in Attachment 3.

**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 CALTs are encouraged to engage in soliciting strong candidates for this unique opportunity.**

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

1. Applicants from a district with no CALT.
2. Applicants from high-needs schools.
3. Applicants who have a support form indicating they have the best opportunity to fulfill the obligations.

**Superintendents, principals, and other decision-makers that relate to the candidate must sign and agree to fully support the candidate in this endeavor and its requirements.**

Once candidates are identified, each must attend (or have previously attended) the Shelton School preview session offered virtually. The preview dates are April 24, 2023, and May 10, 2023, from 3:30 p.m. to 4:30 p.m. Candidates should send their name and preferred preview date to Mrs. Roshelle Carden to [roshelle.carden@alsde.edu](mailto:roshelle.carden@alsde.edu) before April 20, 2023. (If you have previously attended a preview session you may simply submit the application.) 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 requirements of participation.

## **BENEFITS:**

<b>TO THE SCHOOL DISTRICT</b>	<b>TO THE PARTICIPANT</b>	<b>TO THE STUDENTS</b>
<ul style="list-style-type: none"> <li>• Have a vetted and approved intervention program in compliance with the <i>Alabama Literacy Act</i></li> <li>• 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 reading disability</li> <li>• On-site personnel with the knowledge base to coach colleagues in appropriate interventions in reading instruction</li> <li>• Reduction in the number of special education referrals</li> <li>• Support all grades (not restricted to Grades K-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to deliver direct service to students who demonstrate early signs of difficulty in reading, as well as students with a diagnosed reading disability</li> <li>• Knowledge base to share with colleagues in the appropriate methods in reading instruction for struggling readers</li> <li>• Additional credentials that are recognized nationally and currently a \$5,000 annual stipend from the ALSDE</li> </ul>	<ul style="list-style-type: none"> <li>• Access to a knowledgeable teacher who can be diagnostic and prescriptive offering appropriate interventions as soon as a reading difficulty is demonstrated</li> <li>• Recognition of the need for reading support from a knowledgeable teacher who understands the challenges faced by struggling readers</li> <li>• Instruction delivered in non-traditional methods designed to meet the needs of struggling readers</li> </ul>

## FIRST YEAR TRAINING SCHEDULE:

### Alabama State Department of Education - Alabama Reading Initiative - Shelton School

<b>SUMMER 2023</b>	<b>5 Days:</b> July 17-21, 2023 Mobile, Alabama	40 Hours
<b>FALL 2023</b>	<b>6 Days:</b> September 18-19, 2023 October 23-24, 2023 November 13-14, 2023 Montgomery, Alabama	48 Hours
<b>SPRING 2024</b>	<b>4 Days:</b> February 5-6, 2024 April 8-9, 2024 Montgomery, Alabama	32 Hours
<b>TOTAL</b>	15 Days	120 Hours

### TRAINING SCHEDULE:

DATES	TOTAL HOURS	OBJECTIVES
<b>JULY 17-21, 2023</b> One week (5 days) at the University of South Alabama Mobile, Alabama Begin YEAR 1	40	<ul style="list-style-type: none"> <li>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.</li> </ul>
Ten training days provided in the 2023-2024 school year Continue YEAR 1	80	<ul style="list-style-type: none"> <li>Participants will receive further instruction in the structure of the English language and in the delivery of the program.</li> <li>Participants will submit a minimum of five videoed lessons to the instructor for critique and a minimum of 100 hours of delivery of the program to students.</li> </ul>
Ten training days provided during the 2024-2025 school year Begin YEAR 2	80	<ul style="list-style-type: none"> <li>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.</li> <li>Participants will submit a minimum of <b>an additional five videoed lessons</b> to the instructor for critique and continue to acquire CTH towards the needed 700 hours of delivery of the program to students.</li> </ul>



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

\*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 hours (CTH). A teacher teaching three groups of students over two years will meet the minimum 700 hours required for therapy-level certification. However, only one group per day is required by ARI and a candidate may take up to five years to acquire the 700 CTH. A candidate may choose how s/he acquires the additional hours needed to reach the 700 CTH within the 60-month period. See the Candidate Agreement for more requirements.

DAYS	TOPICS COVERED	PARTICIPANTS WILL BE ABLE TO:
1	<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>
2	<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>
3	<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>
4	<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>
5	<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**  
**ALABAMA READING INITIATIVE**  
**MULTISENSORY LANGUAGE EDUCATION TRAINING**  
**CERTIFIED ACADEMIC LANGUAGE THERAPIST PATHWAY**  
**APPLICATION PACKET: INCLUDES JOB DESCRIPTION**

**Please read all directions carefully for successful submission.**

**APPLICATION DEADLINE: MAY 16, 2023**

**GENERAL INFORMATION ABOUT NEUHAUS BASIC LANGUAGE SKILLS (BLS)  
AND THE SHELTON ACADEMIC READING APPROACH (SARA):**

- Candidates for Multisensory Language Education (MSLE) must:
  - Be employed by an Alabama public school.
  - Hold a current Alabama teaching certificate.
  - Hold a master's degree or earn a master's degree within five years of taking the *Academic Language Therapy Association Competency Exam for MSLE* to become a Certified Academic Language Therapist (CALT).
  
- MSLE courses offer training in:
  - Characteristics of dyslexia.
  - Classroom strategies and techniques in phonological awareness, decoding, fluency, oral language development, comprehension, and composition used for students with dyslexia, as well as all struggling readers.
  
- Applications will be complete and eligible for review upon receipt off ALL of the following required documents:
  - Signed Candidate Application and Agreement.
  - Signed Support Agreement.
  
- Graduates of the Neuhaus BLS or the SARA MSLE program are eligible to take the National Certification Exam through the *Academic Language Therapy Association Competency Exam for MSLE* and become a Certified Academic Language Therapist (CALT) through the Academic Language Therapy Association (ALTA).

**THE 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. Not retire or change schools for the next five years.
4. Teach a minimum of one group during the school day using the MSLE program she/he is training in for a minimum of five years; teach through the entire MSLE curriculum with at least one group of students (this cannot be done in a single year, but over a minimum of two years); establish at least three different teaching situations (different groups) while acquiring 700 clinical teaching hours (CTH).
5. Acquire 700 CTH utilizing the MSLE curriculum over the course of a maximum of five years.
6. Sit for the ALTA-CALT Exam when qualified to do so. (Candidate assumes the cost- currently \$180).

**JOB DESCRIPTION FOR EDUCATORS IN AN ALSDE-FUNDED  
MSLE TRAINING COURSE**

**2023-2024, 2024-2025, 2025-2026, 2026-2027, and 2027-2028  
FIVE-YEAR COMMITMENT TIMELINE**

All educators involved in a MSLE 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 MSLE curriculum daily for a minimum of 45 minutes per class **for the entire school year until completion of the program (usually 2-3 years).**
  - a. A minimum of three teaching situations is required to fulfill requirements set forth by training institutes. Participants must begin the curriculum twice and teach through the entire curriculum with at least one group of students. Teaching through the entire curriculum must take a minimum of two years. **It should be the goal of the therapist-in-training and her/his administration to offer the entire MSLE curriculum to all students who begin receiving therapy.**
  - b. Acquire 700 CTH in 60 months.
  - c. Secure a substitute teacher and provide targeted lesson plans 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** ARI.
  - e. Attend and fully participate in **all** scheduled MSLE professional learning opportunities beginning in June 2023.
2. Utilize **dyslexia-specific screeners** vetted by the Alabama Literacy Task Force to identify students who qualify for the daily intervention.
  - a. 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.
  - b. Organize data in a way that will allow for reporting both **growth** and **proficiency data** to the ALSDE in May of each year.
3. Complete all homework assignments issued after MSLE professional learning opportunities, including submitting recorded video lessons, additional assignments, and final project.
4. Support the professional learning of other educators in their district by providing workshops, training, and in-classroom support to teachers as requested by school or district leaders.



**APPLICATION DEADLINE: MAY 16, 2023**

**CANDIDATE APPLICATION AND AGREEMENT**

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:	Regional In-Service Center (RIC): <i>Click on the <a href="#">map</a> to support locating your RIC.</i>
Personal Email:	Work Email:
Teacher Certificate #	Work Phone:
Have you completed LETRS training?	If no, where are you at in the process?

**Current Professional Position Information:**

What subject(s) do you currently teach?	What grade level(s) do you currently teach?
Name of school(s) you are assigned to:	Do you have a master's degree? If so, what content? If no, do you plan to pursue one within the next five years?
Name of Current Supervisor:  Phone: Email:	Name of District Dyslexia Contact:  Phone: Email:

**Professional Background Information:**

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:
Would you consider teaching groups before school? _____ After school? _____ Privately? _____		

## 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's name) while enrolled in the ALSDE funded MSLE course should review the following terms of participation. If the following terms can be met for the 24-60 months of training, the superintendent and the school principal should sign below.

### The Participating School and LEA Agree To:

1. Notify ARI if participant discontinues training or teaching the program to students.
2. **Repay ARI for all expenses incurred if therapist-in-training discontinues course work, including tuition and materials (Estimate: \$3,000 - \$4,000 per year).**
3. Assist candidate in scheduling classes accommodating the therapist-in-training in conducting intervention group(s) utilizing the MSLE curriculum required for the program. Will the participant be allowed to conduct lessons during school hours? \_\_\_\_\_  
Before school? \_\_\_\_\_ After School? \_\_\_\_\_
4. Allow the therapist-in-training, to instruct a minimum of one group of no more than four students daily for a minimum of 45 minutes for five years. 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. 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.  
Where will this instruction take place? \_\_\_\_\_
6. Allow the therapist-in-training to attend scheduled trainings (attached).
7. Appoint an LEA system and school contact person to serve as a liaison to the specific MSLE program consultant and the Alabama State Department of Education (ALSDE).  
Who is the liaison? \_\_\_\_\_
8. Pay all travel expenses including meals for the therapist-in-training, beginning in June 2023. What funds will be used to pay for travel, meals, and lodging? \_\_\_\_\_
9. Pay for student materials so therapist or therapist-in-training may continue to work students using the MSLE program. (ALSDE will pay for Year 1 and Year 2 materials.)  
What funds will be used to provide these materials? \_\_\_\_\_
10. Provide and pay for a substitute teacher for classes when therapist-in-training is participating in training. What funds will be used to pay for the substitute? \_\_\_\_\_
11. Provide the therapist-in-training with the necessary equipment to video lessons to be sent to the instructor for critiquing.
12. Provide the therapist-in-training with the necessary equipment, when needed, to participate in webinars associated with the training.

**PLEASE READ AND INITIAL, AS APPLICABLE.**

\_\_\_\_\_ I attended the Neuhaus Basic Language Skills (BLS) preview session on \_\_\_\_\_ (date), and I understand the importance of the guidelines outlined in this document.

\_\_\_\_\_ I attended the Shelton Academic Approach to Reading (SARA) preview session on \_\_\_\_\_ (date) and I understand the importance of the guidelines outlined in this document.

\_\_\_\_\_ I agree to the two-to-five-year commitment to the program for which I may be accepted and understand all of the responsibilities outlined throughout this document.

\_\_\_\_\_ I would like to apply for the Neuhaus Basic Language Skills (BLS) virtual cohort.

\_\_\_\_\_ I would like to apply for the Shelton Academic Reading Approach (SARA) face-to-face cohort.

\_\_\_\_\_ If I am NOT selected for the cohort I have selected, I would like to be considered for the alternate cohort.

**LEA agrees to terms outlined in the SUPPORT FORM and other general guidelines.**

**Candidate agrees to terms outlined in the Job Description and other general guidelines.**

<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>ARI CONTACT SIGNATURE:</b>	
<b>DATE:</b>	<b>POSITION:</b>

**(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. Pay for student materials for Year 1 and Year 2
4. Aid and support to the teacher, school, and LEA when necessary or requested

ALSDE Designee Signature:	Date:
PRINT Signer's Name: Roshelle Carden	Work Phone: (334) 694-4640
Signer's Current Position: ARI Education Specialist	
Work Email: <a href="mailto:roshelle.carden@alsde.edu">roshelle.carden@alsde.edu</a>	

**CONTACT:**

**Mrs. Roshelle Carden, Education Specialist  
Alabama State Department of Education  
Alabama Reading Initiative  
5234 Gordon Persons Building  
50 North Ripley Street  
Montgomery, Alabama 36104  
[roshelle.carden@alsde.edu](mailto:roshelle.carden@alsde.edu)**

**Once you have successfully submitted your application, please complete the form at [CALT-MSLE Application Form](#). You will be notified via email if you are accepted into a cohort as well as if you are not accepted at this time.**

**Model Job Description (Developed by the Dyslexia Advisory Council of Alabama)**

**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 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 4 out of 5 days per week in a small-group setting of 4 to 6 students for the time prescribed by IMSLEC-approved training programs, which are 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 making recommendations for the adjustment of instruction according to student-specific needs identified from progress monitoring.