

ALABAMA LITERACY ACT (ALA) & HIGHER EDUCATION

Ms. Shavon Harris

Dr. Alethea Hampton

Dr. Victoria Cardullo

December 14, 2023

Every child. Every chance. Every day.

THE PATH FORWARD

Alabama was invited by the Hunt Institute to participate in the 2nd cohort of the multistate learning community, *The Path Forward in Teacher Preparation for Early Literacy Instruction*. The Hunt Institute is an organization designed to bring together people and resources to inspire and inform policymakers about key issues in education.

The Path Forward utilizes a cohort model to support states in their efforts to transform teacher preparation and certification programs to include the science of reading (SOR).

State teams establish an understanding of their current state context and work towards the development of a comprehensive action plan.

State teams are supported through virtual convenings, coaching, resources, and feedback.

State teams are also supported by a National Advisory Group and experts in reading, policy, and teacher preparation.

ALABAMA'S PATH FORWARD MEMBERS

Mrs. Terri Collins

Alabama State Representative

Mr. Nick Moore

Education Policy Advisor & Coordinator Governor's Office of Education & Workforce Transition

Mrs. Tracie West

Vice President, Alabama State Board of Education

Dr. Eric Mackey

State Superintendent, Alabama State Department of Education

Mrs. Angela Martin

Deputy State Superintendent, Alabama State Department of Education

Dr. Katie Kinney

Interim Provost & Vice President for Academic Affairs, University of North Alabama

Ms. Shavon Harris

Director, Office of Teaching & Leading, Alabama State Department of Education

Dr. Alethea Hampton

Educator Preparation Administrator, Alabama State Department of Education

Mrs. Bonnie Short

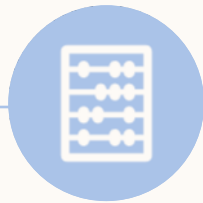
Director, Alabama Reading Initiative, Alabama State Department of Education

Dr. Amy Jones

Regional Literacy Leadership Specialist, Alabama Reading Initiative, Alabama State Department of Education

OUR VISION & APPROACH

All Alabama Educator Preparation Program (EPP) candidates (undergraduate & graduate) will enter K-6 classrooms ready to positively impact students' literacy achievement with instruction aligned to the science of reading that meets the needs of all learners.



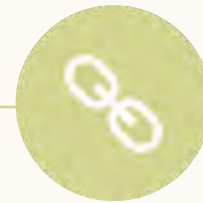
ACTION AREA 1

Ensure Pre-Service
Teacher Readiness



ACTION AREA 2

Support Higher Education
Faculty Development



ACTION AREA 3

Form a Higher Education
Task Force



ACTION AREA 1

ENSURE PRE-SERVICE TEACHER READINESS

- Revised **syllabi** and aligned course descriptions, objectives, and activities to show evidence of SOR-aligned instruction and ensured progression of knowledge
- Ensured **textbooks** were either “exemplary” or “acceptable” by NCTQ’s review of SOR-aligned textbooks
- Incorporated **evidence-based content** aligned to the SOR through candidates’ application within field experiences
- Incorporated a focus on dyslexia, multi-lingual (to include multi-dialect), and other learning challenges to **attend to learning differences**
- Required the successful completion of the **Foundations of Reading** assessment prior to initial certification
- **Modeled instruction** and utilized videos to demonstrate best practices to pre-service candidates



ACTION AREA 2

SUPPORT HIGHER EDUCATION FACULTY DEVELOPMENT

- Faculty trained or signed-up for LETRS training
- Faculty hosting and attending SOR-aligned conferences throughout the state:
 - Alabama Literacy Association Conference, Birmingham (October 2023)
 - Science of Reading Higher Education Symposium, UNA (January 2024)
 - Literacy Reimagined Conference, Alabama Chapter of the Reading League, USA (March 2024)
- Faculty participating in SOR Podcasts
- Faculty partnering with ARI regional staff for professional learning opportunities
- Faculty provided training and support regarding analysis and interpretation of Foundations of Reading scores.

Support by Dr. Amy Jones

- Conducted EPP Connect sessions with faculty to provide an update on the work being done in K-6.
- Provided snapshots of student test data in K-6
- Attended and assisted with all higher education task force group meetings
- Encouraged principals and school staff to willingly partner with EPPs to ensure that preservice teachers have been exposed to quality SOR teaching during their field placements and internships.



ACTION AREA 3

FORM A HIGHER EDUCATION TASK FORCE

HIGHER EDUCATION DEANS, HIGHER EDUCATION LITERACY FACULTY, K-12 TEACHERS, & ALSDE STAFF (ARI & TEACHING AND LEADING)

Group 1: Review institutional instructional standards and materials and establish protocols for the review.

Group 2: Review the ELA standards and provide more explicit information.

- a. Develop the skillset that must be included in the required nine hours of SOR instruction.
- b. Consider the scope and sequence for the coursework.
- c. Establish a template for reading syllabi and provide exemplar syllabi.
- d. Assist EPPs in developing a crosswalk between current and updated reading courses.

Group 3: Develop a formative monitoring process for measuring compliance with the ALA to:

- a. Inform recommendations to the ALSBE regarding program review.
- b. Include in the annual report to the Legislature regarding compliance with ALA.

Group 4: Design a method for measuring the implementation of the Barksdale report and evaluate monthly.

Work is being done in groups 1-4. Groups 5-9 will begin their work once groups 1-4 are done.

ACTION AREA 3

FORM A HIGHER EDUCATION TASK FORCE



Group 5: Map the standards and/or scope and sequence to the Foundations of Reading (FOR) test to ensure all concepts are covered in the coursework.

Group 6: Develop further recommendations regarding best practices, research, textbooks, materials, and professional development, and continue the Annual Symposium.

Group 7: Establish research protocols for reporting the implementation of the ALA and SOR in Alabama's EPPs and report the impact of teacher readiness on increased elementary student achievement.

Group 8: Recommend professional development opportunities for teachers of reading at Alabama's EPPs.

Group 9: Review standards for graduate Early Childhood, Elementary, Collaborative Special Education, and Reading Specialist programs, and make recommendations to ensure the program aligns with the SOR.

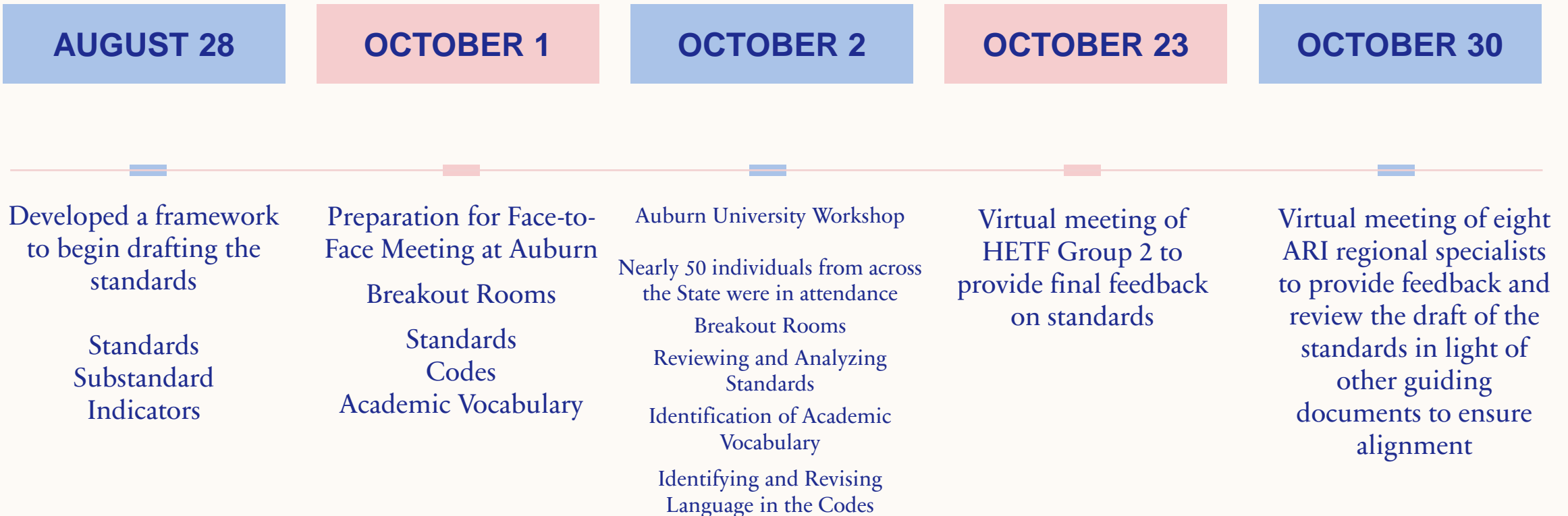


GROUP 2
AND CONTRIBUTORS
STANDARDS DEVELOPMENT

TIMELINE



TIMELINE



Literacy Standards for Alabama’s Educator Preparation Programs: Elementary (K-6)

Standard 1: Foundations of Literacy Acquisition Teacher candidates recognize, explain, and apply the process of literacy development, understanding that literacy develops over time and progresses from emergent to proficient stages.				
Indicators	Application by Teacher Candidate	Course Work Recommendations	Suggested Field Work	Suggested Course Sequence
1.1 Recognize and explain the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse). KPS 1.1, KPS 1.2, KPS 1.4	Recognize and explain the language process required for proficient reading and writing.	Recognize and explain: -phonological (speech sound) -orthographic (print) -semantic (meaning) -syntactic (sentence structure) -discourse (connected text level)		1
1.2 Explain and apply the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression. KPS 1.2, KPS 1.7, KPS 1.6, KPS 1.8, KPS 1.9	Explain and apply the developmental progression of literacy development using the language of the 5 + 2 (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing).	Explain and apply research-based instructional strategies that impact students’ literacy development, including strategies for English learners, multilingual learners -- including those who possess multiple dialects, and struggling readers – including those with the characteristics of dyslexia. Explain the developmental progression of literacy using major research findings (i.e., Ehri’s phases of reading, The Reading Brain, etc.).	1	1, 2, or 3

Standard 1: Foundations of Literacy Acquisition

Teacher candidates **recognize, explain, and apply** the process of literacy development, understanding that literacy develops over time and progresses from emergent to proficient stages.

1.1 **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse). **KPS 1.1, KPS 1.2, KPS 1.4**

1.2 **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression. **KPS 1.2, KPS 1.7, KPS 1.6, KPS 1.8, KPS 1.9**

1.3 **Recognize and explain** the reciprocal relationship among oral language, phonological awareness/phonemic awareness, phonics (decoding & encoding), word recognition, fluency, comprehension, and writing. **KPS 1.1, KPS 1.3, KPS 1.9**

Standard 2: Structured Literacy

Teacher candidates can **recognize, explain, and apply** principles of structured literacy instruction, teaching language concepts in an explicit, systematic, cumulative manner, according to a planned scope and sequence of skill development, emphasizing direct instruction using clear instruction and modeling.

Substandard A: Principles & Practices of Structured Literacy Instruction

Teacher candidates **recognize, explain, and apply** a cumulative progression of skills that build on one another using elements of explicit and teacher-directed lessons for the individual, small-group, and/ or whole-group instruction: explain, model/lead, provide ample guided practice, provide ample independent application, assess, and review.

2.1a **Recognize, explain, and apply** in practice a clear scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing.
KPS 1.8, KPS 4C.1, KPS 4C.2

Alabama's EPPs have made significant progress toward implementation of ALA and SOR. As they implement the standards, they will remain in a cycle of continuous improvement.

THANK YOU