



The Alabama Reading Initiative

Continuum for Teacher Development

As Outlined in the Alabama Literacy Act and Developed by the Alabama Literacy Task Force

Phase 1: Preservice

- Standards Aligned to the Science of Reading and approved by the State Board of Education May 2024
- Nine or more credit hours of foundational literacy instruction as outlined in the *Alabama Literacy Act*
- Successful completion of the Pearson Foundations of Reading Exam and attainment of target score
- Training in the *Alabama Literacy Act* as outlined within the law

Phase 2: Initial Literacy Certification (Inservice Teachers)

- Foundational Science of Reading/Structured Literacy training at 80% or higher mastery (state-endorsed training program)
- Trained in the district's Early Years Assessment
- Trained in the district's Comprehensive Core Reading Program
- Trained in the district's Dyslexia-Specific Intervention Program (as applicable)
- Literacy coaching for all within their first five years of teaching as outlined in the *Alabama Literacy Act*
- Dyslexia Awareness training approved by the Alabama Reading Initiative
- 25% of the required hours for continued certification should be aligned to professional learning for K-3 literacy

Instructional Leadership

- Training on the structures that support literacy in the school/district should be added to an administrator's professional learning.
- Coaching by the Regional Literacy Leadership Specialist (all 4 phases)
- Attendance and implementation of ARI Trainings (all 4 phases)

Phase 3: Emerging Literacy (Inservice Teachers)

- Targeted professional learning in the Science of Reading approved by the Alabama State Department of Education which may target a specific area of instruction
- 25% of the required hours for continued certification should be aligned to professional learning for K-3 literacy which may include targeted evidence-based instruction in one or more of the following: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, writing, assessment, and approved programming training

Phase 4: Content Specialist

- Attainment of a state-approved credential or serving in a state-approved literacy specialist position such as:
 - Reading/Literacy Specialist credential
 - Regional Literacy Leadership Specialist, Regional Literacy Specialist, Local Reading Specialist, or Certified Academic Language Therapist approved through the Academic Language Therapist Association
 - Teacher leaders in literacy
- Actively seeks to grow in their knowledge of evidence-based literacy instruction
- Provides leadership in their grade level, school, district, and/or beyond their district to support others in the acquisition of literacy knowledge

COMING SOON

Each PHASE box listed above has an active link for more information.