

CALT

Certified Academic Language Therapists

ALTA Certified Academic Language Therapists provide diagnostic, explicit, systematic Multisensory Structured Language intervention which builds a high degree of accuracy, knowledge, and independence for students with written-language disorders, including dyslexia.

Certified Academic Language Therapists (CALT) are

Clinically Diagnostic and Prescriptive

Certified Academic Language Therapists (CALT) review comprehensive evaluation reports and academic samples, then administer academic skills assessments for baseline documentation. Throughout Multisensory Structured Language therapy sessions, student performance informs diagnostic and prescriptive intervention to create a high level of accuracy, fluency, and understanding for independence in written language skills.

Skilled in Multisensory Structured Language

Certified Academic Language Therapists integrate visual, auditory, and motor processing with explicit understanding of the structure of the English language, which provides a solid foundation in written language skills.

Intensive

Certified Academic Language Therapists provide expert, skilled one-to-one or small-group intervention, with high frequency over a sustained period of time, which links explicit understanding, repeated practice and performance to develop accurate and fluent reading with comprehension.

Results Driven

Certified Academic Language Therapists enable explicit understanding and application of the structure of the English language (phonology, morphology, syntax, semantics, pragmatics, and orthography), to create the foundation for age-appropriate oral and written language, including reading accuracy, fluency and comprehension, spelling, and written expression.



ALTaread.org



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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

August 11, 2021

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

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

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

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

Prescribed Eligible Criteria:

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

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MODEL—JOB DESCRIPTION

TITLE: CERTIFIED ACADEMIC LANGUAGE THERAPIST (CALT)

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

Education/Qualifications:

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

Required Knowledge, Skills, and Abilities:

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

Minimum Roles and Responsibilities:

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



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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

May 13, 2020

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) 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 professional educator certificate; (2) complete an International *Multisensory Structured Language Education Council* (IMSLEC) endorsed training course; and (3) receive a passing score on the *Academic Language Therapy Association's Certified Academic Language Therapy* assessment or the *International Dyslexia Association's Knowledge and Practice Examination of Effective Reading Instruction*.

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 8 (up to 25 participants)
 - Attachment 1 – Shelton MSLE Training Course Overview
 - Attachment 2 – Application Packet and Job Description
- The Neuhaus Basic Language Skills Course, Cohort 1 (up to 12 participants)
 - Attachment 3 – Neuhaus Basic Language Skills Course Overview
 - Attachment 4 – Application Packet and Job Description

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 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.

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Overview - Shelton MSLE Training Course

The Alabama State Department of Education (ALSDE) and the Alabama Reading Initiative (ARI) are pleased to offer the opportunity for an eighth 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 seven 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 8 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 Texas Scottish Rite 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 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 disabilities. Data on the teacher knowledge gained as well as student reading growth is gathered. Qualified Instructor (QI) training is also available.

The Cohort 8 course begins with an intensive two-year training course and associated practicum. The practicum requires that a teacher instruct three, 45-minute sessions to groups of students 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 program 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 2020 to May 2021 and Year 2 runs from July 2021 to May 2022.

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 Alliance National Registration Examination and gain national certification through the Academic Language Therapy Association (ALTA) as a Certified Academic Language Therapists (CALT).

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 (ARI full support schools).
3. Applicants who will commit in writing to the entire five (5) years of training and all the expectations for maximizing student learning time and sharing professional expertise within their local education agency (LEA).
4. LEAs whose superintendent will commit in writing to allow applicants to fulfill all of the requirements of the training, including the five-year commitment to the training, 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 the webinar titled "MSLE Applicant Webinar" before committing to the process. Both district and applicant webinars may be accessed by going to the ALSDE website at www.alsde.edu and typing the title in the search box of the home page. 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.

Please direct inquiries and questions regarding the MSLE training process to Mrs. Vickie Chappelle, ARI Education Specialist, by telephone at (334) 694-4632 or by email at dyslexia@alsde.edu.



Proposed Class Outline and Objectives for the Initial Week of Class

	Topics Covered	Participants Will Be Able To:
Day One	<p>Introduction to the course and the requirements for certification</p> <ul style="list-style-type: none"> • Overview of dyslexia and related disorders • Overview of MSLE instruction 	<ul style="list-style-type: none"> • Describe the components of the course and the requirements • Identify the characteristics of a student with dyslexia or related disorders • Identify the components of an effective MSLE program • Connect the components of an effective program with the needs of a student with dyslexia or a related disorder
Day Two	<p>Lexicon of the curriculum Overview of the curriculum to be utilized</p> <ul style="list-style-type: none"> • Lesson plan format • Initial screening <p>Beginning with Day Two, there will be a practice lesson each day.</p>	<ul style="list-style-type: none"> • Identify the vocabulary associated with the curriculum • Describe the components of the daily lesson plan utilized in the curriculum • Implement the initial screening with students
Day Three	<ul style="list-style-type: none"> • Alphabet instruction • Phonological awareness <p>Beginning with 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"> • Introduce concepts presented in the initial weeks of the curriculum • Plan a reading activity • Plan a spelling activity • Plan a handwriting activity
Day Four	<ul style="list-style-type: none"> • Reading practice activities <p>Review the concepts introduced in the initial weeks of the curriculum.</p>	<ul style="list-style-type: none"> • Introduce concepts presented in the initial weeks of the curriculum • Plan a reading activity • Plan a spelling activity • Plan a handwriting activity
Day Five	<ul style="list-style-type: none"> • Fluency practice • Review of concepts presented • Skill check 	<ul style="list-style-type: none"> • Implement a fluency activity • Introduce concepts presented in the first few weeks of the curriculum • Present a full lesson

Shelton Multisensory Structured Language Education (MSLE)
 Training Course Application and MSLE Educator Job Description
 Alabama State Department of Education | Alabama Reading Initiative



Alabama State Department of Education - Alabama Reading Initiative
Shelton Multisensory Structured Language Education
Training Course Application Packet

PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION

Application Deadline: Friday, June 5, 2020

Your application will be complete and eligible for review upon receipt of **ALL** the following required items (all items must be submitted at the same time):

1. Completed Application Form
2. Signed School/Local Education Agency (LEA) Support Form
3. Signed Teacher Support Form

Please email a portable document format (PDF) copy of **ALL** of the above required items to:
vchappelle@alsde.edu

CONTACT:

Mrs. Vickie Chappelle
 Alabama State Department of Education
 Alabama Reading Initiative
 5234 Gordon Persons Building
 50 North Ripley Street
 Montgomery, Alabama 36104
vchappelle@alsde.edu

General Program Information

Length of the training program: Five Years

The course offers training in:

- Characteristics of dyslexia
- *Take Flight: A Comprehensive Intervention for Students with Dyslexia*, a multisensory, structured approach to teaching reading
- Classroom strategies and techniques used for students with dyslexia
- Seminars conducted for parent and teacher information

Candidates for the training must:

- Be employed by an Alabama public school
- Hold a Master's degree or higher (based on new ALTA requirements for CALT)
- Hold a teaching certificate

Graduates of the Dyslexia Therapist Training Course:

- Eligible to complete the National Certification Exam through the Alliance for Accreditation and Certification of Structured Language Education, Inc., and become a Certified Academic Language Therapist (CALT) through the Academic Language Therapy Association



**Alabama State Department of Education - Alabama Reading Initiative
Shelton Multisensory Structured Language Education
Training Course Application Packet**

PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION

Teacher Application

Please make a copy of all pages and retain that copy for your files.

Candidate Name:	School District (LEA) Name:
Home Address: <i>Street Address</i>	City State and Zip Code
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 Assignment:	Are you assigned to more than one school? If yes, list below:
Name of Current Supervisor:	Supervisor Contact Information: 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
Place of Employment	Job Duties	Year(s) of Employment

CERTIFICATION OF UNDERSTANDING AND COMMITMENT:

I have viewed the MSLE informational webinar and understand the importance of following all guidelines. I also commit to the five-year program and understand all responsibilities outlined throughout this document

CANDIDATE SIGNATURE

LOCAL SUPERINTENDENT SIGNATURE

**Job Description for Educators in the
Shelton Multisensory Structured Language Education Training Course
2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025
FIVE-YEAR COMMITMENT TIMELINE**

All educators involved in the Shelton Multisensory Structured Language Education 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 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 2020.
 - 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, analyse, 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 MSLE 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.

Superintendent's Signature
LEA: _____

Date:

Principal's Signature
School: _____

Date:

Teacher's Signature
School: _____

Date:

Overview - Neuhaus Basic Language Skills Courses

TRAINING SCHEDULE:

Dates	Total Hours	Objectives
June 2020 Reading Readiness	6 hrs.	In <i>Reading Readiness</i> , participants learn: (1) the critical skills necessary to become fluent readers and accurate spellers; (2) hands-on multi-sensory 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.
July/August 2020 Basic Language Skills Introduction	60 hrs.	Basic Language Skills 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.
Fall 2020 Book 1A	5.5 hrs.	Review of Reading and Spelling Concept 26-50. Introduce Soundboard activities and introduce Multisensory Grammar activities.
Spring 2021 Book 1B	5.5 hrs.	Review Reading and Spelling Concepts 51-76. Review Dictation Procedure, Mastery Checks, and Assessment
Multisensory Grammar Online	3.5 hrs.	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. In Multisensory Grammar, participants 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.

Neuhaus - Proposed Class Outline and Objectives for the Initial Week of Class


	Topics Covered	Participants Will Be Able To:
Day One	<ol style="list-style-type: none"> 1. Comprehensive Approach to Literacy Instruction 2. Dyslexia 3. Phonetics and the 44 Speech Sounds 4. Practicum: Phoneme Inventory 	<ol style="list-style-type: none"> 1. Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. 2. Understand that learning to read, for most people, requires explicit instruction. 3. Identify (and explain how) environmental, cultural, and social factors contribute to literacy development. 4. Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof. 5. Identify the distinguishing characteristics of dyslexia. 6. Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. 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. 8. Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. 9. Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English. 10. Understand/apply in practice considerations for levels of phonological sensitivity.



Neuhaus - Proposed Class Outline and Objectives for the Initial Week of Class

	Topics Covered	Participants Will Be Able To:
Day Three	<ol style="list-style-type: none"> 1. Reading Practice 2. Scientific Spelling: Introduction of a Single Sound 3. Demonstration of three pieces of the schedule 4. Practicums: Reading Practice, Introduction of a Spelling Pattern, Auditory/Visual Discovery 	<ol style="list-style-type: none"> 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. 2. Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction. 3. Plan to incorporate multisensory learning (e.g., simultaneously employing two or three modalities, including looking, listening, speaking, touching, moving). 4. Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills. 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.
Day Four	<ol style="list-style-type: none"> 1. Reading Concepts 11-25 2. Extended Reading and Writing: One-page readers 3. Practicums: Teaching three pieces of the lesson, Auditory/Visual Discovery, Reading Practice, and Spelling Practice 4. Preparing to teach a one-page <div data-bbox="440 1768 730 1887" data-label="Image"> </div>	<ol style="list-style-type: none"> 1. Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction. 2. Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques. 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.

Neuhaus - Proposed Class Outline and Objectives for the Initial Week of Class

	Topics Covered	Participants Will Be Able To:
Day Five, continued		<ol style="list-style-type: none"> 4. Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction. 5. Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. 6. Know/apply in practice considerations for factors that contribute to deep comprehension. 7. Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation. 8. Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension. 9. Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. 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 - Alabama Reading Initiative

Neuhaus Education Center Basic Language Skills

Training Course Application Packet

PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION

Candidate Form

No Handwritten Submissions Accepted Except In Signature Line

The therapist-in-training responsible for attending the required training as stated above and delivering the instruction 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 agrees to 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 One of training.
6. Teach a **minimum of two groups**, including **at least one group of Year 1 students** and **at least one group of Year 2 students**, during Year 2 training.
7. Continue to teach a minimum of two Basic Language Skills classes for **three years** after training.

Candidate's Signature

Date:

Please Type Signer's Name

Work Phone:

Cell or Home Phone:

Work Email or FAX:

Position Currently Held by Signer

Personal Email:

School Name

School District (LEA) Name

Alabama State Department of Education Form

(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. Provide assistance and support to the teacher, school, and LEA when necessary.

ALSDE Designee Signature

Date:

Please Type Signer's Name

Work Phone Number:

Position Currently Held by Signer

Work Email and FAX Number:

Alabama State Department of Education - Alabama Reading Initiative
Neuhaus Education Center Basis Language Skills
Training Course Application Packet

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 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.

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. During **Year One** of training, allow the therapist-in-training to instruct a minimum of two groups of students in daily intervention 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 while therapist-in-training fulfills requirements.
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 lesson period.
7. Allow the therapist-in-training to attend scheduled training (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. Require the special education coordinator, principal, or principal designee and the selected therapist-in-training to view an informational webinar that will include the use of appropriate data to identify students that qualify for the program. This webinar is located on the ALSDE website.
10. Pay all travel expenses for the therapist in-training associated with trainings.
11. Pay for student materials each year through Year 5.
12. Provide and pay for substitute teacher for classes when therapist-in-training is participating in training.
13. Provide the therapist-in-training with the necessary equipment needed to complete the course.
14. Provide the therapist-in-training with the necessary equipment when needed to participate in webinars associated with the training.
15. Use appropriate data to identify student(s) who qualify for the program.

LOCAL SUPERINTENDENT SIGNATURE

Date:

LEA:

School:

PRINCIPAL SIGNATURE

Date: