

# ALABAMA STATE DEPARTMENT OF EDUCATION

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**ALABAMA'S JOURNEY TO READING SUCCESS:**

## ***THE ALABAMA LITERACY ACT*** **IMPLEMENTATION GUIDE**

**Every Child.  
Every Chance.  
Every Day.**

Dr. Eric G. Mackey, Alabama State Superintendent of Education

PHASE I: Published June 2020

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## Introduction

“Reading is the fundamental skill upon which all formal education depends.” In 1999, Dr. Louisa Moats wrote this as her opening statement in her research article on teacher preparation, *Teaching Reading is Rocket Science*. Dr. Moats went on to say,

“Any child who doesn’t learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life. Low reading achievement, more than any other factor, is the root cause of chronically low-performing schools, which harm students and contribute to the loss of public confidence in our school system. When many children don’t learn to read, the public schools cannot and will not be regarded as successful - and efforts to dismantle them will proceed.”

In an effort to improve reading outcomes for students across Alabama, the Alabama Legislature passed the *Alabama Literacy Act*, which became law on June 10, 2019. This legislation extends comprehensive information and other guidance for educators to focus concentrated and systematic efforts to improve the reading skills of all public school students in early literacy so that every student is reading at or above grade-level by the end of third grade.

## Note to Alabama Educators

Alabama Educators:

We hope you find the initial phase of this implementation guide beneficial. We realize that while the *Alabama Literacy Act* is comprehensive, the individual components of it are critically important in helping all students achieve reading success. In an effort to make this guide a living, breathing resource, the Alabama Reading Initiative (ARI), in close collaboration with other sections of the Alabama State Department of Education (ALSDE) and external partners, will provide a blended model of professional learning and support for all educators at the K-3 level to assist with implementation. The professional learning and support opportunities are in the following list.

- Leader Lunch & Learn sessions broadcasted live and recorded for Local Education Agencies (LEAs) and school leaders (June 2020)
- Differentiated professional learning sessions for all educators at the K-3 level (July 2020)
- Assistance with a “uniform format” established by the State Superintendent for school reporting (p. 27)
- Data collection, analysis, and instructional adjustment cycles
- Job-embedded ongoing professional learning and coaching for all educators at the K-3 level via a blended model of delivery; and
- Tools to assist implementation steps, instructional adjustments, and data reporting

As we continue to support LEAs in the implementation of the *Alabama Literacy Act*, the ALSDE will annually add updates such as these.

- The Literacy Task Force’s ongoing work with recommendations on annual vetted list of assessments, recommendations for core reading and intervention programs, and collaborative efforts with state public teacher preparation programs and Regional Inservice Centers to develop a state continuum of teacher development for approved science of reading;
- Revision of the 2011 *Alabama Action Plan for Literacy: Birth Through Grade 12* with the Campaign for Grade-level Reading group and future implementation components
- Revision of *Alabama Course of Study: English Language Arts* aligned to the science of reading
- Completion of the Alabama Coaching Framework and impact for LEAs
- Additional evidence-based early literacy resources, summer camps or other extended learning resources, at-home resources for parents and other family supports, communication resources (both statewide and local)
- State statute or legislative revisions, as well as any federal impact on early literacy initiatives
- Statewide uniform accountability system for ARI, as well as LEA annual reporting requirements

- Definitions, additional clarification, and official guidelines for the state summative assessment system, the Alabama Comprehensive Assessment Program (ACAP), including definition/clarification of the “lowest achievement level”, “acceptable score on an alternative standardized reading assessment,” and “demonstration of mastery of third grade minimum essential state reading standards as evidenced by a student reading portfolio” (p. 21)

While Phase I will assist LEAs for the 2020-2021 school year, the ALSDE realizes there is still a lot of information that will guide future implementation of the *Alabama Literacy Act*. Through ongoing efforts, we hope to provide Phase II by February 2021 and Phase III by July 2021. Thank you for your dedication to ensure Every Child. Every Chance. Every Day.

Sincerely,

Eric G. Mackey

State Superintendent of Education

## Science of Reading

It is important to note that as this implementation guide is being developed, there is **currently no single adopted definition of the science of reading**; however, replicated research is clear regarding effective practices. A definition offered by The Reading League states, “The science of reading is a body of empirical research derived from multiple disciplines (cognitive, psychology, neuroscience, linguistics, etc.). The findings from thousands of research studies reveal how the brain reads, and why it has difficulty doing so sometimes.”

Furthermore, Dr. Louisa Moats states, “The body of work referred to as the ‘science of reading’ is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don’t learn, and what kind of instruction is most likely to work the best for most students” (Center for the Collaborative Classroom).

Because of its complexity, various depictions have been developed and published to help educators understand the science of reading research, as well as the alignment of systematic and explicit instructional methods that include concepts, skills, and knowledge that is required for ALL students to become skillful readers.

The following graphics have been developed by various educators throughout the years and represent a small sample of the resources utilized across the nation to assist in their pursuit to understand and implement the complexity of the science of reading effectively into daily classroom instruction.

*The Alabama Literacy Act Terminology Comparison Chart (Alabama Literacy Task Force)*

<b>Instruction must include:</b> (defined in Legislative Act 2018-414, p. 14):	<b>Assessment must measure:</b>	<b>Deficiencies must be reported to parents in the following areas:</b>	<b>Intervention must be provided in:</b>
Phonological Awareness	Phonological Awareness (Phoneme Segmentation, Phoneme Blending, Phoneme Manipulation, etc.)	(Recommended)	Phonological Awareness

Phonics	Alphabetic Principle, Decoding, Encoding, Accuracy	Letter Naming Fluency, Correct Letter Sounds, Nonsense Word Reading, Oral Reading Accuracy, (Recommended Spelling)	Phonics including Decoding and Encoding
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Fluency		Sight Word Fluency	Sight Words
Comprehension	Comprehension	Comprehension	Comprehension
Screening for Dyslexia	Dyslexia Risks	Risks, Characteristics	<i>Dyslexia-specific Intervention</i>
Language Development	(Oral Language) Recommended (p. 6, funds tied to improvement in Oral Language)		Language Development

Emergent Literacy Skills that Relate to Later Forms of Conventional Reading and Writing (Whitehurst and Lonigan, 2001). (Adapted from *Ohio's Plan to Raise Literacy Achievement*)

Phonological Processing	Print Awareness	Oral Language
<b>Phonological sensitivity:</b> ability to detect and manipulate the sound structure of oral language	Ability to distinguish letters	Children with larger vocabularies have more developed phonological sensitivity
<b>Phonological naming:</b> efficiency of retrieving phonological information from permanent memory	Letter knowledge is linked with children’s ability to manipulate phonemes	Children with smaller vocabularies are limited in phonological sensitivity
<b>Phonological memory:</b> short-term memory for sound-based information	Invented spelling — writing words following a phonological strategy	<b>Implications for older learners:</b> Learners with more semantic knowledge better comprehend what they read; Learners who read more frequently and fluently develop larger vocabularies and can access more difficult texts

NELP Literacy Variables (NELP, 2008). (Adapted from *Ohio’s Plan to Raise Literacy Achievement*)

Variables with a medium to large predicative relationship with later measure of literacy development	Variables that are moderately correlated with at least one measure of later literacy achievement
<b>Alphabet Knowledge:</b> Knowledge of the names and sounds associated with printed letters	<b>Concepts of Print:</b> Knowledge of print conventions, such as left–right or front–back, and concepts such as book cover, author or text
<b>Phonological Awareness:</b> The ability to detect, manipulate or analyze the auditory aspects of spoken language, including the ability to distinguish or segment words, syllables or phonemes, independent of meaning	<b>Print Knowledge:</b> A combination of elements of alphabetic knowledge, concepts about print and early decoding
<b>Rapid Automatic Naming of Letters or Digits:</b> The ability to rapidly name a sequence of random letters or digits	<b>Reading Readiness:</b> Usually a combination of alphabetic knowledge, concepts of print, vocabulary, memory and phonological awareness
<b>Rapid Automatic Naming of Objects or Colors:</b> The ability to rapidly name a sequence of repeating, random sets of pictures of objects, for example, “car,” “tree,” “house,” “man,” or colors	<b>Oral Language:</b> The ability to produce or comprehend spoken language, including vocabulary and grammar
<b>Writing or Writing Name:</b> The ability to write letters in isolation, when asked, or to write one’s own name	<b>Visual Processing:</b> The ability to match or discriminate visual symbols
<b>Phonological Memory:</b> The ability to remember spoken information for a short period of time.	

Changing Emphasis of the Subskills of the Five Components of Reading (Adapted from Michigan’s Integrated Behavior and Learning Support Initiative, 2017)

**Changing Emphasis of the Subskills of the Five Components of Reading**  
(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)

Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

The requirements set forth in the *Alabama Literacy Act* are based upon this vast body of research that continues to be further studied and replicated. These requirements illustrate evidence-based practices in effective core reading instruction and support. These practices also build upon the inception of the Alabama Reading Initiative's (ARI) foundation for Alabama public school reading instruction.

### INSTITUTIONS OF HIGHER EDUCATION (IHE)

To ensure teachers are prepared, public teacher preparation programs leading to the attainment of an initial elementary teaching certification shall require, **beginning with the 2020-2021 academic year**, “no less than nine hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundation reading skills. The nine credit hours of reading or literacy coursework shall be incorporated within the current credit hours currently approved for the degree program and not require additional credit hours for graduation” (pp. 30-31).

The *Alabama Literacy Act* also establishes both the Alabama **Literacy Task Force** and the **Alabama Committee on Grade-level Reading** and outlines how both committees are formed, as well as their roles and responsibilities as they relate to early literacy.

### THE LITERACY TASK FORCE

This group is defined as a standing task force that meets a minimum of two times per year and provides recommendations for comprehensive core reading and intervention programs,

a state continuum of teacher development for the science of reading (with the Institutions of Higher Education and the Regional Inservice Centers) and an annual list of vetted and approved assessments (pp. 2-3).

### THE ALABAMA COMMITTEE ON GRADE-LEVEL READING

This group consists of three members appointed from each Alabama State Board of Education district. The Governor, the Speaker of the House of Representatives, and the President Pro Tempore of the Senate will appoint one member from each district, coordinating to ensure diversity. Each member must be a parent of a K-12 Alabama Public School student, a practicing teacher, a retired teacher, or employed in the field of education.

By June 30, 2020, the committee will revise the 2011 *Alabama Action Plan for Literacy: Birth through Grade 12* in consultation with the Alabama Campaign for Grade-level Reading group. The committee will also make recommendations on implementing the *Alabama Literacy Act*, provide standing oversight over the quality of professional learning and program quality, as well as providing recommendations on adopting innovative strategies and programming to improve the effectiveness of this act (pp. 32-33).

With the enactment of the *Alabama Literacy Act*, the collaborative efforts of the Alabama Reading Initiative (ARI), the Alabama Dyslexia Advisory Council, and the establishment of the various committees, such as the Literacy Task Force and the Alabama Committee on Grade-level Reading, the ALSDE has developed Phase I of this comprehensive resource guide. We hope this resource will provide LEAs with general guidance regarding instruction that adheres to the science of reading and utilizes assessment data to monitor progress, adjust instruction, and provide timely and targeted interventions. Additionally, it will provide a statewide framework for implementation and expectations for Alabama educators and stakeholders.

There is an intentional alignment of the key components of the *Alabama Literacy Act* as it relates to the implementation for LEAs. Roles and Responsibilities of the ALSDE and the Alabama State Board of Education are outlined, followed by the expectations for all public school kindergarten through third grade classrooms, schools, LEAs, and regional support. A glossary of important terms containing resources and tools for implementing the *Alabama Literacy Act* is provided at the end of the implementation guide.

All stakeholders are encouraged to use the implementation guide as a resource for ensuring that reading instruction is grounded in the science of reading and to plan and implement a proactive, systemic instructional approach to prevent reading failure. Ensuring that all students achieve grade-level proficiency by the end of third grade must be paramount for every Alabama educator.

***Alabama’s Journey to Reading Success: The Alabama Literacy Act Implementation Guide***  
**Key Areas**

- **Section I: Responsibilities Outlined in the *Alabama Literacy Act***

Provides guidance for implementation of vital information related to the components of the *Alabama Literacy Act* regarding the responsibilities of the ALSDE, LEAs, individual schools, and school faculties

- **Section II: The Alabama Model for Literacy Support**

Provides information related to the selection of Full Support (FS), Limited Support 1 (LS1), and Limited Support 2 (LS2) schools as defined in the *Alabama Literacy Act*, as well as the varied levels of support that will be provided

- **Section III: Defining the Role of Alabama Reading Initiative (ARI) Literacy Specialists**

Outlines the role of the ARI Regional Literacy Specialists and the Local Reading Specialists; describes the required qualifications and responsibilities of the specialists within the region, district, and schools; and includes the accountability expectations for the schools and districts they assist directly aligned to increasing student reading achievement

- **Section IV: Alabama’s Multi-Tiered System of Supports (AL-MTSS) & Response to Instruction (RtI)**

Provides an overview of the ALSDE’s ongoing work to develop a comprehensive framework and guidance document for AL-MTSS and the current guidelines encompassed in Alabama’s RtI process that are fundamental to the implementation of the *Alabama Literacy Act*

- **Section V: Guidance for Literacy Assessment, Instruction, and Intervention**

Features literacy assessment guidance regarding screening and diagnostics for the determination of reading deficiencies, and includes information on scientifically based reading instruction, intervention, and additional tutoring

- **Section VI: End-of-Third grade Promotion**

Explains third grade retention criteria and outlines the “Good Cause Exemptions” leading to promotion to fourth grade

- **Section VII: Summer Learning— Summer Reading Camps and Alabama Summer Achievement Program (ASAP)**

Outlines the components of all grades K-3 summer learning requirements for all students with reading deficiencies and defines the ASAP as the summer learning required for the students in the Full Support Schools

- **Section VIII: Dyslexia and *the Alabama Literacy Act***

Provides overviews of the *Alabama Literacy Act* and the *Alabama Administrative Code (AAC)* as both documents outline the required supports for students with characteristics of dyslexia and all struggling readers, as well as program requirements and professional learning requirements for educators

- **Section IX: Family Communication Expectations, Public Reporting Requirements, and Resources**

Includes information regarding communication with parents about the *Alabama Literacy Act*, specific criteria that each school board must provide, and sample letters and other templates that can be utilized by LEAs

- **Section X: Glossary of Terms**

Provides a list of terms and definitions relevant to the *Alabama Literacy Act*

## **Section I: Responsibilities Outlined in the *Alabama Literacy Act***

### **Section I Includes:**

1. Responsibilities of the Alabama State Department of Education (ALSDE)
2. Responsibilities of the Local Education Agency (LEA)
3. Responsibilities of the Local School with Grades K, 1, 2, and/or 3

## Section I: Responsibilities

The *Alabama Literacy Act* outlines specific responsibilities at the state, regional, and local levels, specifically for the Alabama State Department of Education (ALSDE), the Alabama State Board of Education, Local Education Agencies (LEA), and local schools with grades K-3. The *Alabama Literacy Act* also requires the establishment of a standing task force and the Alabama Committee on Grade-level Reading. Expectations and guidelines are outlined for families, communities, and stakeholders to ensure a collaborative effort to improve the reading proficiency of each and every student in order to achieve grade-level or above by the end of third grade.

Role of the State Superintendent of Education	Role of the Alabama Literacy Task Force
<ol style="list-style-type: none"> <li>1. Convene a standing task force, within three months after the effective date of the act, to provide specific recommendations.</li> <li>2. Certify that each Alabama Reading Initiative (ARI) regional literacy specialist and local reading specialist meets the minimum qualifications outlined <b><i>before the specialists are hired</i></b> with funds appropriated by the Legislature to support the ARI.</li> <li>3. Ensure development of a uniform, evidence-based accountability reporting system for the ARI that will assess student growth and proficiency, so progress can be measured against goals for teacher professional learning and student achievement on state approved, formative and summative assessments.</li> <li>4. Submit an annual report, no later than December 31, on the status of teacher professional learning, student growth, and proficiency against grade-level standards in K-3 reading to the Governor, Lieutenant Governor, Speaker of the House of Representatives, President Pro Tempore of the Senate, and Chairs of the House Ways and Means Education Committee, Senate Finance and Taxation Education Committee, House Education Policy Committee, and Senate Education Policy Committee.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet in regular sessions at least twice a year.</li> <li>2. Recommend comprehensive core reading and reading intervention programs.</li> <li>3. Develop a state continuum of teacher development for approved science of reading as defined in subsection (e) of Section 6.</li> <li>4. Provide recommendations for an annual list of vetted and approved assessments which are valid and reliable reading screening, formative, and diagnostic assessment systems for selection and use by LEAs.</li> <li>5. Determine measurable performance growth (p. 6).</li> <li>6. Designate community-based summer programs (p. 17).</li> <li>7. Set minimum essential standards for third grade portfolio option (pp. 21-22).</li> <li>8. Set annual reading growth and proficiency targets based upon information which must be reported by school systems (p. 28).</li> </ol>

<b>Section I: LEA Responsibilities</b>				
Responsibilities of the Local Education Agency (LEA)				
<b>Hire ARI local reading specialists who meet specific minimum qualifications</b>	<b>Ensure adherence to duties and responsibilities of the local reading specialists</b>	<b>Offer comprehensive core reading program</b>	<b>Select an assessment system</b>	<b>Provide an intervention program</b>
<p>Required Alabama Professional Educator Certificate and a bachelor's degree</p> <p>Advanced coursework or professional development in the science of reading, such as multisensory language instruction, or comparable alternative training approved by the State Board of Education</p> <p>Two years (at a minimum) of experience as a successful elementary or literacy teacher</p> <p>Knowledge of scientifically based reading research, a strong knowledge base in the science of learning to read and the science of early childhood education</p> <p>Specialized expertise in quality reading instruction and intervention, <i>dyslexia-specific</i> interventions, and data analysis</p> <p>Excellent communication skills with outstanding presentation, interpersonal, and time management skills</p>	<p>Ensure adherence to the <i>Alabama Literacy Act</i></p> <p>They may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, or school administrator.</p> <p>See Section III: Part 2, The Qualifications and Roles of the ARI Local Reading Specialist, for additional details.</p>	<p>Program must be based on the science of reading which develops foundational reading skills.</p> <p><b><u>No school district may use any curriculum that does not include instructional time</u></b> in any public school with K-3 students.</p>	<p>Select valid and reliable reading screening, formative, and diagnostic assessment systems that have been approved by the State Superintendent of Education.</p>	<p>Based on the results of the reading assessment, each K-3 student who exhibits a reading deficiency or characteristics of dyslexia shall be provided an appropriate dyslexia-specific reading intervention program to address his or her specific deficiencies.</p>

**Section I: LEA Responsibilities**

Responsibilities of the Local School with Grades K, 1, 2, and/or 3

<b>Conduct student reading assessments</b>	<b>Establish comprehensive core reading and intervention programs</b>	<b>Provide dyslexia-specific intervention</b>	<b>Provide appropriate reading intervention programs</b>
LEAs will be provided with an annual list of vetted and approved	Students in need of additional support will be provided an	Appropriate dyslexia-specific intervention will be provided to students	Provides explicit, direct instruction that is

<p>assessments which are valid and reliable reading screening, formative, and diagnostic assessment systems.</p> <p>Results of student performance on early reading assessments, which will be administered a minimum of 3 times a year, will be analyzed to determine reading deficiencies.</p> <p>Students will be evaluated after each grading period. Any student determined to have a reading deficiency will be provided additional tutorial support.</p>	<p>intervention program that adheres to the following guidelines.</p> <ul style="list-style-type: none"> <li>• Selected from a vetted and approved list from the ALSDE</li> <li>• Provided in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom</li> <li>• Shall be implemented during regular school hours</li> </ul>	<p>with characteristics of dyslexia and all struggling readers.</p>	<p>systematic, sequential, and cumulative.</p> <ul style="list-style-type: none"> <li>• Language development</li> <li>• Phonological awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul> <p>Provides daily, targeted, small group reading interventions based on student areas of need.</p> <ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonics (including decoding and encoding)</li> <li>• Sight words</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>
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## Section I: LEA Responsibilities

### Responsibilities of the Local School with Grades K, 1, 2, and/or 3 (continued)

<p>Written notification will be provided to parents or legal guardian of any K-3 student who exhibits a consistent deficiency in any of these areas.</p> <ul style="list-style-type: none"> <li>• Letter naming fluency</li> <li>• Letter sound fluency</li> <li>• Nonsense word fluency</li> <li>• Sight words</li> <li>• Oral reading accuracy and fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul> <p>Must be notified in writing no later than 15 school days after the identification.</p>	<p>Written notification must include specific components.</p> <ul style="list-style-type: none"> <li>• Statement informing parent or legal guardian that the student has been identified with a deficiency in reading</li> <li>• Notification that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian</li> <li>• Description of current services being provided to the student</li> <li>• Description of proposed evidence-based reading interventions and supplemental instructional services and supports to be proposed for</li> </ul>
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<p>*A consistent deficiency is identified when students do not respond to explicit, systematic, core instruction (Tier I). If the deficiency is at or on grade-level, the first response should be Tier II classroom intervention. If the deficiency is a prerequisite foundational skill, then the response indicates the need for Tier III intervention in a separate setting. Additional details are described in Section IV: AL-MTSS and RtI.</p>	<p>discussion while establishing the Student Reading Improvement Plan (SRIP)</p> <ul style="list-style-type: none"> <li>• Notification that parent or legal guardian shall be informed in writing at least monthly of the progress of the student towards grade-level reading</li> <li>• Strategies and resources for parent or legal guardian to use at home to help the student succeed in reading</li> <li>• Statement that if the reading deficiency of the student is not addressed by the end of third grade, the student will not be promoted to fourth grade unless a good cause exemption is satisfied</li> <li>• Statement that while the statewide reading assessment is the initial determinant for promotion, the assessment is not the sole determiner at the end of third grade</li> </ul> <p>Also, students will be provided with a test-based portfolio option and an alternative reading assessment option to demonstrate sufficient reading skills for promotion to fourth grade.</p> <p>Sample parent notification letters can be found in Section IX and may be customized for LEA use.</p>
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<h2 style="text-align: left; margin: 0;">Section I: LEA Responsibilities</h2>	
<h3 style="text-align: left; margin: 0;">Responsibilities of the Local School with Grades K, 1, 2, and/or 3 (continued)</h3>	
<h4 style="margin: 0;">Provide a Student Reading Improvement Plan (SRIP)</h4>	<h4 style="margin: 0;">Provide Summer Reading Camps</h4>
<p>SRIPs will be provide according to the following guidelines.</p> <ul style="list-style-type: none"> <li>• Provided for any student in Grades K-3 who demonstrates a reading deficiency at any time</li> <li>• Created at the school level by the teacher, principal, other involved school personnel, and the parent or guardian of the student</li> <li>• Developed no later than 30 days after the deficit is identified</li> <li>• Used to describe the evidence-based reading intervention services that student shall receive, including dyslexia-specific intervention services to improve the reading deficit</li> </ul>	<p>Summer Reading Camps will be provided according to the following guidelines.</p> <ul style="list-style-type: none"> <li>• Provided to all grade K-3 students identified with a reading deficiency</li> <li>• Comprised of a minimum of 70 hours of scientifically-based reading instruction and intervention</li> <li>• Staffed with the most highly effective reading teachers (effectiveness may be shown by student reading performance data, completion of MSLE, and teacher performance evaluations) who have the knowledge and skills to provide direct, explicit, and systematic reading instruction and</li> </ul>

<p>For a student with an Individualized Education Program (IEP), the special education case manager shall participate in the development of the SRIP to address how the evidence-based reading interventions and supplemental instructional services and supports will align with the specially designed instruction delivered through special education services. <b>A student’s goals and services outlined should complement, not replace, the evidence-based reading interventions.</b> The teacher providing the instruction is responsible for implementing the SRIP. If a student receives services through inclusion or in a resource setting, the service provider and the teacher will work together to implement the plan.</p> <p>A sample SRIP template can be found in Sections IV and IX and may be customized for LEA use. Other state and local plans such as Problem-Solving Teams (PSTs), health, 504, gifted, and Individual English Language Plans (I-ELPs) should also consider the verbiage of the <i>Alabama Literacy Act</i> and the implications that may or may not be included in current planning templates.</p>	<p>intervention supports to improve any identified areas of reading deficiency</p> <ul style="list-style-type: none"> <li>• Administered using SBOE-approved reading assessment to all participating students <i>at the beginning <b>and</b> at the conclusion</i> of the summer reading camp in order to measure the reading progress of students</li> <li>• Monitored for daily attendance in order to show the required participation of the student</li> <li>• May be held in conjunction with existing summer programs in district or in partnership with a community-based summer program.</li> </ul> <p>For a student with an IEP, <b>Extended School Year (ESY) services are not to be substituted for summer reading camps.</b> Students with disabilities should have equal access to participation in summer learning. ESY services are special education and/or related services that are provided to a child with a disability beyond the normal school year based on factors such as significant regression.</p>
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## Section II: The Alabama Model for Literacy Support

### Section II Includes:

1. The Alabama Process for Determining and Identifying Literacy Support for K-3 Schools
2. The Plan for Support: *Journey to Alabama’s Reading Success for Alabama School Administrators, School Literacy Specialists, and K-3 School Faculties*
3. Other National Collaborative Efforts for Evidence-Based Support: Excellence in Education (ExcelinEd), Regional Education Laboratories (REL) Southeast, and Region 7 Comprehensive Center (R7CC)



## Section II: The Alabama Model for Literacy Support

### 1. THE ALABAMA PROCESS FOR DETERMINING AND IDENTIFYING LITERACY SUPPORT FOR K-3 SCHOOLS

The *Alabama Literacy Act* specifies that the ALSDE is to provide support to LEAs through a gradual release model. Schools will be identified for tiered levels of literacy support based on their third grade reading proficiency scores from the state’s annual summative assessment, which is also utilized for federal and state accountability. Beginning with the 2020-2021 school year, schools that scored in the lowest five percent on the 2018-2019 spring Scantron administration will be designated as Full Support (FS) Schools. Limited Support 1 (LS1) Schools are those schools that had 20% to 45% of their third grade students score proficient; Limited Support 2 (LS2) Schools are those that had 46% and above of their third grade students score proficient. To ensure consistency, the ALSDE will continue to serve these schools under the same designation of FS, LS1, and LS2 for a minimum of three years before considering the reassignment of schools to FS, LS1, or LS2 designation. However, the *Alabama Literacy Act* specifies that these schools will remain FS “...until that school has improved core instruction to the extent that it is no longer among the lowest five percent of elementary schools in reading proficiency as determined by annual results of the state summative assessment for federal and statewide accountability.”

**Full Support (FS) Schools** are those elementary schools identified with the greatest need based on their third grade reading scores from the state summative assessment. The regional literacy specialist shall be assigned primarily to one school and will be responsible for the following minimum responsibilities: develop targeted daily coaching support, organize and provide ongoing professional learning in the science of reading, monitor reading progress of students in Grades K-3, analyze students’ reading data, make instructional adjustments and recommendations, and monitor interventions that will impact reading achievement for all students.

**Limited Support 1 (LS1) Schools** are those elementary schools that will have regional literacy specialists assigned to provide a minimum of monthly visits to monitor the implementation and support of core reading and intervention instruction, to monitor reading instruction and make instructional adjustments and recommendations, to provide ongoing professional learning on the science of reading, and to monitor reading progress of all Grades K-3 students a minimum of three times a year.

**Limited Support 2 (LS2) Schools** are those elementary schools that will have regional literacy specialists assigned to provide a minimum of quarterly visits to provide onsite coaching support, to monitor the reading progress a minimum of three times a year, adjust instruction according to student-specific needs, and provide ongoing professional learning on the science of reading (pp. 7-8).

**Local Reading Specialists (LRS) or “Coaches”** have been an integral component of ARI for many years and continue to play a pivotal role in coaching and mentoring teachers in the implementation of the science of reading. Through collaborative efforts with the Region 7 Comprehensive Center, the ALSDE is developing a comprehensive *Alabama Coaching Framework* that will be completed in July 2020 and aligned to evidence-based practices and The Theory of Action research. It includes roles and responsibilities for both regional and local school reading specialists. The ALSDE will be implementing additional measures of effectiveness, including both qualitative and quantitative data analyses, to track regional and local reading specialists’ activities and effectiveness as it relates to student reading proficiency. LEAs must maximize their use of these positions to ensure gains in student reading proficiency.

**District and School Level Administrators** will also have distinct roles and responsibilities defined in the *Alabama Coaching Model Framework*. It will be imperative that all administrators, who are responsible for monitoring and supporting reading specialists, have clearly defined expectations. It will also be critical that all parties involved understand how their specific duties are coordinated to increase student reading achievement and are committed to adhering to them to ensure the success of our youngest learners.

## **Section II: The Alabama Model for Literacy Support**

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### **2. THE PLAN FOR SUPPORT: ALABAMA’S JOURNEY TO READING SUCCESS FOR ALABAMA SCHOOL ADMINISTRATORS, LITERACY SPECIALISTS, AND K-3 SCHOOL FACULTIES**

The ARI Literacy Team will utilize the *Alabama’s Journey to Reading Success* process to implement a plan for all schools identified as FS, LS1, or LS2. This process outlines five

“circles of influence” that must be cohesive and function effectively for schools to be successful. The circles of influence are defined below.

Collaborative Leadership involves developing a grade-level Problem Solving Team (PST) approach for school support and aligning to the AL-MTSS framework (defined in Section IV) that is intensely focused on the literacy achievement of all students based on their individual needs.

Ongoing Professional Learning involves examining the status of teacher knowledge and skills in the science of reading, looking at data to determine the immediate focus of professional learning, and making changes to meet the needs of all students in grades K-3 while ensuring all educators stay current on all integral components.

Assessment includes identifying and utilizing multiple assessments to accurately and efficiently determine the students’ current reading readiness as defined by the science of reading components, examining current reading and literacy goals, and utilizing data to identify gaps in order to develop individualized reading plans that address specific core reading and intervention strategies to close the gaps. A comprehensive assessment system infographic can be found in Section V under the Essential Reading Assessment Terminology subheading. This resource defines and describes the different types of assessments that should be used throughout the year in different situations.

Curriculum and Standards involves the alignment of instructional strategies and curricula resources relating to the *Alabama Course of Study: English Language Arts* standards, comprehensive core reading, and reading intervention programs with the science of reading.

Instruction and Intervention, including comprehensive core reading and intervention programs, must be based on the science of reading. Sufficient protected time during the school day, to provide systematic and explicit reading instruction and ensuring students are supported by the comprehensive AL-MTSS system of supports, is paramount for students to become successful readers by the end of third grade.

## Journey to SUCCESS for Reading and Literacy

### CIRCLES OF INFLUENCE FOR IMPROVED STUDENT ACHIEVEMENT



#### Collaborative Leadership: How do we use a team approach for school support?

- What specific supports are in place from the LEA level to assist building administrators in supporting each school's literacy efforts? To assist ARI-funded reading specialists?
- Is there a full-time, ARI-funded reading specialist in each building serving grades K-3? If not, how are the coaching needs of teachers met in each school without a reading specialist?
- What is the PST structure at the school level? How does each PST communicate with parents?
- How are the *Alabama Administrative Code (AAC)* requirements for Response to Instruction (RtI) and *support for students with characteristics of dyslexia* communicated to all schools, and how do you ensure that those requirements are met at each school in the district?

#### Assessment: What is the current state of the school in terms of academic growth?

- What are the LEA's and each school's current literacy goals? Identified by which data sources? What screeners, informal assessments, and formative assessments are in place? Are they consistent districtwide?
- How many students are below grade-level? How many students require "catch-up growth"?
- What are the LEA's and each school's current literacy gaps? What are the LEA's and each school's definitions of "gap"? Identify among the Big 5+2 (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Oral Language, and Writing) where data show instructional gaps.
- How are data communicated between and among all schools in the district's feeder patterns? How are data communicated between and among grade-levels in the same school?

### Curriculum & Standards: What is the current status of curriculum alignment?

- How do you ensure that administrators and teachers understand the rigorous instructional intent of the ELA standards? How are ELA standards used in data analysis discussions?
- How are ELA standards mastery expectations communicated and monitored in grades K-3?
- What is used for core reading instruction? Curriculum/Method/Program? In what grades? Is it the same Curriculum/Method/Program in grades K-3?
- Is there a gap between the standards and the core curriculum?
- Do you have an aligned phonics progression in grades K-3? Is it the same phonics progression across the LEA?
- How do you ensure that Tier II and Tier III interventions align with and support Tier I instruction?

### Instruction & Intervention: What are the structures for Tiers I, II, and III?

- Do K-3 schools follow the ALSDE guideline of 150 minutes (120 core, 30 Tier II) for ELA instruction?

- What is each school’s vision concerning literacy across the curriculum?
- What is the structure for Tier III intervention? What is each school’s dyslexia-specific intervention process?
- What is the structure for special education classroom services in grades K-3?
- What services are provided for EL students needing language acquisition and/or intervention?
- What are the expectations of the LEA and each school for common instructional routines and procedures?

### **Professional Learning: How will 2020-2021 professional learning be aligned with reading and literacy data?**

- How many teachers have participated, or are participating in professional learning in the science of reading? How is this information collected and shared with administrators and reading specialists?
- What gaps do data reveal in teachers’ knowledge and expertise in teaching the Big 5+2?
- What is the current structure for job-embedded coaching and ongoing professional learning?

## **Section II: The Alabama Model for Literacy Support**

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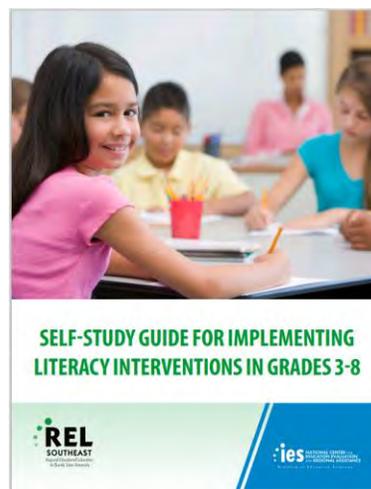
### **3. OTHER NATIONAL COLLABORATIVE EFFORTS FOR EVIDENCE-BASED SUPPORT: EXCELLENCE IN EDUCATION (ExcelinEd), REGION 7**

## COMPREHENSIVE CENTER (R7CC), REGIONAL EDUCATION LABORATORIES SOUTHEAST (REL)

**Excellence in Education (ExcellinEd)** is partnering with ARI through their national network of other states who participate in their Early Literacy Network; they are also assisting with an Alabama-specific communication campaign for the *Alabama Literacy Act*.

**The Regional Educational Laboratory (REL) Southeast** partners with states to develop and assist with the utilization of research to improve student outcomes. REL provides a repository of evidence-based practices through the What Works Clearinghouse, develops infographics, and provides self-assessment tools for early literacy and upper grades instruction that can be helpful for district and school-based practitioners to conduct self-studies for planning and implementing interventions. These are intended to promote reflection about current strengths and challenges while planning for interventions, spark conversations among staff, and identify areas for improvement.

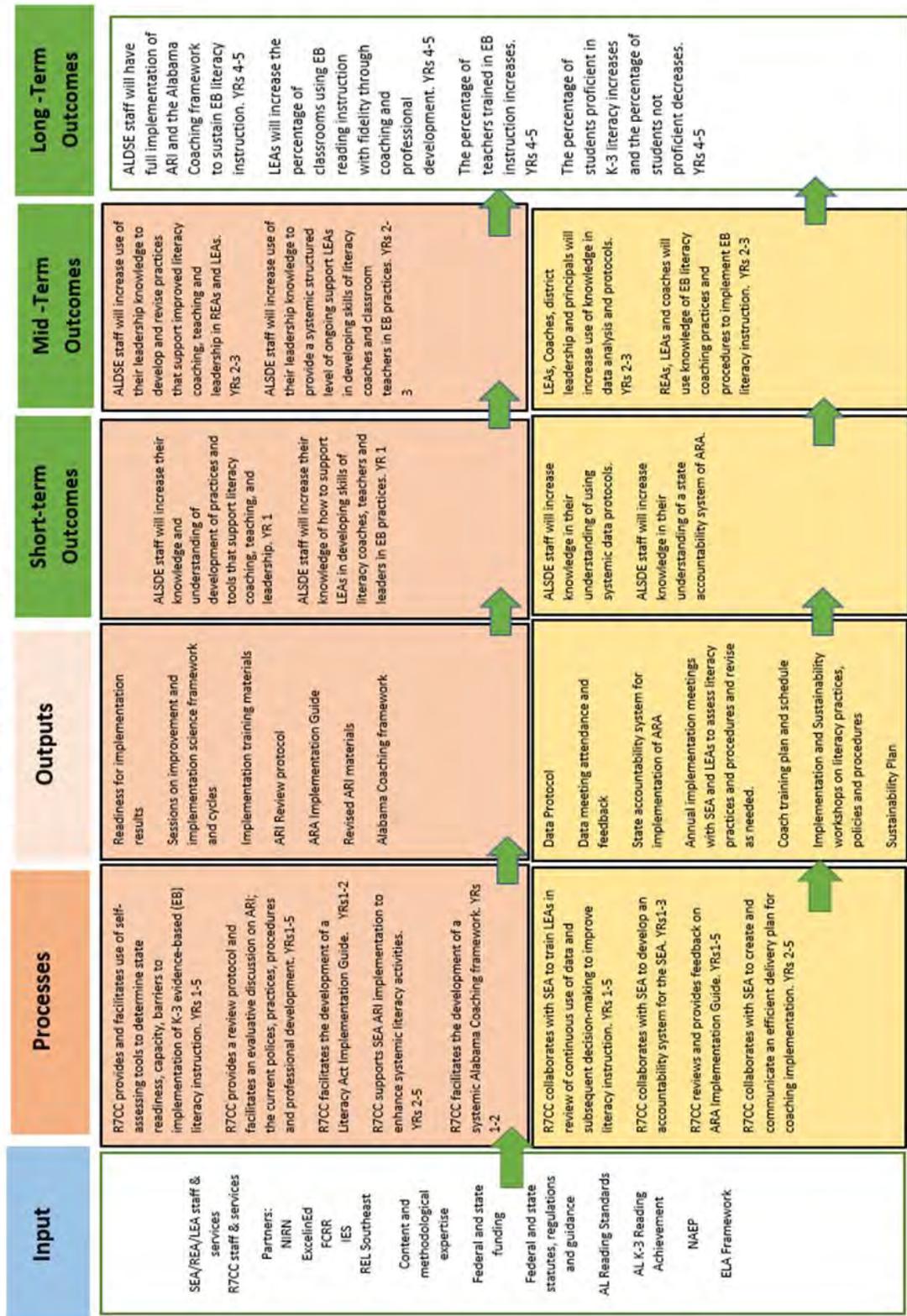
These guides provide templates for data collection and guiding questions for discussions that will improve the implementation of literacy interventions and decrease the number of students failing to meet grade-level literacy expectations.



**The Region 7 Comprehensive Center** is partnering with the ALSDE to develop a comprehensive *Alabama Coaching Model Framework* and to assist with early literacy student achievement as outlined in their logic model approach (See next page).



Alabama PreK-3 Literacy Plan Logic Model



External Factors: Federal funding and state funding may impact this project.

Assumption: Alabama's Reading Act has called for additional regional and local literacy coaches. The state will need to train an additional 40 plus coaches to meet the requirement of the law. With the passing of this law there is a need for a guidance document to assist with implementation in the LEAs.

**QUESTIONS TO CONSIDER**

- What specific supports are in place from the LEA level to assist building administrators in supporting each school's literacy efforts?
- Have LEA staff participated in science of reading professional learning to support building administrators?
- What are the LEA's and each school's current literacy goals?
- What data sources were used to support these literacy goals?
- Is there a full-time, ARI-funded reading specialist in each building serving grades K-3? If not, how are the coaching needs of teachers met in each school without a reading specialist?
- Based on the LEA's current data, are the K-3 schools with the most challenging data being supported by a full-time ARI-funded local reading specialist? If not, what changes will need to be made to ensure that the most challenged schools receive the most support in implementing effective science of reading instruction?

## **Section III: Defining the Roles of Alabama Reading Initiative (ARI) Literacy Specialists**

### **Section III Includes:**

1. The Qualifications and Roles of ARI Regional Literacy Specialists: Full Support, Limited Support 1, and Limited Support 2
2. The Qualifications and Roles of the ARI Local Reading Specialists

## Section III: Roles of ARI Literacy Specialists

### 1. THE QUALIFICATIONS AND ROLES OF ARI REGIONAL LITERACY SPECIALISTS: FULL SUPPORT, LIMITED SUPPORT 1, AND LIMITED SUPPORT 2

The ARI Regional Literacy Specialist (RLS) must meet the qualifications outlined in the *Alabama Literacy Act* (pp. 8-9).

#### MINIMUM QUALIFICATIONS

- The required Alabama Professional Educator Certificate
- A bachelor’s degree and advanced coursework or professional development in the science of reading, multisensory language instruction such as Language Essentials for Teachers of Reading and Spelling (LETRS), or a comparable alternative training approved by the State Board of Education
- A minimum of four years of experience as a successful elementary or literacy teacher
- Knowledge of scientifically based reading research, special expertise in quality reading instruction and intervention, dyslexia-specific interventions, and data analysis
- A strong knowledge base in the science of learning to read and the science of early childhood education
- Excellent communication skills with outstanding presentation, interpersonal, and time management skills

#### MINIMUM ROLES & RESPONSIBILITIES

In addition to the roles and responsibilities defined in the *Alabama Literacy Act* and described in Section II of the implementation guide, other contributing factors will include the *Alabama Coaching Model Framework* (to be completed July 2020), the ALSDE Memorandum of Agreement, and any other state and LEA specific documents that relate to increased student reading achievement. It is intended for RLS to fulfill 12-month work agreements (per state budget allocations). The additional time will allow the RLS to support summer literacy efforts.

- Assist with summer reading camp planning and implementation
- Analyze school-year data to guide core reading and intervention instruction for the next school year
- Assist with assessments at the beginning and end of summer camp and analysis of the summer reading camp data

- Provide support for the completion of the Comprehensive Early Literacy Report due to ALSDE each September
- Collaborate with ARI State and Regional Staff

However, one of the most critical responsibilities of both regional and local reading specialists will be to ensure that new teachers and/or K-3 teachers who have the most “at-risk” or “struggling” students receive the science of reading and multisensory sensory training required by the *Alabama Literacy Act*, as well as implementation support throughout the year.

### **Section III: Roles of ARI Literacy Specialists**

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#### **2. THE QUALIFICATIONS AND ROLES OF THE ARI LOCAL READING SPECIALISTS (LRS)**

The ARI Local Reading Specialist (LRS) must meet the qualifications outlined in the *Alabama Literacy Act* (pp. 9-11).

### **MINIMUM QUALIFICATIONS**

- The required Alabama Professional Educator Certificate
- A bachelor's degree and advanced coursework or professional development in the science of reading, such as multisensory language instruction, or comparable alternative training approved by the State Board of Education
- A minimum of two years of experience as a successful elementary or literacy teacher
- Knowledge of scientifically based reading research, special expertise in quality reading instruction and intervention, *dyslexia-specific* interventions, and data analysis
- A strong knowledge base in the science of learning to read and the science of early childhood education
- Excellent communication skills with outstanding presentation, interpersonal, and time management skills

### **MINIMUM ROLES & RESPONSIBILITIES**

- Collaborating with the principal to create a strategic plan for coaching
- Facilitating schoolwide professional development and study groups
- Modeling effective reading instructional strategies for teachers
- Coaching and mentoring teachers daily
- Facilitating data analysis discussions and supporting teachers by using data to differentiate instruction according to the needs of students
- Fostering multiple areas of teacher professional learning, including exceptional student education and content area knowledge
- Prioritizing time for those teachers, activities, and roles that will have the greatest impact on student reading achievement, such as coaching and mentoring in classrooms
- Monitoring the reading progress of all students a minimum of three times per year and making recommendations for adjustment of instruction according to student's specific needs
- Serving solely as a reading specialist, not performing administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, or school administrator

In addition to the roles and responsibilities defined in the *Alabama Literacy Act*, other contributing factors will include the *Alabama Coaching Model Framework* (to be completed July 2020), the ALSDE Memorandum of Agreement, and other state

and LEA-specific documents that relate to increased student reading achievement. Through collaborative efforts with the State and Regional Literacy Staff, LRS will also be responsible for assisting with the training of new LRS, new teachers or other K-3 teachers to ensure they have or receive the required science of reading and multisensory strategies training required by the *Alabama Literacy Act*, as well as implementation support during the year.

The ARI will use allocated funds to fund LRS, RLS, professional learning activities, and administrative activities that support all of the following activities for kindergarten through third grade students in public K-12 schools.

- Administration and analysis of reading screening, formative, and progress monitoring assessments to guide instruction, and use of diagnostic assessments to inform intervention
- Scientifically based reading instruction, multisensory language instruction including oral language development, phonological awareness, phonics instruction that includes decoding and encoding fluency, writing, vocabulary, and comprehension, and the *Alabama Course of Study: English Language Arts*
- Explicit and systematic instruction with detailed explanations and extensive opportunities for error correction and feedback
- Differentiated reading instruction and intensive intervention based on student need, including students exhibiting the characteristics of dyslexia

### QUESTIONS TO CONSIDER

- Based on the job requirements in the *Alabama Literacy Act*, do your ARI-funded Local Reading Specialists meet the qualifications? If not, what personnel adjustments should be considered?
- Have you prioritized the ARI-funded LRS support needed in schools based upon reading proficiency data? Schools with the most challenging data should have a full-time LRS.
- Are the LRS highly skilled in content knowledge of the science of reading and in coaching teachers in the science of reading? If not, what professional learning plans are in place to provide the learning and support needed?

- How do you monitor and ensure that LRS' daily activities and weekly schedules align to data-driven needs?
- How do you measure LRS effectiveness beyond the ALSDE Memorandum of Agreement?
- How is student achievement and growth used to measure both the classroom teacher and the LRS effectiveness?

## **Section IV: Alabama's Multi-Tiered System of Supports (AL-MTSS) and Response to Instruction (RtI)**

**Section IV Includes:**

1. Development of Alabama’s Multi-Tiered System of Supports (AL-MTSS)
2. Overview of Alabama’s Response to Instruction (RtI) Model
3. Other Student Plans
4. Student Reading Improvement Plan (SRIP) Components

## **Section IV: Alabama’s Multi-Tiered System of Supports (AL-MTSS) and Response to Instruction (RtI)**

### **1. DEVELOPMENT OF ALABAMA’S MULTI-TIERED SYSTEM OF SUPPORTS (AL-MTSS)**

With the support of the National Center for Systemic Improvement (NCSI) in 2019, state leadership began a comprehensive overhaul of the traditional Response to Instruction or Intervention (RtI) to transform the role of state and district support to a comprehensive Alabama Multi-Tiered System of Supports (AL-MTSS) model that is all-inclusive to serve the “whole” child. For years, Alabama has operated under a Response to Instruction (RtI) framework that includes a Problem Solving Team (PST) that meets monthly to review at-risk students, develop RtI plans, and adjust strategies accordingly to ensure appropriate grade-level instruction occurs daily for ALL students, as well as timely, targeted interventions as needed.

AL-MTSS will encompass the current RtI framework and expand academic and behavioral supports into a more comprehensive system of supports, as well as provide a repository of state programs and initiatives that can be used, measures of impact or effectiveness, and the alignment of other national evidence-based practices.



## AL-MTSS DEFINITION

- ★ Alabama's Multi-Tiered System of Supports (AL-MTSS) is a comprehensive framework that encompasses the academic, behavioral, physical, mental health and wellness, and social-emotional needs to support the whole child. The AL-MTSS uses a proactive, team-driven approach that involves stakeholders: state, regional, district, school, higher education, community, family, and student to ensure equitable access to opportunities that will improve outcomes for every student. The purpose is to implement and sustain a continuum of evidence-based practices that align with the needs of all students and eliminate barriers to teaching and learning. Data are utilized at all levels to ensure safe, positive, and personalized services that assist all students along their educational journey...Every Child. Every Chance. Every Day.

## THE ALABAMA MULTI-TIERED SYSTEM OF SUPPORTS

## AL-MTSS COMPREHENSIVE FRAMEWORK ELEMENTS



The ALSDE believes that the needs of every child are not left to chance but are in the hands of prepared, compassionate education professionals and strong, caring communities every day. The ALSDE is committed to working with districts, schools, and communities in developing a comprehensive framework of supports that:

- Provides for the **ACADEMIC NEEDS** of every child.
  - Every educator is prepared to meet the academic needs of every child, PreK-12, so that each child is intellectually challenged and academically prepared for success in school, in college, in employment, and in a global environment.
  
- Provides for the **BEHAVIORAL NEEDS** of every child.
  - Every child is met with equitable access to opportunities that build success, confidence, skill, and communicate a high level of expectations so that every child feels valued and accepted for what they bring to the learning environment and what they will take into the world.
  
- Provides for the **PHYSICAL/MENTAL HEALTH WELLNESS NEEDS** of every child.
  - Every child and adult will encounter a learning community that promotes a healthy lifestyle and provides a physically and mentally safe and supportive educational environment where the wellness needs of all are respected and nurtured so that all may be their best selves and lead their best lives.
  
- Provides for the **SOCIAL-EMOTIONAL NEEDS** of every child.
  - Every child and every adult is equipped with the self-awareness skills necessary to understand and manage emotions; the social awareness and relationship skills necessary to feel and show empathy for others and maintain positive relationships; and the skills for responsible decision making in and out of schools so that each can achieve school, career, and life goals.
  
- Provides for the **ENGAGEMENT NEEDS** of every child.
  - Every child is engaged in varied and meaningful activities with skillful and caring adults. Engaging interaction occurs before, during, and after the school day so that there are multiple opportunities for involvement ensuring every child has every chance, every day.

## DATA-BASED DECISION MAKING



*Data-based* or data-driven decision making refers to the ongoing process of gathering and analyzing multiple data types and sources to make the decisions needed toward improving the educational environment and processes for all children. Data-based decision making is necessary to assist all educators in identifying areas of need or focus in ongoing professional learning and development of critical content knowledge.

## TEAM-DRIVEN LEADERSHIP



*Team-driven, shared leadership* expands the collective impact of a school on the organization, operation, and academics by creating leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Team-driven leadership allows schools to utilize talent, expertise, and experience beyond traditional school leadership. This practice allows all involved to focus attention, energy, skills, and time on their areas of expertise, and as a result, the whole organization, and particularly students, reap the benefits. By sharing leadership responsibilities, school decision making becomes more collaborative, comprehensive, and self-reflective as more people are committed to every child's success. This practice creates shared responsibility for the performance and results of a school.

## SAFE AND SUPPORTIVE LEARNING ENVIRONMENT



A safe, supportive, and healthy learning environment provides students, educators, and the school the opportunity to grow in dynamic ways. These environments eliminate barriers to teaching and learning by promoting high expectations, encouraging innovation, and supporting positive risk-taking for students and faculties.

## ENGAGED STAKEHOLDERS



Engaged stakeholders have an equitable interest in the school in providing a positive school experience for all students. Internal stakeholders include staff who have a direct responsibility in creating the conditions necessary for students to learn and grow, as well

as families vested in the long-term success of children. External stakeholders are those community leaders who have a stake in the development of a well-prepared workforce. Engaged stakeholders actively work to improve educational excellence and equity, particularly regarding the most vulnerable students and families, by engaging in authentic partnerships that ensure that the voice, ideas, and concerns of the school and community are well represented.

## PK-12 EVIDENCE-BASED INSTRUCTIONAL STRATEGIES



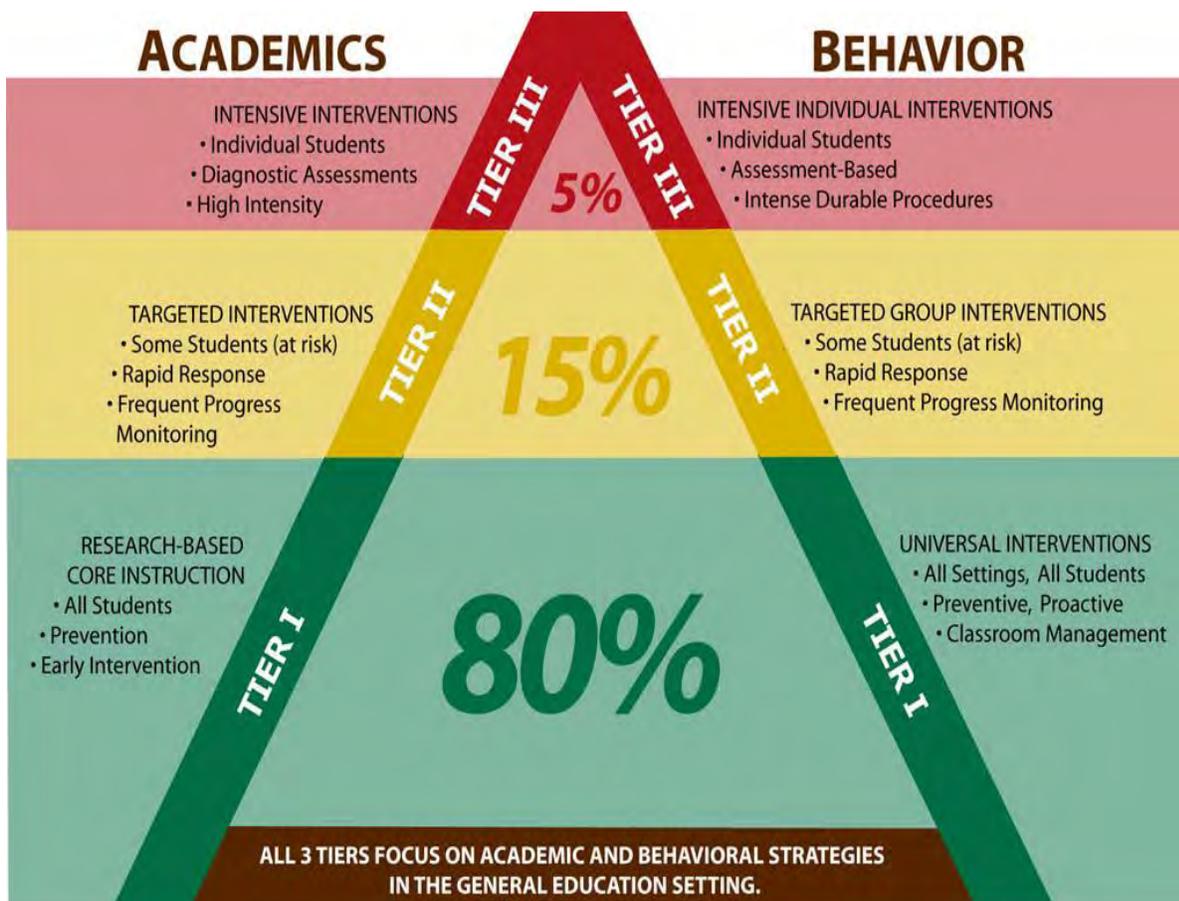
PK-12 evidence-based instructional strategies are those practices, techniques, and teaching strategies proven to be effective through experimental research studies or large-scale research field studies/meta-analyses. Evidence-based research shows that some strategies have far more impact than others on student outcomes. When teachers and leaders are reviewing and selecting instructional strategies, educators should consider those academic and behavioral practices and programs grounded in scientific evidence that lead to improved educational outcomes. Educators must also consider the unique characteristics of the children being served, the setting in which the program or practice will be implemented, and the diverse learning needs of every child. Leaders should assess the gap between current practices and prioritized outcomes, work to identify the practices that show a positive impact on student outcome goals, match resources to student need, and use formative and summative measures for success.

(Revision 5, 04-24-2020)

## Section IV: Alabama’s Multi-Tiered System of Supports (AL-MTSS) and Response to Instruction (RtI)

### 2. OVERVIEW OF ALABAMA’S RESPONSE TO INSTRUCTION (RTI) MODEL

The *Alabama Administrative Code (AAC)*, Chapter 290-3-1 (19) (2.) states “Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.”



**Understanding Alabama’s RtI Model - Response to Instruction (RtI)****Universal Screening for ALL Students**

The *Alabama Literacy Act* requires the Literacy Task Force to provide an annual vetted list of screening assessments. Multiple screening and assessment tools may be used to gather additional data to determine student reading deficiencies. REL’s infographic provided in Section V can assist LEAs in understanding the different assessments that can be utilized.

**Dyslexia-Specific Screening for Students**

Students identified as “having a reading deficiency” from the universal screening should be immediately screened for characteristics of dyslexia in order to determine the best pathway for interventions.

- Dyslexia-specific screening is a component of the assessment system defined in the *Alabama Literacy Act*.
- Additional dyslexia-specific screening recommendations and examples are outlined in the *Alabama Dyslexia Resource Guide*.
- The Alabama Dyslexia Advisory Council (DAC) collaborates with the ALSDE to update the *Alabama Dyslexia Resource Guide*, and a current revision is in process.

**Tier I Instruction for ALL Students**

- **ALL** students receive Tier I instruction to ensure mastery of grade-level content standards and should always remain in Tier I instruction, receiving Tier II and Tier III interventions at other times.
- Tier I instruction takes place in whole group and small group. Small group instruction does not denote intervention; rather, it is differentiated Tier I instruction.
- Daily formative assessments determine when students need Tier II intervention to quickly remediate a deficit grade-level skill.

**Tier II Intervention for SOME Students**

- Tier II intervention targets deficit **grade-level skills**.
- It is provided by the classroom teacher in a small group setting based on daily formative assessment.
- Students who are identified as “having a reading deficiency” will need Tier II intervention and the deficiency must be explained in the parent notification letter.

**Tier III Intervention for SOME Students**

- Tier III intervention targets deficit foundational reading skills that were missed in earlier grades and/or deficit reading readiness skills when students do not enter school (kindergarten) ready.
- Tier III intervention takes place “in addition to comprehensive core instruction”.
- Students should be placed in Tier III intervention as soon as identified by the PST as “having a reading deficiency”.
- Further assessment (for special education services) may take place **while** intervention is being provided.
- Students who are identified as “having a reading deficiency” need Tier III intervention and the deficiency must be explained in the parent notification letter.

**RtI, Tiered Instruction, and The *Alabama Literacy Act***

The RtI framework outlines the process for appropriate grade-level instruction that occurs daily for ALL students, as well as timely, targeted interventions, as needed. Per the *Alabama Literacy Act*, all students are to be provided comprehensive core reading instruction. In addition to comprehensive core instruction, intervention is to be provided to any student who exhibits a reading deficiency. A helpful link to “The Ladder of Reading” from the International Dyslexia Association is included here. The infographic illustrates the percentages of learners “who require an explicit, sequential, systematic, phonics-based approach to learning to read, compared to the small proportion of individuals who learn to read effortlessly.”

<https://dyslexiaida.org/ladder-of-reading-infographic-structured-literacy-helps-all-students/>

The *Alabama Literacy Act* stipulates that, “The parent or legal guardian of any K-3 student who exhibits a consistent deficiency in letter naming fluency, letter sound fluency, nonsense word reading, sight words, oral reading accuracy, vocabulary, or comprehension at any time during the school year shall be notified in writing no later than 15 school days after the identification” (p. 14). This language supports existing requirements in Chapter 290-3-1 of the *AAC* regarding the responsibilities of school Problem Solving Teams (PSTs). The *AAC* states that PSTs are “required to review data-based documentation regarding students’ progress regularly, advise teachers on specific interventions matched to student needs, and communicate with parents regarding student intervention needs being provided.”

**MINIMUM PARENT NOTIFICATION REQUIREMENTS**

The parent notification requirements must meet the qualifications outlined in the *Alabama Literacy Act* (pp. 14-15).

- A statement that the student has been identified as having a deficiency in reading or exhibits the characteristics of dyslexia
- Notification that a Student Reading Improvement Plan (SRIP) shall be developed by the child's teacher, principal, other pertinent school personnel, and the parent or legal guardian
- A description of the current services provided to the student
- A description of the proposed evidence-based reading intervention and supplemental instructional services and supports that shall be proposed for discussion while establishing the SRIP
- Notification that the parent or legal guardian shall be informed in writing at least monthly of the progress of the student towards grade-level reading
- Strategies and resources for the parent or legal guardian to use at home to help the student succeed in reading
- A statement that if the reading deficiency is not addressed by the end of third grade, the student will not be promoted to fourth grade unless a good cause exemption is satisfied
- A statement indicating that while the statewide reading assessment is the initial determiner for promotion, the assessment is not the sole determiner at the end of third grade. Additionally, students shall be provided with a test-based student portfolio option and an alternative reading assessment option to demonstrate sufficient reading skills for promotion to fourth grade

Date:

Dear Parent/Legal Guardian:

Being a skillful reader is critical for a student's overall success throughout school and in life. To help ensure students become successful lifelong readers, all students in grades K-3 are

administered a state-approved reading screener a minimum of three times a year. This screener provides teachers with individual student strengths and deficiency areas to assist with reading instruction and intervention plans. According to the *Alabama Literacy Act*, “Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. A student scoring at the lowest achievement level in reading on the established state assessment for third grade will not be promoted to fourth grade unless the student meets a good cause exemption for promotion.” In our proactive planning approach, we invite you to develop a Student Reading Improvement Plan, or “SRIP”, with us to ensure that we all work together to help your child progress in reading skills to prevent retention.

Your child, \_\_\_\_\_, has been identified as having a deficiency in reading **OR** exhibits characteristics of dyslexia from the most recent reading screener results of \_\_\_ given on \_\_\_\_\_.

Screener results indicate a consistent deficiency in one of more of the following area(s):

<b>Letter Naming Fluency</b>	<b>Correct Letter Sounds</b>	<b>Nonsense Word Reading</b>	<b>Oral Reading Accuracy</b>
<b>Vocabulary</b>	<b>Sight Word Fluency</b>	<b>Comprehension</b>	

Next steps include the development of a Student Reading Improvement Plan (SRIP) by the teacher, principal, parent/legal guardian, and other important school personnel (as needed) to specifically address your child’s identified reading deficits. Your child currently receives the following services:

- 1)
- 2)
- 3)

Through the development of the SRIP, the following evidence-based reading interventions and supplemental instructional services and/or supports are being proposed:

- 1)
- 2)
- 3)

You will receive strategies and resources to use at home to help your child succeed in reading. These resources can be found at \_\_\_\_\_. You will be notified in writing monthly regarding your child’s progress toward grade-level reading.

**Provide a statement here regarding how or when the SRIP meeting will be held.** It is important for our team to finalize and begin implementing the plan to help your child become a successful reader. If the reading deficiency isn't addressed by the end of third grade, your child may not be promoted to fourth grade unless a good cause exemption is satisfied as outlined in the *Alabama Literacy Act*. While the statewide reading assessment is the initial determinant for promotion, it isn't the only option. Students may also participate in a "test-based student portfolio and an alternative reading assessment option to demonstrate sufficient reading skills for promotion to fourth grade" (p. 15). We look forward to working with you to help your child become a lifelong successful reader.

Sincerely,

## Section IV: Alabama’s Multi-Tiered System of Supports (AL-MTSS) and Response to Instruction (RtI)

### 3. OTHER STUDENT PLANS

The mission of an RtI framework within a MTSS model is to ensure all students’ academic needs are met. While the *Alabama Literacy Act* provides an important opportunity to address the core reading instruction and intervention needs of ALL students with reading deficiencies, some students with reading deficiencies may ultimately be found to meet the eligibility requirements for special education and have a disability and a need for special education services pursuant to the *Alabama Administrative Code (AAC)*. Others will already have been identified with a disability, and some will not yet have had the opportunity to receive evidence-based reading instruction in general education. With the development of any plan, it is important to distinguish between accommodations and modifications to ensure the allowable and appropriate measures are included in the student’s plan. A definition and examples of accommodations and modifications are described in Section V.

#### SPECIAL EDUCATION SERVICES

The effective implementation of SRIPs for ALL students who are identified with reading deficiencies in their early years should result in fewer students being identified as having Specific Learning Disabilities (SLD) and subsequently a need for special education services. The evidence-based reading interventions and supplemental instructional services and supports outlined in a student’s SRIP should have the positive impact of decreasing the rate of disability identification. For an unidentified student with a SRIP already in place who is referred for a special education evaluation, assessment data collected from valid and reliable reading screening, formative, and diagnostic assessment systems will likely assist in determining whether a SLD exists.

#### 504 PLANS

Some students may also require a 504 plan as part of the AL-MTSS and/or RtI supports for learning. Information concerning 504 planning and documentation can be found by following the link provided:

#### ENGLISH LANGUAGE LEARNERS

The ALSDE is working with the Region 7 Comprehensive Center (R7CC) and the Regional Education Laboratory (REL) Southeast to develop an Alabama EL framework that will include

comprehensive and systemic guidance for LEAs. The initial draft should be completed by December 2020, and additional guidance should be provided in Phase II of this resource guide.

### OTHER CONSIDERATIONS

If a K-3 student has a current IEP, Individual English Language Plan (I-ELP), 504, Gifted, or other state or local plan, the *Alabama Literacy Act* requirements still apply, including the parent notification of the reading deficiency area(s), notification within 15 days of being identified, information outlined in the parent notification sample template, and monthly updates regarding the student's reading progress.

## **Section IV: Alabama's Multi-Tiered System of Supports (AL-MTSS) and Response to Instruction (RtI)**

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### **4. STUDENT READING IMPROVEMENT PLAN (SRIP) COMPONENTS**

Following parent notification, a Student Reading Improvement Plan (SRIP) will be developed by team members identified in the *Alabama Literacy Act* including the teacher, principal, other

pertinent school personnel, and the parent or legal guardian (p. 14). Most schools may choose to utilize their Problem-Solving Team (PST); however, that is not required.

A Student Reading Improvement Plan (SRIP) sample template is provided on the following page and includes information that should be considered in a reading improvement plan to remediate reading deficiencies. Critical features of any plan should include 1) the names of the team members developing the plan and a place for each to sign after each meeting; 2) state-approved screening assessment data that determined the reading deficiency; 3) specific intervention(s) selected to target the reading deficiency; 4) description of Tier I and Tier II instruction, classroom accommodations, assistive technology, and additional tutoring (if/when applicable) that will support the intervention and assure transfer toward mastery of grade-level skills; 5) explicit steps for evaluating progress after each grading period; and 6) detailed adjustments that will be made to Tier I, II, and III instruction and intervention if sufficient progress is not being made at each progress monitoring check point.

STUDENT READING IMPROVEMENT PLAN (SRIP) SAMPLE TEMPLATE

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Screening: \_\_\_\_\_

Problem-Solving Team Members:

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Description of Evidence-Based Reading Intervention Services and Programs/Resources, including dyslexia-specific intervention services:

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*“Daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension” (p. 14).*

Screening	Deficiency Area(s)	Progress Monitoring	Risk Level for Reading	Other Information
Assessment/Tool(s)		Dates:		

Classroom Accommodations: (if applicable)

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Assistive Technology: (if applicable)

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Additional Tutoring Plan: (if applicable)

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Evaluation after each grading period and dates parents will be notified:

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Adjustments to Tier I, II, and III instruction based on data:

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Any Additional Information:

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**QUESTIONS TO CONSIDER**

- Do administrators and teachers understand how a well-developed and well-defined RtI plan directly aligns with the requirements of the *Alabama Literacy Act* in terms of data reporting, core instruction grounded in the science of reading, and intervention practices?
- What professional learning have schools had regarding RtI and the *Alabama Literacy Act*? What is needed?
- How do you need to adjust your PST process to ensure the needs of students with reading deficiencies are addressed in the most timely and effective manner?

When developing Student Reading Improvement Plans (SRIP), your team may also consider the questions below.

- Do you and your staff know the difference between accommodations and modifications as well as when these strategies and supports are appropriate for students?
- Does your current direct, explicit, and systematic instruction address and build all the foundational early literacy skills identified in the screener?
- What is the minimum time allotment specified for your core reading and intervention instructional programs?
- Are your current progress monitoring components and communication requirements to parents/legal guardians aligned to specific reading deficiency areas identified from the screener? If not, how will you adjust your current templates and communication plans?

## **Section V: Guidance for Literacy Assessment, Instruction, and Intervention**

### **Section V Includes:**

1. K-3 Assessment: Screening, Diagnostics, Progress Monitoring, and Statewide End-of-Third grade Assessments
2. K-3 Core Reading Instruction
3. K-3 Intervention and Tutoring

## Section V: Guidance for Literacy Assessment, Instruction, and Intervention

### 1. K-3 ASSESSMENT: SCREENING, DIAGNOSTICS, PROGRESS MONITORING, AND PROMOTION

#### ASSESSMENT SYSTEM MINIMUM COMPONENTS

##### *Demonstrate Reading Skills for Promotion*

“(h) Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade, and the State Superintendent of Education shall provide guidelines for the implementation of this subsection: (1) Scoring above the lowest achievement level, as determined by rule of the State Board of Education, on a board approved assessment in reading as provided in Section 3. (2) Earning an acceptable score on an alternative standardized reading assessment as determined and approved by the State Superintendent of Education. (3) Demonstrating mastery of third grade minimum essential state reading standards as evidenced by a student reading portfolio” (p. 21).

##### *Recommendations from Literacy Task Force*

The Literacy Task Force shall provide annual vetted and approved assessments which are valid and reliable reading screening, formative, and diagnostic assessment systems.

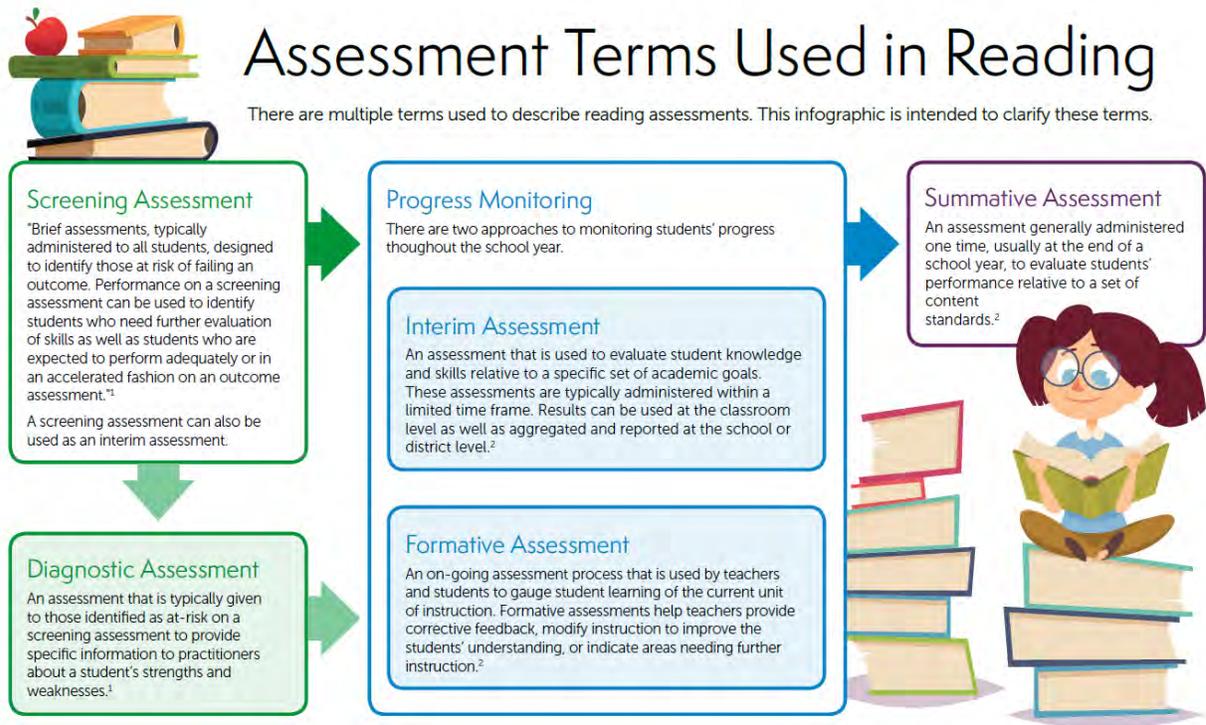
“(b) Each approved assessment system shall do all of the following: (1) Provide screening and diagnostic capabilities for monitoring student progress; (2) Measure, at a minimum, phonological awareness, the alphabetic principle, decoding, encoding, accuracy, vocabulary, and comprehension; and (3) Identify students who have a reading deficiency, including identifying students with characteristics of dyslexia” (pp. 3-4).

“(c) In determining which assessment systems to approve for use by local education agencies, the task force, at a minimum, shall also consider all of the following factors: (1) The time required to conduct the assessments, with the intention of minimizing the impact on instructional time; (2) The level of integration of assessment results with instructional support for teachers and students; and (3) The timeliness in reporting assessment results to teachers, administrators, and parents” (pp. 4-5).

#### ESSENTIAL READING ASSESSMENT TERMINOLOGY

**Dyslexia-Specific Screening Assessment:** Identify those students with characteristics of dyslexia or those struggling for other reasons.

**Assessment System:** The following infographic defines and describes the variety of assessments that can and should be utilized during the school year to effectively impact student achievement.



1. Foorman, B.R., Kershaw, S., & Petscher, Y. (2013). *Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR)*. (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.
2. Perie, M., Marion, S., Gong, B., & Wertz, J. (2007). *The role of interim assessments in a comprehensive assessment system*. The Aspen Institute.

Information in this infographic is supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices shown in this infographic are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.



### **SAMPLE TIMELY & EFFECTIVE INFORMAL ASSESSMENTS**

- Listen to students read and monitor progress using curriculum-based measures, especially oral reading fluency and accuracy
- Take anecdotal notes as students complete tasks independently and in groups
- Analyze writing samples for spelling errors that give clues to foundational reading deficits

### **COLLECTION, ANALYSIS, & UTILIZATION OF ASSESSMENT DATA**

- Provide a foundation for explicit, systematic instruction for ALL students
- Elicit accurate information to drive appropriate planning for intensive interventions
- Align a system of sequenced assessments for teachers, administrators, and parents to have sufficient information in a timely manner directly aligned to students' needs
- Identify specific students who struggle to acquire priority grade-level skills necessary for success in the next grade the following year
- Mitigate loss for the students who have the greatest reading deficiencies and require more solutions for interventions
- Assist with the identification of evidence-based literacy practice(s) that are most appropriate at a given interval of time to accelerate student literacy development

### **COHESIVE ASSESSMENT SYSTEMS**

- Empower educators to gauge student literacy development
- Prevent learning deficiencies
- Increase student literacy success by the end of third grade
- Provide vital information that guides whole group instruction, small group instruction, and timely intervention services

### **K-3 COMPREHENSIVE ASSESSMENT SYSTEMS**

- Require consistent collaboration of school leadership - principal and literacy coach - with K-3 classroom teachers and interventionists
- Include ongoing data analysis from one assessment cycle to another, to identify student progress monitoring results, determines priority literacy needs, identifies necessary adjustments to differentiate instruction and intervention, and designated solutions to meet the various student needs
- Provide a variety of assessments designed for re-administration such as assessment tools and procedures that serve to monitor student progress over time
- Include summative assessment one-time administration to provide a much more comprehensive set of literacy details regarding student literacy deficiencies

### **SUMMATIVE ASSESSMENTS**

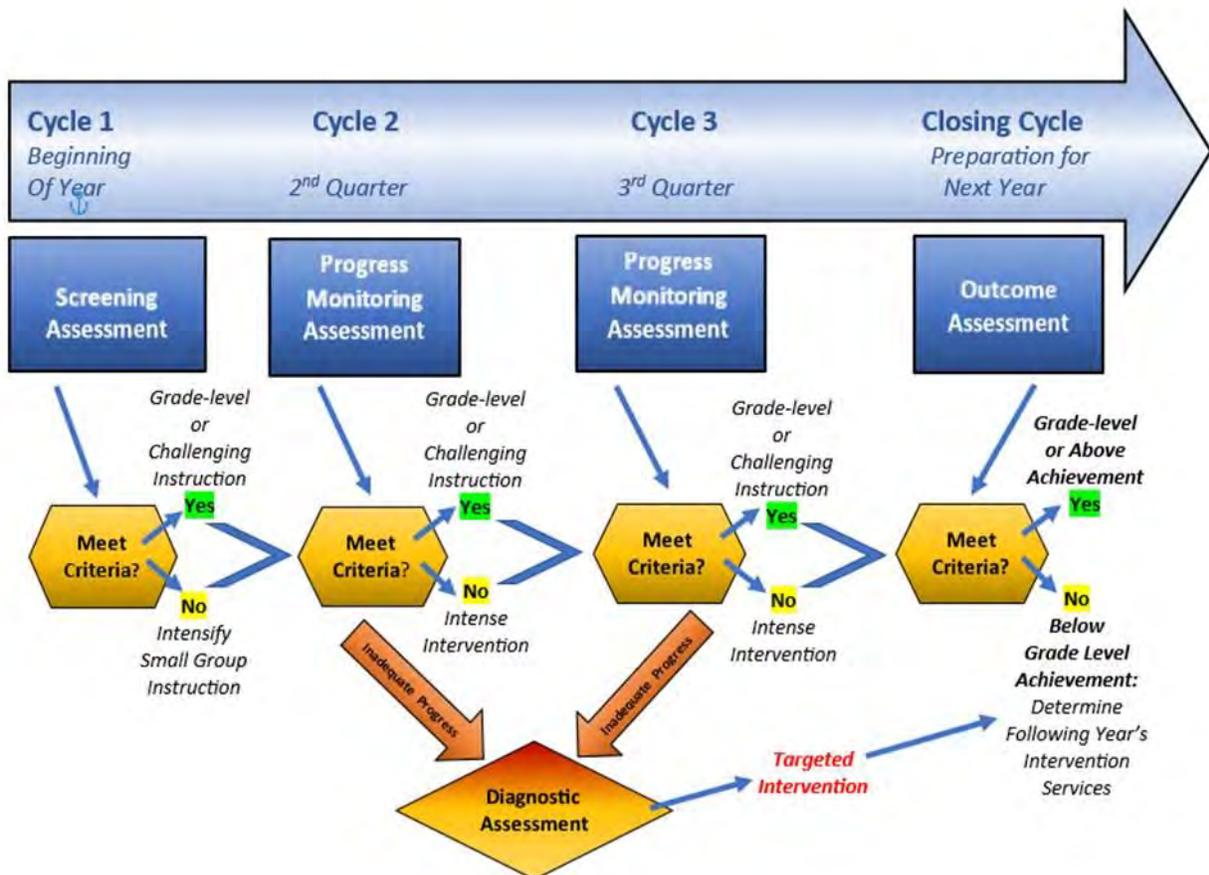
- The Alabama Comprehensive Assessment Program (ACAP) provides the statewide summative assessments used for Alabama’s students.
- As it relates to the *Alabama Literacy Act*, “h) Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade, and the State Superintendent of Education shall provide guidelines for the implementation of this subsection: (1) Scoring above the lowest achievement level, as determined by rule of the State Board of Education, on a board approved assessment in reading as provided in Section 3. (2) Earning an acceptable score on an alternative standardized reading assessment as determined and approved by the State Superintendent of Education. (3) Demonstrating mastery of third grade minimum essential state reading standards as evidenced by a student reading portfolio” (p. 21).

### **DATA ANALYSIS CYCLE**

The visual below provides an example of the implementation of an assessment system that includes scheduled assessment cycles across the school year to analyze data for decision-making priorities.

- Fall screening assessment results identify those students performing on grade-level from those performing below grade-level. Screening data informs planning for delivery of differentiated instruction.
- Winter screening assessment results (progress monitoring and benchmark assessments) include analysis of progress monitoring results to inform principals, local reading specialists, and teachers to further refine differentiated instruction.
- Spring screening assessment results should indicate and support increased student performance on the outcome assessment by the end of the school year, as well anticipate the school's intervention needs per grade-level for the following school year.

### School-level K-3 Assessment System



### SPECIAL POPULATIONS

- All students with an Individualized Education Program (IEP) must participate in the state assessment program through the Alabama Comprehensive Assessment Program (ACAP) Summative, the ACAP Summative with accommodations, or the ACAP Alternate.

- Likewise, a student with an IEP will participate in vetted and approved reading screening, formative and diagnostic assessments to identify reading deficiencies and measure and monitor progress, p. 505, *AAC 290-8-9.03(1)(a)(8) State and Districtwide Assessments*.
- A student who meets the criteria for participation in the ACAP Alternate, and has documentation in his or her IEP of instruction based on alternate achievement standards, will be exempt from mandatory retention via a good cause exemption.
- Students can only receive accommodations if they have an IEP, 504, or I-ELP as noted in the *Alabama Administrative Code* (290-4-2-.03 Student Assessment- Students of Special Populations).

### **ACCOMMODATIONS**

- Extra time is built into the assessment to accommodate any student.
- Read aloud for any assessment must mirror accommodations already occurring within the classroom.
- Reading the “reading” sections is not a construct of the assessment.
- The ACAP Summative is designed to include various accessibility features that could help students who may have a reading deficiency and/or characteristic of dyslexia.

### **ALSDE RESOURCES**

- *Student Assessment Program Policies and Procedures for Students of Special Populations Manual* is currently being updated and will be posted by August 2020.
- Accommodations and Modifications visual can be found on the next page.

The terms Accommodation/Modification are often used interchangeably; yet accommodations level the playing field but modifications change the game entirely.

## Accommodations

An accommodation changes how a student learns the material.

Accommodations alter how the content is taught, made accessible, and/or assessed, while not changing what a student is expected to master. An accommodation is a support or service that is provided to help a student fully access the general

- Change how a child learns or accesses the curriculum
- Change the way materials are presented
- Change the way a student may respond
- Do not change the content of instruction
- Allow students with disabilities the opportunity to complete the same curricular activities as peers, but possibly in a different way
- Do not change the expectations for learning
- Keep intact the objectives of the content or activity
- Enable the student to bypass the effects of the disability
- Help remove barriers

### Examples of accommodations:

Braille materials, extra time to complete assignments, text-to-speech software, advance organizers, sign language interpreters, extended time on tests, taking a test in a separate room, allowing typed responses as an alternative to handwritten responses, one-on-one or small group instruction, oral administration of subject-area tasks that do not assess decoding/reading comprehension, etc.

## Modifications

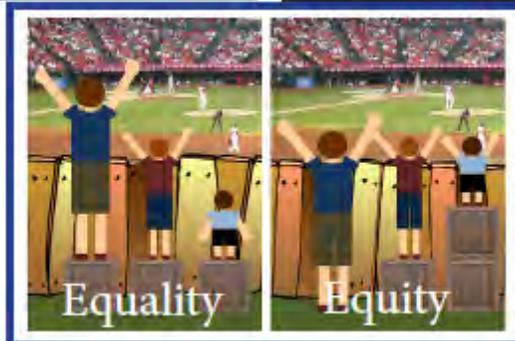
A modification changes what a student is taught and expected to learn.

Modifications describe very fundamental changes to the course content, required work, or instructional level and are different from accommodations. Modifications are not available at the secondary level in order to earn credits.

- Change what a child is taught and expected to do in school
- Alter the standard expectations for a course or assessment
- Individualized changes made to the content and performance expectations for students
- Change the complexity level of information to be learned
- Modify the course or activities/objectives to meet the needs of the learner
- Allow students with more significant learning needs to experience the same curriculum as their peers, but with different learning outcomes
- Utilize grading criteria and/or credits received that are different from peers

### Examples of modifications:

Reduce assignments, changes in a scoring rubric or grading scale, assigning different reading materials, using lower-level texts containing the same subject matter presented in a simplified form and in less depth, testing on a subset of the covered content, etc.



ACAP Summative Accessibility Accommodations Checklist (April 2019):

Revised April 2019



**ACAP Summative**  
**Accessibility Supports and Accommodations Checklist**

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

The state assessment accessibility support and/or accommodations selected below must mirror instructional supports, which are provided regularly in the classroom, when the student receives instruction and takes classroom tests, and have proven to be successful. When completed by the educational team, this checklist becomes part of the student's plan.

- Accessibility supports are required for student to participate.
- Accessibility supports are not required for student to participate.
- Accommodations are required for student to participate.
- Accommodations are not required for student to participate.
- Student will not participate in the reading/language arts subtest because student is an EL student in his/her first 12 months of enrollment in a U.S. school, but will participate in the mathematics subtest and will participate in the science subtest. (if applicable)

Justification for all decisions made above:

ALL students are eligible for Accessibility Supports. Students with an IEP, 504, or an I-ELP are eligible for Accessibility Supports and/or Accommodations. Students with an I-ELP are eligible for additional Accommodations marked with an \*.

Accessibility Support All Students	Subjects		
	ELA	M	S
Movement Breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scribe (1:1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual (1:1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small Group (10 or less)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FM System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Reader (student reads-aloud, 1:1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other ALSDE APPROVAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accommodations IEP, 504, I-ELP Only Paper Test (PT) Online Test (OT)	Subjects		
	ELA	M	S
Paper Test/ Print on Demand ALSDE APPROVAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text-to-Speech (computer read aloud w/headphones) (OT)		<input type="checkbox"/>	<input type="checkbox"/>
Human Reader (Test Administrator read-aloud, 1:1)		<input type="checkbox"/>	<input type="checkbox"/>
ASL Directions Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEE Directions Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASL Test Items (1:1)		<input type="checkbox"/>	<input type="checkbox"/>
SEE Test Items (1:1)		<input type="checkbox"/>	<input type="checkbox"/>
Homebound (1:1) ALSDE APPROVAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Time <input type="checkbox"/> double <input type="checkbox"/> triple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braille (PT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refreshable Braille (OT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Spanish		<input type="checkbox"/>	<input type="checkbox"/>
*English/Native Language Word-to-Word Glossary (No highlighting, writing prompts, spell check, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Translated Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abacus		<input type="checkbox"/>	<input type="checkbox"/>
Calculator (If allowable) (talking, large print, etc.)		<input type="checkbox"/>	<input type="checkbox"/>
Other ALSDE APPROVAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1:1 Individual administration (Test Administrator and student). A proctor is required for all individual administrations.

If the school is chosen to participate in piloting of an assessment or the National Assessment of Educational Progress (NAEP), the student will participate unless the IEP Team is reconvened.

Students needing special formats will participate in pilots only if special formats are available.

For additional information regarding the Alabama Student Assessment Program, please contact the Student Assessment Section at 334-694-4817.

## Section V: Guidance for Literacy Assessment, Instruction, and Intervention

### 2. GUIDANCE FOR K-3 CORE READING INSTRUCTION

A comprehensive core reading program is a critical component to impact student reading achievement and must include the following as defined in the *Alabama Literacy Act*.

- Is based on the science of reading
- Develops foundational skills
- Is provided to all students in the general education classroom
- Includes instructional time

The *Alabama Course of Study for English Language Arts* specifies the recommended daily time frames for reading instruction at each grade-level. Instruction must be scientifically based, explicit and systematic, and differentiated based on student needs.

The *Alabama Literacy Act* requires the State Superintendent to convene the Literacy Task Force “to provide recommendations for the comprehensive core reading programs” (p. 2).

The Literacy Task Force has begun work to establish short-term and long-term goals for the development of a process for an annual review of high-quality, comprehensive core reading materials and tools for recommendation to the Alabama State Superintendent of Education. These recommended core reading materials will be used by LEAs and schools and will align with the Alabama ELA Course of Study standards, which are also currently being revised. They will also include the alignment of the science of reading research for Grades K-3. These recommendations will be made following the adoption of the new *Alabama Course of Study: English Language Arts* by the Alabama State Board of Education and will be provided to the Alabama State Textbook Committee upon convening. Additional information and updates will be provided in Phase II of this resource guide.

#### SCIENTIFICALLY-BASED READING INSTRUCTION COMPONENTS

- **Multisensory Language Instruction** - so students can engage with learning through more than one sense at a time and through materials organized in the logical order of the language
- **Oral language Development** - so students will relate sounds to meanings

- **Phonological Awareness** - so students understand the sound structure of words and sentences
- **Alphabetic Principle** - so students gain the ability to apply knowledge of the relationship between sounds and letters
- **Decoding** - so students apply the alphabetic principle to pronounce written words
- **Encoding** - so students use knowledge of the relationships between sounds and letters to spell and write words
- **Phonics** - so readers understand relationships between the individual sounds of spoken language and the letters of written language including syllable types, morphology of Greek and Latin roots, and multisyllabic words
- **Fluency** - so readers have the ability to read with accuracy, appropriate rate, and proper expression
- **Vocabulary** - so students own a body of oral language they understand when listening and speaking and written language they recognize when reading and use when writing
- **Comprehension** - so students have the ability to read and process text and understand its meaning; and
- **Writing** - so students can express their thoughts and transfer knowledge from listening and reading

Readers flourish when scientifically-based reading instruction is explicit and systematic, which means that the daily teaching process must include detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.

Reading instruction must also be differentiated based on student needs. Teachers use daily formative assessment data to determine differentiated whole group and small group instruction and intervention, as needed (p. 6).

### ADDITIONAL RESOURCES

The research-based Simple View of Reading (Gough & Tunmer, 1986) is a representation of how reading comprehension develops. It explains how skillful reading comprehension is the product of two separate but equally important components - word recognition and language comprehension. This link provides additional information about [The Simple View of Reading](#).

The components of the Simple View of Reading are represented by a theoretical model by Scarborough (2002) referred to as Scarborough's Reading Rope. The underlying skills and

elements come together to form two strands that comprise the essential components that lead to reading comprehension. This link provides additional information about [Scarborough's Reading Rope](#).

## Section V: Guidance for Literacy Assessment, Instruction, and Intervention

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### 3. GUIDANCE FOR READING INTERVENTION AND TUTORING SUPPORTS

- Students who exhibit a reading deficiency, or the characteristics of dyslexia, “shall be provided an appropriate reading intervention program” to address their individual needs. Additionally, students shall be evaluated after every grading period and receive additional tutorial support if they are determined to have a reading deficiency (p. 13).
- Students with characteristics of dyslexia and **all struggling readers** must be provided a dyslexia-specific intervention, as defined by the rule of the State Board of Education in the *Alabama Administrative Code (AAC)*, Chapter 290-3-1, which refers to Response to Instruction.

The Literacy Task Force has begun work to establish short-term and long-term goals for the development of a process for an annual review of high-quality reading intervention materials and tools for recommendations to the Alabama State Superintendent of Education.

Intervention materials listed in the *Alabama Dyslexia Resource Guide* will also be reviewed during this process to ensure there is alignment and no contradicting information for LEAs. Following this initial review, any additional interventions will be submitted for review. These recommended intervention materials will be used by LEAs and schools and should address the individual needs of students in Grades K-3 who exhibit a reading deficiency or have characteristics of dyslexia. Additional information will be provided in Phase II of this resource guide.

Reading intervention programs are intended to remediate deficit skills and ensure the catch-up growth needed for students who are behind to read on grade-level by the end of third grade. The *Alabama Literacy Act* (p.14) provides guidance in the use of intervention programs.

- “Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.” These skills are essential to reading at any level, regardless of the age of the student. They build upon one another and must be carefully sequenced in order to fill gaps in student learning.
- “Provide daily targeted small group reading intervention based on student needs in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension.” This targeted small group intervention is in addition to small group instruction that occurs as a regular part of comprehensive core reading instruction for all students.
- “Be implemented during regular school hours.” Grade-level mastery is the goal of each year of learning, so students must be provided opportunities for intervention within the regular school day to ensure the catch-up growth necessary for reading at grade-level.

Reading intervention decisions must be made based on the results from assessments. A list of vetted and approved comprehensive reading and intervention programs will be provided. The *Alabama Literacy Act* also requires that students be evaluated following every grading period and provided additional tutorial support when they are not making appropriate progress toward grade level. The logical time to schedule tutorial support is before or after the school day or at scheduled breaks during the day when tutors are available. The tutorial support must be carefully aligned with the intervention instruction so that deficit reading skills are further remediated. Technological resources can be used to provide additional practice opportunities for students.



## QUESTIONS TO CONSIDER

- Does the school have all the required types of assessments in place to comprise a schoolwide assessment system?
- Is a school leadership team in place that has scheduled systematic assessment administrations and data analysis of the various data results to enlighten and inform K-3 classroom literacy instruction and intervention?
- Do administrators, literacy specialists, and teachers have a shared understanding of each assessment's purpose, administration schedule, and how data will be collected, analyzed, and used to inform instruction and intervention?
- Are regular data meetings held that result in action steps for classroom practice, rather than for the sole purpose of data reporting?
- Do regular data meetings include focus on identifying schoolwide student achievement gaps - including demographic groups - and identifying changes in those gaps during the year and across school years?
- Are administrators' walk-throughs and literacy specialists' coaching cycles focused on the action steps resulting from the data meetings?
- Does the school offer a comprehensive core reading program based on the science of reading? If so, have all teachers been trained on the use of the core program? If not, what is the process for acquiring one?
- Does the comprehensive core reading program have a clear scope and sequence for teaching foundational reading skills?
- Is the comprehensive core reading program aligned from kindergarten through third grade? There is not a single recommended phonics progression, and order of skills varies by program. Therefore, if programs are not aligned from one grade-level to the next, skills can be missed unintentionally. **This is extremely important to examine, especially if students transition from a primary school to an intermediate school in the feeder pattern.**
- What professional learning and coaching do teachers need to implement the core reading program with fidelity?
- Does the local reading specialist provide professional learning based on data from walk-throughs?
- Are the multisensory strategies utilized by teachers standardized across grade-levels so that students, especially struggling readers, do not have to learn and "unlearn" techniques?
- What professional learning and/or coaching do administrators need for observing and assessing the quality of instruction for the core reading program?
- What is your school-level or LEA-level professional learning plan, including an accurate needs assessment, to ensure all K-3 teachers understand how to teach the science of reading?
- Do administrators and teachers understand the differences between Tier II and Tier III interventions?

- What professional learning/coaching is needed to increase implementation of Tier II intervention within the regular classroom?
- Is Tier III intervention a scheduled part of the regular school day?
- Does the school have an intervention program(s) that meet(s) the specifications of the *Alabama Literacy Act*? If not, what is the process for acquiring one?
- Does the school have an interventionist(s) as described in the *Alabama Administrative Code* Chapter 290-3-1 (20) g.? If not, what is the plan for meeting this requirement?
- How will you ensure that Tier III intervention supports the student’s identified reading deficiency?
- What is the school’s plan for offering tutorial support, when needed, beyond intervention services?
- How will you ensure that tutorial support reinforces intervention instruction?
- What community-based resources are available to assist the school with tutorial support?
- How will you assess the effectiveness of the tutorial support provided?

## Section VI: End of Third Grade Promotion

### Section VI Includes:

1. The End of Third Grade Promotion Process in the *Alabama Literacy Act* - Decision Making, Good Cause Exemption, Exemption Request Guidelines
2. Support for Previously Retained Third Grade Students Not Qualifying for Good Cause Exemptions
3. Incoming Third grade Students Instruction Requirements

## Section VI: End of Third grade Promotion

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### 1. THE END OF THIRD GRADE PROMOTION PROCESS IN THE *ALABAMA LITERACY ACT*: DECISION MAKING, GOOD CAUSE EXEMPTION, EXEMPTION REQUEST GUIDELINES

The *Alabama Literacy Act* establishes a process designed to improve the reading proficiency of Alabama public school students. The *Alabama Literacy Act* is intended to ensure that Alabama’s K-3 public school students are able to read at or above grade-level by the end of the third grade. The *Alabama Literacy Act* provides a framework for a preventative model with early identification of reading deficiencies and immediate interventions which are both essential to meeting the needs of each and every Alabama student. The process begins early by ensuring students are provided with specific reading instruction, intervention, and careful monitoring of the progression of each student’s proficiency in reading from one grade to another.

BEGINNING “WITH THE 2021-2022 SCHOOL YEAR, THIRD GRADE STUDENTS SHALL DEMONSTRATE SUFFICIENT READING SKILLS FOR PROMOTION TO FOURTH GRADE” (p. 21).

#### **THE DECISION-MAKING PROCESS**

Decisions for promotion will follow the guidelines below. These guidelines provide options for a student to demonstrate sufficient reading skills for promotion to fourth grade.

- Scoring above the lowest achievement level, as determined by rule of the State Board of Education, on a board approved assessment in reading
- Earning an acceptable score on an alternative standardized reading assessment as determined and approved by the Alabama State Superintendent of Education
- Demonstrating mastery of all third grade minimum essential state reading standards as evidenced by a student reading portfolio

The Alabama State Superintendent of Education and the Literacy Task Force will establish the criteria for the minimum essential standards and student reading portfolios and provide a definition of mastery of all third grade state reading standards.

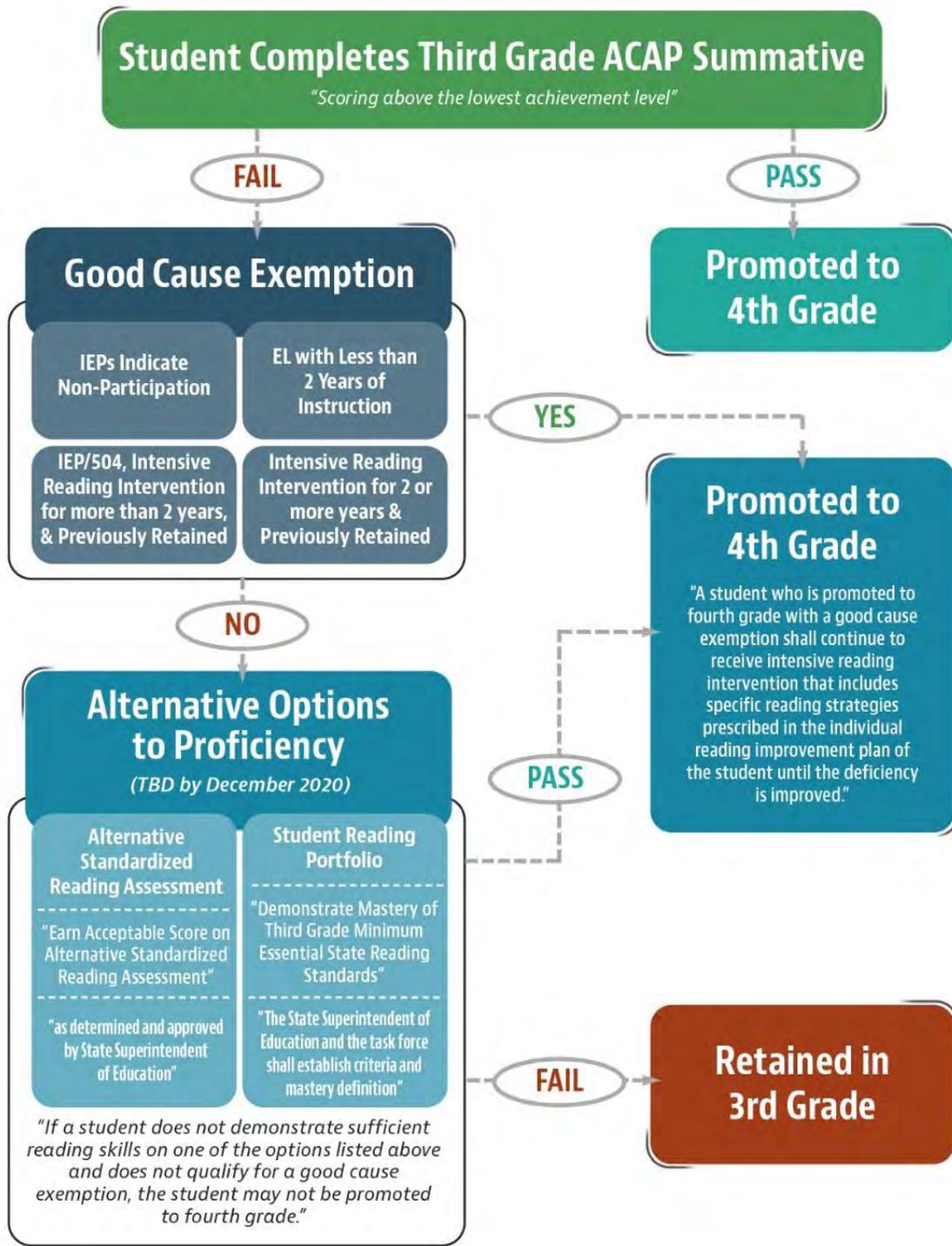
If a student does not demonstrate sufficient reading skills on one of the three options provided and does not qualify for a good cause exemption, the student may not be promoted to fourth grade.

An LEA may only exempt students from mandatory retention for a good cause exemption.

A student who is promoted to fourth grade with a good cause exemption shall continue to receive intensive reading intervention that includes specific reading strategies prescribed in the individual reading improvement plan of the student until the deficiency is improved. The LEA shall assist schools and teachers with the implementation of reading strategies that research has shown to be successful in improving reading among students with reading difficulties (pp. 21-22).

# ALSDE Literacy-Based Promotion Flow Chart

*"Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade."*



## ALSDE Literacy-Based Promotion Flow Chart

### **Good Cause Exemption**

A local education agency may only exempt students from mandatory retention, as provided in subsection (i), for good cause. A student who is promoted to fourth grade with a good cause exemption shall continue to receive intensive reading intervention that includes specific reading strategies prescribed in the individual reading improvement plan of the student until the deficiency is improved. The local education agency shall assist schools and teachers with the implementation of reading strategies that research has shown to be successful in improving reading among students with reading difficulties. Good cause exemptions shall be limited to the following:

- (1) Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with state law.
- (2) Students identified as English language learners who have had less than two years of instruction in English as a second language.
- (3) Students with disabilities who participate in the statewide English language arts reading assessment and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received intensive reading intervention for more than two years and who still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade.
- (4) Students who have received intensive reading intervention for two or more years and who still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, second grade, or third grade for a total of two years.

No student shall be retained more than twice in kindergarten through third grade.

### **Mandatory Retention Request Criteria**

A request to exempt a student from the mandatory retention requirement using one of the good cause exemptions listed in subsection (j) shall be made consistent with the following:

- (1) Documentation shall be submitted to the school principal from the teacher of the student that indicates that the promotion of the student is appropriate. Documentation shall include a statement identifying which good cause exemption is requested, as well as the existing reading improvement plan or Individual Education Plan of the student, as applicable.
- (2) The school principal shall review the recommendation of the teacher, determine if the student meets one of the good cause exemptions, and shall make his or her determination in writing to the local superintendent of education. The local superintendent of education, in writing, shall approve or reject the recommendation of the school principal.
- (3) The LEA shall provide written notification to the parent of any student who is retained in third grade for not achieving the reading level required for promotion. Notice shall clearly state the reasons why the student is not eligible for a good cause exemption and shall include a description of the proposed interventions and supports that shall be provided to the student to improve any identified area of reading deficiency during the retained year.

### **Supports for Students Not "Demonstrating Sufficient Reading Skills"**

- (1) A student who is retained in third grade shall receive intensive acceleration. The intensive acceleration shall be taught by a highly effective teacher of reading who has received training in the science of reading and multisensory language instruction, as demonstrated by student reading performance data and teacher performance evaluations; shall have a reduced teacher-student ratio; and shall provide explicit and systematic reading instruction and intervention for the majority of student contact time each day.
- (2) A student who is promoted to fourth grade with a good cause exemption shall continue to receive intensive reading intervention that includes specific reading strategies prescribed in the individual reading improvement plan of the student until the deficiency is improved.



## GOOD CAUSE EXEMPTIONS

- Students with disabilities whose Individual Education Program (IEP) indicating that participation in the statewide assessment program is not appropriate, consistent with state law.
- Students identified as English language learners who have had less than two years of instruction in English as a second language, which means students identified as English learners who have had less than two years of classroom instruction once they enter the language instruction education program.
- Students with disabilities who participate in the statewide English language arts reading assessment and who have an IEP or a Section 504 plan that reflects that the student has received intensive reading intervention for more than two years yet still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade.
- Students who have received intensive reading intervention for two or more years and who still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, second grade, or third grade for a total of two years. No student shall be retained more than twice in kindergarten through third grade. This means a student may be retained for a total of two years, which may or may not have been a repeat of the same grade. To further illustrate, a student may be retained one time in first grade and one time in second grade - a total of two years (pp. 22-23).

## SPECIAL EDUCATION STUDENTS

A student with the most significant cognitive disability who receives instruction based on the Alternate Achievement Standards (K-1) and who is assessed using the ACAP Alternate for testing grades 2 and 3, qualifies for good cause exemption under the state law. The law states that an IEP team must determine that the alternate assessment is appropriate for the child. However, a student participating in the ACAP Alternate for third grade must be assessed with an alternate reading measure to determine grade-level reading. A student who is receiving instruction from the alternate achievement standards in kindergarten through second grade must also receive alternate means of screening, formative and diagnostic evaluations to identify reading deficiencies and measure and monitor progress. The primary delivery of reading instruction and interventions should be a collaborative effort between the general education teacher and the special education service provider. The individualized reading interventions and strategies may be outlined in a student's IEP or Student Reading Improvement Plan and will be addressed utilizing measures appropriate to the student's severity of reading deficits, rate of learning, and the level of supports needed. Reading deficits may be addressed through individualized learning goals, specially designed instruction, and related services as deemed necessary by the student's IEP team. Although

these students meet the criteria for the ACAP Alternate, have documentation in their IEPs for instruction based on alternate achievement standards, and will be exempt from mandatory retention via a good cause exemption, they are entitled to the same program and process outlined in the *Alabama Literacy Act* for ALL students. Therefore, IEP team decisions regarding participation are to be based on the unique needs of the student.

### EXEMPTION REQUEST GUIDELINES

A request to exempt a student from the mandatory retention requirement using one of the good cause exemptions listed earlier must be made according to these guidelines.

- **Documentation** - Documentation shall be submitted to the school principal from the teacher of the student that indicates that the promotion of the student is appropriate. Documentation shall include a statement identifying which good cause exemption is requested and the existing reading improvement plan or IEP of the student, as applicable.
- **Superintendent, School Principal, and Teacher** - The school principal will review the recommendation of the teacher to determine if the student meets one of the good cause exemptions. The principal will make his or her determination in writing to the local superintendent of education. The local superintendent of education, in writing, shall approve or reject the recommendation of the school principal.

## Section VI: End of Third grade Promotion

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### 2. SUPPORT FOR PREVIOUSLY RETAINED THIRD GRADE STUDENTS NOT QUALIFYING FOR GOOD CAUSE EXEMPTIONS

#### Retained Third grade Students Not Qualifying for Good Cause Exemptions

“If a student does not demonstrate sufficient reading skills... and does not qualify for a good cause exemption, the student may not be promoted to fourth grade” (pp. 24-25).

- **LEA** - The LEA will assist schools under its jurisdiction in providing written notification to the parent of any student who is retained in third grade for not achieving the reading level required for promotion.
- **Written Notification** - The written notification to parent(s) or legal guardian(s) will clearly state the reason(s) why the student is not eligible for a good cause exemption and will include a description of the proposed interventions and supports that will be provided to the student to improve any identified areas of reading deficiency during the retained year.
- **Intensive Acceleration** - Each school will establish, as applicable, an intensive acceleration for *any student* retained in third grade. In addition to the criteria established above, the intensive acceleration shall follow specific guidelines.
  - **Taught by a highly effective teacher** of reading who has received training in the science of reading and multisensory language instruction, as demonstrated by student reading performance data and teacher performance evaluations
  - **Provided** with a reduced teacher-student ratio
  - **Provided explicit and systematic reading instruction and intervention** for the majority of student contact time each day

The *Alabama Literacy Act* outlines additional criteria for intensive acceleration of students retained in third grade and who do not qualify for good cause exemptions.

- Tier II and III interventions to provide students identified with reading deficiencies with intense, explicit, systematic delivery of services in small groups
- Consistent monitoring of student progress
- Intensive accelerated instruction
- May require participation in before or after school tutoring services, etc.

## Section VI: End of Third grade Promotion

### 3. INCOMING THIRD GRADE STUDENTS' INSTRUCTION REQUIREMENTS

#### Incoming Third grade Students

*Any incoming third grade student identified with a reading deficiency shall be provided more intensified reading interventions to improve his or her specific reading deficiency (pp. 19-20).*

Reading intervention services should include effective instructional strategies to accelerate student progress and a review of student reading improvement plans for all incoming third grade students identified with a reading deficiency conducted by the LEA. The review shall address

additional supports and services, as described, necessary to improve any identified areas of reading deficiency.

The LEA must provide services for students identified with a reading deficiency.

- **Effective Teacher of Reading** - An effective or highly effective teacher of reading as demonstrated by student reading performance data and teacher performance evaluations
- **Explicit and Systematic Instruction** - Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback
- **Evidence-based Instructional Tools** - The use of evidence-based reading strategies or programs, or both, that have been vetted and approved by the Alabama State Superintendent of Education and the Literacy Task Force established by the *Alabama Literacy Act*, that have demonstrated proven results in accelerating student reading achievement within the same school year
- **Frequent Monitoring of Student Reading Progress** - Frequent monitoring of the progress of the reading skills of each student throughout the school year and adjusting instruction according to student needs
- **Reading Intervention** - Reading intervention services and supports to improve any identified areas of reading deficiency
- **More Instructional Time** - Additional instructional time devoted to scientifically based and evidence-based reading instruction and intervention
- **Daily Time for Intervention Instruction** - Daily targeted small group reading intervention based on student need
- **Additional Intervention Time** - Before school or after school, or both, supplemental evidence-based reading intervention delivered by a teacher or tutor with specialized reading training
- **Read at Home Plan** - A read at home plan, which includes reading time with the student and family member, includes regular family-guided home reading activities and participation by the adult family/caregiver(s) in reading training workshops

## **Section VII: Summer Learning - Summer Reading Camps and the Alabama Summer Achievement Program (ASAP)**

### **Section VII Includes:**

1. Summer Reading Camps or Programs
2. The Alabama Summer Achievement Program (ASAP)
3. Tools and Resources

## **Section VII: Summer Learning - Alabama Summer Reading Camps Alabama and Summer Achievement Program (ASAP)**

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### **1. SUMMER READING CAMPS OR PROGRAMS**

The *Alabama Literacy Act* states “Each LEA shall provide summer reading camps to all K- 3 students identified with a reading deficiency as described in subsection (b)” (p.16).

Reading camps should meet these minimum requirements.

- Staffed with highly effective teachers of reading as demonstrated by student reading performance data, completion of multisensory structured language education, and teacher performance evaluations
- Provide direct, explicit, and systematic reading intervention services and supports to improve any identified areas of reading deficiency
- Include 70 hours of time in scientifically-based reading instruction and intervention
- Administer a reading assessment system at the beginning and end of the summer reading camp to measure student progress
- May be held in conjunction with existing summer programs in the school district or in partnership with community-based summer programs, designated as effective by the Alabama State Superintendent of Education and the Literacy Task Force

## **Section VII: Summer Learning – Summer Reading Camps and Alabama Summer Achievement Program (ASAP)**

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## 2. THE ALABAMA SUMMER ACHIEVEMENT PROGRAM (ASAP)

The Alabama Summer Achievement Program (ASAP) “shall be available to all K-3 students in public elementary schools that are among the lowest performing five percent of elementary schools” (p.17).

- “The program shall be administered and funded by the allocation provided in the *Alabama Literacy Act*.”
- “Funds allocated to the program in excess of the amount needed to fully fund summer programs in public elementary schools that are among the lowest five percent performing schools shall be divided, based on a per pupil allocation, and distributed by the State Superintendent of Education, to support high quality summer camps at elementary schools that are not among the lowest five percent performing elementary schools. The State Superintendent of Education shall award the funds to each LEA based on the number of students who scored deficient, as determined by the Literacy Task Force, on a state approved reading assessment used to determine reading proficiency during the administration of the assessment during the preceding academic year” (p. 18).
- “The State Superintendent of Education shall provide guidelines for the administration of the Alabama Summer Achievement Program (ASAP) and shall oversee the administration of the ASAP in the lowest five percent performing elementary schools” (p. 18).

## Section VII: Summer Learning – Summer Reading Camps and Alabama Summer Achievement Program (ASAP)

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### 3. TOOLS AND RESOURCES

#### Websites

Initiating a summer program, whether it is Summer Reading Camp or ASAP, requires planning and time. Below is a list of websites that contain information on how to implement a successful summer program.

- The [Wallace Foundation's Summer Learning Website](#) offers reports and research that can help a system determine what is needed and how to go about making the best possible summer learning happen.
  
- Another, [Summer Learning Toolkit: Evidence-based tools and guidance for delivering effective programs](#), provides evidence-based tools and guidance for delivering effective programs. Some of the tools and guidance can be found below
- Planning for Summer Learning
  - [Planning & Management - Summer Learning](#)
  - [SUMMER PLANNING CALENDAR](#)
  - [SUMMER BUDGET](#)
  - [SUSTAINABILITY PLANNING TOOLS](#)
  - [SUMMER PROGRAM REFLECTION Guide](#)
  - [CLASSROOM OBSERVATION](#)
  - [Academics & Enrichment - Summer Learning](#)
  
- Building Partnerships
  - [DALLAS ACADEMIC LESSON OBSERVATION FORM](#)
  
- Staffing
  - [Staffing & Professional Development](#)
  - [SUMMER STAFF JOB DESCRIPTIONS](#)
  
- Student Recruitment
  - [Student Recruitment & Attendance](#)

- [RAND Education and Labor Website](#)
  - The RAND Corporation provides high-quality research and analysis on a variety of topics. Their division of Education and Labor conducted research examining approaches and strategies for summer learning initiatives and their effects on student outcomes. Rand Education and Labor, along with the Wallace Foundation did a multi-year assessment of the effectiveness of voluntary, district-led summer learning programs in five urban school districts called The National Summer Learning Project (NSLP).
- [National Summer Learning Association \(NSLA\)](#) The National Summer Learning Association website provides research, resources, and support for summer learning.
- U.S. Department of Education Summer Learning Initiative - [Investing in Successful Summer Programs: A Review of Evidence Under the Every Student Succeeds Act](#) This report provides “a systematic review of the evidence supporting summer programs as well as examples of evidence-based programs” that meet the criteria set out by ESSA.
- Summer Reading Camp Self-Study Guide
  - This [Summer Reading Camp Self-Study Guide](#) was developed to help state, district, and school-based practitioners and stakeholders conduct self-studies of planning and implementation of state-required summer reading camp programs for third grade students who scored at the lowest level on the state reading assessment. In some states these students face potential retention in third grade if they cannot meet grade-level standards for reading through a good cause exemption, applicable alternate assessment score, or portfolio of student work showing mastery of grade-level reading standards. This guide provides a template for data collection and guiding questions for discussion that may improve instruction and increase the number of students meeting the grade-level standard by the end of the summer reading camp.

### Potential Funding Sources Federal Grants

- [Federal grants](#) are sometimes available to support programs such as a summer reading camp.
- Other resources to visit include the following:
  - The Scholastic Funding Connection for Technology and Curriculum
  - [Grant Resources](#)
  - [Guidance Samples](#)
- [USA Grant Applications](#)
- [Federal Grants Wire](#) (Federal grant search engine)
- United States Department of Education – [Even Start Family Literacy Program](#)
- Federal Funds – [Title I](#)

School districts may use Title I funds to provide support to low-income students through a variety of strategies, one of which is summer learning. Contact the ALSDE Federal Programs section at 334-694-4516.

- **Local Organizations**

Local organizations are an excellent way to get community partnerships started. Many groups have civic programs and initiatives. Communities may be able to partner with the local business community and establish relationships and funding opportunities for education programs. Visit the [Chamber of Commerce Association of Alabama](#) to learn about opportunities.

- [Reach Out & Read Alabama](#), a program of the Alabama Chapter-American Academy of Pediatrics, gives young children a foundation for success by incorporating books into pediatric care and encouraging families to read aloud together.

- **National Associations, Non-Profit Groups and Organizations**

There are national groups that are dedicated to youth education and growth. Organizations such as the YMCA, Boys and Girls Clubs, and 4-H often have funds available for educational opportunities. These groups have local chapters that already serve students in some capacity and could offer support.

- **National and Local Companies**

Some of the best places to begin a search for community support are the local businesses. They have a stake in the education of students in the community. Many companies provide time for their employees to do community service. Check out what the [Progress Rail Company](#) is doing in Marshall County.

- [Candid.org](#) is a website that connects people with resources. It allows the users to search free information on nonprofits and includes a foundation director to search funders and grants.

- [Toyota Grant Program](#) for [Toyota Motor Manufacturing, Alabama](#)

“Toyota seeks to expand access to opportunities that improve people’s lives and create a culture of inclusion - strengthening the communities where we live, work and play. To have meaningful, sustainable impact, we take a holistic approach to how we invest in our communities. Our efforts go beyond monetary support, amplifying our impact by engaging our team members as volunteers and sharing our Toyota know-how. Our corporate giving and community engagement are focused on organizations that support the following strategic pillars: workforce readiness, inclusive mobility, financial inclusion, and community resilience including environmental sustainability and driver/passenger safety. Our portfolio of partners also reflects our commitment to serving diverse and underserved populations.”

### QUESTIONS TO CONSIDER

- What is the structure for support from the LEA level?
- What is the timeline for developing the summer program(s)? (See the Wallace Foundation website for a sample timeline and the REL Southeast Summer Study Guide.)
- Who will manage the planning?
- What data will be used to determine reading needs?
- When will parents be notified that their child needs to attend a summer program based on reading deficiencies?
- How will teachers be hired to ensure that the most highly effective teachers are teaching the science of reading?
- How will teachers be trained in the summer curriculum?
- What structures will be put in place to ensure that sufficient time is allocated for instruction?
- How will high-quality curriculum materials be matched to student needs?
- What partnerships could be developed with community-based organizations?
- What funding could be allocated for the summer program?
- How will communication be coordinated between service departments (transportation/nutrition/building maintenance/other summer programs)?

- How will instruction be monitored to ensure the fidelity to curriculum and evidence-based practices at the LEA and school levels?

## **Section VIII: Dyslexia and the *Alabama Literacy Act***

### **Section VIII Includes:**

1. Dyslexia Defined in the *Alabama Literacy Act*
2. Dyslexia and the *Alabama Administrative Code*
3. Collaborative Work with the Alabama Dyslexia Advisory Council (DAC)
4. Multisensory Structured Language Education (MSLE)

## Section VIII: Dyslexia and the *Alabama Literacy Act*

### 1. DYSLEXIA DEFINED IN THE *ALABAMA LITERACY ACT*

#### THE ALABAMA LITERACY ACT

In the *Alabama Literacy Act*, dyslexia is defined as a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction (pp. 1-2).

Steps are also included to improve reading proficiency for all students, including those with characteristics of dyslexia.

The following are specific references in the *Alabama Literacy Act* that outline the supports that are to be provided to meet the needs of students with characteristics of dyslexia.

- “The Literacy Task Force shall include three Certified Academic Dyslexia Therapists who have been so certified for a minimum of three years and appointed by the Alabama branch of the International Dyslexia Association” (p. 3).
- Each assessment system, vetted and approved annually by the Literacy Task Force, shall identify students who have a reading deficiency, including identifying students with characteristics of dyslexia (p. 4).
- Funds dedicated to the ARI shall be expended on local and regional reading specialists, professional learning activities, and administrative activities that include differentiated reading instruction and intensive intervention based on student needs, including students exhibiting the characteristics of dyslexia (pp. 5-6).
- An ARI regional literacy specialist shall have a knowledge of scientifically-based reading research, special expertise in quality reading instruction and intervention, dyslexia-specific interventions, and data analysis (p. 9).
- An ARI local reading specialist shall have a knowledge of scientifically-based reading research, special expertise in quality reading instruction and intervention, dyslexia-specific interventions, and data analysis (p. 10).
- “Each K-3 student who exhibits a reading deficiency, or the characteristics of dyslexia, shall be provided an appropriate reading intervention program to address his or her specific deficiencies” (p. 13).
- “Dyslexia-specific intervention, as defined by rule of the State Board of Education, shall be provided to students who have the characteristics of dyslexia and all struggling readers” (pp. 13-14).
- “The parent or legal guardian of any K-3 student who exhibits a consistent deficiency in letter naming fluency, letter sound fluency, nonsense word reading, sight words, oral

reading accuracy, vocabulary, or comprehension at any time during the school year shall be notified in writing no later than 15 school days after the identification.” The written notification shall include a statement that the student has been identified as having a deficiency in reading or exhibits the characteristics of dyslexia, and that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian (pp. 14-15).

- The State Superintendent of Education shall oversee the implementation of rules adopted by the State Board of Education pertaining to dyslexia.
- The State Superintendent of Education shall oversee the development of guidelines for identifying the characteristics of dyslexia (p. 19).
- Annually, on or before September 30, each local education agency shall report in writing to the State Superintendent of Education, by grade, the number and percentage of students identified as demonstrating the characteristics of dyslexia and receiving dyslexia-specific intervention, and the name of the dyslexia-specific intervention being provided.
  - In succeeding years, the performance of students promoted with a good cause exemption on the state standardized assessment in reading shall be reported to the State Superintendent of Education, by school, the number of teachers who have completed training in dyslexia awareness, multisensory strategies, and satisfy the definition of dyslexia interventionist as defined by rule of the State Board of Education (pp. 25-27).
- “The State Superintendent of Education shall develop, and the State Board of Education shall approve, a dyslexia therapist certification endorsement on or before December 31, 2019.”
  - “K-12 and Early Childhood teachers who have completed an International Multisensory Structured Language Education Council endorsed training course and have received 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, and who hold a valid Professional Educator Certificate shall be eligible for a dyslexia therapist endorsement” (pp. 27-28).
- “Teacher preparation programs at public colleges and universities in the state shall offer dyslexia therapy teacher preparation courses that are approved by the International Multisensory Structured Language Education Council or the International Dyslexia Association” (p. 29).
- “Subject to appropriations from the legislature, the State Superintendent of Education and the Alabama Commission on Higher Education shall develop and approve a dyslexia therapist endorsement incentive, which shall be available to teachers who attain the

dyslexia therapist endorsement. The State Superintendent of Education shall construct parameters for earning the dyslexia therapist endorsement incentive” (p. 29).

## Section VIII: Dyslexia and the *Alabama Literacy Act*

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### 2. THE ALABAMA ADMINISTRATIVE CODE

On October 8, 2015, revisions to the *Alabama Administrative Code (AAC)* were approved by the State Board of Education that directly relate to dyslexia. They are noted under CH. 290-3-1, Public School Governance.

- “(20) Dyslexia. Dyslexia is a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
  - a. The Alabama State Department of Education will make available a dyslexia-specific training accredited by the International Dyslexia Association (IDA) to prepare individuals to implement multisensory structured language teaching techniques and strategies.
  - b. Professional development regarding dyslexia and implications for the classroom teachers, will be provided. This professional development should target dyslexia awareness training, dyslexia screening, dyslexia-specific classroom strategies, academic accommodations, and use of assistive technology.
  - c. Students will be screened for characteristics of dyslexia using screening instruments currently in place for use in public schools.
  - d. Based on the screening results, the problem solving teams will analyze screening and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/ or behavioral difficulties, including those students who exhibit the characteristics of dyslexia. Guidance may include suggestions of appropriate tiered interventions, dyslexia-specific interventions, academic accommodations as appropriate, and access to assistive technology. The dyslexia-specific intervention, as defined in *AAC Rule 290-3-1-.02 (20) (f)* and described in the *Alabama Dyslexia Resource Guide*, shall be provided by an individual who has expertise in providing dyslexia-specific interventions.
  - e. The PST (Problem Solving Team) will notify the parents of the results of the dyslexia-specific screening, will provide parents with a copy of the goals of the dyslexia-specific intervention plan, and with data-based documentation regarding the student’s progress on a regular basis. Independent dyslexia evaluations

- provided by a parent or guardian to the PST must be considered by the members of the PST.
- f. Dyslexia-specific intervention shall mean evidenced-based, specialized reading, writing, and spelling instruction that is multisensory in nature equipping students to simultaneously use multiple senses (vision, hearing, touch, and movement). Dyslexia-specific intervention employs direct instruction of systematic and cumulative content. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts must be systematically reviewed to strengthen memory. Components of dyslexia-specific intervention includes instruction targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics.
  - g. Dyslexia interventionist refers to the teacher or individual who provides dyslexia-specific intervention. The dyslexia interventionist shall have successfully completed a certification training course or shall have completed training in the appropriate implementation of the evidence-based, dyslexia-specific intervention being provided.
  - h. The Alabama State Department of Education working with the Dyslexia Advisory Council appointed by the State Board of Education shall develop and maintain a dyslexia resource guide for the use of LEAs, public schools, teachers, and parents.”

## Section VIII: Dyslexia and the *Alabama Literacy Act*

### 3. ALABAMA DYSLEXIA ADVISORY COUNCIL (DAC)

Alabama Dyslexia Advisory Council Members		
Name	SBOE District	Role
*Yates, Sonya	District 1	CALT
Lynn Miller	District 1	CALT

Hunter Oswalt	District 1	CALT/Private Practitioner
Erica Cockrell	District 1	CALT in training
Herston, Katie	District 2	CALT
Corley Holt	District 2	Parent
Tiffany Myrick	District 2	Parent
Christina Recor	District 2	Parent
Belcher, Leigh	District 3	Parent
Rice, Ramona	District 3	Parent
Borden, Tiffany	District 3	Parent
Ashley McCurdy	District 4	Parent
Patricia Tessner	District 4	CALT
Jillian Holiday	District 4	Parent
Brigitte Williams	District 4	Parent
Aitken, Christie	District 5	Parent
Moorer, Betty	District 5	Educator
Jennifer Stephens	District 5	Parent
Ellen Gates	District 5	CALT
Holland, Cameron	District 6	CALT
Nelson, Becky	District 6	CALT
<b>*Wall, Julia</b>	District 6	CALT
Keri Garrett	District 6	CALT
Denton, Stephanie	District 7	Parent
<b>*Fletcher, Angela</b>	District 7	Parent/Educator
Spina, Fran	District 7	Parent
Vail-Smith, Shelley	District 7	Educator
<b>*Gibbs, Denise</b>	District 8	Parent/Dyslexia Advocate/Private Practitioner
Sims, Christa	District 8	CALT
Beth Caperton	District 8	Educator
*Officers		

Through collaborative efforts with the Alabama Dyslexia Advisory Council (DAC) and the ALSDE, the resource guide is currently being updated to align with the *Alabama Literacy Act*, as well as other updates and information. Additional information will be provided in Phase II of this implementation guide. Additionally, the DAC and ALSDE team have planned two annual collaborative meetings in the fall and spring each year.

administrators, and parents or guardians as they provide dyslexia-specific services and support for students in Alabama’s public schools. The guide includes sections regarding dyslexia-specific screening, classroom strategies, accommodations and assistive technology, and dyslexia-specific intervention. The appendix of this document also contains many helpful tools for teachers and parents.

## **Section VIII: Dyslexia and the *Alabama Literacy Act***

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### **4. MULTISENSORY STRUCTURED LANGUAGE EDUCATION (MSLE)**

In compliance with the *AAC* (20a), the ALSDE continues to make available a dyslexia-specific training accredited by the International Dyslexia Association (IDA) to prepare individuals to implement multisensory structured language teaching techniques and strategies referred to as Multisensory Structured Language Education (MSLE).

MSLE is designed to meet the educational needs of students with specific learning challenges, such as dyslexia and related disorders. The course addresses the specific written language skills of reading, spelling, and writing.

The ALSDE has worked in partnership with the Shelton School in Dallas, Texas, to offer seven cohorts of training for teachers across the state. Currently there are approximately 100 teachers serving in Alabama's public schools who have completed this intensive structured literacy training. Training for Cohort 8 is scheduled to begin in July 2020. Additionally, the ALSDE is expanding opportunities for Alabama educators to participate in MSLE training through a new cohort with the Neuhaus Education Center beginning in July-August 2020. Information regarding both comprehensive training opportunities is provided on the following pages.



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION

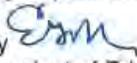


Eric G. Mackey, Ed.D.  
State Superintendent of Education

May 13, 2020

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Eric G. Mackey   
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.

Alabama  
State Board  
of Education

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District VIII

Eric G. Mackey, Ed.D.  
Secretary and  
Executive Officer

City and County Superintendents of Education  
Page 2  
May 13, 2020

All applications must be received in the ARI office by close of business Friday, June 5, 2020. Please submit applications electronically to [dyslexia@alsde.edu](mailto:dyslexia@alsde.edu) and contact Mrs. Vickie Chappelle, ARI Education Specialist, at (334) 694-4632 if you have any questions.

EGM/ED/KWP

Attachments

cc:	Chief School Financial Officers	Mr. Andy Craig
	LEA ARI-Dyslexia Contacts	Dr. Jeffery Langham
	LEA Special Education Coordinators	Mrs. Karen W. Porter
	Grades K-3 Elementary Principals	Ms. Crystal Richardson
	Dr. Daniel Boyd	Mrs. Reeda Betts
	Dr. Elisabeth Davis	Mrs. Vickie Chappelle

FY20-2080

Attachment 1: May 13, 2020

## 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 Therapist (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](http://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](mailto:dyslexia@alsde.edu).



### Overview of the Shelton MSLE Training Course

The overview of the training course, a schedule of proposed training dates and locations, the MSLE-teacher job description, and an application packet are included in this attachment.

*Due to the intensity of training and the length of commitment to this process, it is advised that district leaders thoroughly review the information contained in the attachments and view the webinar titled "MSLE Superintendent Webinar," before sharing this with teachers and their principals. The superintendent webinar may be accessed by going to the ALSDE website at [www.alsde.edu](http://www.alsde.edu) and typing the title in the search box of the home page. Superintendents in districts with no MSLE-trained teacher in Grades K-3 are encouraged to engage in soliciting strong candidates for this unique opportunity.*

#### BENEFITS:

To the School District:	To the Participant:	To the Students:
On-site personnel able to deliver direct service to students who demonstrate early signs of difficulty in reading as well as students with a diagnosed learning disability	Ability to deliver direct service to students who demonstrate early signs of difficulty in reading, as well as students with a diagnosed learning disability	Access to a knowledgeable teacher who can offer an appropriate intervention as soon as a difficulty is demonstrated
On-site personnel with the knowledge base to coach colleagues in appropriate accommodations in reading instruction	Knowledge base to share with colleagues in appropriate accommodations in reading instruction	Recognition of need from a knowledgeable teacher who can calm fears and address needs
Reduction in the number of special education referrals	Additional credentials that are recognized nationally	Freedom from the experience of failure in school

#### TRAINING SCHEDULE:

Dates	Total Hours	Objectives
One week (five days) in July 2020	40	Participants are given an overview of dyslexia and related disorders and of MSLE techniques. At the end of the week, the participants will be prepared to begin delivering a remedial program to appropriate students.
Five training days provided in the fall of 2020- 2021 school year	40	Participants will receive further instruction in the structure of the English language and in the delivery of the program.
Fall 2020 - Spring 2021	60	Participants will submit a <b>minimum of five</b> video lessons to the instructor for critique.
Five training days provided during the 2021-2022 school year	40	These seminars begin the therapy-level course. Participants will receive advanced instruction in the structure of the English language and in the delivery of the program.
Fall 2021 - Spring 2022		Participants will submit a <b>minimum of five</b> video lessons to the instructor for critique.

\*The practicum hours are the documented hours of program delivery to students. A session or class is a minimum of 45 minutes. Each session counts toward the total clinical teaching or practicum hours. A teacher teaching three groups of students over the course of two years will meet the minimum 700 hours required for certification at the therapy level.



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

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

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

**First-Year Training Schedule:**

<b>Summer 2020</b>	<b>5 days:</b>	<b>40 hours</b>
<b>Fall 2020</b>	<b>6 days:</b>	<b>48 hours</b>
<b>Spring 2021</b>	<b>4 days:</b>	<b>32 hours</b>
<b>Total</b>	<b>15 days</b>	<b>120 hours</b>



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:  
[ychappelle@alsde.edu](mailto:ychappelle@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  
[ychappelle@alsde.edu](mailto:ychappelle@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	
<i>PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION</i>	
<b>Candidate Form</b>	
<b>No Handwritten Submissions Accepted Except in Signature Line</b>	
<p>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.</p> <p><b>The participating therapist-in-training agrees to:</b></p> <ol style="list-style-type: none"> <li>1. View an informational webinar and comply with the requirements for participation.</li> <li>2. Comply with the attached training schedule.</li> <li>3. Teach in the school where he/she is currently employed for a minimum of <b>two years</b> after receiving certification.</li> <li>4. Teach in an Alabama <b>public</b> school for a minimum of <b>three years</b> after receiving certification.</li> <li>5. Teach a minimum of <b>two groups</b> of MSLE classes during Year 1 of training.</li> <li>6. Teach a minimum of <b>two groups</b>, including at least one group of Year 1 students and at least one <b>Year 2 students</b>, during the Year 2 training.</li> <li>7. Continue to teach a minimum of two MSLE classes for <b>three years</b> after training.</li> </ol>	
Teacher'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
<b>Alabama State Department of Education Form</b> (This section to be completed by ALSDE)	
<p><b>The Alabama State Department of Education agrees to:</b></p> <ol style="list-style-type: none"> <li>1. Pay the costs of all training for Year 1 and Year 2.</li> <li>2. Pay for all therapist-in-training materials for <b>two groups</b> during Year 1 and Year 2.</li> <li>3. Provide assistance and support to the teacher, school, and LEA when necessary.</li> </ol>	
ALSDE Designee Signature	Date:
Please Type Signer's Name	Work Phone Number:
Position Currently Held by Signer	Work Email and FAX Number:

<b>Alabama State Department of Education - Alabama Reading Initiative Shelton Multisensory Structured Language Education Training Course Application Packet</b>		
<b>PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION</b>		
<b>Teacher Application</b>		
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:	
<b>Current Professional Position Information:</b>		
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:	
<b>Professional Background Information:</b>		
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
<b>CERTIFICATION OF UNDERSTANDING AND COMMITMENT:</b>		
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		
<b>CANDIDATE SIGNATURE</b>		
<b>LOCAL SUPERINTENDENT SIGNATURE</b>		



**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**

**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 Shelton Dyslexia Therapist Training Course should review the following terms of participation. If the following terms can be met for the two years of training and the three years following the training, the superintendent and the school principal should sign below.

**The participating school and LEA agree to:**

1. Submit two (2) letters of recommendation for acceptance into the program.
2. Repay ARI for all expenses incurred if therapist-in-training discontinues course work.
3. Assume responsibility in scheduling classes accommodating requirements for Years 1 through 5.
4. Allow the therapist-in-training, during **Year 1** of training, to instruct a minimum of two groups of no more than two to four students per group in daily, **45-minute sessions** for the entire school year. **Students may not be added to a group once instruction begins, as this is a sequential, cumulative course.** However, it is possible for the LEA to form a new group at any time during the school year.
5. Add at least one new group of **Year 1** students for a minimum of three years after therapist-in-training receives certification.
6. Provide an appropriate setting for daily instruction. An appropriate setting is defined as a set-apart space in an environment free from interruptions by non-participating students. Also, the therapist-in-training will have freedom from responsibility for other groups or situations during the regularly designated 45-minute lesson period.
7. Allow the therapist-in-training to attend scheduled trainings (attached).
8. Appoint an LEA system and school contact person to serve as a liaison to the Shelton School 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, beginning in July 2020.
11. Pay for student materials each year through Year 5.
12. Provide and pay for a substitute teacher for classes when therapist-in-training is participating in training.
13. Provide the therapist-in-training with the necessary equipment to video lessons to be sent to the instructor for critiquing.
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 students that qualify for the program.

**LOCAL SUPERINTENDENT SIGNATURE**

**Date:**

**LEA:**

**School:**

**PRINCIPAL SIGNATURE**

**Date:**



## 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:

Attachment 3: May 13, 2020

## Overview – Basic Language Skills Course



The **Alabama State Department of Education** (the Alabama Reading Initiative) has contracted with the Neuhaus Education Center to provide Specialist Training for selected certified teachers. Basic Language Skills and complimentary courses are part of a pathway accredited by the International Multisensory Structured Language Education Council (IMSLEC) and the International Dyslexia Association (IDA). The courses are anchored in the science of reading and 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.

Upon the completion of Basic Language Skills Intro and Advanced Basic Language Skills (ABLS), associated courses, the required practicums, and additional requirements, participants will be eligible to sit for the Competency Exam for MSLE and gain national certification through the Academic Language Therapy Association (ALTA) as well as become a Certified Academic Language Therapist (CALT).

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](mailto:dyslexia@alsde.edu).

### BENEFITS:

To the School District:	To the Participant:	To the Students:
<ul style="list-style-type: none"> <li>Develop nationally certified Academic Language Therapists in house who can address TIER II and III students reading, spelling, and writing difficulties and disabilities.</li> <li>Professional development will provide educators with explicit, systematic, and intensive literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The nature of literacy of acquisition</li> <li>The facets of the domains of language</li> <li>The characteristics of dyslexia</li> <li>Diagnostic teaching practices</li> <li>The structure and patterns of English for reading and spelling</li> <li>Strategies for developing oral language, comprehension, and composition</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with explicit, systematic, and intensive literacy instruction.</li> <li>Intensive language therapy for reading difficulties and disabilities.</li> <li>Intense remediation services in the areas of decoding, phonological awareness, fluency, comprehension, written expression, and grammar.</li> </ul>

## Overview - 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 <i>Multisensory Grammar</i> , 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.

**Overview - Neuhaus Basic Language Skills Course**

TRAINING SCHEDULE		
<b>Developing Metacognitive Strategies – Two-day class</b>	12 hrs.	In addition to skilled decoding, robust oral language and vocabulary, boundless world knowledge, adequate linguistic development, and sufficient working memory, students need to learn how to think about their thinking to understand what they are reading. That is, students need metacognitive skills for critical reading of narrative and expository texts.  In <i>Developing Metacognitive Strategies</i> , participants learn (1) activities that increase oral language, (2) strategies for increasing vocabulary and background knowledge, (3) summarization activities, (4) questioning techniques, and (5) progress monitoring for fluency, vocabulary, and comprehension.
<b>Summer 2021 Basic Language Skills, Advanced 10-day class</b>	60 hrs.	Through coursework in <i>Basic Language Skills</i> and intensive supervised practicum, participants advance their knowledge and skill in planning, delivering, and measuring instruction in decoding, structural analysis, fluency, morphology, comprehension, and composition for students with dyslexia and related disorders.
<b>Fall 2021 BLS Advanced class, follow-up</b>	5.5 hrs.	Review Reading and Spelling Concepts, Syllable Division and Exceptional Concepts.
<b>Spring 2022 Written Composition Fundamentals Online</b>	3.5 hrs.	In <i>Written Composition Fundamentals - Online</i> , participants learn the structures of descriptive, narrative, process, compare and contrast, and persuasive argument paragraphs.
<b>Spring 2022 Developing Vocabulary for Reading Success Online</b>	3.5 hrs.	Vocabulary measures a person's listening, speaking, reading, and writing abilities as well as one's general knowledge. Vocabulary size is a strong predictor of future reading, academic, and career success.  In <i>Developing Vocabulary for Reading Success - Online</i> , participants learn strategies for learning specific vocabulary such as word webs and word-learning strategies, using contextual clues. Digital masters with eight model lessons with activities that support vocabulary development are included.
<b>Spring 2022 Spelling Development Webinar</b>	2 hrs.	In <i>Scientific Spelling Part 2 - Online</i> , participants (1) learn the history of English orthography, (2) advance their knowledge of analyzing spelling errors, and (3) learn how to measure spelling progress through accuracy rather than achievement.
<b>Spring 2022 Basic Language Skills Book 3</b>	6 hrs.	In <i>Basic Language Skills - Book 3</i> , participants learn advanced structural analysis concepts, Greek and Latin morphemes, and additional strategies for comprehension and composition.



**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"> <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 (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, 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>

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

	Topics Covered	Participants Will Be Able To:
Day Two	<ol style="list-style-type: none"> <li>1. Structure of English,</li> <li>2. Introduction to the Basic Language Skills Manual</li> <li>3. Auditory/Visual Discovery</li> <li>4. Handwriting</li> <li>5. Practicums: Auditory/Visual Discovery and Planning for Auditory/Visual Discovery</li> </ol> 	<ol style="list-style-type: none"> <li>1. Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</li> <li>2. Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</li> <li>3. Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.</li> <li>4. Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllabic regular word reading.</li> <li>5. Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.</li> <li>6. Teach written syllable types in a logical sequence (e.g., closed, open, vowel-consonant-e, vowel team, consonant-le, r-controlled).</li> <li>7. Identify and rehearse techniques for building handwriting control and legibility, including modeling basic strokes, using verbal descriptions of motor patterns, using numbered arrows, and using appropriate writing implements, posture supports, and paper.</li> <li>8. Identify and rehearse techniques for building writing fluency.</li> </ol>

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

	Topics Covered	Participants Will Be Able To:
<b>Day Three</b>	<ol style="list-style-type: none"> <li>1. Reading Practice</li> <li>2. Scientific Spelling: Introduction of a Single Sound</li> <li>3. Demonstration of three pieces of the schedule</li> <li>4. Practicums: Reading Practice, Introduction of a Spelling Pattern, Auditory/Visual Discovery</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling, so instruction will focus on language structures rather than rote memorization.</li> <li>2. Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.</li> <li>3. Plan to incorporate multisensory learning (e.g., simultaneously employing two or three modalities, including looking, listening, speaking, touching, moving).</li> <li>4. Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.</li> <li>5. Use a lesson framework that includes review of a previously learned skill or concept, introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing.</li> </ol>
<b>Day Four</b>	<ol style="list-style-type: none"> <li>1. Reading Concepts 11-25</li> <li>2. Extended Reading and Writing: One-page readers</li> <li>3. Practicums: Teaching three pieces of the lesson, Auditory/Visual Discovery, Reading Practice, and Spelling Practice</li> <li>4. Preparing to teach a one-page</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</li> <li>2. Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</li> <li>3. Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.</li> </ol>



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

	Topics Covered	Participants Will Be Able To:
Day Four, continued		<ol style="list-style-type: none"> <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>
Day Five	<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 texts in teaching beginning readers.</li> </ol>

**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"> <li>4. Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.</li> <li>5. Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.</li> <li>6. Know/apply in practice considerations for factors that contribute to deep comprehension.</li> <li>7. Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.</li> <li>8. Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.</li> <li>9. Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.</li> <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>

Attachment 4: May 13, 2020

Neuhaus Education Center Basic Language Skills Training Course Application  
Alabama State Department of Education | Alabama Reading Initiative



**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*

**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:  
[vhappelle@alsde.edu](mailto:vhappelle@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  
[vhappelle@alsde.edu](mailto:vhappelle@alsde.edu)

**General Program Information**

**Length of the training program: Five Years**

**The course offers training in:**

- Characteristics of dyslexia
- *Basic Language Skills*, a multisensory, structured approach to teaching reading
- Classroom strategies and techniques in phonemic awareness, decoding, fluency, oral language, comprehension, and composition used for students with dyslexia and all struggling readers
- 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 the required Alabama 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

<b>Alabama State Department of Education - Alabama Reading Initiative</b> <b>Neuhaus Education Center Basic Language Skills</b> <b>Training Course Application Packet</b>	
<i>PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION</i>	
<b>Candidate Form</b>	
<b>No Handwritten Submissions Accepted Except in Signature Line</b>	
<p>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.</p> <p><b>The participating therapist-in-training agrees to:</b></p> <ol style="list-style-type: none"> <li>1. View an informational webinar and agrees to comply with the requirements for participation.</li> <li>2. Comply with the attached training schedule.</li> <li>3. Teach in the school where he/she is currently employed for a minimum of <b>two years</b> after receiving certification.</li> <li>4. Teach in an Alabama <b>public</b> school for a minimum of <b>three years</b> after receiving certification.</li> <li>5. Teach a minimum of <b>two groups</b> of Basic Language Skills classes during Year One of training.</li> <li>6. Teach a <b>minimum of two groups</b>, including <b>at least one group of Year 1 students and at least one group of Year 2 students</b>, during Year 2 training.</li> <li>7. Continue to teach a minimum of two Basic Language Skills classes for <b>three years</b> after training.</li> </ol>	
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
<b>Alabama State Department of Education Form</b> <b>(This section to be completed by ALSDE)</b>	
<p><b>The Alabama State Department of Education agrees to:</b></p> <ol style="list-style-type: none"> <li>1. Pay the costs of all training for Year 1 and Year 2.</li> <li>2. Pay for all therapist-in-training materials for <b>two groups</b> during Year 1 and Year 2.</li> <li>3. Provide assistance and support to the teacher, school, and LEA when necessary.</li> </ol>	
ALSDE Designee Signature	Date:
Please Type Signer's Name	Work Phone Number:
Position Currently Held by Signer	Work Email and FAX Number:



<b>Alabama State Department of Education - Alabama Reading Initiative</b> <b>Neuhaus Education Center Basic Language Skills</b> <b>Training Course Application Packet</b>		
<i>PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION</i>		
<b>Candidate Application</b>		
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:	
<b>Current Professional Position Information:</b>		
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:	
<b>Professional Background Information:</b>		
<i>List your previous jobs, most recent experience first:</i>		
Place of Employment	Job Duties	Year(s) of Employment
Place of Employment	Job Duties	Year(s) of Employment
Place of Employment	Job Duties	Year(s) of Employment
<b>CERTIFICATION OF UNDERSTANDING AND COMMITMENT:</b>		
I have viewed the Neuhaus 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.		
<b>CANDIDATE SIGNATURE</b>		
<b>LOCAL SUPERINTENDENT SIGNATURE</b>		



<b>Alabama State Department of Education - Alabama Reading Initiative</b> <b>Neuhaus Education Center Basis Language Skills</b> <b>Training Course Application Packet</b>	
<i>PLEASE READ ALL DIRECTIONS CAREFULLY FOR SUCCESSFUL SUBMISSION</i>	
<b>Support Form</b> <b>(LEA Superintendent/ARI Central Office Contact/School Principal)</b>	
<p>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.</p>	
<p><b>The participating school and LEA agree to:</b></p> <ol style="list-style-type: none"> <li>1. Submit two (2) letters of recommendation for acceptance into the program.</li> <li>2. <b>Repay ARI for all expenses incurred if therapist-in-training discontinues course work.</b></li> <li>3. Assume responsibility in scheduling classes accommodating requirements for Years 1 through 5.</li> <li>4. During <b>Year One</b> 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. <b>Students may not be added to a group once instruction begins, as this is a sequential, cumulative course.</b> However, it is possible for the LEA to form a new group at any time during the school year.</li> <li>5. Add at least one new group of <b>Year 1</b> students for a minimum of three years while therapist-in-training fulfills requirements.</li> <li>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.</li> <li>7. Allow the therapist-in-training to attend scheduled training (attached).</li> <li>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).</li> <li>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.</li> <li>10. Pay all travel expenses for the therapist in-training associated with trainings.</li> <li>11. Pay for student materials each year through Year 5.</li> <li>12. Provide and pay for substitute teacher for classes when therapist-in-training is participating in training.</li> <li>13. Provide the therapist-in-training with the necessary equipment needed to complete the course.</li> <li>14. Provide the therapist-in-training with the necessary equipment when needed to participate in webinars associated with the training.</li> <li>15. Use appropriate data to identify student(s) who qualify for the program.</li> </ol>	
<b>LOCAL SUPERINTENDENT SIGNATURE</b>	<b>Date:</b>
	<b>LEA:</b>
	<b>School:</b>
<b>PRINCIPAL SIGNATURE</b>	<b>Date:</b>

### Job Description for Educators in the

### Neuhaus Education Basic Language Skills Course

2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025

#### FIVE-YEAR COMMITMENT TIMELINE

All educators involved in the Neuhaus Education Basic Language Skills Course funded by the Alabama State Department of Education (ALSDE), Alabama Reading Initiative (ARI), are expected to adhere to the terms of work in the job description 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 for all expenses.

1. Teach the specified minimum number of students in the Neuhaus intervention class **daily** for a minimum of 50 minutes per class for the entire school year.
  - a. Teach a **minimum of two groups** of Neuhaus intervention classes per day utilizing the Basic Language Skills curriculum with fidelity.
  - b. Add an additional class each year for the duration of the practicum.
  - c. Secure a substitute teacher and provide targeted lesson plans to continue intervention lessons with students when absent or attending scheduled Neuhaus professional learning opportunities.
  - d. Report any concerns and/or problems that may arise with student scheduling, professional learning participation, etc., to school administrator, LEA ARI contact, and or the ALSDE.
  - e. Attend and fully participate in all scheduled Neuhaus professional learning opportunities, beginning in July 2020. These sessions may include face-to-face sessions, online sessions, and coaching provided by Neuhaus and ARI specialists.
  - f. Administer Neuhaus assessments to every student who participates in the Neuhaus intervention classes. Communicate the results to families at set intervals.
2. Utilize **dyslexia-specific screener** to identify students who qualify for the daily intervention.
  - a. Administer **pre-assessment** to determine proper placement in program.
  - b. Collect, analyze, and maintain appropriate **formative data** in a way that measures student progress throughout the year and can be made available to school, LEA, and ALSDE leaders.
  - c. Administer **post-assessment** in May.
  - d. Organize data in a way that will allow for reporting both **growth** and **proficiency data** to the ALSDE in May of each year.
3. Take pre- and post-assessments each contract year to measure content growth, as well as mastery checks/progress reports throughout the Specialist Preparation Program.
4. Complete all homework assignments issued after Neuhaus professional learning opportunities, including demonstration videos, book or journal article reports, and summaries of current research in reading and/or writing.
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:



## QUESTIONS TO CONSIDER

1. How are the *Alabama Administrative Code* requirements for RtI and support for students with characteristics of dyslexia communicated to all stakeholders?
2. How do leaders ensure that the *Alabama Administrative Code* requirements are met at each school in the district?
3. What screeners, informal assessments, and formative assessments are in place to provide early identification of students who may be showing reading deficiencies, including students with characteristics of dyslexia?
4. What is each school's dyslexia-specific intervention process?
5. What are each school's dyslexia-specific intervention programs?

## **Section IX: Family Communication Expectations, Public Reporting Requirements, and Resources**

### **Section IX Includes:**

1. Family Communication Expectations
2. Public Reporting Requirements
3. Sample Parent Communication Templates
4. At-Home Activities and Resources

## Section IX: Family Communication Expectations, Public Reporting Requirements, and Resources

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### 1. FAMILY COMMUNICATION EXPECTATIONS

“The parent or legal guardian of any K-3 student who exhibits a consistent deficiency in letter naming fluency, letter sound fluency, nonsense word fluency, sight words, oral reading accuracy, vocabulary, or comprehension at any time during the school year shall be notified in writing no later than 15 school days after the identification. The written notification shall include all of the following:

- (1) A statement that the student has been identified as having a deficiency in reading or exhibits the characteristics of dyslexia and that a reading improvement plan has been developed by the teacher, principal, other pertinent school personnel, and the parent, or legal guardian.
- (2) A description of the current services that are provided to the student.
- (3) A description of the evidence-based reading intervention and supplemental instructional services that shall be used in establishing the student’s reading improvement plan.
- (4) Notification that the parent or legal guardian shall be informed in writing at least monthly of the progress of the student towards grade-level reading.
- (5) Strategies and resources for the parent or legal guardian to use at home to help the student succeed in reading.
- (6) A statement that if the reading deficiency of the student is not addressed by the end of third grade, the student will not be promoted to the fourth grade unless a good cause exemption is satisfied.
- (7) A statement that while the state reading assessment is the initial determinant for promotion, the assessment is not the sole determiner at the end of third grade. Additionally, the student shall be provided with a test-based student portfolio option and an alternative reading assessment option to demonstrate sufficient reading skills for promotion to fourth grade” (pp.14-15).

## Section IX: Family Communication Expectations, Public Reporting Requirements, and Resources

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### 2. PUBLIC REPORTING REQUIREMENTS

The *Alabama Literacy Act* outlines reporting requirements in section (m), “Annually, on or before September 30, each local education agency shall report in writing to the State Superintendent of Education, the following information on the previous school year:

- (1) By grade, the number and percentage of all K-3 students identified with a reading deficiency on a State Department of Education approved reading assessment.
- (2) By grade, the number and percentage of students screened for dyslexia characteristics, the number and percentage of students identified as demonstrating the characteristics of dyslexia and receiving dyslexia-specific intervention, and the name of the dyslexia-specific intervention being provided.
- (3) By grade, the number and percentage of all K-3 students performing on grade-level or above on a State Board of Education approved reading assessment.
- (4) The total number and percentage of students starting third grade with a reading deficiency, which shall include the specific area of reading deficiency.
- (5) The total number and percentage of third grade students who started third grade with a reading deficiency but completed third grade on grade-level as determined by the third grade state standardized assessment in reading.
- (6) By grade, the total number and percentage of eligible K-3 students who attended Alabama Summer Achievement Program or other mandatory summer reading camp.
- (7) By grade, pre and post Alabama Summer Achievement Program reading assessment scores and other mandatory summer camp data.
- (8) By grade, the number and percentage of all students retained in grades K-3.
- (9) The total number and percentage of students in third grade who demonstrated sufficient reading skills for promotion on the alternative reading assessment.
- (10) The total number and percentage of students in third grade who were promoted for good cause, by each category of good cause specified in subsection (j).
- (11) In succeeding years, the performance of students promoted with a good cause on the state standardized assessment in reading.
- (12) By school, the number of teachers who are participating in or have completed professional development in the science of reading and who hold advanced certifications in those areas.
- (13) By school, the number of teachers who have completed training in dyslexia awareness, multisensory strategies, and satisfy the definition of a dyslexia interventionist as defined by rule of the State Board of Education.

The State Superintendent of Education shall establish a uniform format for local school systems to use in reporting the information required” (pp. 24-27).

## **Section IX: Family Communication Expectations, Public Reporting Requirements, and Resources**

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### **3. SAMPLE PARENT COMMUNICATION TEMPLATES**

#### **PARENT NOTIFICATION LETTER OF STUDENT SUPPORT**

Date:

Dear Parent/Legal Guardian:

According to the *Alabama Literacy Act*, “Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. A student scoring at the lowest achievement level in reading on the established state assessment for

third grade will not be promoted to fourth grade unless the student meets a good cause exemption for promotion.”

Therefore, kindergarten through third grade is a vital time for establishing the basic foundations of reading. Being a skillful reader is critical if a student is going to have a successful school experience. To help ensure all students become successful lifelong readers, areas of strengths and weaknesses must be identified. All students in grades K-3 are administered a state-approved screener within the first 30 days of school to identify any deficiencies in reading. The screener is repeated mid-year and at the end of the school year for progress monitoring and to determine if deficiencies have been remedied.

Your child, \_\_\_\_\_, took the \_\_\_\_\_ on \_\_\_\_\_ and scored \_\_\_\_\_, which indicates he/she needs to work on \_\_\_\_\_.

Based on these recent mid-year screener results, your child has been identified as needing additional assistance in reading. Therefore, a Student Reading Improvement Plan (SRIP) is being developed to address the identified reading deficits. Listed below are the current services provided, as well as some of the additional services and supports that will be provided to address his/her reading skills:

CURRENT SERVICES:

- 1.
- 2.
- 3.

PROPOSED SUPPLEMENTAL INSTRUCTIONAL SERVICES AND SUPPORTS:

- 1.
- 2.
- 3.

Please contact the school as soon as possible to set up a meeting to discuss the development and details of an individualized reading plan for your child. The school will work with you to create your child’s Student Reading Improvement Plan, and we look forward to working together to implement the plan to help ensure your child becomes a successful reader. To keep you informed, you will be notified monthly in writing of the progress of your child towards grade-level reading.

Sincerely,

Teacher's Name \_\_\_\_\_

Principal's Name \_\_\_\_\_

School Contact Information \_\_\_\_\_

Date \_\_\_\_\_

Dear Parent/Legal Guardian:

Your child, \_\_\_\_\_, has just completed the first half of the school year. During the first semester, the teacher provided literacy instruction to help your child become a skillful reader. As part of the instruction, the teacher conducts regular assessments to see how your child is progressing in the skills that lead to becoming a proficient reader.

At this point in the school year, your child is still working toward the goal of reading proficiently for his/her grade-level by the end of the year.

Currently your child’s reading level is \_\_\_\_\_

The end of the year proficiency for your child’s grade is \_\_\_\_\_

\_\_\_\_\_ is providing extra reading support and opportunities for your child during the summer if he/she is not reading at grade-level by the end of the year.

We are making plans for our Summer Reading Camp now. This is an opportunity for your child to receive support that is focused on his/her individual reading needs. This extra targeted and individualized support will help your child continue to develop foundational and comprehension reading skills so that he/she will begin the next school year ready to continue the learning progression.

This camp is not mandated or required but is highly encouraged. Please feel free to contact the school if you have any questions.

\_\_\_\_\_ will offer the Summer Reading Camp from DATE and TIME and LOCATION.

Principal Signature \_\_\_\_\_

-----Child’s Name \_\_\_\_\_

\_\_\_\_\_ I am interested in my child attending reading camp.

\_\_\_\_\_ I am not interested in my child attending reading camp.

Parent Signature \_\_\_\_\_

Date

Dear Parent/Legal Guardian,

Kindergarten through third grade is a vital time for establishing the foundations of reading. Students who cannot read on grade-level by the end of third grade will likely have difficulties throughout their school career.

The state of Alabama passed the *Alabama Literacy Act* to address reading throughout the state to ensure students have every opportunity to succeed. With the guidance of the *Alabama Literacy Act*, we are excited to offer a summer reading camp that will be provided to all K-3 students who are identified with a reading deficiency. This camp will be designed specifically to address your child's identified areas or reading deficiencies through targeted interventions.

The teachers who will be providing this enrichment to your child have been identified as highly effective reading teachers as demonstrated through various components.

\_\_\_\_\_ is providing a summer reading camp for students who need additional support according to the reading assessments.

Your child, \_\_\_\_\_, has been identified as reading below grade-level. Therefore, we are inviting your child to attend our summer reading camp.

A parent meeting will be held on \_\_\_\_\_ to discuss the summer program.

Please contact the school at \_\_\_\_\_ to confirm your attendance at the parent meeting.

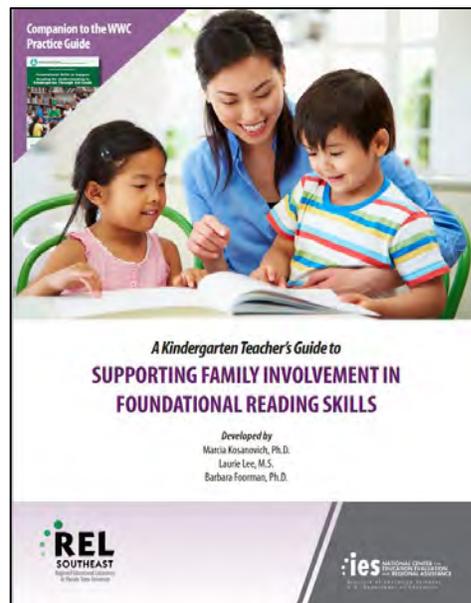
## **Section IX: Family Communication Expectations, Public Reporting Requirements, and Resources**

## 4. SAMPLE AT-HOME PARENT ACTIVITIES AND RESOURCES

### Supporting Your Child's Reading at Home: Kindergarten—Second Grade

Parents' continued efforts to support reading skills at home can positively impact your child's reading ability. The Regional Education Laboratory Program or "REL" Southeast has developed videos and activities to provide families with information about how to support children as they practice foundational reading skills at home categorized by the following recommendations: Developing Language, Linking Sounds to Letters, Blending Letters, Recognizing and Writing Words, and Reading for Understanding.

To access these resources to use at home, click on the images below.



Grade

Teacher

Date

Current Intervention:

Completed by:

Identified Deficiencies: Check all areas that apply

Phonological Awareness \_\_\_ Phonics \_\_\_ Fluency \_\_\_ Vocabulary \_\_\_ Comprehension \_\_\_

### At-Home Parent Activities

#### Phonological Awareness

This is the ability to hear differences in the way words sound. Children with phonological awareness can do things like identify initial sounds in words, count syllables in words, and identify words that rhyme. **There is no print involved in phonological awareness, it is all about hearing the sounds.**

NOTE: It is a good idea to take the time and listen to a recording of the sounds letters make so that you are saying the sounds correctly without a schwa (UH) sound at the end.

<https://www.youtube.com/watch?v=wBuA589kfMg>

- Play the “Listening Game” with your child. Sit quietly together and listen for sounds around the house. It might be the air conditioning coming on or the dog outside barking. Ask them “what sounds can you hear with your ears?”. Then talk about the sounds.
- **Rhyming** (similar word endings) - Read books and say words that rhyme so your child becomes accustomed to hearing and repeating rhyme. Then move to having your child recognize and identify two words that rhyme. After your child can do these two things, encourage your child to think of words that rhyme with each other.
  - Read nursery rhymes or Dr. Seuss books. When you hear two words that rhyme, point them out, ask what other words might rhyme. Ask, what rhymes with cat? Do cow and how rhyme?  
A list of rhyming books you might check out in your library is found at this website. <https://blog.allaboutlearningpress.com/rhyming-picture-books/>
  - Sing rhyming songs. “By the sea, by the sea, by the beautiful sea, you and me, you and me, oh, how happy we’ll be.” “Row, Row, Row Your Boat.”
  - How many words can you find that rhyme with \_\_\_\_\_?
  - Choose two words that do not rhyme. “Cup, cat” Do these words rhyme? If your child cannot tell, say cup ends in “UP” and cat ends in “AT.” Can you hear the difference? Repeat.
- **Alliteration** (similar word beginnings)
  - Say tongue twisters (Peter Piper picked a peck of pickled peppers). Ask what sound your child hears at the beginning of most words.

- “Animal Alliteration”- Cut out pictures of animals. Ask your child to name the animal and describe it using a word that begins with the same letter. (Frog - Fat Frog). Eventually move on to sentences. (The fat frog felt funny after eating the fruit.) All the words do not need to begin with the letter. Have fun with this. It doesn’t need to make sense, as long as the words have the same beginning sound.
- **Syllable, Word, and Sentence Segmentation** (taking everything apart)
  - “Clap, Tap, Jump, or Stomp the Syllables.” Start with two syllable words, (ta-ble, ketch-up). If the child’s name is two syllables, start with that. (Su-san) An-na)
  - Have the child practice clapping/segmenting words by himself/herself.
  - Have the child count the number of syllables after clapping it out.
  - “Syllable Move.” The child stands across the room from you. Say a word, the child claps the syllables, if correct, the child moves that many spaces forward. You continue until the child reaches you and wins the game.
- **Onset and Rime Recognition** (beginning and ending of words) In the word dog, the /d/ sound is the onset and the /og/ is the rime.
  - Start with the rime /at/, with your child, put different letter sounds in front of it and decide if it makes a word, /b/ /at/ “bat”, is that a real word? What about /l/ /at/ “lat”? Is that a real word?
- **Phonemic Awareness - the ability to hear and manipulate individual sounds in words**  
**Hint:** \* Think about the sound, not the spelling as you work with your child.
  - Identify words with the same beginning sound (Do cat and cow start with the same sound? What else starts with the same sound as book?)
  - Identify words with the same endings sound (Do fish and dish have the same ending sound? Do fish and cat?) Hat ends with the /t/ sound. Listen, haT.” Use words that are meaningful to the child like his/her name or favorite toys.
  - How many words end in \_\_\_? Come up with a list of words that all end with the same sound: “bat, cot, boat”, etc. Try and beat your records. (Reminder: This is NOT a writing activity.)
  - “See It and Say It”- (To help your child isolate the beginning sound in a word) “I see a ball in your room, what other thing do you see that has the same beginning sound?” “I see a book.” Yes, ball and book have the same beginning sound /b/. Later move to sounds at the end of the word, and eventually move to the middle vowel sounds (those are the hardest to hear).
  - “Head, Shoulders, Knees, and Toes” game for segmenting (separating) words. Use a word with up to four phonemes (single sounds). The child stands and touches head, shoulder, knees, and toes, saying each sound in the word (Jump - /j/u/m/p/).
  - “Snail Talk” - Cut out pictures of objects your child will recognize. Tell your child you are going to talk like a snail (very slowly). He/she will look at the pictures and figure out which word you are saying. PPP LLLLAANN (plane- remember the “e” is silent). Your child repeats the word stretched out, then says the word in a regular way. Eventually, remove the pictures.

## Phonics

**This is the ability to match a unit of sound (phoneme) to the letter or letters that make the sound (grapheme).**

- Talk about what sounds are made by which letters.
- Point out letters and print in books. Say what those letters are called and tell your child what sounds they make.
- Match the Letter to the Sound - Ask your child to tell you what letter makes a certain sound (What letter makes the /b/ sound?) Write the letter.
- Make an alphabet book using old magazines and catalogs. Have your child write the letter at the top. Help your child label the picture and read the words.
- Ask your child to match the letters in his/her name to the sounds in his/her name.
- “Alphabet Ball” - Call out a letter and have your child respond with a word that begins with that letter. Bounce the ball to your child and he/she calls out a letter and you respond.
- “Racetrack” - Make a racetrack using paper and markers. Each block of the racetrack will have a separate letter. As your child races his/her car around the track, he/she must say the sound that matches the letter to move forward. You could begin with the letters in alphabetical order and later mix them up. (Remember, consonant sounds are easier than vowel sounds.)
- Write letters on pieces of paper and put them in a paper bag. Let your child reach in and take out letters. Have your child say the sounds that match the letters.
- Writing words - Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.
- Labeling words - When reading with your child, keep Post-it notes handy and have your child choose one picture in the book and label the picture on a Post-it. (For example, a picture of a ball – write the word “ball”.) Put the note in the book to read each time you come to that page.
- Practicing words with pictures - Choose pictures from a magazine or catalog. Say the name of the picture, have your child say the sound that the picture begins with and the name of that letter.
- Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m", the child might find and write mop, mat, mom, map, me.

## **Fluency**

**This is the ability to read aloud with speed, accuracy, and proper expression.**

- “Echo Read”- Read a sentence and have your child read the same sentence after you. This gives them practice hearing how a sentence should be read with the right emphasis on words, stopping at the right place, and using the right intonation (the way your voice rises and falls when you speak).
- “Just Right Books” - The “five-finger test” is a useful guideline for knowing if a book is right for your child to read. As your child reads, count the number of words he/she cannot read per page. In general, there should be five words or fewer that give him trouble on each page. If

you count more, consider reading the book to your child until he/she develops more reading skill.

- “Repeated Readings” - Encourage your child to reread favorite books. Repeated reading improves children’s fluency and comprehension. Talk about the book and practice reading with expression. Give the wolf a scary growl or use a squeaky voice for a mouse.  
<https://www.readingrockets.org/article/summer-reading-and-fluency-tips-parents-reading-rockets>
- “[Audio-Assisted Reading](#)” - Have your child do the following:
  - listen to the story while following along with a paper copy of it
  - Read out loud along with the audio recording
  - Read the passage without the recording
  - Read and reread until they are reading with expression and proper pauses

You can tape your child’s favorite stories and have them listen to you reading. There are also websites that provide free audio books.

[Storynory](#) gives parents links to songs, poems, nursery rhymes, myths, and other stories to listen to online or to download.

[Children’s Books Online](#) contains audio books that can be downloaded.

Check your local library. They often have audiobooks that can be checked out.

- [Short Fluency Phrases](#) - repeated readings of a few phrases help your child develop fluency and proficiency. You can make it a game. See how many ways you can say the phrase “Oh, no.” Below is a link to phrases and short sentences for repeated reading practice.
- Recite nursery rhymes and poems to build familiar phrases in speech.
- In a repetitive text, ask your child to repeat the familiar phrase with you. Ex: For the story, “The House that Jack Built” your child can recite with you “in the house that Jack built.”

## Vocabulary

**Children with large vocabularies understand more of what they read and hear. Reading is the best way for your child to develop vocabulary.**

- Read all sorts of books, signs on the walls, directions, recipes...a wide range of reading material will expose them to a wide variety of new words.
- Read aloud - Continue to read aloud to your child even after he/she is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him/her new words and how they are used in context.
- Preview words - Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what

the words are and what they mean. As you read the book, have your child listen for those words.

- “Hot Potato” (version 1) - Play hot potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- “Hot Potato” (version 2) - Play hot potato with prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include -able/-ible,-ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.
- “Hot Potato” (version 3) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- “Word Collecting” - Have each family member look for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- Use the language of books such as author, title, illustrator, title page, etc. Discuss ordinal words such as first, last, beginning, middle, etc.

## **Comprehension**

### **The ability to make meaning from what is read.**

- Read books together and discuss. Read to your children every evening. At the end of each chapter discuss what happened. Parents can still share books with older children by reading the same book separately. Ask your child every day, "Where are you in the book? What do you think about what happened next?" Allowing children to retell a story that they read lets them practice comprehension skills.
- Cook or bake using a recipe. Find a lengthy recipe for something that your child will love to eat and make it together. Turn over recipe reading duties to your child and watch him/her take what they've read and turn it into something delicious.
- Who are the people you meet in a book? Talk to your child about the characters in the book. Ask questions...Do you like this person? Why or why not? What does this person look like? Where in the story does it tell you that?
- Illustrate a favorite book. Have your child draw pictures based on the story and put them in correct order.
- Sequencing errands - Talk about errands that you will run today. Use sequencing

words (first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First, we will go to the gas station. Next, we will go to the bank. Finally, we will go to the grocery store."

- Sequencing comics - Choose a comic strip from the Sunday paper. Cut out each square and mix up the squares. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.
- Help your child make connections to his/her life experiences while reading. You could say, "Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?"
- As you are reading, think out loud to your child. Ask questions such as "I wonder why the boy is crying in the picture? Will he find his lost toy?" This demonstrates that reading and comprehension is an active process, not passive.

RESOURCES USED:

<https://www.education.com>

<https://www.themeasuredmom.com/>

[https://www.readingrockets.org/strategies/blending\\_games](https://www.readingrockets.org/strategies/blending_games)

<https://www.phonics.com/>



## **Section X: Glossary of Terms**

**Section X - Includes *Alabama Literacy Act* Terminology**

## Section X: Glossary of Terms

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### 1. THE ALABAMA LITERACY ACT TERMINOLOGY

The following terms are used in the *Alabama Literacy Act* and are defined below.

1. **ALABAMA SUMMER ACHIEVEMENT PROGRAM (ASAP)** - Summer learning opportunities which are offered to all kindergarten through grade three students in public schools that meet a certain criterion delineated in the document
2. **ALPHABETIC PRINCIPLE** - The ability to accurately apply knowledge of the relationship between letters and sounds during the acts of encoding and decoding
3. **COMPREHENSION** - The ability to read and process text and understand its meaning
4. **DECODING** - The act of applying knowledge of the alphabetic principle to correctly pronounce written words
5. **DYSGRAPHIA** - A neurologically based specific learning disability in writing, such as difficulty with spelling, handwriting, or recording your ideas
6. **DYSLEXIA** - A specific learning challenge that is neurological in origin and is characterized by difficulties with accurate or fluent word recognition (or both), and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction
7. **ENCODING** - The act and process of using knowledge of the relationships between sounds and letters to spell and write words
8. **EVIDENCE-BASED** - An intervention, tool, or practice that meets one of the four evidence levels in the federal Elementary and Secondary Education Act, as amended by ESSA (strong, moderate, promising, or demonstrates a rationale)
9. **FLUENCY** - The ability to read with accuracy, appropriate rate, and proper expression
10. **GOOD CAUSE EXEMPTION** - Good cause exemptions are established reasons why a third grade student may be promoted to the fourth grade even though he/she does not meet the requirements for promotion
11. **PHONEMIC AWARENESS** - The ability to hear, identify, and manipulate individual sounds; an auditory activity
12. **PHONICS** - The relationship between the letters of written language and the individual sounds of spoken language including syllable types, morphology of Greek and Latin roots, and multisensory words
13. **PHONOLOGICAL AWARENESS** - The general understanding of the sound structure of words and sentences
14. **VOCABULARY** - The body of written or oral language known to an individual

15. **EXPLICIT INSTRUCTION** - Teacher directed instruction that is clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points
16. **SYSTEMATIC INSTRUCTION** - Instruction that is orderly, planned, and gradually builds from basic to more subtle and complex structures
17. **GRADUAL RELEASE** - Instructional model stressing, “I do” (teachers modeling), “We do” (students together with teacher), “You do it together” (pairs or small groups of students), and “You do it alone” (independent student practice)
18. **PROGRESS MONITORING** - Incremental assessments that determine if students are making progress toward grade-level reading standards and are used to reflect on instruction, set goals, inform adjustments, and document growth toward mastery

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