May 26, 2016

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Philip C. Cleveland
      Interim State Superintendent of Education

RE: Multisensory Structured Language Education (MSLE) Training

The Alabama State Department of Education (ALSDE) via the Alabama Reading Initiative (ARI) is pleased to offer a Multisensory Structured Language Education (MSLE) training course for a sixth cohort of 25 certified teachers. Participants will be trained in the use of a multisensory structured language program for students with specific language disabilities, such as dyslexia and related disorders. The course addresses the specific written language skills of reading, spelling, and writing. The duration of the project is five years, beginning with an intensive two-year training course offered by the Shelton School in Dallas, Texas.

Attached are a brief overview of the training course, a schedule of proposed training dates and location, and an application packet. Please share this information with principals and teachers who may be interested in participating in the training. Priority for selection will be given to the following:

1. Applicants from a high-needs school.
2. Applicants from a district with no previously trained MSLE teachers.

District leaders must view a Webinar titled “MSLE Superintendent Webinar,” and applicants must view a Webinar titled “MSLE Applicant Webinar.” Both are located at www.alsde.edu and may be accessed by typing the title in the search box of the home page. After viewing the Webinar, interested applicants may then submit the completed application packet, endorsed by their school district, to meet the requirements of participation. A completed application packet in a portable document format (PDF) with all of the required items should be e-mailed to Mrs. Donna Harper at dharper@alsde.edu by June 13, 2016. Selected participants will be notified by e-mail no later than June 17, 2016.

If further information is required, please contact Mrs. Donna Harper at (334) 353-1389.

PCC/KWP/TH

Attachments

cc:  Mrs. Nancy Coffman
     Dr. Mark Kirkemier
     Mrs. Shanthia Washington
     Mrs. Karen Porter

FY16-2064
OVERVIEW

Shelton Multisensory Structured Language Education
Training Course

The Alabama State Department of Education has contracted with the Shelton School to provide Multisensory Structured Language Education (MSLE) training to selected certified teachers. The MSLE course offered by Shelton is accredited by the International Multisensory Structured Language Education Council (IMSLEC). The course is called the Shelton Academic Language Approach (SALA). This course addresses the specific written language skills of reading, spelling, and writing and trains participants in the use of a multisensory structured language program for students with specific language disabilities, such as dyslexia and related disorders. This course also introduces participants to concepts related to the identification of a student with specific language disabilities.

Upon completion of the course and the associated practicum, participants will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Therapy Association (ALTA) and refer to themselves as Certified Academic Language Therapists.

Participants begin accruing practicum hours when they begin using the program and are advised to do so as soon as possible. Observations may 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.

Benefits:

<table>
<thead>
<tr>
<th>To the School District:</th>
<th>To the Participant:</th>
<th>To the Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Ability to deliver direct service to students who demonstrate early signs of difficulty in reading as well as students with a diagnosed learning disability</td>
<td>Access to a knowledgeable teacher who can offer an appropriate intervention as soon as a difficulty is demonstrated</td>
</tr>
<tr>
<td>On-site personnel with the knowledge base to coach colleagues in appropriate accommodations in reading instruction</td>
<td>Knowledge base to share with colleagues in appropriate accommodations in reading instruction</td>
<td>Recognition of need from a knowledgeable teacher who can calm fears and address needs</td>
</tr>
<tr>
<td>Reduction in the number of special education referrals (as reported from districts currently participating)</td>
<td>Additional credentials that are recognized nationally</td>
<td>Freedom from the experience of failure in school</td>
</tr>
</tbody>
</table>
### Training Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Total Hours</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>One week (five days) in summer 2016</td>
<td>40</td>
<td>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.</td>
</tr>
<tr>
<td>Five training days provided in the fall of 2016</td>
<td>40</td>
<td>Participants will receive further instruction in the structure of the English language and in the delivery of the program.</td>
</tr>
<tr>
<td>Fall 2016 - Spring 2017</td>
<td>60</td>
<td>Participants will submit five video lessons to the instructor for critique.</td>
</tr>
<tr>
<td>Five training days provided in the spring of 2017</td>
<td>40</td>
<td>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.</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Day One</th>
<th>Topics Covered</th>
<th>Participants Will Be Able To:</th>
</tr>
</thead>
</table>
|• Introduction to the course and the requirements for certification  
• Overview of dyslexia and related disorders  
• Overview of MSLE instruction|• Describe the components of the course and the requirements  
• Identify the characteristics of a student with dyslexia or related disorders  
• Identify the components of an effective MSLE program  
• Connect the components of an effective program with the needs of a student with dyslexia or a related disorder|

Day Two|• Lexicon of the curriculum  
• Overview of the curriculum to be utilized  
• Lesson plan format  
• Initial screening|• Identify the vocabulary associated with the curriculum  
• Describe the components of the daily lesson plan utilized in the curriculum  
• Implement the initial screening with students|

Beginning with Day Two, there will be a practice lesson each day.

Day Three|• Alphabet instruction  
• Phonological awareness  
• Concept introduction|• Plan an alphabet activity  
• Plan a phonological awareness activity  
• Describe the components of a concept introduction|

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.

Day Four|• Reading practice activities  
• Spelling practice activities  
• Handwriting practice|• Introduce concepts presented in the initial weeks of the curriculum  
• Plan a reading activity  
• Plan a spelling activity  
• Plan a handwriting activity|

Review the concepts introduced in the initial weeks of the curriculum

Day Five|• Fluency practice  
• Review of concepts presented  
• Skill check|• Implement a fluency activity  
• Introduce concepts presented in the first few weeks of the curriculum  
• Present a full lesson|
ALABAMA MSLE COHORT 6 YEAR ONE
TRAINING SCHEDULE

Cohort 6

Training Location

University of Montevallo Regional Inservice Center
2790 Pelham Parkway
Pelham, AL 35124

Year One Schedule

<table>
<thead>
<tr>
<th></th>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2016</strong></td>
<td>5 days: June 27 to July 1, 2016</td>
<td>40 hours</td>
</tr>
<tr>
<td><strong>Fall 2016</strong></td>
<td>6 days: August 15-16, 2016; September 26-27, 2016; November 14-15, 2016</td>
<td>48 hours</td>
</tr>
<tr>
<td><strong>Spring 2017</strong></td>
<td>4 days: February 20-21, 2017; April 24-25, 2017</td>
<td>32 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15 days</td>
<td>120 hours</td>
</tr>
</tbody>
</table>
ALABAMA STATE DEPARTMENT OF EDUCATION

Shelton Multisensory Structured Language Education Training Course

APPLICATION PACKET

2016
Alabama State Department of Education
Shelton Multisensory Structured Language Education Training Course
Application

Application Deadline: June 13, 2016

Your application will be complete and eligible for review upon receipt of ALL of 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 e-mail a portable document format (PDF) copy of ALL of the above required items to: dharp@alsde.edu

Mrs. Donna Harper
Alabama State Department of Education
5234 Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36130-2101

General Program Information

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.
- Conducting parent and teacher information seminars.

Candidates for the training must:

- Be employed by an Alabama public school.
- Hold a Bachelor’s degree or higher.
- Hold a teaching certificate.

Length of the training program is two years.

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
Shelton Multisensory Structured Language Education Training Course
Application

Teacher Form

The teacher responsible for attending the required training as stated above and delivering the instruction should review the following terms of participation. If the terms can be met, the applicant should sign below.

The participating therapist-in-training agrees to:
1. View an informational webinar and agrees to comply with the requirements for participation.
2. Comply with the attached training schedule.
3. Teach in the school where he/she is currently employed for a minimum of **two years** after receiving certification.
4. Teach in an Alabama school for a minimum of **three years** after receiving certification.
5. Teach a minimum of **two groups** of MSLE classes during Year One of training.
6. Teach a minimum of **one group** of Year One students and a minimum of one group of Year Two students during Year Two training.
7. Continue to teach a minimum of two MSLE classes for three years after receiving certification.

<table>
<thead>
<tr>
<th>TEACHER’S SIGNATURE</th>
<th>DATE</th>
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<tbody>
<tr>
<td>PLEASE PRINT SIGNER’S NAME</td>
<td>TELEPHONE NUMBER</td>
</tr>
<tr>
<td>POSITION OF SIGNER</td>
<td>FAX NUMBER OR E-MAIL</td>
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<tr>
<td>SCHOOL</td>
<td>LEA</td>
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</tbody>
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Alabama State Department of Education Form
(to be completed by ALSDE)

The Alabama State Department of Education agrees to:
1. Pay the costs of all training for Year One and Year Two.
2. Pay for all teaching materials for **two groups** during Year One and Year Two.
3. Provide assistance and support to the teacher, school, and LEA when necessary.

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<tr>
<th>ALABAMA STATE DEPARTMENT OF EDUCATION</th>
<th>DATE</th>
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<tr>
<td>SIGNER’S NAME (PLEASE PRINT)</td>
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</table>
Alabama State Department of Education
Shelton Multisensory Structured Language Education Training Course
Application

Teacher Application

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

Name: ___________________________ LEA: _______________________

Home Address: ___________________________ City ____________ State & Zip Code

Street Address

Home /Cell Phone ( ) Work Phone: ( )

FAX: ( ) E-mail: ___________________________

Current Professional Position:

What subjects do you currently teach?

What grade level(s) do you teach? School(s): ____________

Who is your current supervisor? Name ___________________________ Telephone Number

Professional Background. List your previous jobs (most recent experience first):

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<tr>
<th>Place of employment</th>
<th>Job duties</th>
<th>Years of employment</th>
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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.

Teacher ___________________________

LEA Representative ___________________________
# Alabama State Department of Education

Shelton Multisensory Structured Language Education Training Course

## Support Form

**LEA Superintendent/Special Education Coordinator/School Principal**

The LEA’s superintendent, special education coordinator and school principal responsible for the support of __________ 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, special education coordinator, curriculum coordinator/and or ARI contact, and school principal should sign below.

The participating school’s LEA agrees to:

1. Submit two (2) letters of recommendation for acceptance into the program.
2. Repay ARI for all expenses incurred during **Year One**, if therapist-in-training discontinues course work.
3. LEA/School takes responsibility in scheduling classes accommodating requirements for Years One through Five.
4. During **Year One** of training, allow the therapist-in-training to instruct a minimum of two groups of no more than 2-4 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 One** 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 the attached training schedule.
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.
9. Require the special education coordinator, principal, or principal designee and the selected therapist-in-training to view an information Webinar that will include the use of appropriate data to identify students that qualify for the program. This Webinar is located on the Alabama State Department of Education Web site.
10. Pay all travel expenses for the therapist-in-training associated with trainings beginning **June 2016 and ending May 2018**.
11. Pay for student materials each year through Year Five.
12. Provide and pay for substitute teacher for class(es) 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 student(s) that qualify for the program.

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<tr>
<th>Superintendent’s Signature</th>
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<thead>
<tr>
<th>Special Education Coordinator’s Signature if applicable</th>
<th>LEA</th>
<th>School</th>
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<th>Principal’s Signature</th>
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# Support Form
(LEA Superintendent/Special Education Coordinator/School Principal)

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<tbody>
<tr>
<td>Special Education Coordinator’s Signature (if applicable)</td>
<td>LEA</td>
</tr>
<tr>
<td>Principal’s Signature</td>
<td>Date</td>
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