IMSLEC, ALTA, CALT, CALP:
So many acronyms!
What do they mean to me?

22nd Annual DuBard Symposium:
Dyslexia and Related Disorders
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A must-read document:
"Teaching Reading Is Rocket Science—
What Expert Teachers of Reading Should Know and Be Able To Do"

Author: Louisa C. Moats
Prepared for American Federation of Teachers, 1999

Most important goal of schools:
Teach students to read

So how are we doing?

- Approximately 20% of elementary students nationwide have difficulty learning to read.
- Rate of reading failure for minority students, ELL students, and those living in poverty is 60-70%.

- 1/3 of poor readers are from college-educated families.
- 25% of U.S. adults lack basic literacy skills necessary for a typical job.


- 30% of American kindergarteners are at risk for reading failure—a nationwide problem exacerbated by the need for greater skill in teaching reading.

An alarming 65 percent of fourth-graders in public school were reading below proficiency in 2017—a slight improvement from 2009, when 68 percent scored below proficient.

Source: Annie E. Casey Foundation 2018 Kids Count Data Book. www.aecf.org

In 2017, the employment rate was higher for young adults (25 to 34) with higher levels of educational attainment than for those with lower levels of educational attainment. For example, the employment rate was 86 percent for young adults with a bachelor's or higher degree and 57 percent for those who had not completed high school.

Source: https://nces.ed.gov/programs/coe/indicator_cbc.asp

The percentage of students in Mississippi who performed at or above the NAEP Proficient level was 27 percent in 2017. This percentage was not significantly different from that in 2015 (26 percent) but was greater than that in 1998 (17 percent).


So what constitutes a good reading program?

Closer to Home:

The average reading score for students in Mississippi in 2017 (215) was not significantly different from their average score in 2015 (214) and was higher than their average score in 1998 (203).


Increase in 2017 average reading score for the nation at grade 8 compared to 2015; no changes for reading at grade 4

Source: www.nationsreportcard.gov/reading_math_2017_highlights/
National Reading Panel (2000)
5 components of good reading instruction
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension


(From Teaching Reading Is Rocket Science)
Knowledge and Skills for Teaching Reading: A Core Curriculum for Teacher Candidates
- Part I. The psychology of reading and reading development
- Part II. Knowledge of language structure and its application

Part III. Practical skills of instruction in a comprehensive reading program
Part IV. Assessment of classroom reading and writing skills

National Council on Teacher Quality Findings
- In 2018, only 23% of higher education institutions in their study were found to teach all components of the science of reading. In 2014, it was 15%.
- Even courses claiming to provide a “balanced” approach ignore the science of reading.
- Teacher educators portray the science of reading instruction as one approach that is no more valid than others.
- Many courses reflect low expectations, with little evidence of college-level work.
- The quality of almost all reading textbooks is poor.

- Characteristics such as national accreditation, such as NCATE, don’t increase the likelihood that the science of reading is taught.
- Phonics is taught more frequently than any other component.
- Much of current reading instruction is incompatible with the science (of reading).
There is no agreement in the field about what constitutes “seminal” texts—no widely accepted core texts used across many institutions

Source: http://www.nctq.org

Is there no hope for reading competency in the U.S.?

Of course, there is!

Reading teachers need the “rocket science” content and skills that have been well-identified in the literature. Requires rigorous, detailed, intensive instruction—not a single course or two

Guidelines for proof of reading instruction quality:

- Accreditation of courses specifically related to developing teachers of reading/written language
- Certification of individuals who have successfully completed such courses

Three reliable resources:

- IMSLEC
- ALTA
- The Alliance

1. The International Multisensory Structured Language Education Council (IMSLEC)
   ACCREDITATION FOR COURSES

2. Academic Language Therapy Association (ALTA)
   CERTIFICATION FOR INDIVIDUALS

3. The Alliance for Accreditation and Certification
   COMPRISSED OF IMSLEC and ALTA; Wilson and AOGPE recently joined
Established in 1995

IMSLEC • 14070 Proton Rd., Suite 100 • Dallas TX 75244 • www.imslec.org

- ADVOCATING high professional standards in the preparation of Multisensory Structured Language specialists — clinicians and teachers.
- ESTABLISHING criteria of program excellence.
- EVALUATING AND ACCREDITING both independent post-secondary educational programs which offer comprehensive on-site training courses, and programs located within other already accredited institutions.

A 501(c)(3) organization; accredits quality Multisensory Structured Language Education (MSLE) training courses.

- Accredits courses which meet IMSLEC criteria and instructional program standards for preparing specialists in Multisensory Structured Language Education.

Accredits training courses which include a variety of approaches such as Orton-Gillingham, Spalding, Alphabetic Phonics, Slingerland, DuBard Association Method®, and others.

- Eighty-eight (88) accredited courses are located in 29 states and Puerto Rico.

- These training courses offer extensive coursework and supervised teaching experience leading to professional certification. The training programs may be independent post-secondary training programs or may exist within already accredited institutions, such as colleges, universities, or medical entities.

LEVELS OF ACCREDITATION

- TEACHING
- INSTRUCTOR OF TEACHING
- THERAPY
- INSTRUCTOR OF THERAPY

BENEFITS OF IMSLEC

- Accreditation of a MSLE training course assures that the teachers or therapists trained in that program have received adequate course instruction and practicum in the skills required to produce positive, measurable results in literacy for this population.
Accreditation of a training course assures intervention for children and adults with dyslexia based on an alternate reading approach which has a scientific basis for its instructional procedures. Individuals with dyslexia or related disorders require a different method of teaching to match their learning differences.

An important resource for parents, government agencies, and educational systems for the clarification of what constitutes a quality teacher training program for teachers of students with dyslexia by establishing organizational criteria and evidenced-based instructional program standards for content and methodology for MSLE training courses.

IMSLEC STANDARDS FOR ACCREDITATION

See www.imslec.org

ACCREDITATION IS FOR COURSES

IMSLEC is the Gold Standard in accreditation of MSLE professional development courses.
WHAT IS ALTA?

The Academic Language Therapy Association is a certifying organization which certifies individuals who are graduates of an accredited training course.

See www.altaread.org

ALTA is a national professional member organization dedicated to the remediation of written language skills.

ALTA certifies individuals trained in the remediation of written language skills.

Certification as a Certified Academic Language Therapist (CALT) or a Certified Academic Language Practitioner (CALP) is based on four very important components:

- Coursework
- Demonstration lessons
- Supervised clinical experience
- Successful completion of a national certification exam (The Alliance Exam)

Instructor Levels of Certification

- iCALP (Instructor of CALP)
- QI (Qualified Instructor at CALT level)

ALTA is the Gold Standard in certification of MSLE professionals.
What is The Alliance?

Alliance for Accreditation and Certification

www.allianceaccreditation.org

- A united association of organizations concerned with the accreditation of Multisensory Structured Language Education (MSLE) training courses and the certification of graduates of these courses

- Current participating organizations: IMSLEC and ALTA
  Wilson and AOGPE recently joined

What about International Dyslexia Association (IDA) accreditation and certification?

- Began accreditation of higher ed programs in 2012.
- Began certifying teachers in 2016
- Did not require a practicum component
  *Processes are evolving.*

The DuBard Association Method® training course of the DuBard School for Language Disorders at The University of Southern Mississippi holds accredited status from the International Multisensory Structured Language Education Council (IMSL EC) for its instructional programs at the Teaching, Instructor of Teaching, Therapy, and Instructor of Therapy levels.

www.usm.edu/dubard

It was accredited in 1998—one of the first four in the country

Also Accredited by IDA