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| **Professional Development Description** |
| **Name of Entity:** Colorado Literacy & Learning Center (CLLC) |
| **Name of Product:** Academic Language Therapy and the Science of Reading |
| **Publication Year:** 2007 |
| **Contact Name**: Lynne Fitzhugh |
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| **Website:** <https://www.literacynow.org/literacy-certification-liscp> |
| **Audience:**[ ]  Principals and Administrators [ ]  K-3 Teachers [x]  K-12 Teachers |
| **Delivery Format:** [ ]  Online asynchronous, independent[ ]  Online synchronous, live [ ]  Online with live component[x]  In-person, face-to-face live[ ]  Hybrid |
| **Contact Hours:** 210 instructional hours, 700 practicum hours and 10 graded observations |
| **Description of Professional Development:**The Academic Language Therapy (ALT) and Science of Reading program is an intensive training program for individuals seeking to learn the most effective, research-based strategies of remediation in reading and written language skills. ALT provides a two-year, in-depth training for teachers and therapists working with students with literacy challenges, with a focus on dyslexia and related disorders.   Individuals successfully completing all coursework, along with sufficient teaching hours and observations, may be approved to register for the Academic Language Therapy Association (ALTA) Competency Exam to earn national credentials as a Certified Academic Language Therapist (CALT).​​​ ALT is accredited by the International Multisensory Structured Language Education Council (IMSLEC) and the International Dyslexia Association (IDA).​Coursework includes instruction in *Take Flight: A Comprehensive Intervention for Students with Dyslexia*, a research-based and validated curriculum from the Luke Waites Center for Dyslexia at Texas Scottish Rite Hospital for Children and READ Act-approved curriculum. Teachers will gain an understanding in:* Structures of written English based upon the science of literacy and linguistics
* Instructional strategies and methods (simultaneous, multisensory, systematic, cumulative, direct instruction, diagnostic teaching, synthetic, and analytic instruction)
* Progress monitoring for accuracy and fluency
* Dyslexia, related written-language disorders, and identification of specific learning differences
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