



*Interim Study*

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**CALT Certification**

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*Senator Carri Hicks*

# Goals

*Explore the potential benefits and implementation strategies of Certified Academic Language Therapist (CALT) certification and microcredentialing programs for teachers*

*Assess how these certifications can be reflected on current teaching licenses to more effectively evaluate the impact on educational outcomes*

# Speakers

## **Karmyn Reimer**

MEd, CALT-QI  
ALTA Oklahoma,  
Licensed Dyslexia  
Therapist

## **Adrienne Turner**

Deer Creek Public  
Schools, Pre-K - 12th  
grade English Language  
Arts Coordinator

## **Heather Johnson**

M.Ed., CALT,  
Executive Director of  
Payne Education  
Center

## **Megan Oftedal**

Executive Director for  
the Office of  
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# Defining CALP & CALT

## Certified Academic Language Practitioner (CALP)

- ✍ Holds Bachelor's degree, completion of Practitioner level training
- ✍ 45 additional hours beyond degree, 60 clinical/teaching hours, 5 demonstrations

## Certified Academic Language Therapist (CALT)

- ✍ Holds Master's degree, completion of Therapy level training
- ✍ Additional 200 hours beyond degree, 700 clinical/teaching hours, 10 demonstrations



**Karmyn Reimer**  
**MEd, CALT-QI,**  
**ALTA Oklahoma,**  
**Licensed Dyslexia**  
**Therapist**

*CALTs possess specialized knowledge and skills that make them uniquely equipped to implement effective dyslexia therapy.*

# OK ALTA Members



190

CALTs

11

Trainee Affiliates

15

CALPS

**216 members across the state**

# Registered CALTS in Oklahoma

| County     | Total number of CALTs registered with ALTA |             |    |
|------------|--------------------------------------------|-------------|----|
| Bryan      | 5                                          | Logan       | 2  |
| Canadian   | 11                                         | Love        | 1  |
| Carter     | 8                                          | Marshall    | 1  |
| Cherokee   | 7                                          | Mayes       | 1  |
| Choctaw    | 2                                          | McClain     | 7  |
| Cleveland  | 9                                          | McCurtain   | 1  |
| Comanche   | 5                                          | McIntosh    | 2  |
| Creek      | 1                                          | Murray      | 2  |
| Delaware   | 1                                          | Muskogee    | 6  |
| Garfield   | 1                                          | Okfuskee    | 1  |
| Garvin     | 2                                          | Oklahoma    | 64 |
| Grady      | 2                                          | Osage       | 1  |
| Hughes     | 1                                          | Payne       | 13 |
| Jackson    | 1                                          | Pontotoc    | 2  |
| Johnston   | 1                                          | Pottwatamie | 6  |
| Kingfisher | 2                                          | Rogers      | 3  |
| LeFlore    | 2                                          | Sequoyah    | 1  |
| Lincoln    | 2                                          | Stephens    | 1  |
|            |                                            | Texas       | 1  |
|            |                                            | Tulsa       | 13 |
|            |                                            | Washington  | 3  |
|            |                                            | Washita     | 1  |



# ALTA Training

- ALTA members are the most highly trained Dyslexia Therapists in the state and possibly the nation
- 18 states with training centers across the US

## Programs Certified by ALTA:



# Training Requirements - “Comprehensive Therapy-Level Training”<sup>ALTA</sup>

*shall be defined as training under the supervision of a Certified Academic Language Therapist-Qualified Instructor (CALT-QI)*

- ✍️ Completion of comprehensive therapy level training in a Multisensory Structured Language Education (MSLE) program that must include:
  - Min. of 200 instructional hours
  - Min. of 700 clinical/teaching practicum hours, with a minimum of 3 teaching situations in both intro and advanced levels of instruction
  - Min. of 10 demonstrations.

*Note: Clinical teaching practicum documentation must be signed by the supervising instructor with the instructor's proof of credentials.*



# Training Requirements - Exam

*Prerequisite: Successful completion of all Therapy-Level training requirements*


- Acceptable performance on the ALTA Competency Exam. The ALTA exam is available to applicants, at the CALT level, with a minimum of two years (21-24 months) and a maximum of five years from the beginning of CALT Training.
- Administration of the ALTA Competency Exam for MSLE is \$180
- A candidate will have up to one year to complete the exam, with an unlimited number of retakes at a fee of **\$180** per retake. After one year, the applicant will be required to reapply.
- Applicants will have 30 days from the initial application submission date to complete any required paperwork as listed above. If the applicant fails to provide the required documents within the 30 days, an additional \$25 processing fee for each consecutive 30 days will be applied.
- Applicants who are deemed ineligible to sit for the Exam or who voluntarily withdraw their application will receive a refund of the initial application fee, less a \$50 non-refundable processing fee.

# Training Requirements - Master's Degree

*A master's degree is required for a Certified Academic Language Therapist*

- ✎ Candidates for CALT must hold a master's degree.
- ✎ Candidates who successfully complete comprehensive therapy-level training without a master's degree and successfully pass the ALTA CALT exam must join ALTA as a CALT-C and will have an additional five years to complete the master's degree.

# Deer Creek School District's CALT Journey

 In 2021 our Special Education Department received a grant and we used that money to train special education teachers and reading intervention teachers in Structured Language Basics with the Payne Center. This program went very well and students responded positively to the program. The grant also allowed us to offer the opportunity to become a CALT if teachers wanted to continue. We had 7 teachers sign up for the program.



**Adrienne Turner**  
**Deer Creek Public**  
**Schools, Pre-K - 12th**  
**grade English**  
**Language Art**  
**Coordinator**




# Deer Creek School District's CALT Journey

✎ The CALT course requires many hours of working directly with students while the teachers apply what they learned from the Payne Center. We identified students who were at-risk for the characteristics of dyslexia through our statewide reading screener and as many students as possible saw CALTs for intervention time.




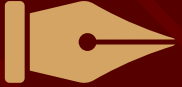
# Deer Creek School District's CALT Journey

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-  Our elementary schools are currently PK-3rd and since the 2- year Take Flight program works best with 2nd/3rd grade students and older, we knew we would need to continue these services in our 4th and 5th grade Center for students to get through the full program.
-  In the 23-24 school year we created a full time CALT position at the 4th and 5th grade center and the other 6 CALTs were distributed through the elementary schools. Scheduling is difficult because usually these students need intervention in more than one area, but we are doing our best to get services to our most at-risk students.
-  All PreK-5th grade teachers are trained in s structured literacy program (Energizing Readiness, Navigate Kindergarten, Structured Language Basics, or Language to the 4th Power) so that even if an at-risk student doesn't qualify for CALT services, our classroom teachers are equipped to provide intervention to those students.

# Deer Creek School District's CALT Journey

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-  We know there has always been a need for dyslexia-specific intervention, but with the state requirement of screening for the risk of characteristics of dyslexia, it has brought the issue front and center. Early intervention is key and our CALTs help ensure that our most at-risk students get the intervention they need to be successful through their K-12 career and beyond.
-  While we are able to offer CALT services to our most at-risk students, we have also given all teachers the tools so that no student falls between the cracks. I am incredibly proud of the work Deer Creek has done over the past decade to make sure all students learn to read.

# Payne Education Center (PEC)

Payne Education Center (PEC), the only accredited teacher training center in Oklahoma, was established in 1984 by a group of parents seeking proper reading instruction for their dyslexic children. PEC trains teachers to prevent reading difficulties in children and to remediate dyslexia, while also serving as a resource and referral center.






**Heather Johnson**  
**M.Ed., CALT,**  
**Executive Director of**  
**Payne Education**  
**Center**



# Training Requirements and Course Description:

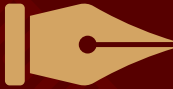





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-  Structured Multisensory Language Foundations (SMLF) is a two-year program designed for aspiring Certified Academic Language Therapists. Through this intensive Structured Literacy program, participants gain the knowledge, resources, and experience necessary to teach students with dyslexia and other reading disabilities how to read, write, and spell.
-  Must hold a minimum of a master's degree and three years of classroom experience
-  The course requires 50 days of training over a two-year period, equating to 216 clock hours of training, 700 clinical/teaching practicum hours, and 10 demonstration lessons.



# Course Objectives

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-  Demonstrate knowledge of the foundational concepts involved in oral and written learning.
-  Demonstrate knowledge of the structure of language, including phonology, orthography, morphology, semantics, syntax, and discourse organization.
-  Demonstrate the ability to teach phonological awareness, phonics, word recognition, fluent reading of text, vocabulary, text comprehension, handwriting, spelling, and written expression.
-  Administer assessments and interpret the results for instructional planning.
-  Identify characteristics of dyslexia in relation to other reading problems and learning difficulties.
-  Explain and demonstrate through practice ethical therapy standards.

# Benefits of Having a CALT in a School/District

*Payne Education Center*

 Teach and support ALL students through structured, multisensory, explicit literacy instruction with fidelity

Has undergone extensive training to ensure Tier 2 and Tier 3 interventions



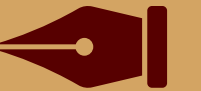
 Able to train staff in Tier 1 and Tier 2 interventions

Able to train staff on dyslexia awareness, as currently mandated for all teachers by state law



 Can assess students' strengths and weaknesses to customize a remediation plan

Can assist schools and families as an advocate and liaison, during evaluations and SPED meetings



 As experts in targeted assistance, aim to enhance student academic performance and improve student confidence

# CALT Trainees 2020-2024 Data




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- ✍️ 122 Participants representing 29 counties
- ✍️ 48 public school districts, 10 private schools, 8 private therapists
- ✍️ 9 school districts in 6 different counties trained multiples (more than 3), one statewide virtual school



# Tracking CALT Certification Data




## *A Key Step for Improving Literacy Outcomes in Oklahoma*

-  **Current State:** Oklahoma has approximately 190 Certified Academic Language Therapists (CALTs), but their distribution is uneven, raising concerns about equity and ensuring every student has access to a high-quality educator.
-  **Why Tracking Matters:** A centralized tracking system will help identify underserved areas, ensuring equitable access to CALTs and supporting targeted resource allocation.
-  **Data-Driven Insight:** Comprehensive data collection will enable us to measure CALT program impact and refine strategies to provide the most effective literacy support for at-risk students.






**Megan Oftefal**  
**Executive Director**  
**for the Office of**  
**Educational Quality**  
**and Accountability**

# Exploring Investment in CALTs to Improve Literacy in Oklahoma

-  **Successful Implementation:** The Deer Creek School District's CALT journey demonstrates how CALTs can significantly improve literacy outcomes, highlighting the potential impact of a statewide program.
-  **Structured Literacy Works:** Research from the International Dyslexia Association supports the effectiveness of structured literacy approaches, such as those used by CALTs, in helping students with dyslexia develop reading skills.
-  **Comparing Effectiveness:** By tracking student outcomes, we can compare the ROI and efficacy of CALTs compared to other literacy interventions

# Investing in CALT: A Strategic Investment in Oklahoma's Future

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-  **Implement a Tracking System:** Establish a centralized system to monitor CALT certification, placement, and student literacy outcomes to guide policy and funding decisions.
-  **Measure ROI:** Tracking data allows us to assess the effectiveness of CALTs compared to other interventions, ensuring that resources are directed toward the most impactful solutions for improving literacy.
-  **The Path Forward:** Investing in CALT tracking is not just about improving individual outcomes—it's a strategic move that could potentially build a stronger, more equitable education system, delivering long-term benefits for all Oklahoma students with language-based learning disabilities.

# Questions from Members

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# Education Committee

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*Chaired by Senator Adam Pugh*