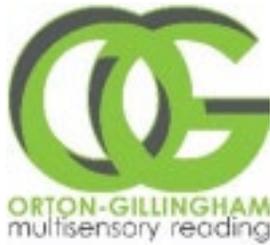


Hamilton County ESC Online Orton-Gillingham Multisensory Reading Practicum 1 Course Information



Welcome to one of the best, extremely rigorous Multisensory Structured Reading Programs available. The course is an asynchronous online course that provides trainees with the science of reading content and the skills necessary to implement an Orton-Gillingham program with either an individual student, small group, or classroom. The uniqueness of this program is that you are supported the whole way throughout the class by directors, instructors, and master teachers, each of whom have many, many years of experience providing structured reading interventions to students who struggle with reading and/or have dyslexia. You will learn the content and put it into practice immediately with a student.

Please check out the rest of this document to get an idea of the expectations and policies.

Program Directors, Instructors, and Master Teachers:

Hamilton County ESC's Orton-Gillingham Multisensory Reading Program is staffed by three Program Directors who also serve as Instructors and Master Teachers along with eight other professionals who are certified at the Instructor Level of Orton-Gillingham through Hamilton County ESC's IMSLEC Accredited Face-to-Face Orton-Gillingham Multisensory Reading Program. Caren Karlage, Hamilton County ESC's Literacy Specialist administers the program.

Each participant will be assigned both an instructor and a master teacher/coach. You will be notified as to the name of your Instructor/Master Teacher prior to the beginning of the course. In some cases, the Instructor will also be your Master Teacher.

Instructors will supervise and grade all the work you complete via BlackBoard, interact with your discussion group, and keep track of your overall progress in the course. Your Master Teacher/coach will provide you guidance during the practicum portion of the course – all the work you complete via the Edthena platform – and will be your primary contact for all questions you have regarding the practicum.

If you have any questions / concerns about the BlackBoard coursework, feedback you are getting from your coach, or about the course, in general, then contact your instructor. You can also contact the Program Directors or the Hamilton County ESC Literacy Specialist with concerns or suggestions about the course.



Molly Fine, M.Ed., Overall Program Director

Contact Information

finemolly@gmail.com

513-205-8597

Phone Office hours:

Weekdays 7:00-9:00 PM; Weekends 1:00-4:00 PM EST I

can be available at other times as well with prior arrangement.

Eighteen years ago, my daughter was diagnosed with Dyslexia in 5th grade, and I was a classroom teacher who was unable to help her be successful in school. I took the initial Orton Gillingham class to help my daughter as well as other struggling students in my own classroom. I continued my training at the Cincinnati Children's Dyslexia Center and worked for the Learning Center as a tutor for 8 years. I received the Ohio Reading Endorsement, Dyslexia certification, and a master's degree in the Science of Reading from Mount St. Joseph University. At that point, I became Program Director for Hamilton County ESC's Orton Gillingham program, and I am now also certified as a Dyslexia Therapist with the International Dyslexia Association. I feel blessed to have a wonderful family. My husband and I have been married for 30 years and have two grown children. Kelly is a graduate of University of Dayton and is a graphic designer. She has her own band called The Young Heirlooms. My son Ryan graduated from University of Cincinnati's College-Conservatory of Music and moved to Nashville last May. My husband and I enjoy attending their concerts.



Carol E. Duke, M.Ed., Online Program Co-Director

Contact Information

dukece1@gmail.com

513-505-0689

Phone Office Hours:

Noon – 9:00 PM EST. M-F

Weekends Noon – 3 PM EST

When calling outside of my set office hours, please remember that I live in the Pacific Time Zone.

I began my career teaching grades 1-3, then was as an intervention specialist at the middle school level and spent the last 20 years of my public-school career as high school learning disabilities teacher. I became certified as an Orton-Gillingham Instructor and was a master teacher for an OG teacher training summer program offered through the Cincinnati Children's Dyslexia Center. After retiring from the public-school sector, I began working for the Hamilton County ESC first as a master teacher and instructor for the Orton-Gillingham Multisensory Reading Program, and then as the program director. During the last 25 years I have also been a private reading tutor utilizing the multisensory structured literacy approach you will be learning. When not working with struggling readers or instructing teachers, I like to spend as much time in the outdoors as possible. Over 5 years ago my husband and I moved to the Pacific Northwest to be closer to my daughter's family and to be closer to the outdoor venues that we enjoy. We now live right on the Puget Sound between Seattle and Tacoma, WA. Our home is within two hours of three national parks where we like to camp and hike. Besides camping and hiking I enjoy traveling, gardening, reading, and taking my young grandsons to the zoo, parks and beaches which are near-by.

	<p>Scott Brindley, M.Ed., M.A., Co-Director Online & Master Teacher</p> <p>Contact Information scott.s.brindley@gmail.com 419-871-1934 Phone Office Hours: Weekdays 4:00PM - 8:00PM; Weekends 10:00AM - 5:00PM EST</p>
<p>"I began my teaching career as a kindergarten and first grade teacher. I am currently a K-6 intervention specialist. I have an undergraduate degree in early childhood education (PreK-3) from the University of Cincinnati, a master's in K-12 mild/moderate special education from Xavier University, and a master's in reading science, a reading endorsement, and a dyslexia certificate from Mount St. Joseph University. In addition to being an Orton-Gillingham master teacher with Hamilton County ESC and an International Dyslexia Association dyslexia practitioner, I am also an Orton-Gillingham supervisor at Mount St. Joseph University and special education adjunct professor at Xavier University."</p>	



Margaret Ascolese, M.Ed.,

Contact Information

Margaret.ascolese@gmail.com

513-314-5790

Phone Office Hours: Monday – Friday 6:00 – 9:00 PM

EST Saturday and Sunday: 1:00-4:00 PM EST

I can be available at other times with prior arrangement.

In addition to my work as an Orton-Gillingham Director and Instructor, I currently work within a large urban school district. For the past seven years I worked as a reading specialist. In this role, I provided reading interventions, collected, organized and analyzed school reading data, and provided instructional support to teachers. I completed the Reading Science program at Mount St. Joseph University and hold an Ohio Reading Endorsement, Dyslexia Certificate and a master's degree in Multicultural Special Education, K-12. I have many years of teaching experience as both a general education classroom teacher as well as an intervention specialist. This upcoming school year I will be working with English Second Language Learners as I complete a TESOL endorsement through Ohio University this August. For my resume, please see the Appendix. I have been blessed with a wonderful family including two children. I enjoy reading, biking, running, and a little bit of travel.



Tracy Jennings, M.A. Reading Science, Instructor and Master Teacher

Contact Information

tracy.jennings23@gmail.com

513-673-2925

Phone Office Hours:

Weekdays 4:00 PM - 8:00 PM; Weekends 10:00 AM - 5:00 PM EST

I currently work as an Intervention Specialist for Cincinnati Public Schools with grades kindergarten through 5th. I have used Orton-Gillingham Multisensory Structured Language methodology in my practice for 22 years and have been an OG Master Teacher for four years. I have a Masters in Reading Science from Mount St. Joseph University (MSJ) and have taught Reading Science courses at MSJ as an adjunct professor.



Jennifer Nieman, Master Teacher

Contact Information

Phone number: 513-264-5904

Email: jnieman1206@gmail.com

Office Hours: M-F from 5-9

For additional times, please email or text to schedule an appointment.

I am currently a Reading Specialist for grades 4-6 for Cincinnati Public Schools. Prior to taking on this position, I was an English Language Arts Coach, a K-3 Reading Specialist, and a teacher for Cincinnati Public Schools. I received my Ohio Reading Endorsement from Mount St. Joseph University, and have been an Orton-Gillingham tutor since 2005. I began my Orton-Gillingham career at the Cincinnati Dyslexia Center and went on to receive my Advanced Orton-Gillingham certification and my Instructor certification from Hamilton County ESC. In my spare time, I enjoy reading, walking, and spending time with my three sons.



Lynn Schmidt, M.Ed., Instructor and Master Teacher

Contact Information

lynnsch4og@gmail.com

513-300-8561 or 513-232-0892

Phone Office Hours:

Weekdays 5:00 PM - 8:30 PM; Weekends 10:00 AM - 5:00 PM EST

I recently retired as a Kindergarten teacher in Cincinnati Public Schools. I am certified through Hamilton County ESC at the Instructor Level in Orton-Gillingham. I have earned the Ohio Reading Endorsement through coursework taken at the Mount St. Joseph University and am listed as a Dyslexia Practitioner with the International Dyslexia Association. My passion for helping students learn to read was increased by the need to help my fourth child cope with his reading struggles. It is a privilege to have the knowledge and the ability necessary to assist struggling readers and writers.

General Course Policies:

Withdrawing from Course

You may drop the course at any time. However, two weeks prior to the start of class, there is only a 70% refund. **Once the class begins, no refunds are made.**

Online Attendance Policy

Online attendance is defined as participating in an academic activity in the online classroom. Academic activities are defined as posting in a graded discussion forum, submitting a written assignment, quiz, or exam, posting on Edthena, and submitting a journal activity related to a course assignment as defined in the course syllabus.

Each online week begins on a Monday at 12:00am and concludes on the following Sunday at 11:59PM. A learner is recorded either absent or present each week based on participation in an academic activity. All recorded time stamps for assignment submissions, quiz/exam submissions, discussion board posts, journal entries and attendance records will reflect Eastern Time Zone.

Learners who do not attend at least once in any seven-consecutive day period will be issued an attendance warning. Learners who do not attend at least once in any 14-consecutive day period will be dropped from the course. Learners who have not completed their first lesson by week 7 of the course may be dropped from the course at the discretion of their coach. Please refer to withdrawing from the course policy when not meeting attendance requirements. Unless there is a valid reason, the trainee will be dropped from the course after week 9 if they are 4 lessons or more behind on Edthena. The Assessment report must be completed before any lesson plans are written. Assignments on BB are not accepted two weeks beyond due date. This includes discussion boards, all reports and mid-term and final.

Policy on Incomplete

An "I" (incomplete) grade is only assigned by an instructor for a student who has made significant academic progress in the course, but for a serious reason has not fulfilled all requirements. This petition may be approved or denied by the instructor.

Because the Edthena license purchased for each student will expire at the end of the semester, all practicum work must be completed prior to the expiration date of the Edthena license. Incomplete BlackBoard assignments must be completed within one month of the end of the course.

Policy on Academic Honesty

As a Hamilton County ESC course participant, when you are given access to Blackboard and Edthena, our online course platforms, you are expected to keep confidential your username and password and to never allow anyone else to log-in to your account. Sharing access or passwords to Blackboard/Edthena is considered a breach of academic integrity and could result in you being removed from your class. When you login to Blackboard, you do so with the understanding and agreement to produce your own work, to complete course activities yourself, and to take course exams, tests or quizzes without the assistance of others. Allowing others to complete your course work or to take your quiz, test, and exams is considered academic dishonesty (cheating) and will subject you to receiving an "F" for the course. Hamilton County ESC values integrity, honor, and respect in all endeavors, both personally and professionally. Therefore, it is expected that a student's academic work be of his/her own making; each student is accountable for his/her own work, whether it be individual work or group assignments or tests. We recognize that the vast majority of students maintain highly ethical work standards; however, failure to abide by this standard of conduct is considered to be academic dishonesty.

TYPES OF ACADEMIC DISHONESTY

- Copying from others on a quiz, test, examination, or assignment (“cheating”); ●
- Allowing another student to copy one’s work on a quiz, test, exam, or assignment; ●
- Having others take/complete any exam, quiz, assignment instead of oneself.
- Excessive revising or editing by another that substantially alters the student’s final work; ●
- Taking and using the words, work, or ideas of others and presenting any of these as one’s own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional, but it must be avoided at all costs.

To avoid plagiarizing, one must:

- Submit only one’s own work.
- Appropriately cite sources used.

- Appropriately paraphrase or summarize another's ideas or language and acknowledge the source according to set academic standards.
- Document all verbatim borrowing from another according to set academic standards; ● Document any use of a format, method, or approach originated by others; If a student is unclear as to what constitutes academic dishonesty, he or she should consult the instructor.

Communication Policy:

Here's an overview of how we intend to use each communication tool throughout this course.

E-Mail

You may send emails to your Instructor, Master Teacher, and/or Program Director for all questions related to the individual course. We will respond to your email within 24 hours Monday through Friday and within 48 hours on the weekend.

Cell Phone – Messages and Texts

Please refer to posted “Phone Office Hours.” We will do our best to answer calls during office hours. We will check our phone messages and texts and return your call/text within 24 hours Monday through Friday. We will return your phone call/text on the weekends within 48 hours.

Edthena

A major source of communication is the Edthena.com platform. Your Master Teacher will post comments on your videos and uploaded documents. You will be required to respond to at least two comments your MT makes. You can also ask your MT questions.

Knowledge and Skills Learners Need to Succeed:

This course will introduce a lot of new information but will also expand on your prior experiences and understanding of complex concepts. Review the following questions and resources to help you succeed.

Question 1:

Are you an independent learner who enjoys working on the computer?

Question 2:

Do you have the proper computer technology?

- Access to smart phone and/or personal tablet
- Ability to use BlackBoard
- Ability to use Edthena

Question 3:

Do you possess the basic technology skills for success in an online course?

- Ability to upload files
- Ability to take videos and upload
- Microsoft Office

Question 4:

Is your computer protected from viruses?

Time Commitment for the Course:

Week	Amount of Time to Plan For Weekly (hours)
1	5.3
2	8.75
3	7.7
4	2.5
5	4.3
6	6.08
7	7
8	5.8
9	8
10	5.5
11	5.75
12	5.3
13	9.25
14	5.3
15	3
16	2.5
	Total Hours: 92.03

Course Overview:

Prerequisite(s):

- Bachelor's Degree.
- Knowledge of the sounds of the English language - download Hamilton County ESC OG Cards App from Google Play or Apple App Store to practice.

This practicum course will require instruction of an individual child using a scientifically-based reading

research model for teaching reading – Orton-Gillingham Multisensory Structured Language.

Learning Outcomes:

At the completion of this course, learners will be able to:

- A. Demonstrate effective implementation of Orton-Gillingham Multisensory Structured Language methodology which meets the specific needs of a learner:
1. Administer OG diagnostic assessments, utilizing this data in making initial instructional decisions.
 2. Plan lessons with a progression of word recognition skills that reflects diagnostic data and incorporates multisensory, systematic, explicit OG methodology.
 3. Incorporate appropriate phonological awareness instruction, as needed, according to the developmental level of the tutee.
 4. Use an explicit and systematic OG multisensory approach including visual, auditory, and kinesthetic instruction to:
 - Teach and reinforce articulatory features of phonemes.
 - Teach appropriate phonological concepts and facilitate the application of these concepts to reading and spelling words, phrases and connected texts.
 - Teach appropriate orthographic and morphological concepts and facilitate the application of these concepts to reading and spelling words, phrases and connected texts.
- B. Provide evidence of practice reflective of the content and the methodology involved in an Orton Gillingham approach:
- CONTENT:
- a. Phonology and phonological awareness: (Kinesthetic formation of phonemes, blending and segmenting of real and nonsense words)
 - b. Phonics (including the recognition of graphemes and knowledge of their sound possibilities; and recognition of phonemes and knowledge of all their spelling possibilities)
 - c. Syllable Instruction (syllable types, syllable division and blending of syllables into whole words)
- METHODOLOGY:
- a. Simultaneous Multisensory
 - b. Synthetic and Analytic
 - c. Systematic and Cumulative
 - d. Direct Instruction
 - e. Diagnostic Teaching
- C. Demonstrate planning and delivery of Orton-Gillingham lessons that include the following components / procedures:
1. Warm up and Drills:
 - a. Phonemic Awareness or Handwriting, as needed
 - b. Review
 - c. New Rote Word
 - d. Visual Drill (Grapheme-Phoneme Correspondence)
 - e. Auditory Drill (Phoneme Dictation)
 - f. Blending Drill (Phoneme Blending)
 2. Lesson Goal: Introducing the New Concept (or re-teaching a concept)
 3. Application: Passage Reading, General Spelling, and Wrap Up

D. Demonstrate teaching related to the basic phonetic structure of English including:

1. Sound/symbol associations
2. Multiple spelling possibilities
3. At least one of the following:
 - Four main suffix rules
 - Six syllable patterns (CLOVER)
 - Syllable division rules
 - Spelling generalizations

Content Summary:

Lectures focus both on the procedures involved in planning and delivering explicit, systematic, multisensory language instruction and on the content of phonology, phonics, and the structure of English. Lectures on both procedures and content are placed throughout the course and are divided into manageable 20-30-minute segments. Topics include the following:

Procedures	Content
<ul style="list-style-type: none"> ● Multisensory Structured Language Education ● Assessment ● Characteristics of Dyslexia ● Planning and Delivering the OG Lesson: <ul style="list-style-type: none"> ○ Phonemic Awareness & Handwriting ○ Review & New Rote Word ○ Drills: Visual (Grapheme-Phoneme Correspondence), Auditory (Phoneme Dictation), and Blending (Phoneme Blending) ○ Lesson Goal: Teaching a new skill/concept ○ Passage Reading, General Spelling, Wrap up ● Error Correction Procedures ● Using OG in Groups & in the Classroom 	<ul style="list-style-type: none"> ● Phonological Awareness ● Phonemic Awareness ● Importance of Handwriting ● Sounds and Symbols of English ● Short Vowels & Short Vowel Markers ● Vowel Teams ● Language Generalizations ● CLOVER: Syllable Types ● Syllable Division ● Suffix Rules ● Plurals and Possessives ● Fluency – Passage Reading ● History & Structure of English (Orthography and Morphology) ● Syntax ● Semantics ● Comprehension

KPS Statement:

KPS Statement:

The International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading

Coursework is aligned with IDA’s Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS

outline the knowledge and skill that all teachers of reading should possess. Standard 1 address foundational concept, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates

ethical standards for the profession. A copy of the KPS can be found here:

<https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5yt11wk>.

Pathway for Professional Credentialing:

Following the completion of Practicum, I and II courses, each candidate can decide to pursue professional credentialing through CERI (Center for Effective Reading Instruction). [CERI Exam Link](#)

Required Materials:

The following materials are included in your registration and will be mailed to the address you provided prior to the start of the course:

- Hamilton County ESC OG Card Deck
- Hamilton County ESC Alpha Cards Deck
- Moats, L. (2007). Basic Facts about Dyslexia. Baltimore, MD: International Dyslexia Association.
- Woods, C. (2002). Wood's Words: Resource for Teachers and Tutors. Cincinnati, OH: Ohio Valley Branch/International Dyslexia Association (original book - purple)

Additional materials needed:

- Hamilton County ESC OG Card Deck App – download free from Google Play or iTunes (search for “Hamilton County ESC”)
- Access to decodable texts: You will need access to decodable texts that have controlled vocabulary corresponding to specific sounds or phonics rules being taught. If you do not have access, we recommend downloading decodable texts from Core Knowledge. You will have to sign up, but it is free. Instructions on how to download will be in the BlackBoard Document Library. Accessing Core Knowledge Decodable Books
- Hamilton County ESC Orton-Gillingham Manual and Reading Sheets binders – all materials are in PDF/Word format and will be downloaded free from the Hamilton County ESC BlackBoard server once you have received the login information. Participants must print and put in binders as instructed prior to the start of the course.
- Articles – will be downloaded from BlackBoard
- Technology required:
 - Computer/laptop/tablet with camera and microphone
 - Microsoft Word – for ability to use OG Lesson Templates
 - Video recorder – Smartphone or tablet video is sufficient
 - Web browser – Google Chrome is preferable for Edthena use, but the following browsers are also Supported: Firefox 35+, Internet Explorer 11+, Safari 6.1+
 - Course will be accessed using BlackBoard on the web
 - Practicum will be accessed using Edthena on the web
 - Sufficiently high-speed internet connection to view videos and upload videos
 - Knowledge of how to upload and download attachments
 - Access to a printer
 - Access to a scanner is helpful – or you can take photographs of materials

Practicum considerations:

- Participants select their own student to teach during the Practicum.
- Participants must be able to teach 2 complete Orton-Gillingham lessons per week to this student over the course of 8-12 weeks for a total of 16 lessons.
- Each lesson is 40-45 minutes in length. Each lesson may be divided into two sessions. Therefore, to complete requirements, participants must be able to meet with the student for at least two 45-minute sessions per week or four 20 - 25 minutes sessions per week.
- The Master Teacher/Instructor provides feedback on the construction of each of the 16 lessons but does not actually observe every lesson being taught.
- Over 12 sessions, participants videotape the assessment of their student, components of their lessons and entire lessons, uploading the videos with associated artifacts to the Edthena.com platform.
- The Master Teacher/Instructor observes and provides feedback on the 12 uploaded videos and associated documents. Participants interact with the instructor by reflecting on their performance and responding to the instructor's feedback.

Guidelines for Choosing Your Student:

- It is very important that you choose a student as soon as you can. It is recommended to have the student prior to week 2 and have a signed parent permission form at that time. Please communicate with your Master Teacher to let them know that you have a student.
- Recommended Skill Level: So that you will have the opportunity to learn and practice the skills you need for this course, the student you choose should know all the consonant sounds except one or two like x and q and at LEAST three short vowel sounds.
- The student should have an identified need for remedial reading instruction.
- The student may have an IEP but avoid choosing a student with a cognitive delay. Although ALL students will benefit from OG instruction, students with cognitive delays need intensive instruction over a longer period for each new skill learned. Thus, you would not have time during this course to teach the range of skills you need to practice using OG methodology.\
- Exclude kindergarten/preschool students. Although OG methodology definitely will benefit preschoolers, because they need large amounts of time on phonological practice, preschool students will limit your ability to teach the range of skills you need to practice.
- Choose a student with a track record of good attendance and one who can meet with you on a regular basis for instruction (at least 2 times/week for 40 minutes or 4 times/week for 20-25 minutes)
- We strongly advise against using your own child as your student for purposes of the course. From prior experience, participants' who have taught their own children rarely get the full benefit of instruction and often struggle to meet requirements.
- You will need parental permission for videotaping your instruction with the student. Hamilton County ESC will provide you with a Video Permission form.

Measurements of Learning:

Multiple types of evaluation are used in this course to allow learners the opportunity to express their learning in different forms.

Discussion Boards

The Discussion Board is a tool in BlackBoard that is used in online courses as a platform for thoughtful responses to learning materials in a collaborative way. You are measured both on the quality of your

initial response to the content presented as well as your responses to your peers. The discussion board is not a place to regurgitate information, but to process it within the context of your experiences or prior knowledge. Processing multiple perspectives is a great way to gain broader understanding; do not be surprised to find wisdom from the experiences of your peers.

When utilizing the Discussion Boards, it is vital that you remember to maintain confidentiality. Only first names should be used and no identify information should be shared. Also, please only share information pertinent to the child's reading concerns. Information about their family make-up, economic level, and such are not appropriate to share. This is true across the course as we are sharing information. Please contact the instructor if you have any questions about this. Discussion Boards are evaluated using a rubric (see Appendix and course Document Library).

Knowledge Checks and Video Observations

Knowledge Checks are self-checking activities which allow you to assess/review the new content presented during the week. They are designed to help you achieve mastery of the content and to keep you engaged with the material. There are 30 knowledge checks spread throughout the course. You must complete each knowledge check before advancing to the next class activity.

Another self-checking activity are the three-video observation forms you will complete. These are used to guide your observation of videos of master teachers teaching Orton-Gillingham lessons.

Quizzes and Exams

Because this is a practicum course, much of your evaluation occurs in response to your work with your student. However, you will take 5 Quizzes, a Midterm Assessment, and a Final Exam.

Written Assignments

You will complete two written assignments: A book reflection and an assessment report. You will write a reflection on your new understanding/learning about dyslexia after reading the book Basic Facts about Dyslexia. The completion of the Assessment Report is used to measure your ability to diagnose your student and to communicate this effectively. Your performance will be measured based on the grading rubrics for these assignments (see Appendix and course Document Library).

Practicum Experience

You will have the opportunity to hone your instructional practice through the mentoring of an Orton Gillingham Master Teacher. You will teach a minimum of 16 Orton-Gillingham lessons during the course, and a portion of this teaching will be recorded and downloaded for your Master Teacher to review and provide feedback. These twelve graded mentoring sessions will help you to learn and refine all important aspects of an Orton-Gillingham lesson. The practicum is assessed using the Supervised Tutoring rubric (see Appendix and course Document Library).

Grading Policy:

The grading scale for the Orton-Gillingham Program is as follows:

A = 93% - 100% 251-270 points

B = 85% – 92% 230-250 points

C = 78% - 84% 211-229 points

F = Below 78% 210 or below

Grading Breakdown

Assignment / Quantity	Description	Points	Percent of Grade

Assessment Report - 1	Students complete an Assessment Report summarizing the diagnostic data learned about their student by administering the OG Diagnostic Assessment. Performance is measured based on the Assessment Report Rubric (see Appendix).	15	6%
Book Reflection - 1	Students write a 1-1.5-page reflection on what they learned from the Basic Facts about Dyslexia book and/or how it will affect how they will teach children in the future. The report is assessed using the Book Reflection (see Appendix).	15	6%
Discussion Boards - 8	Students utilize both formal (3) and informal (5) discussion boards on BlackBoard to interact with peers and process their learning. Discussion Boards are 3 points each and are assessed with rubrics (see Appendix)	24	9%
Knowledge Checks - 30	Students' participation is measured through completion of 30 self-checking Knowledge Checks. (0.5 points each).	15	6%
Video Observations - 3	Students view three videos of master teachers teaching Orton-Gillingham lessons and complete an observation form for each lesson (2 points each).	6	2%
Midterm Exam - 1	Students take an open-book midterm exam on content from the first half of the course.	20	7%
Quizzes - 5	Students take five quizzes. The first, on correct articulation of sounds, is the only assignment for which students must make an appointment with the instructor. The other quizzes are taken on BlackBoard and are self-checking.	25	9%
Final Exam - 1	The final exam is a comprehensive assessment of the content of the course. Questions from the pretest are included in the final exam.	50	19%

Practicum:	Students create and submit 12 videos that represent teaching related to identified aspects of the Orton-Gillingham lesson		37%
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Assignment / Quantity	Description	Points	Percent of Grade
Midterm Supervised/Mentored Tutoring	structure. Videos must be accompanied by corresponding lesson plans and supporting documents. Submissions occur weekly through Edthena Explorations on the Edthena.com platform and ongoing formative assessment will be given by the master teacher. The final assessment of the practicum will be measured by the Supervised (Mentored) Tutoring Rubric (see Appendix).	20	
Final Supervised/Mentored Tutoring -12		80	

Total 270 100%