Become an Orton-Gillingham Certified Teacher

Learn the proven strategies to turn dyslexic and struggling learners into successful and confident readers!

Become an Orton-Gillingham certified teacher through Hamilton County ESC's accredited program!

Hamilton County ESC's Orton-Gillingham Multisensory Reading Practicum Online is accredited by the International Dyslexia Association. Coursework and practicum requirements are identical to our face-to-face program, which is also accredited by the International Multisensory Structured Language Education Council (IMSLEC)*. Hamilton County ESC's Orton-Gillingham program was deemed "exemplary professional development" in the Ohio Department of Education's Dyslexia Pilot.
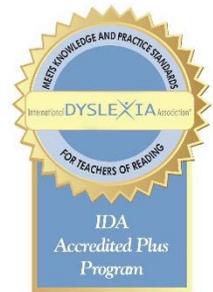
Orton-Gillingham Multisensory Reading Practicum I Online encompasses 16 weeks of instruction, including 45 hours of lecture and a 16-hour practicum. The course focuses on the phonology, orthography, and structure of the English language and takes a comprehensive look at how students learn to read and write. It also helps teachers recognize the characteristics of learning disabilities. Teachers learn to plan and implement systematic, explicit, multisensory language instruction that meets the guidelines of the National Reading Panel and has been proven to be most effective in teaching students with Dyslexia and other reading difficulties. Teachers also learn how to incorporate Orton-Gillingham (OG) methodology into their core reading program.

After completing Orton-Gillingham Multisensory Reading Practicum I Online, participants may register for Advanced Orton-Gillingham Multisensory Reading Practicum II Online to receive additional coaching support, enabling them to adapt OG instruction to their classroom setting and qualify for OG Certification at the Teaching/Practitioner Level. To achieve certification, educators must complete Practicum I with a grade of B or higher and successfully complete Practicum II (documenting 60 hours of OG instruction with lesson plans and student work over a minimum of nine months meeting standards for implementation).

IMSLEC has not yet developed procedures for accrediting online courses.

The practicum makes Hamilton County ESC's program unique. Each participant is assigned to a Master Teacher who provides one-to-one coaching and feedback on creating and teaching lesson plans custom-tailored for the student the participant is tutoring during the course. Using the Edthena.com platform, participants upload their lessons and videos of their instruction, enabling instructors to give specific feedback at the point of need to plan and implement OG methodology. The maximum instructor/participant ratio in any cohort is 8:1.

Course Details:

Audience: K-12 educators, reading specialists, speech-language pathologists, intervention specialists, and reading tutors

Prerequisite: Bachelor's Degree, required. Prior knowledge of phonics, recommended.

Course Schedule: Courses are offered in Spring (January through May) and Fall (August through December)

Cost: $1950 for 90 contact hours

Credit: Three hours of graduate credit is available through Mount St. Joseph University

For more information, please contact Caren Karlage at caren.karlage@hcesc.org or 859.912.2400.

> "It is a powerful moment when students transition from believing they can't read to viewing themselves as readers! This transformation is possible because students realize that their knowledge of the English code, learned through Orton-Gillingham, empowers them to decode and comprehend text.
> — *Elise Ballinger, Reading Specialist, Nativity School*

All Materials Are Included:

- Hamilton County ESC OG Card Deck and Alpha Card Deck
- Hamilton County ESC OG Card Deck App — download free from Google Play or iTunes
- 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
- Hamilton County ESC Orton-Gillingham Manual and Reading Sheets binders. All materials are in PDF format and easily downloaded from the BlackBoard server.

You will need access to decodable texts that have controlled vocabulary corresponding to specific sounds or phonics rules being taught.

Technology Required:

- Computer/laptop/tablet with camera and microphone
- Microsoft Word — for ability to use OG Lesson Templates
- Video recorder — Smart phone or tablet video is sufficient
- Preferred Web browser: Chrome
  - » Course materials and lectures will be accessed using BlackBoard
  - » Practicum will be conducted using Edthena.com
- Sufficient 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

Key Learning Outcomes:

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

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.
5. Teach appropriate orthographic and morphological concepts and apply these concepts to reading and spelling words, phrases, and connected texts.

Choosing Your Student:

You will need to select a student to tutor during the course of this practicum. The following are important considerations when making your selection:

1. 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.
2. The student should have an identified need for remedial reading instruction.
3. 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 of time for each new skill learned. Thus, you would not have time to teach the range of skills you need to practice using OG methodology during this course.
4. 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.
5. Choose a student with a track record of good attendance and one who can meet with you regularly for instruction (at least two times/week for 40 minutes or four times/week for 20-25 minutes).
6. We strongly advise against using your own child as your student for the 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.
7. You will need parental permission to videotape your instruction with the student.

> " I found the online course to be extremely user-friendly and the supporting documents (videos, lectures, and attachments) easily accessible. I enjoyed that I could work at my own pace from the comfort of my own home! The feedback that I received from my master teacher was beyond helpful. My struggling students are excited about the lessons, and it has helped them gain confidence with their reading.
> — *Kelly Stenger, Intervention Specialist, Cheviot Elementary* "

Content:

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 the English language. Lectures on procedures and content are paced throughout the course and are divided into manageable 20-30 minute segments.

Topics include the following:

- Multisensory Structured Language Education
- Assessment
- Dyslexia
- Planning & Delivering the OG Lesson:
  - » 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, and Wrap-up
- Error Correction Procedures
- Using OG in Groups & the Classroom
- 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 & Possessives
- Fluency – Passage Reading
- History & Structure of English (Orthography and Morphology)
- Syntax
- Semantics
- Comprehension

> " I cannot say enough about my experience so far with the online OG class I am currently taking through Hamilton County. I have been a reading specialist for 27 years, but I am learning more through this class than I think I have learned in my career so far! I am using the OG lessons not only with the student I chose for the class but also with the rest of my first and second graders and even some of my third graders. It is closing the gaps in their learning like nothing I've ever used before because it is systematic and sequential. The multisensory aspect of it has proven itself many times as I watch the students use visual cues to remind them of a sound.
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> — *Lisa Meyer, Reading Specialist, Chapel Hill Christian School* "

For more information, please contact
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caren.karlage@hcesc.org or 859.912.2400