



Academy of  
Orton-Gillingham  
Practitioners  
and Educators

# CURRICULUM HANDBOOK

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# INTRODUCTION TO THE CURRICULUM

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A primary goal of the Academy of Orton-Gillingham Practitioners and Educators (the Academy) is to establish and maintain professional and ethical standards for those who practice the Orton-Gillingham Approach (the Approach) for the treatment of dyslexia. The ultimate objective of all instruction is to benefit the learner. Orton-Gillingham is an Approach that prepares the practitioner to individualize instruction to meet the specific needs of each learner. The rate, pace, and duration of instruction are determined by the needs of the student.

The purpose of this publication is to guide Fellows in designing their Orton-Gillingham training courses and to inform those in training (trainees) of the requirements of the Academy.

**The Academy's curriculum is cumulative. Each level builds on the coursework and practicum hours of the prior level. For example, the Certified level curriculum is in addition and in more depth to topics covered at the Associate level.**

The Academy offers an online introductory course of 10 hours for Subscriber members and 4 certification levels of membership for individuals wishing to apply the Orton-Gillingham Approach with students, based on satisfactory completion of coursework, practicum, and a successful application to the Academy.

**All Academy training is under the direction of a Fellow of the Academy.**

Under the guidance of a Fellow, trainees are responsible for developing and maintaining a professional portfolio.

## ***The Subscriber Member***

Prerequisite: None

Coursework: 6 hours (minimum) by a Fellow or by a Fellow-in-Training (FIT) as designated by the Fellow

Curriculum: Subscriber curriculum guidelines

The Subscriber course is an introductory overview that provides a basic understanding of the science, the rationale, and the structure behind the Approach. Subscriber members are informed consumers but are not yet qualified to teach using the Orton-Gillingham Approach.

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## ***The Orton-Gillingham Classroom Educator Level (OGCE)***

Prerequisite: Bachelor's degree from an accredited institution in any area of study

Coursework: 30 hours (minimum) by a Fellow or by a Fellow-in-Training (FIT) as designated by the Fellow

Practicum: 50 hours supervised practicum over 8 consecutive months (minimum), which includes 5 observations of the trainee teaching complete lessons in a group (of at least 2 students) or classroom setting conducted by the Fellow (3 out of the 5 observations may be by a FIT or Clinical Supervisor (CS) as designated by the Fellow) on-site, unedited video or web-based application

Curriculum: OGCE curriculum guidelines

The Orton-Gillingham Classroom Educator is qualified to apply the principles of the Orton-Gillingham Approach to modify and provide literacy instruction for the classroom or small groups. Please note: The coursework, practicum hours, and observations are applicable to Associate B level membership. An additional 40 hours of coursework, 50 hours of practicum and 5 – 1:1 observations must be completed before applying to the Associate B level.

### ***The Associate Level (Option A or B)***

Prerequisite: Bachelor's degree from an accredited institution in any area of study

Coursework: Option A: 60 hours, minimum or Option B: 70 hours (minimum) by a Fellow or by a FIT as designated by the Fellow

Practicum: 100 hours supervised practicum over 8 consecutive months (minimum), which includes 10 entire 40-60 minute lesson observations of the trainee conducted by a Fellow (7 out of 10 observations may be by a FIT or CS as designated by the Fellow) on-site, unedited video or web-based application

- *Option A: 100 hours teaching 1:1*
- *Option B: 50 hours 1:1 and 50 hours teaching in a group (of at least 2 students) or classroom setting*

Curriculum: Associate curriculum guidelines

The Associate Option A member is qualified to provide 1:1 Orton-Gillingham instruction under the mentorship of an Academy Fellow. The Associate Option B member is qualified to provide 1:1 and small group instruction under the mentorship of an Academy Fellow.

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### ***The Certified Level***

Prerequisite: 1. Bachelor's degree from an accredited institution in any area of study  
2. Satisfactory completion of Associate level requirements

Coursework: 100 hours minimum (in addition to 60 hours at Associate for a total of 160 hours), by a Fellow, or by a FIT as designated by the Fellow

Practicum: 200 hours supervised practicum over 2 academic years minimum (in addition to the 100 hours at Associate for a total of 300 hours), which includes 10 entire 40-60 minute lesson observations of the trainee by a Fellow (7 out of 10 observations may be by a FIT or CS as designated by the Fellow) on-site, unedited video or web-based application. The practicum is with 2 different students: 1 at the lower level of language instruction, and 1 at a higher level of

language instruction.

Curriculum: Certified curriculum guidelines

The Certified member is qualified as an independent practitioner in the Orton-Gillingham Approach.

**The following designations are available to Certified level members:**

- ***The Clinical Supervisor*** (CS) is a Certified Member designated by a Fellow and trained by that Fellow in supervision. The Clinical Supervisor may conduct up to 7 of the 10 required observations for Academy certification at the Associate or Certified level and may also conduct 3 of the 5 observations at the OGCE level. The Clinical Supervisor works under the direct supervision of the Fellow at all times. The Clinical Supervisor may only supervise trainees when working with the designated Fellow. *The application for Clinical Supervisor status is available to Fellows in the member section of the Academy's website.*
- ***The Fellow-in-Training*** (FIT) is a Certified Member who has formally begun Fellow training as described in the Curriculum handbook. A FIT should have documentation of their progress towards the Fellow designation. A FIT may conduct up to 7 of the 10 required observations for Academy certification at the Associate or Certified level and may also conduct 3 of the 5 observations at the OGCE level. The Fellow closely monitors the FIT in all components of the process until the FIT has reached competency as determined by the Fellow. A FIT may not independently train or supervise trainees.

## ***The Fellow Level***

Prerequisite: 1. Master's Degree from an accredited institution in any area of study (or international equivalent) at the time of application to the Academy

2. Certified level membership in the Academy

Coursework: 90 hours minimum (in addition to 160 hours at Certified for a total of 250 hours), by a Fellow

Practicum: 300 hours of supervised practicum over 3 academic years, minimum (in addition to 300 hours at Certified for a total of 600 hours over 6 years, minimum), which includes 10 observations of the FIT by a Fellow in a variety of settings, for example: teaching courses, supervising trainees, conducting observations, and giving feedback to trainees

Training: Participate in a minimum of 3 complete trainings over the 3-year period, to include both Associate and Certified Trainings

Curriculum: Fellow curriculum guidelines

The Fellow Member is qualified to provide instruction at all levels of the curriculum and to train individuals in the Orton-Gillingham Approach.

### **The following designation is available to Fellow level members:**

- ***The Accredited Training Fellow:*** An Accredited Training Fellow (ATF) is qualified to certify through the Academy's Accredited Training Track requirements for Associate level candidates who have successfully completed the Fellow's training program. Details and the ATF application form may be found in the member section of the Academy's website.
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## **Important Terms**

**Throughout the curriculum the following terms are used:**

- **The Academy** is the Academy of Orton-Gillingham Practitioners and Educators.
- **The Application** is the actual application through the Academy's website using FluidReview.
- **The Approach** is the Orton-Gillingham Approach.
- **ATF** is an Accredited Training Fellow.
- **AOGPE** is the Academy of Orton-Gillingham Practitioners and Educators.
- **A/AOGPE** is an Associate member of the Academy.
- **C/AOGPE** is a Certified member of the Academy.
- **CS/AOGPE** is a Certified member with Clinical Supervisor status.
- **F/AOGPE** is a Fellow member of the Academy.
- **The FIT** is a Fellow-in-Training.
- **A Group** consists of at least 2 students.
- **OGCE/AOGPE** is an Orton-Gillingham Classroom Educator member of the Academy.
- **The Practitioner** is one who teaches using the Orton-Gillingham Approach.
- **The Principal Training Fellow\*** is the Fellow who provides the majority, if not all, of the Trainee's coursework following the Academy's curriculum at the level of the Trainee's application.
- **The Supervising Fellow\*** is the Fellow who supervises the applicant for the majority of the practicum.
- **The Student** is the learner receiving instruction from the Trainee.
- **The Trainee** is the individual enrolled in an Orton-Gillingham course of study and/or practicum at the OGCE, Associate, Certified, or Fellow level.
- **1:1** is one trainee to one student.

\*In some cases, the Principal Training Fellow and the Supervising Fellow is the same individual.





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## READING LISTS

The reading lists are periodically updated. To be sure that you are following the current reading lists for the Associate, Certified, and Fellow levels please download the appropriate list from the Academy's website:

[www.ortonacademy.org](http://www.ortonacademy.org)



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## APPLICATION SUBMISSION

The online application processes and requirements for Subscriber Member, Orton-Gillingham Classroom Educator, Associate, Certified, and Fellow levels are available through a link found on the Academy's website:

<http://www.ortonacademy.org/>

Direct Link:

<https://orton-gillingham.fluidreview.com/>

The online application form gathers all of the necessary information for the submission of a completed application. The site includes detailed information about the requirements for each level. The process is user friendly and includes prompts to ensure all information is complete before submission to the Certifying Committee. Letters of Support forms will be emailed to recommenders designated by the applicant and collected through the website application process.



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## **SUBSCRIBER CURRICULUM**

## INFORMATION FOR FELLOWS

***All coursework must be taught by a Fellow of the Academy (or the designated FIT) in person or via a web-based application.***

Prerequisite: None

Coursework: 6 hours (minimum) by a Fellow or by a FIT as designated by the Fellow

Curriculum: Subscriber curriculum guidelines

A subscriber must have completed a course of at least 6 hours duration given by a Fellow or FIT of the Academy. The course is an overview. Subscribers are not qualified to teach the Orton-Gillingham Approach.

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Participants will receive a short bibliography and informational handouts. Experience has shown that audiences are inclined to expect more from a subscriber course than it is intended to provide. Fellows should use discretion in distributing materials to participants such as, all of the syllable rules, all of the spelling rules that might lead participants to think they are qualified to teach with these materials. We would also suggest that Subscriber Course announcements and descriptions be very clear as to what participants may expect as course outcomes.

The Subscriber Course is recommended for:

- Parents
- Professional who may wish to go on with their studies to become practitioners
- Administrators and Psychologists
- Professionals in other fields: advocates and Speech and Language Pathologists

Those professionals who are committed to the Orton-Gillingham principles and wish to begin training may enroll in OGCE level courses or Associate level courses without taking a Subscriber course.

Scope of knowledge the Subscriber member is to know:

- What is the Academy of Orton-Gillingham Practitioners and Educators
- Where the Subscriber member might fit in
- What the Orton-Gillingham Approach is in general
- For whom the Orton-Gillingham Approach is appropriate
- For whom the Orton-Gillingham Approach is necessary
- Applications of the Approach - individual, small groups, classroom, other languages, organization information, other subjects
- What constitutes the Orton-Gillingham curriculum, contents of lessons, and sample lesson plans
- Introduction to the structure of the English language in order to understand its regularities
- The high knowledge base necessary to bring an individual to full literacy
- There are no shortcuts in instruction, no temporary solutions
- To recognize traits, symptoms that may point to dyslexia
- How dyslexia differs from other learning differences

## **SCOPE OF THE CURRICULUM**

### **I. What is the Academy of Orton-Gillingham Practitioners and Educators**

(suggest 30 minutes)

- A. History
- B. Reasons for the existence of the Academy
- C. Levels of membership
- D. Expectations of outcomes for students with dyslexia, for parents, for administrators and for practitioners and educators
- E. For those professionals intending to continue their training, formation of a portfolio

### **II. Nature of the Dyslexic Learner** (suggest one hour)

- A. Overview of the effects that dyslexia has on a student's learning in general and language-learning specifically
- B. Ability to communicate
- C. Academic performance across the curriculum
- D. Impact on life-long learning
- E. Self-esteem
- F. Overview of biological and neurobiological underpinnings of dyslexia (specific enough to discriminate from other learning disabilities)

### **III. Assessment** (suggest brief overview)

### **IV. Introduction to the History and Structure of the English Language**

### **V. Nature of Normal Reading** (suggest brief overview)

- A. Description of other ways to teach reading, such as whole-word recognition, sight words, context, etc.
- B. Discussion to include process of normal reading development from decoding to reading for knowledge

### **VI. Alphabetic Principles** (i.e., sound-symbol relationships)

**VII. Introduction to Phonology**

- A. Knowledge of the sound system of English and the mechanisms for the production of phonemes
- B. Phonological prerequisites: listening and oral language
- C. Phonological segmentation: words, syllables, phonemes
- D. Introduction to syllable types and division, morphemes, Anglo-Saxon affixes, Latin and Greek word elements

**VIII. The Orton-Gillingham Approach**

- A. History of the Orton-Gillingham Approach
- B. Rationale and Principles of the Orton-Gillingham Approach (use of multisensory strategies and cumulative teaching)
- C. Principles
  - 1. Direct and explicit
  - 2. Analytic–synthetic principle
  - 3. Structured and sequential
  - 4. Diagnostic and prescriptive
  - 5. Power and persistence of motor memory
  - 6. Gillingham multisensory linkages
  - 7. Teaching towards automaticity
  - 8. Teaching towards integration of principles
  - 9. Basis for vocabulary development, reading comprehension, grammar, and organizational skills
  - 10. Individualization of the lesson plan
  - 11. Introduction to spelling generalizations and rules
  - 12. Knowledge that the ultimate goals of using the Orton-Gillingham Approach is the comprehension and the enjoyment of the spoken and written word
  - 13. Importance of teaching handwriting
  - 14. Importance of developing a language training notebook



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# **ORTON-GILLINGHAM CLASSROOM EDUCATOR (OGCE)**



## OVERVIEW & PREREQUISITES

**The following are minimum requirements. It is up to the discretion of the Fellow if more coursework and/or practicum hours are required.**

- Prerequisite: Bachelor's degree from an accredited institution in any area of study
- Coursework: 30 hours (minimum) by a Fellow or by a FIT as designated by the Fellow
- Practicum: 50 hours supervised practicum over 8 consecutive months (minimum) which includes 5 observations of the trainee teaching complete lessons in a group (of at least 2 students) or classroom setting conducted by the Fellow (3 out of the 5 observations may be by a FIT or CS as designated by the Fellow) on-site, unedited video or web-based application
- Curriculum: OGCE curriculum guidelines

The Orton-Gillingham Classroom Educator is qualified to apply the principles of the Orton-Gillingham Approach to modify and provide literacy instruction for the classroom or small groups. Please note: The coursework, practicum hours, and observations are applicable to Associate B level membership. An additional 40 hours of coursework, 50 hours of practicum and 5 – 1:1 observations must be completed before applying to the Associate B level.

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The training program for an Orton-Gillingham Classroom Educator leads to the following goals:

### Goal 1

The OGCE in training (the trainee) understands the rationale for selecting the Orton-Gillingham Approach for classroom reading and spelling instruction.

#### Objectives:

1. The OGCE trainee demonstrates an understanding of the stages of normal reading development.
2. The trainee is able to explain why the principles of the Orton-Gillingham Approach are an effective teaching methodology.

3. The trainee is able to explain why Orton-Gillingham is the Approach of choice for all learners.

## Goal 2

The Orton-Gillingham Classroom Educator trainee has knowledge and skill to provide instruction working under the supervision of a Fellow of the Academy.

### Objectives:

1. The trainee demonstrates a general understanding of reading acquisition and knowledge of the needs and nature of all learners
2. The trainee has basic knowledge of the English language's
  - History
  - Structure
3. The trainee demonstrates knowledge of the following principles of instruction as essential components of the Approach:
  - Diagnostic and prescriptive
  - Synthetic - analytic
  - Sequential, structured, systematic, and cumulative
  - Multisensory – Visual, Auditory, Kinesthetic, Tactile (VAKT)
  - Teaching toward automaticity
  - Teaching for integration and application of principles
4. The trainee's lesson plans provide evidence of clear goals that match a sequence of Orton-Gillingham concepts
5. The trainee demonstrates awareness of formal and informal assessment measures

## Goal 3

The trainee adheres to the Academy's Code of Ethics and understands the privileges and responsibilities of the Orton-Gillingham Classroom Educator.

## READINGS

It is expected that the Fellow will assign readings as part of the training process. The reading assignments are left to the discretion of the training Fellow.

## 30 HOURS OF COURSEWORK

***All coursework must be taught by a Fellow of the Academy (or the designated FIT) in person or via a web-based application.***

The training program for the Orton-Gillingham Classroom Educator leads to a basic understanding of the following elements of Orton-Gillingham instruction. **Trainees are eligible to apply at the OGCE level upon completion of the coursework and practicum requirements.**

*Please note:* The coursework, practicum hours, and observations are applicable to Associate B level membership. An additional 40 hours of coursework, 50 hours of practicum and 5 – 1:1 observations must be completed before applying to the Associate B level.

**Orton-Gillingham Classroom Educator Curriculum will include the following components. Trainees will demonstrate understanding of and ability to teach the following concepts to small groups and/or classrooms.**

### **I. Reading Acquisition in All Learners and the Nature and Needs of the Dyslexic Learner**

#### **A. Phonological and Phonemic Awareness**

1. The nature of phonological awareness as a foundational skill in reading acquisition and as a core deficit in students with dyslexia
2. The hierarchy in the progression of phonological skill development
3. The phonological manipulations at the sentence, word and phoneme level

#### **B. Phonics**

1. The structured, sequential multisensory approach to the teaching of language as described in the seminal works of Samuel Orton, Anna Gillingham, June Orton, or Paula Rome and Jean Osman
- C. Reading Fluency
1. The role of fluency in reading comprehension as a key component of normal reading development
  2. The normal development of fluency in beginning readers
  3. The association of poor fluency with reading disorders due to the fundamental brain basis of language disability
- D. Vocabulary
1. The role of vocabulary development in reading comprehension
  2. The characteristics of direct and indirect (contextual) methods of vocabulary instruction
  3. Techniques for vocabulary instruction before, during, and after reading
- E. Reading Comprehension
1. The relationship between oral language, reading comprehension, and written expression
  2. Research-based instructional strategies instruction that promote comprehension

## **II. The Orton-Gillingham Approach**

- A. Awareness of the seminal works
- B. Brain Research in relation to reading
- C. Understanding of the difference between an Approach and a scripted program
- D. Knowledge of the principles of instruction and the ability to explain why the principles of the Orton-Gillingham Approach are effective:
  1. Diagnostic/prescriptive
  2. Sequential
  3. Cumulative
  4. Multisensory

5. Synthetic/analytic
6. Cognitive
7. Emotionally sound

### **III. Knowledge of the Structure of the English Language**

- A. The alphabetic principle in contrast to other writing systems
- B. The concepts of consonant, vowel, phoneme, grapheme, digraph, syllable, morpheme
- C. Phonology:
  1. Phonemic production: ability to teach correct articulation of consonant and short vowel sounds
  2. Blending and segmenting phonemic units, syllables, one-syllable and multisyllabic words
- D. A minimum of six syllable types and basic syllable division patterns
- E. The morphemic structure of English
- F. The role and meaning of roots and affixes
- G. The concept of multiple meaning words in order to aid comprehension
- H. Spelling rules and generalizations and awareness of words phonetic for reading but not for spelling
- I. Non-phonetic words and procedures for instruction

### **IV. Development of the Orton-Gillingham Lesson Plan for Groups or Classroom**

- A. Gain ability to both design and evaluate materials for instruction
- B. Over-learning as an essential of instruction
- C. Multisensory strategies for group instruction using visual, auditory, blending drills, SOS, etc.
- D. The development of automaticity in decoding/encoding
- E. Supportive strategies for correction of Student errors
- F. Spatial planning skills and handwriting skills for print and cursive
- G. Integration of reading comprehension/vocabulary skills into the lesson plan

- H. The nature of fluency and reasonable fluency goals and the accurate decoding and word recognition at the learner's level precedes fluency practice
- I. Strategies for group instruction maintaining diagnostic and prescriptive teaching

## **V. Code of Ethics and Understanding the Ethical Standards for the OGCE Level**

- A. The Orton-Gillingham Classroom Educator is qualified to apply principles of the Orton-Gillingham Approach to modify and provide literacy instruction for the classroom or small groups. Utilizing direct instruction, teachers bring a multisensory, structured, sequential, phonics and linguistic approach into the classroom.

## **VI. Knowledge of the Academy's Philosophy and Standards for Membership**

### **Note:**

*The focus of instruction will vary depending on both the age and prior knowledge of the students to be taught.* The primary grades will have a stronger focus on phonology, articulation of speech sounds, word attack skills, and spelling while the upper grades if they have prior knowledge of basics will have a greater focus on advanced spelling rules, morphology and composition strategies. Making decisions on the focus of instruction for the small group or classroom curricula must be left to the discretion of the Training Fellow.

# **PRACTICUM GUIDELINES**

## **Orton-Gillingham Classroom Educator Candidate**

### **50 Student Contact Hours**

This practicum is a course of study used specifically for instruction of classroom teachers in the fundamentals of Orton-Gillingham instruction tailored to the regular classroom setting. It involves the supervised application of the information and skills taught in the training. The practicum enables the teacher to become familiar with the principles of the Orton-Gillingham Approach and the skill to modify instruction for the classroom or small groups. The following minimum guidelines for the practicum should ensure that the teacher is competent to instruct using the Orton-Gillingham Approach:

- A. The practicum is based on the seminal works of Samuel T. Orton, Anna Gillingham, Bessie Stillman, June Lyday Orton, and Paula Rome.
- B. The practicum is based on small group (of at least 2 students) or classroom instruction under the direction of a Fellow (1:1 observations at this level are not acceptable).
- C. The 50 hours of practicum extend over a minimum of 8 consecutive months to allow the applicant to integrate and apply the knowledge, concepts, and skills learned during the coursework.
  - 1. The practicum includes a minimum of two lessons of 40 to 60 minutes each week.
  - 2. In situations where the OGCE trainee must work in 30-minute blocks, s/he may conduct instruction in four 30-minute sessions rather than two 40-minute sessions.
- D. The practicum includes 5 observations of the trainee teaching complete lessons in a group (of at least 2 students) or classroom setting conducted by the Fellow (3 out of the 5 observations may be by a FIT or CS as designated by the Fellow) on-site, unedited video or web-based application.
- E. Each observation is for an entire session. The observations provide the trainee with specific constructive feedback about the lesson.

- F. Constructive feedback of each observation is both oral and written to be delivered as soon as possible, but no later than 10 days after the observation.
- G. The practicum hours and observations are applicable to Associate B level membership.
- H. The Fellow may determine that there are valid reasons for video and/or web-based observations. Under these circumstances, the following guidelines apply.
  - 1. The lesson is an entire, unedited, Orton-Gillingham lesson of 40-60 minutes or in some cases 30 minute blocks
  - 2. The lesson is group/classroom instruction
  - 3. A copy of the lesson plan and the students' work accompanies the video and if using a web-based application, the Fellow has a copy of the lesson plan
  - 4. A Fellow/trainee conference occurs within 10 days
  - 5. The feedback is both oral and written
- I. Documentation
  - 1. Throughout the entire training period, the Fellow is responsible for maintaining records of coursework and required readings, practicum experiences and performance evaluations.
  - 2. The trainee is responsible for maintaining similar personal documentation as in a professional portfolio.
  - 3. The Academy recommends that, periodically, the Fellow and the trainee review the documentation to reconcile discrepancies.





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## WARRANTY ORTON-GILLINGHAM CLASSROOM EDUCATOR

I, \_\_\_\_\_, as an Orton-Gillingham Classroom Educator member of the Academy of Orton-Gillingham Practitioners and Educators, agree to the following:

- I will represent the level of my membership in the Academy accurately.
- I will use my status in the Academy to engage only in fair professional practices.
- I will not engage in promotional/advertising contexts designating myself as qualified to teach using the Orton-Gillingham Approach outside of my work in a school setting.
- I will make annual dues payments in order to receive continued membership.

I understand that if I fail to conform to any of these conditions or the requirements of the Academy Code of Ethics, my membership may be canceled or its renewal denied, pursuant to the provision of Academy Bylaws.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please sign and return; keep a copy for your records.  
This Warranty must be returned to the Academy office in order for your  
Orton-Gillingham Classroom Educator Membership to take effect.*



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# **ASSOCIATE CURRICULUM**

## OVERVIEW & PREREQUISITES

**The following are minimum requirements. It is up to the discretion of the Fellow if more coursework and/or practicum hours are required.**

Prerequisite: Bachelor's degree from an accredited institution in any area of study

Coursework: 60 hours (minimum) by a Fellow or by a FIT as designated by the Fellow

Practicum: 100 hours supervised practicum over 8 consecutive months (minimum), which includes 10 entire 40-60 minute lesson observations of the trainee conducted by a Fellow (7 out 10 observations may be by a FIT or CS as designated by the Fellow) on-site, unedited video or web-based application

- *Option A: 100 hours teaching 1:1*
- *Option B: 50 hours 1:1 and 50 hours teaching in a group (of at least 2 students) or classroom setting*

Curriculum: Associate curriculum guidelines

The Associate Option A member is qualified to provide 1:1 Orton-Gillingham instruction under the mentorship of an Academy Fellow. The Associate Option B member is qualified to provide 1:1 and small group instruction under the mentorship of an Academy Fellow.

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The training program at the Associate level leads to the following goals:

### Goal 1

The Associate in training (the trainee) understands the rationale for selecting the Orton-Gillingham Approach for individuals with dyslexia.

#### Objectives:

1. The Associate trainee demonstrates an understanding of the stages of normal reading development.
2. The trainee is able to explain why the principles of the Orton-Gillingham Approach

are effective.

3. The trainee is able to explain why Orton-Gillingham is the Approach of choice for the dyslexic learner.

## Goal 2

The Associate trainee has knowledge and skill to provide instruction working under the supervision of a Fellow of the Academy.

### Objectives:

1. The trainee demonstrates general knowledge of the needs and nature of the dyslexic learner.
2. The trainee has basic knowledge of the English language's
  - History
  - Structure
3. The trainee demonstrates knowledge of the following principles of instruction as essential components of the Approach:
  - Diagnostic and prescriptive
  - Synthetic - analytic
  - Sequential, structured, systematic, and cumulative
  - Multisensory Visual, Auditory, Kinesthetic, Tactile (VAKT)
  - Teaching toward automaticity
  - Teaching for integration and application of principles
4. The trainee's lesson plans provide evidence of clear goals that match a sequence of Orton-Gillingham concepts.
5. The trainee demonstrates awareness of formal and informal assessment measures.

## Goal 3

The Associate trainee adheres to the Academy's Code of Ethics and understands the privileges and responsibilities of the Associate member.

## 60 HOURS OF COURSEWORK

***All coursework must be taught by a Fellow of the Academy (or the designated FIT) in person or via a web-based application.***

**Trainees will demonstrate understanding of and ability to teach the following instructional topics:**

### **I. Reading Acquisition in All Learners including the brain basis of reading and the essential components of good reading instruction.**

#### **A. Phonological and Phonemic Awareness**

1. The nature of phonological awareness as a foundational skill in reading acquisition and as a core deficit in students with dyslexia
2. The hierarchy in the progression of phonological skill development
3. The phonological manipulations at the sentence, word and phoneme level

#### **B. Phonics**

1. The structured, sequential, and multisensory approach to the teaching of language as described in the seminal works of Samuel Orton, Anna Gillingham, June Orton, or Paula Rome and Jean Osman

#### **C. Reading Fluency**

1. The role of fluency in reading comprehension as a key component of normal reading development
2. The normal development of fluency in beginning readers
3. The association of poor fluency with reading disorders due to the fundamental brain basis of language disability

#### **D. Vocabulary**

1. The role of vocabulary development in reading comprehension
2. The characteristics of direct and indirect (contextual) methods of vocabulary instruction
3. Techniques for vocabulary instruction before, during, and after reading

**E. Reading Comprehension**

1. The relationship between oral language, reading comprehension, and written expression
2. Research-based instructional strategies instruction that promote comprehension

**II. Dyslexia****A. Knowledge of the nature and needs of the dyslexic learner**

1. Definition of dyslexia
2. Awareness of the effects of dyslexia on the individual's ability to communicate, on academic performance, and on life experiences

**B. Awareness of the neurobiological underpinnings of dyslexia****C. Awareness of past and present research****D. Awareness of the stages of normal reading acquisition**

1. Awareness of language and motor development

**E. Understand how deficiencies in phonological awareness, phonics decoding, accurate word recognition, oral language comprehension, and vocabulary affect reading comprehension and written expression****F. Understand the progression in the development of reading fluency and the implications for dyslexic individuals****G. Understand the implications of slow processing speed in the development of reading fluency in a subgroup of dyslexic readers****III. The Orton-Gillingham Approach****A. Knowledge of the history of the English language****B. Knowledge of the structure of the English language**

1. Incorporation of phonological awareness activities appropriate to the student's developmental level into the lesson
2. Ability to teach the spelling rules and generalizations

**C. Awareness of the morphological structure of English****D. Vocabulary development**

1. Multi-meaning words
  2. Simple grammar
  3. Punctuation and capitalization
- E. Ability to teach manuscript and cursive handwriting
- F. Ability to teach self-monitoring
1. Proofreading
  2. Spelling as a thought process
- G. Ability to develop a student profile
- H. Ability to teach diagnostically and prescriptively
- I. Ability to write student progress reports
- J. Awareness of various programs derived from Orton-Gillingham and the ability to explain the differences between them

#### **IV. Assessment**

- A. Awareness of formal and informal instruments most frequently used in the diagnosis and treatment of dyslexia
- B. Ability to develop and administer informal measures
- C. Ability to develop and maintain accurate student records
- D. Ability to interpret reading, writing, and spelling errors

#### **V. The Lesson Plan**

- A. Ability to design an individualized lesson based on student assessment and performance
1. Inclusion of a clear lesson objective
  2. Practice of symbol to sound and sound to symbol relationships
  3. Practice in oral reading of words in isolation and in appropriate connected text
  4. Practice in spelling dictated words, phrases and sentences incorporating reading writing, and spelling
  5. Monitoring quality of written work, including handwriting, letter formation and formatting
  6. Individualizing instructional materials

7. Spiraling back to review previous concepts
  8. Providing direct instruction of new concepts
  9. Incorporating practice leading toward automaticity
  10. Incorporating simultaneous multisensory instruction
- B. Knowledge of how to write decodable text and analyze commercial text for use in the lesson
  - C. Evidence of maintaining a detailed record of the student's daily performance as the basis for designing subsequent lessons; this includes work samples, evidence of error correction and practice for accuracy as implemented in subsequent lessons

## **VI. Adaptation of Orton-Gillingham for Classroom Instruction**

An additional 10 hours of instruction is required for Option B candidates for a total of 70 hours of coursework.

## **VII. Code of Ethics**

*The Associate member is qualified to provide 1:1 Orton-Gillingham instruction under the mentorship of a Fellow of the Academy.*

- A. Knowledge of the Academy's philosophy, standards for membership and standards of ethics
- B. Understanding of the ethical standards for the Associate member of the Academy
- C. Awareness of the rights and responsibilities as a member of the Academy



# PRACTICUM GUIDELINES

## Associate Candidates - 100 Student Contact Hours

A practicum is a course of study used specifically for instructing prospective teachers and practitioners. It involves the supervised application of the theory that the trainees are learning. The practicum enables the trainee to become skilled in applying the principles of the Orton-Gillingham Approach.

**These minimum guidelines for the practicum exist to ensure that the applicant is competent to instruct a student in the Orton-Gillingham Approach.**

1. The practicum is based on the original works of Samuel T. Orton, Anna Gillingham, Bessie Stillman, June Lyday Orton, and Paula Rome.
2. Choose either Option A or Option B:
  - a. Option A
    - i. Candidates are eligible to apply for the Associate level upon completion of 100 hours of a closely supervised practicum and 60 hours of coursework.
    - ii. The practicum is 1:1 (one trainee to one student) under the direction of a Fellow or the designated FIT or CS
  - b. Option B
    - i. Candidates are eligible to apply for the Associate level upon completion of 100 hours of a closely supervised practicum: 50 hours must be 1:1 and 50 hours must be delivered in a group (of at least 2 students) or classroom setting. In addition to the 60 hours of coursework, an additional 10 hours of coursework in adapting Orton-Gillingham to group (of at least 2 students) or classroom instruction is required.
    - ii. The practicum is 1:1 (one trainee to one student) and group (of at least 2 students) or classroom instruction. All practicum is under the direction of a Fellow or the designated FIT or CS.

3. The practicum extends over a minimum of 8 consecutive months to allow the applicant to integrate and competently apply the concepts learned during the course.
4. The practicum includes a minimum of two lessons of 40 to 60 minutes each week, on non-consecutive days.
5. There is a minimum of 10 hours of direct observation by the Fellow, over a minimum of 8 consecutive months. If necessary, observations may be conducted via video or web-based application. A FIT or a CS who is working under the direction of the Fellow may perform up to 7 out of the 10 observations.
6. Each observation is for one entire Orton-Gillingham session. The observations provide the trainee with specific constructive feedback about the lesson.
7. Constructive feedback of each observation is both oral and written. It should be delivered as soon as possible but no later than 10 days after the observation.
8. The Fellow may determine that there are valid reasons for video and/or web-based observations. Under these circumstances, the following guidelines apply.
  - a. The lesson is an entire, unedited, Orton-Gillingham lesson of 40-60 minutes.
  - b. The lesson may be 1:1 or group/classroom instruction (for Option B).
  - c. A copy of the lesson plan and the student's work accompanies the video and if using a web-based application, the Fellow has a copy of the lesson plan.
  - d. A Fellow/trainee conference occurs within 10 days.
  - e. The feedback is both oral and written.
9. Documentation
  - a. Throughout the entire training period, the Fellow is responsible for maintaining records of coursework and required readings, practicum experiences and performance evaluations.
  - b. The trainee is responsible for maintaining similar personal documentation as in a professional portfolio.
  - c. The Academy recommends that, periodically, the Fellow and the trainee review the documentation to reconcile discrepancies.



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## WARRANTY ASSOCIATE MEMBER

I, \_\_\_\_\_, as an Associate Member of the Academy of Orton-Gillingham Practitioners and Educators, agree to the following conditions:

- I will represent the level of my membership in the Academy accurately.
- I will use my status in the Academy to engage only in fair professional practices.
- I will continue to tutor under the mentorship of a Fellow of the Academy.
- I have contacted the following Fellow to provide mentorship: \_\_\_\_\_, Fellow/AOGPE and I ensure that the Fellow will receive a copy of this signed Warranty.
- In promotional/advertising contexts, I will describe myself as ***“Orton-Gillingham-trained at the Academy Associate Level, continuing to work under the mentorship of a Fellow.”***
- I will make annual dues payments in order to receive continued membership.

I understand that if I fail to conform to any of these conditions or to the requirements of the Academy Code of Ethics, my membership may be canceled or its renewal denied, pursuant to the provision of Academy Bylaws (Article 4.5).

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please sign and return; keep a copy for your records.  
This Warranty must be returned to the Academy office in order for your  
Associate Membership to take effect.*



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## **CERTIFIED CURRICULUM**

## OVERVIEW & PREREQUISITES

The following are minimum requirements. It is up to the discretion of the Fellow if more coursework and/or practicum hours are required.

Prerequisite: 1. Bachelor's degree from an accredited institution in any area of study  
2. Satisfactory completion of Associate level requirements  
3. In some circumstances, a letter of recommendation from the primary Fellow stating that the candidate is appropriate for participation in a Certified training program, may be requested

Coursework: 100 hours minimum (in addition to 60 hours at Associate for a total of 160 hours)

Practicum: 200 hours supervised practicum over 2 academic years minimum (in addition to the 100 hours at Associate for a total of 300 hours), which includes 10 entire 40-60 minute lesson observations of the trainee by a Fellow (7 out of 10 observations may be by a FIT or CS as designated by the Fellow) on-site, unedited video or web-based application. The practicum is with 2 different students: 1 at the lower level of language instruction and 1 at a higher level of language instruction.

Curriculum: Certified curriculum guidelines

The Certified member is qualified as an independent practitioner in the Orton-Gillingham Approach.

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The training program at the Certified level leads to the following:

### Goal 1

The Certified member is able to explain the underlying principles and describe the specific concepts and procedures that set the Orton-Gillingham Approach apart from others.

#### Objectives:

1. The Certified member is able to explain that the Approach explicitly teaches the structure of language in its phonological, morphological, semantic, and syntactic aspects.
2. The Certified member is able to cite references that support Orton-Gillingham as the instructional Approach of choice for persons with dyslexia.

## **Goal 2**

The Certified member of the Academy demonstrates the knowledge and skill to provide instruction as an independent Orton-Gillingham practitioner.

### **Objectives:**

1. The Certified member demonstrates orally, in writing, and through practice with students, an understanding of the principles of the Approach.
2. The Certified member understands the nature and needs of the learner.
3. The Certified member is able to teach the structure of the English language.
4. The Certified member is able to interpret diagnostic evaluations, administer relevant academic and diagnostic tests, and design specific therapeutic interventions using the Approach.
5. The Certified member is able to write case histories and progress reports.
6. The Certified member demonstrates competence in case management.

## **Goal 3**

The Certified member adheres to the Academy's Code of Ethics and understands the privileges and responsibilities of the Certified member.

# 100 HOURS OF COURSEWORK

(Beyond the 60 Hours at Associate Level)

***All coursework must be taught by or overseen by a Fellow of the Academy (or the designated FIT) in person or via a web-based application.***

**Of the 100 hours of coursework (minimum), 50 hours may be from the following:**

- 25 hours of attendance at conferences approved by the Fellow
- 25 hours from web-based videos or digital presentations as assigned by the Fellow with follow-up discussion with the Fellow

The Certified curriculum is in addition and in more depth to the topics covered in the Associate level. **Trainees are eligible to apply at the Certified level upon completion of the coursework and practicum requirements.**

## Instructional topics

### **I. Dyslexia**

- A. In depth understanding of the learner with dyslexia
  1. Definition of dyslexia
  2. Understanding the effects of dyslexia on the individual's ability to communicate, on academic performance, and on life experiences
- B. Knowledge of the neurobiological underpinnings of dyslexia
- C. Knowledge of current scientific research in the area of dyslexia and learning disabilities
- D. Knowledge of normal language development and motor development
- E. Knowledge of the nature of reading and normal reading acquisition
- F. Knowledge of the history of literacy education
- G. Competence to explain dyslexia to students, to parents, to educators, to employers, and others
- H. Ability to communicate effectively with other professionals

- I. Competence in case management
  1. Understanding the student and the family dynamics
  2. Setting priorities and establishing schedules
  3. Monitoring progress
  4. Making appropriate referrals
  5. Coordinating interventions

## **II. The Orton-Gillingham Approach**

- A. Knowledge of the history and the structure of the English language
  1. Ability to teach phonology
    - a. Syllabication
    - b. Spelling rules and generalizations
  2. Ability to teach morphology
    - a. Affixes
    - b. Base words
    - c. Latin roots and Greek combining forms
  3. Ability to teach semantics
    - a. Vocabulary development
    - b. Multi-meaning words
  4. Ability to teach syntax
    - a. Grammar
    - b. Punctuation and capitalization
  5. Ability to teach pragmatics
    - a. Non-verbal communication
    - b. Social skills
  6. Ability to teach paragraph development
- B. Ability to teach handwriting
- C. Ability to teach self-monitoring and study skills
- D. Ability to develop a student profile



- E. Ability to teach diagnostically and prescriptively
- F. Ability to write case histories and student progress reports
- G. Ability to present student reports using language and tone appropriate for the intended recipient
- H. Ability to design and select appropriate instructional materials
- I. Knowledge of various programs derived from the Orton-Gillingham Approach

### **III. Assessment**

- A. Knowledge of a broad variety of formal and informal assessment measures used by professionals in ancillary fields
- B. Understanding of standardized testing
  - 1. Types of tests, such as: achievement, IQ, perceptual, speech and language tests
  - 2. Nature of test items
  - 3. Formats of tests
  - 4. Administration
  - 5. Test reliability and validity
  - 6. Interpretation of scores
- C. Interpretation of test results
  - 1. Analysis of student errors
  - 2. Basis for remediation
- D. Ability to develop and administer informal measures

### **IV. The Lesson Plan**

- A. Ability to design an individualized lesson based on student performance
  - 1. Incorporating reading, writing, and spelling
  - 2. Reviewing previous concepts
  - 3. Providing direct instruction of new concepts
  - 4. Incorporating practice leading toward automaticity
  - 5. Building logically on previously learned concepts
  - 6. Incorporating simultaneous multisensory instruction

- B. Ability to design student lessons that integrate a variety of language skills
  - 1. Organization
  - 2. Study skills
- C. Self-advocacy

## **V. Code of Ethics**

- A. Knowledge of the Academy's philosophy, and standards for membership
- B. Understanding of the ethical standards for the Certified member of the Academy
- C. The Certified member is a qualified Orton-Gillingham practitioner.
- D. Awareness of the rights and responsibilities as a Certified member of the Academy

# PRACTICUM GUIDELINES

## Certified Candidates - 200 Student Contact Hours

(Beyond the 100 Hours at the Associate Level)

A practicum is a course of study used specifically for instructing prospective teachers and practitioners. It involves the supervised application of the theory that the trainees learned. The practicum enables the Orton-Gillingham trainee to become skilled in applying the principles of the Orton-Gillingham Approach.

These minimum guidelines for the practicum exist to ensure that the applicant is competent to instruct a student in the entire scope and sequence of the Orton-Gillingham curriculum. Because the curriculum is cumulative, **the information below outlines the practicum hours required at the Certified level in addition to the Associate level requirements.**

1. All practica are based on the original works of Samuel T. Orton, Anna Gillingham, Bessie Stillman, June Lyday Orton, and Paula Rome.
2. Trainees are eligible to apply at the Certified level upon completion of 200 hours of a closely supervised practicum and completion of 100 hours of coursework.
3. The Certified practicum extends over a minimum of 2 academic years to allow the trainee to integrate and apply the concepts learned during the coursework.
4. The 200 hour practicum is 1:1 (one trainee to one student) under the direction of a Fellow or the FIT or CS as designated by the Fellow. At the Certified level, trainees may also be working with small groups. In that case, at the discretion of the Fellow, 2 of the 10 observations may be with the small group, but the small group hours do not replace the 200 hour, 1:1 practicum requirement.
5. At the Certified level, the practitioner is able to teach a range of students of any age and at any stage in the language continuum.
6. The practicum is with 2 different students: 1 at the lower level of language instruction and 1 at a higher level of language instruction.

7. The practicum includes a minimum of two lessons of 40 to 60 minutes each week, on non-consecutive days.
8. There are 10 hours of direct observation by the Fellow over a 2-year period. A FIT or CS who is working under the direction of the Fellow may perform up to 7 out the 10 observations. The observations provide the trainee with specific constructive feedback about the lesson. Additional observations may be required at the discretion of the Fellow.
9. The observation is for one entire Orton-Gillingham session.
10. Constructive feedback of each observation is both oral and written. It should be delivered as soon as possible, but no later than 10 days after the observation.
11. The Fellow may determine that there are valid reasons for using a video and/or web-based applications for observations. Under these circumstances the following guidelines apply:
  - a. The lesson is an entire, unedited, Orton-Gillingham lesson of 40 to 60 minutes
  - b. The lesson is 1:1
  - c. A copy of the lesson plan and the student's work should accompany the video and if using a web-based application, the Fellow has a copy of the lesson plan
  - d. A Fellow/trainee conference occurs within 10 days
  - e. The feedback is both oral and written
  - f. Case conferencing with peers is suggested as part of the practicum



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## WARRANTY CERTIFIED MEMBER

I, \_\_\_\_\_, as a Certified Member of the Academy of Orton-Gillingham Practitioners and Educators, agree to the following conditions:

- I will represent the level of my membership in the Academy accurately.
- I will use my status in the Academy to engage only in fair professional practices.
- I will only train other practitioners as an official Fellow-in-Training in a Fellow Apprentice Training Program. *(If you are a Fellow-in-Training, provide the name of the Training Fellow: \_\_\_\_\_).*
- I will make annual dues payments in order to receive continued membership.

I understand that if I do not conform to any of these conditions or to the requirements of the Academy Code of Ethics, my membership may be canceled or its renewal denied, pursuant to the provision of Academy Bylaws (Article 4.5).

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please sign and return; keep a copy for your records.  
This Warranty must be returned to the Academy office in order for your  
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## **FELLOW CURRICULUM**

## OVERVIEW & PREREQUISITES

**The following are minimum requirements. It is up to the discretion of the Fellow if more coursework and/or practicum hours are required.**

Prerequisites: 1. Master's Degree from an accredited institution in any area of study (or international equivalent) at the time of application to the Academy

2. Certified level membership in the Academy

3. Experience teaching students of various ages and learning profiles

4. Evidence of continuing professional growth and development in the field of dyslexia beyond the Certified level

5. Notice to Academy office, via email, from the Principal Training Fellow of the name of the FIT and the date s/he began training as a FIT

Coursework: 90 hours, minimum (in addition to 160 hours at Certified for a total of 250 hours)

- 20 hours of attendance at conferences may be applied to this requirement

Practicum: 300 hours of supervised practicum over 3 academic years, minimum (in addition to 300 hours at Certified for a total of 600 hours over 6 years, minimum), which includes 10 observations of the FIT by a Fellow in a variety of settings, for example: teaching courses, supervising trainees, conducting observations, and giving feedback to trainees.

Training: Participate in a minimum of 3 complete trainings over the 3-year period, to include both Associate and Certified Trainings.

Curriculum: Fellow curriculum guidelines

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## FELLOW-IN-TRAINING CURRICULUM GUIDELINES

The purpose of the Fellow-in-Training (FIT) program is to prepare an individual to train teachers in the Orton-Gillingham Approach. At the Fellow level, the FIT has demonstrated proficiency in meeting the requirements at the Associate and Certified levels. **The information below outlines the coursework and practicum hours beyond the requirements at the Certified.**

Certified members who wish to become instructors of the Orton-Gillingham Approach enroll in a FIT program to gain in-depth knowledge and experience in prescriptive, diagnostic instruction, in supervision, and curriculum development.

The following is a suggested logical progression in the process of learning to be an instructor. A FIT should attend local and national conferences. **Twenty-hours of attendance at conferences may be applied to the requirement of coursework during the three-year training period.** The Trainee and the Fellow are required to submit documentation of conferences and to list specific sessions attended. The Academy sponsors conferences and Fellow seminars.

*A FIT should be closely mentored by his/her Fellow throughout the training. All training must be documented and records available to the Certifying Committee if requested. The FIT is not yet certified to perform training independently and must teach under the direct supervision of the Fellow throughout all training. Direct supervision means close monitoring of the FIT in all components of the process until the FIT has reached competency as determined by the Fellow.*

A practicum at the Fellow level involves the supervised practical application of the theory that the FIT has been learning. The Academy reminds the Fellow and cautions the FIT that these minimum criteria are designed to maintain the professional standards of the Academy and may need to be extended to meet the needs of the FIT.

**Trainees are eligible to apply at the Fellow level upon completion of the coursework and practicum requirements.**



**The training program at the Fellow level leads to the accomplishment of the following goals:**

### **Goal 1**

The FIT demonstrates conformity to the professional and ethical standards of the Academy.

### **Goal 2**

The FIT demonstrates mastery of the Academy's curriculum standards at the Subscriber, OGCE, Associate, and Certified levels.

### **Goal 3**

The FIT demonstrates the knowledge and competence to administer Orton-Gillingham training programs at the Subscriber, OGCE, Associate, and Certified levels in accordance with the standards of the Academy.

#### **Objectives:**

1. The FIT designs and teaches courses consistent with the Academy curricula at each level, integrating new knowledge as appropriate.
2. The FIT provides supervision and mentoring through direct observation and feedback as prescribed in the practicum guidelines. The FIT maintains accurate records documenting the progress and performance of trainees and students.
  - a. A FIT may conduct up to 7 of 10 observations of trainees at the Associate and Certified levels.
  - b. A FIT may conduct up to 3 of the 5 observations for the OGCE level.
3. The FIT learns to administer all aspects of a training program to ensure compliance with the standards of the Academy.

### **Goal 4**

The FIT communicates clearly and concisely with other professionals, students, parents, and the general public, about issues relating to dyslexia and the Orton-Gillingham Approach.

### **Goal 5**

The FIT maintains knowledge of current federal and state special education laws and is able to teach this information to others.

# **FELLOW-IN-TRAINING CURRICULUM AND PRACTICUM 300 CONTACT HOURS Suggested Sequence of Instruction**

1. All coursework and practicum is conducted under the guidance of a Fellow over a minimum period of 3 academic years
2. 90 hours of coursework: up to 20 hours of relevant conferences, and webinars attended within the 3-year period may be applied to the 90 hours
3. 300 hours of supervised practicum working with trainees
4. The FIT must participate in a minimum of 3 complete trainings over the 3-year period, to include both Associate and Certified Trainings
5. A minimum of 10 observations of the FIT by the Fellow (over the 3-year period) in a variety of settings, for example: teaching courses, supervising trainees, conducting observations, and giving feedback to trainees
6. The Fellow may determine that there are valid reasons for using a video and/or web-based application for observations
7. The Fellow closely monitors the FIT in all components of the process until the FIT has reached competency as determined by the Fellow
  - All training must be documented and records available to the Certifying Committee if requested.
8. The FIT is not yet certified to perform training independently without the mentorship of a Fellow.

## **I. Coursework and Practicum**

### **A. Year 1**

1. 40 hours of coursework in
  - a. How to critique a trainee's lessons
  - b. How to provide effective supervision
  - c. Ethical issues

- d. Assessment: development, administration and interpretation
  - e. Adapting evidence based research into practice in the field of dyslexia and related language learning difficulties
  - f. In-depth understanding of the nature and variability of dyslexia and language learning problems
- 2. 100 hours of experience in supervision
    - a. A minimum of 4 observations (of 10 total over 3 years) of FIT teaching curriculum at the Associate and Certified levels
    - b. Evidence of the FIT maintaining accurate records of trainees
    - c. A minimum of 2 of the required observations (of 10 total over 3-years) in a variety of settings: teaching trainees, supervising trainees, conducting observations and giving feedback to trainees
    - d. Evidence of the FIT maintaining accurate records for his/her own portfolio

## B. Year 2

- 1. 25 hours of coursework in
  - a. A basic understanding of advocacy and legal issues in education
  - b. Selection of appropriate practicum students
  - c. Design and implementation of appropriate instructional programs
  - d. Selection and design of appropriate materials
  - e. Presentation of selected topics at the discretion of the supervising Fellow
- 2. 100 hours of experience in supervision
  - a. Increased responsibility for supervision and training of trainees
  - b. A minimum of 2 observations (of 10 total over 3 years) in a variety of settings: teaching trainees, supervising trainees, conducting observations, and giving feedback to trainees

## C. Year 3

- 1. 25 hours of coursework in

- a. Designing a complete course syllabus at both the Associate and Certified levels
  - b. Critiquing Associate and Certified instructional programs
  - c. Presenting all aspects of the Associate and Certified curricula
  - d. Administering a training program
  - e. Presenting research in the field
2. 100 hours of additional experience in supervision
- a. Participating in conferences and meetings with parents and other professionals, for example: parent conferences, parent information sessions, special education meetings, IEP planning and TEAM meetings
  - b. Organizing and conducting faculty/staff meetings (where appropriate)
  - c. A minimum of 2 of the required observations (of 10 total over 3 years) in a variety of settings: teaching trainees, supervising trainees, conducting observations and giving feedback to trainees



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## WARRANTY FELLOW MEMBER

I, \_\_\_\_\_, as a Fellow Member of the Academy of Orton-Gillingham Practitioners and Educators, agree to the following conditions:

- I will represent expectations for or outcomes of any training program I offer accurately.
- I will comply with the standards of the Academy as stated in the Curricula at each level of membership.
- I will represent the content or nature of my curriculum or any training program that I offer accurately.
- I will use my status in the Academy to engage only in fair professional practices.
- I will represent Academy approval of any program that I offer accurately.
- I will make annual dues payments in order to receive continued membership.

I understand that if I do not conform to any of these conditions or to the requirements of the Academy Code of Ethics, my membership may be canceled or its renewal denied, pursuant to the provision of Academy Bylaws (Article 4.5).

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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# **CODE OF ETHICS**



**Academy of  
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## **CODE OF ETHICS**

The Academy of Orton-Gillingham Practitioners and Educators serves the public interest by promoting the highest levels of professional conduct and ethical standards for educators and practitioners of the Orton-Gillingham Approach.

Academy members agree to:

- Subscribe to and promote the basic tenets of the Academy including its bylaws and policies, philosophy, membership criteria, and curricula for student instruction and practitioner training
- Conduct professional activities consistent with the goals and objectives of the Academy and to do so in a manner that will reflect positively on the Academy
- Engage in continued professional education through conferences, workshops, seminars, college courses, and programs that meet Academy standards
- Serve the needs of individuals without regard for race, religion, ethnicity, nationality, gender, socioeconomic status, or sexual orientation
- Use their membership as a means of informing the public of their level of professional achievement and commitment
- Adhere to this code in order to qualify for continued membership and program accreditation



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Orton-Gillingham  
Practitioners  
and Educators

## **GLOSSARY**



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***The information and definitions contained in this Glossary are specific to the Academy of Orton-Gillingham Practitioners and Educators. In other contexts, this information might have a broader meaning.***

**accent:** stress or emphasis on one or more syllables in a word. The accented syllable is spoken louder or in a higher pitch than the other syllables(s)

**active working memory:** a temporary memory storage lasting just long enough to complete an integrated process for long-term storage

**acquired dyslexia or alexia:** an impairment of reading and related language skills due to some type of brain injury

**affix:** a letter or group of letters added to the beginning (prefix) or end (suffix) of a base word or root; the resulting word may differ in meaning or function

**alphabetic principle:** a writing system whose symbols (graphemes) represent the speech sounds (phonemes) of the language, i.e., symbol to sound relationships

**approach:** a plan of action designed to meet the needs of an individual learner

**assessment:** on-going evaluation that may compare self-to-self, or self-to-others, in relation to learned behaviors

**auditory discrimination:** the ability to hear likenesses and differences in phonemes or words, assuming normal hearing acuity

**auditory memory:** a process of storage and retrieval of aurally presented material

**automaticity:** accurate, rapid, and immediate response, without conscious effort

**base word:** a word to which affixes may be added to create related words

**blending:** smooth joining of speech sounds in their proper order

**breve:** the diacritical mark ( ˇ ) used to indicate a short vowel sound

**closed syllable:** a syllable containing a single vowel followed by one or more consonants. The vowel in this syllable typically represents a short vowel sound. This does not apply when an *r* immediately follows the vowel.

**cognitive:** referring to a level of conscious mental processing (thinking)

**consonant:** a speech sound in that the flow of air is obstructed by the articulators, e.g., *lips, tongue, teeth....*

**consonant blend:** a cluster of two or more consonants where each letter sound is heard, e.g., *bl-, -nd, str-....*

**consonant digraph:** two or more consonant clusters that produce a new sound, e.g., *ch, tch, ph....*

**consonant-le syllable:** a final stable syllable, e.g., *candle, rifle....*

**criterion reference test:** a non-standardized test, created to assess specific knowledge of what has been taught

**cumulative:** one piece of information built on another, spiraling back to reinforce and incorporate prior instruction

**cursive writing:** joined handwriting; words are written as single units without raising the pencil

**decoding:** a process of translating printed letter symbols into spoken language, e.g., b-e-d = /b//e//d/

**diacritical mark:** a distinguishing mark that indicates a specific pronunciation

**dictation:** oral presentation of sounds, syllables, words, phrases, or sentences for the student to write

**diphthong:** a vowel glide, e.g., *oi, ou, au....*

**direct instruction:** an instructional approach in that the teacher explicitly states what is to be learned, how it is to be applied, and why it is important

**direct supervision of the Fellow-in-Training:** close monitoring of the FIT in all components of the process until the FIT has reached competency as determined by the Supervising Fellow.

**dyscalculia:** difficulty in learning to calculate or to remember easily and to work accurately with number facts

**dysgraphia:** difficulty in learning the physical act of writing

**dyslexia (developmental dyslexia, language learning disorder, specific language disability, strephosymbolia):** These terms are interchangeable and may be summarized as difficulty in the use and processing of linguistic/symbolic codes; this is an aspect of a language continuum that includes spoken language, written language, and language comprehension.

**encoding:** a process of translating spoken language into printed letter symbols, i.e., spelling, e.g., /b//e//d/ = bed

**flexible:** adjusting to meet the specific needs of a learner

**fricative:** a consonant produced by constricting but not stopping the air stream, e.g., *f*, *s*....

**fluency:** Reading fluency refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody (rhythm, expression, and phrasing); and where attention can be allocated to comprehension. (Wolf & Katzir-Cohen, 2001)

**Gillingham association/linkages:** the associations used in instructing students to connect visual, auditory, and tactile-kinesthetic senses; these multisensory linkages for language learning, essential for the dyslexic learner, are the core of the Orton-Gillingham Approach

**grapheme:** a single letter or letter combination that represents a phoneme

**individualized:** teaching that is designed to meet the differing needs of learners

**informal assessment:** an evaluation that identifies strengths and weaknesses: does not include reporting of a standardized score

**key word:** a word that illustrates a sound/symbol relationship and serves as a key to “unlock” the student’s memory of that sound

**kinesthetic memory:** a remembered pattern of movement

**kinesthetic:** feedback from muscle movements

**language:** a rule-based system of symbols (spoken, written, gestural) and ideas; in English we are concerned with five levels of the language – phonetic, morphologic, syntactic, semantic and pragmatic

**long-term memory:** involves receiving, interpreting, storing, and retrieving information

**macron:** a diacritical mark (–) indicating a long vowel sound

**manuscript writing:** a type of handwriting similar to print; letters are typically independent units unconnected within each word

**method:** a curriculum in a prescribed order

**mnemonic:** intended to assist the memory

**monosyllable:** a single syllable

**morpheme:** the smallest meaningful unit of language, e.g., dogses

**morphology:** the study of meaningful units within words, e.g., re turn able

**multisensory:** the simultaneous use of visual, auditory, and kinesthetic-tactile pathways to reinforce learning

**nasal:** a speech sound that is produced when air is emitted primarily through the nose -- e.g., *m*, *n*, *ng*....

**non-phonetic words:** words that do not follow the patterns of the English language, e.g., *said* or *was*

**observation:** in Orton-Gillingham, observation refers to direct monitoring and assessment by one instructor (a Fellow or a Fellow-in-Training) to one trainee who is teaching a dyslexic student for a minimum of 40 minutes for each observation plus time for feedback and questions

**open syllable:** a syllable that ends with a single vowel and typically the vowel sound is long

**orthography:** the writing system of a spoken language (spelling)

**perception:** a process involving the reception, selection, differentiation, and integration of sensory stimuli

**phoneme:** smallest unit of speech that serves to distinguish one utterance from another

**phonetics:** the scientific study of speech sounds

**phonemic segmentation:** the process of sequentially isolating speech sounds

**phonics:** a teaching approach that gives attention to letter-sound correspondences in the teaching of reading and spelling

**phonogram:** a representation of the sound/symbol relationships

**phonology:** the study of the sound system of language

**plosive:** a speech sound that is made by stopping the air stream and then suddenly releasing it

**practicum:** the supervised, practical application of the Orton-Gillingham Approach

**pragmatics:** practical interpretation and use of language, e.g., asking questions to gain information, follow directions, etc.

**prefix:** a letter or group of letters added at the beginning of a base word or root, e.g., untie, immoral....

**primary trainer:** a Fellow of the Academy who is the principal instructor for an Orton-Gillingham course and practicum, in accordance with Academy curricular guidelines

**prosody:** the sound patterns of rhythm and intonation in a language

**r-controlled syllable:** a syllable that contains a vowel followed by an *r*, e.g., *her, bird, doctor*....

**root:** the basic element of a word, sometimes called a base word or a stem, e.g., distract, prevent....

**schwa:** an obscured vowel sound in an unaccented syllable

**semantics:** the study of linguistic meanings

**short-term memory:** memory that lasts only a briefly, has rapid input and output, and is limited in capacity

**standardized achievement test:** using techniques of statistical inference, it measures and compares an individual's performance to that of a larger population

**supervision:** observation and individual oral and written guidance by a Fellow

**syllable:** a word or part of a word with one vowel sound

**syllable division:** the process of breaking multisyllabic words into separate units

**syntax:** the rules of word order in a sentence

**synthetic/analytic principle:** refers to the process of building from the parts to the whole and from the whole into its parts. One synthesizes (blends together) discrete sounds to form words for reading. One analyses (breaks apart) spoken words into individual sounds for spelling.

**systematic:** proceeding from small to large, simple to complex, known to new, concrete to abstract and most frequent patterns of the language to the least frequent

**tactile:** pertaining to touch

**therapeutic environment:** refers to the total learning environment to be established by the clinician or teacher

**unvoiced sounds:** speech sounds produced without vibration of the vocal chords

**visual memory:** storage and retrieval of visually presented information

**visual discrimination:** the ability to distinguish slight differences in visual stimuli, assuming normal visual acuity

**visualization:** the act of forming images or pictures in the mind

**voiced sounds:** speech sounds produced by vocalization of the vocal chords

**voiceless sounds:** speech sounds produced without vibration of the vocal chords

**vowel:** a voiced sound that is produced with an unobstructed flow of air

**vowel digraph (vowel team, vowel pair):** two adjacent vowel letters in a single syllable, such as *ea* in eat, *ue* in argue, *oa* in boat