



Academy of
Orton-Gillingham
Practitioners
and Educators

FELLOW WEBINAR OCT 19, 2017 The AOGPE Associate Student Profile

The Student Profile is the foundation for the diagnostic/prescriptive Orton-Gillingham Approach to teaching reading, spelling, and writing. It is a brief and concise report that contains a summary and interpretation of relevant background information about the child. The purpose of the profile is to demonstrate that the applicant can interpret pertinent information about the student in order to design and implement a starting place for instruction and develop a plan for the subsequent lessons.

Role of the Supervising Fellow: Assist and support the applicant without reading the profile. Provide the AOGPE checklist and AOGPE rubric as a part of training and preparing the applicant to write a profile. Provide an outline of required components along with models and samples of completed profiles.

Associate Level Profile: The Associate candidate works under the supervision of the Supervising Fellow in a cooperative format to review intake information, testing data, and informal assessment. The Fellow is expected to guide and supervise the applicant in the development of the profile for Associate.

Format and Contents of the Student Profile: For the Academy application, the applicant will not submit the name of the student or Supervising Fellow /Training Program. **All personally identifying information about the Fellow and student should be anonymous.**

Items included in the profile are: background information, academic achievement, language development, and if known cognitive functioning and processing abilities.

The applicant must include interpretation of informal assessments and the rationale for the starting place for instruction. The Orton-Gillingham scope and sequence (e.g., what has been covered and what is to be taught next), frequency/length of sessions over what period of time, and learning strategies that are appropriate for the child are included at the end of the profile to segway into the Annotated Lesson.

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HANDOUT PART 1

Student Profile Outline

– Associate Profile Outline Section I –

Background Information

1. Name, age, grade, and gender of the student at the time this profile was written.
(This should be **anonymous** for the purpose of submission to AOGPE.)
2. Family (*Address Any Areas Relevant*)
 - a. Adopted, siblings
 - b. Primary language used at home, ESL?
 - c. Frequent moves
 - d. Parent education; family involvement in education of child
 - e. History of LD/dyslexia and other learning issues in the family (bloodrelatives)
3. Medical history (*Address Any Areas Relevant*)
 - a. Significant birth issues (e.g., birth weight, jaundice, respiratory distress, oxygen required). Did mother use drugs or ingest alcohol during pregnancy?
 - b. Health issues - e.g., recurring ear infections, allergies, asthma, hospitalizations, seizures, etc.
 - c. Vision/hearing problems/evaluation
 - d. Developmental milestones - speech/language, motor, etc.
 - e. Speech and language problems/evaluation
 - f. Fine and gross motor issues
 - g. Attention problems
 - h. Medication
4. Other information (*Address Any Areas Relevant*)
 - a. Child's and parent's understanding of learning problem and issues
 - b. Attitude towards school and learning
 - c. Peer interactions, socializations
 - d. Counseling - past and present - for what issues/problems
 - e. Strengths and talents
 - f. Interests

– Associate Profile Outline Section II –

Educational History

1. School history (*Address Any Areas Relevant*)
 - a. Have problems learning letters, writing, reading in K, 1st, or 2nd?
 - b. Repeated a grade? Why?
 - c. Frequent moves
 - d. Public/Private/Charter/Home-schooling
 - e. Title One Remedial Reading intervention, Reading Recovery, English Second Language
 - f. Special Education services- Academic, Speech Language, Occupational

Therapy, Physical Therapy, adaptive Phys. Educ., counseling, 504 Plan
 h. History of multisensory language training for reading, what programs used?

2. Academic strengths and weaknesses

(Include any information relevant)

- a. Processing deficits, listening issues, attentional problems, vocabulary, decoding, reading comprehension, math, memory, word retrieval, background knowledge, handwriting, art, science, etc.
- b. How are they doing in other academic areas beside reading/literacy?

3. Outside tutoring: how long/ level completed *(Address Any Areas Relevant)*

- a. Sylvan, Kumon, Lindamood, etc.
- b. Wilson, other OG based programs or approaches

– Associate Profile Outline Section III –

Formal/Standardized Testing Information

Note: Standardized Testing is not required in an Associate Profile. If there was no cognitive testing done, then applicant must explain why the student is an appropriate Associate Portfolio student.

(Include any information available)

- 1. Cognitive - IQ testing strengths, weaknesses, and identified discrepancies
- 2. Processing - visual-motor, listening, phonological, visual/auditory processing, rapid naming
- 3. Speech/Language battery - articulation, syntax, semantics, pragmatics, vocabulary (receptive and expressive)
- 3. Academic tests - test names, scores, what it measures, outcomes
- 4. Teacher ratings of behavior/attention
- 5. Relevant behavioral observations during testing or any attentional or behavioral findings that may influence academic success or performance

– Associate Profile Outline Section IV –

Informal Assessment Information

- 1. Name of all tests or assessments given include informal assessments administered by the applicant
- 2. Test results including types of errors
- 3. Applicants diagnostic impression and connection to Section V should be evident

– Associate Profile Outline Section V –

Orton-Gillingham Therapy/Learning Strategies

(after tutoring has commenced)

- 1. Tutoring: Number of sessions per week, length of sessions, over what period of time, setting, number of lessons taught at time Annotated Lesson was written
- 2. Learning issues, needs, goals
 - a. Strengths, weaknesses
 - b. Blending, vowel confusion, phonological memory, handwriting, writing skills, comprehension, type of errors, etc.
 - c. Needs/issues should based on testing results
- 3. Provide a specific list of items taught.

- a. **Do not simply copy the sequence**, rather create a specific list of OG elements taught up until submitted Annotated Lesson. Include graphemes/phonemes (ex. /f/), syllables types, spelling patterns, skills (e.g., blending) taught.
 - b. Successful/unsuccessful strategies:
Examples: “likes writing in sand tray”, “consistently uses finger-spelling”, “enjoys readings books about cars”, “needs to be reminded to use Simultaneous Oral Spelling
 4. Rationale for what you have chosen for your application Annotated Lesson
-

HANDOUT PART 2

Student Associate Level Profile

– SAMPLE –

Associate Level Trainee/Applicant: Jane Applicant

Student: A.C. **Age/Grade at time of Annotated Lesson:** 8 years, 8 months / 3rd grade

– Associate Profile Section I –

Background Information

Family History

A.C. has one older sister. She and her sister have been living part time with their mother and part time with their father since early 2015. Both parents are college graduates. The family is English speaking. A.C.'s older sister has dyslexia and attends a private school for bright children with language-based learning differences in Ameriville, USA.

Medical History

There is no record of significant health problems for A.C and her birth had no complications. She wears corrective eyeglasses. Her hearing ability is normal. A.C.'s early developmental milestones were within normal ranges; she began walking at nine months of age. According to her mother, A.C. began talking early. She easily picks up new words to expand her oral vocabulary.

Other Information

A.C.'s mother expressed concern about A.C.'s spelling ability and her aversion to writing tasks. Having another daughter with dyslexia, A.C.'s parents are open to the idea of an appropriate plan for A.C.'s specific learning needs.

A.C. struggles with graphomotor skills; she often needs to take a break in writing tasks, complaining that her wrist and hand hurts. A naturally athletic child, A.C. is very coordinated in her gross motor skills. A.C.'s interests mostly gravitate around sports, but she also enjoys jokes, the movie Frozen, and imaginary play. A confident child, A.C. is naturally conversational and uses larger words correctly.

– Associate Profile Section II –

Educational History

A.C. has attended an independent school since preschool with no reported support or special settings until beginning O-G tutoring at the request of the mother. A.C. is strong in math and social studies. She is able to approach problems in a flexible manner, and she can adapt to changing situations easily. Decoding is especially difficult for A.C., and her handwriting is sometimes laborious. A.C. is often fidgety and restless, even while staying on task. Although not impulsive, she can be easily distracted. A.C. is outgoing and well-liked by her peers; she has many friends at school and on her basketball team, and she makes new friends easily. Overall, A.C. has an upbeat, positive attitude toward school and is normally undaunted by academic challenges.

Applicant's Review of Educational History and other information:

A spirited second grade girl, A.C. enjoys school and beams with healthy self-confidence. As both of her parents are basketball coaches, physical activity is ingrained in A.C.'s family culture. Therefore, it comes as no surprise

that A.C. is athletically talented, courageous, and full of energy. These qualities shine through in her determination to tackle challenging academic tasks.

Because A.C. is such a hard worker, it is possible that some of her academic struggles have until now gone unnoticed. Her mother reports that recently, A.C. has uncharacteristically begun to question her own intelligence. As the gaps in A.C.'s reading and spelling knowledge are becoming more apparent, A.C.'s parents want to make sure she receives appropriate intervention before A.C. loses self-esteem.

– Associate Profile Section III – *Formal/Standardized Testing Information*

NOTE: A Standardized Test is not required for the Associate Profile

Weschler Intelligence Scale for Children-IV (Cognitive Potential)

Full Scale IQ: 126, 96th percentile

Perceptual Reasoning Index: 135, 99th percentile

Verbal Comprehension Index: 124, 95th percentile

A.C.'s overall verbal ability scored significantly above average in all areas. Even stronger than her verbal skills are her visual spatial skills, which suggests that she is strong in flexible, abstract reasoning.

Processing Speed Index: 109, 73rd percentile

Working Memory Index: 110, 75th percentile

A.C. shows a relative weakness in Working Memory and Processing Speed, although those scores still fall within the upper average range. Her performance on tasks requiring high levels of concentration and attention to detail is relatively weak.

Examiner Observations

A.C.'s communication skills are typical for her age group. The evaluator observed that A.C. was spontaneously conversant and demonstrated a well-developed oral vocabulary for her age group.

Woodcock-Johnson Tests of Achievement-IV (Academic Achievement)

Broad Reading: 81, 10th percentile

Basic Reading Skills: 94, 34th percentile

Reading Fluency: 70, 2nd percentile

Broad Written Language: 84, 15th percentile

Written Expression: 82, 11th percentile

The psychologist notes that "A.C.'s WJ-IV scores were all below what would be expected, given her intelligence as measured by the WISC-IV".

The low Basic Reading Skills score indicates that A.C. is lacking in awareness of sound-symbol associations. A.C. misread consonant and vowel sounds, and demonstrated insertions and deletions of sounds. She struggled to read short sentences fluently.

Comprehensive Test of Phonological Processing - II (Phonemic Awareness and Rapid Naming)

Phonological Awareness: 112, 79th percentile

Phonological Memory: 110, 75th percentile
Rapid Symbolic Naming: 88, 21st percentile
Alt. Phonological Awareness: 116, 86th percentile

A.C. successfully segmented words and nonwords, as well as blended sounds together to make whole words. A.C.'s Rapid Symbolic Naming score is in the low average range. This indicates that she is slower than average in retrieval of the sounds and names associated with letters and numbers.

Behavior/ Attention

To my knowledge, there was no formal test administered to evaluate A.C.'s level of attention. However, the psychologist noted that A.C. was often restless and fidgety during testing, and sometimes became distracted.

Applicant's review of formal testing information:

The examiner for this report states that A.C.'s academic achievement scores on this evaluation are significantly lower than what would be expected of a child with her intelligence. She goes on to state that A.C.'s performance on this evaluation is not attributable to intellectual factors; rather, it is consistent with dyslexia. The examiner concludes in stating that A.C.'s verbal reasoning, practical and social reasoning, and visual spatial skills are her relative strengths. In contrast, A.C.'s auditory attention, auditory memory, working memory, and sequencing of details are some of her relative weaknesses. Another area of challenge for A.C. is her lack of graphomotor accuracy.

EXAMPLE ALTERNATIVE Section III:

– Associate Profile Section III – *Formal/Standardized Testing Information*

A.C. does not have a psychoeducational evaluation but has school records including DIBELS, running records, and report cards. DIBELS scores indicate that A.C. is below grade level with weaknesses in Nonsense Word Reading and Oral Reading Fluency. The classroom teacher notes on the non-graded report card that she is a slow reader, takes a long time to complete writing assignments, and has many spelling errors, however has great oral recall and good vocabulary in class discussions. A.C. appears to have normal intelligence and has responded well to the one-one instruction with the O-G approach which indicates she is a good candidate for a profile student.

– Associate Profile Section IV – *Informal Assessment Information*

Initial Language Screening Information

Assessment Date: January 26 & 28, 2016

In order to find an appropriate starting point for Orton-Gillingham/ MSLE tutoring, an informal screening was administered. The goal was to determine phonemic awareness skills, sound to symbol knowledge in both reading and spelling, knowledge of spelling patterns, grammar and punctuation skills, and reading skills in fluency, decoding and comprehension. The information is summarized below:

Yopp-Singer was used to assess

Phonemic Awareness

A.C. correctly segmented 12 out of 15 words into phonemes, and had some difficulty isolating and identifying embedded phonemes in an initial or final blend (spread as s-pr-e-d). She easily identified the initial and final sounds of words auditorily, but when it came to isolating and deleting initial or embedded sounds in a consonant blend, A.C. had difficulty.

CORE Phonics Survey was used to assess

Single Word Decoding

When confronted with new or nonsense words, especially those with consonant blends, A.C. tried to guess the words, usually substituting another word that looked similar (tramp for trap, shuck for shut, bow for blow, Connie for coin). Reading nonsense words throughout all categories was especially challenging for A.C., and she read no more than two out of five nonsense words correctly per section.

CORE Graded High Frequency Word Survey was used to assess

High Frequency Words

A.C. read 22 out of 24 words correctly in Lists I and II, as well as all words correctly in List K. While reading List III, A.C. sometimes substituted words that looked similar to the word she was reading (every for very, are for or, and thing for think).

Qualitative Inventory of Spelling- Elementary Level was used to assess

Single Word Spelling

Spelling is a difficulty for A.C., as she spelled 7 out of 25 phonetically regular words correctly (wate for wait, cuck for chunk, blad for blade). A.C. demonstrates a limited knowledge of spelling patterns and generalizations, as well as syllable types and rules. Specifically, she had difficulty with silent e words, vowel teams, short vowel flags, consonant blends, and some digraphs.

An informal teacher-chosen passage was used to assess

Untimed Oral Reading Fluency

A.C. omitted and inserted words while reading connected text. She substituted words like his for has and he for the. Her rate of reading was slow and often laborious, lacking in fluency and natural expression. She often became stuck on a word she was struggling to decode, and sometimes would simply guess in order to move on past the difficult word.

An informal teacher-made prompt was used to assess

Written Expression and Handwriting

The sentences A.C. wrote based on her chosen picture contained capitalization and spelling errors (tigr for tiger, posing for pouncing and are for air). Even though A.C. orally brainstormed several interesting ideas to describe the picture she chose (a tiger leaping through the air), she wrote only the minimum number of simple sentences which did not reflect the level of sophistication of her thoughts. However, her sentences, although simple in structure, were complete.

A.C. demonstrated good cursive formations with consistent size and spacing. However, her handwriting was laborious and slow, and there was inconsistency to her writing posture. She described having difficulty with some of the capital cursive letters. A.C. was taught cursive since Kindergarten.

– Associate Profile Section V –

Orton-Gillingham Therapy/Learning Strategies (after tutoring has commenced)

Language Therapy

Date Therapy Began: January 2016

Number of Sessions: 40

Frequency of Sessions: 3 times weekly

Length of Sessions: 45 minutes

Student Goals

1. Establish and apply knowledge of syllable types and syllable division rules as a strategy to decode unfamiliar words.
2. Increase knowledge of spelling patterns and rules in application to improve encoding ability.
3. Build recognition of individual sounds within words, including isolating and identifying the embedded phonemes in blends.
4. Read accurately and with expression while accounting for each word in a sentence or connected text.
5. Increase awareness of grammar concepts, including proper sentence structure and the basic parts of speech to strengthen written expression

Starting Place for Instruction

(Based on assessment information)

1. Setting out on tutoring instruction, a major goal is to equip A.C. with effective strategies to attack unfamiliar words. These decoding strategies should be built upon a solid foundation of knowledge of syllable types and how they function within words. Building from simple to complex, syllable division rules should be introduced as A.C. is ready for them.
2. While syllable work is taking place, the gaps of any unknown phonemes should be filled in, while the recall of learned sound-symbol associations should be firmed up through daily multisensory review and reinforcement.
3. A.C. should be taught to practice strategies such as clapping syllables in words and tapping the sounds in each syllable as methods to transpose the sounds that she hears onto paper. Knowledge of spelling patterns should be explicitly taught and routinely reinforced.
4. A.C.'s low level of reading fluency should be addressed through reading decodable sentences and connected text, using pencil tracking to account for all words in a text. Fluency should be regularly practiced through re-reading passages and chunking sentences into meaningful phrases.

5. To help remove barriers to written expression, grammar work beginning with basic parts of speech should be woven in throughout the lesson. This is so that A.C.'s writing can more closely match her cognitive potential and verbal ability as evidenced in her evaluation.

Sequence of Concepts Taught

Listed in order of introduction

(Listed side-by-side as the work progresses simultaneously or closely together)

Phonemes and Spelling Patterns	Syllable Types & Syllable Division Patterns
consonants and short vowels were reviewed	concept of a syllable and closed syllable
/th/ voiced with other digraphs reviewed	combine two closed syllables
-ng, -nk	open syllable, long vowel
FLOSS spelling pattern	combine two open syllables, combine open
x	combine open and closed syllable
-ck spelling pattern	silent e syllable
s as /z/	combine first syllable open or close, and second silent e syllable
-tch spelling pattern	divide vc-cv
ai and ay for reading only	
ee, ea, oa for reading only	vowel team syllable
all welded sound	divide v-cv and vc-v
concept of y as a vowel sound in preparation to teach "cry baby"	

Trainee Diagnostic Impressions

A.C. has demonstrated that she benefits from a multisensory presentation of systematic and scaffolded instruction. Continuous review and reinforcement through visual, auditory, and kinesthetic modes is a successful strategy of instruction for A.C.. As A.C. learns to embrace her strategies and consistently apply them as a first line of attack when encountering difficult words, her success and level of comfort with reading and writing will undoubtedly improve.

Follow-up Report

(At Lesson 40)

Through the study of syllable types and syllable division rules, A.C. is able to describe the patterns of closed, open, silent e and vowel team syllables, as well as demonstrate a solid understanding of how they work within words. A.C. is now decoding and encoding many two-syllable words independently.

A.C. continues to need teacher support in applying spelling rules, such as the short vowel flags, and benefits from reminders to slow down to deliberately recall the information before hurriedly putting pencil to paper.

Through daily oral readings of decodable connected text, A.C. is able to build vocabulary, increase comprehension, and practice good fluency. Pencil tracking is a good multisensory strategy for A.C. that promotes fluent, expressive reading and helps her account for all words in a sentence.

HANDOUT PART 3 ASSOCIATE LEVEL RUBRIC

FLUID REVIEW FILE: AOGPE ASSOCIATE LEVEL RUBRIC

	Profile	
1	Relevant Family History	<i>Family history of dyslexia or LD</i>
2	Relevant Medical History	<i>Ear infection, co-morbidities</i>
3	Physical Description	<i>Age, motor control</i>
4	Personality, Talents, Interests	<i>Social Functioning</i>
5	Educational History	<i>Grade, Retention; special Services</i>
6	Cognitive Functioning (WISC/WJ III)	<i>VCI___ PRI___ WM___ PS___</i>
7	Educational Achievement	<i>WIAT/WJ III; etc.</i>
8	Diagnosis (es)	
9	Informal Testing: results of informal assessments performed by tutor	<i>Essential if no formal testing</i>
10	Summary	<i>Testing Data is summarized</i>
11	Discussion	<i>And Discussed</i>
12	Interpretation	<i>Expected at Certified</i>
13	Appropriateness of Student	<i>Is the student dyslexic?</i>
14	OG Skills Taught - listed	<i>List or checklist included</i>
15	Logical Sequence	<i>Simple to complex, common to less common</i>
16	Adequate detail for OG tutor to design a lesson for this student	
17	Number of sessions taught/week/45-60 minutes	<i>Minimum of 2</i>
18	Number of lessons prior to submitted lesson	<i>Sufficient for trainee to develop understanding of the scope and sequence and nature of learner</i>
19	Applicant's Writing Style	<i>Uses correct grammar and sentence structure</i>
20	Applicant's Professionalism	<i>Profile demonstrates the professional standard expected at this level of OG certification</i>

	Pre and Post Lesson Plans	
1	Lesson Numbered in the sequence	
2	Objective stated in the lesson	
3	Logical sequence followed with appropriate pacing	
4	Review of confusions from previous lesson	
5	Review of most recently introduced element or concept	<i>Evidence of review and reinforcement of previously learned material</i>

6	Comments noted on the lesson plan	<i>Evidence that the teacher is recording errors so that they can be addressed in the next lesson</i>
7	Evidence of multisensory instruction/kinesthetic reinforcement	
8	Error repair procedures evident	
9	Visual Drill	
10	Auditory Drill	
11	Blending Drill/Practice	
12	Syllabication Practice	
13	Spelling of words	<i>Appropriate words, separating and sequencing sounds syllables</i>
14	Sentences	<i>Evidence of spiraling back</i>
15	Oral Reading	<i>Appropriate level and content</i>

	Annotated Lesson	
1	Lesson Numbered in Sequence	
2	Clear objective for lesson stated	
3	Acceptable level of annotation	<i>Description of what applicant did, why it was done, and what the student did</i>
4	Visual Drill	<i>Acceptable process/kinesthetic reinforcement</i>
5	Auditory drill	
6	Auditory Spelling Order (multiple spelling in order)	<i>Gives the most common form first</i>
7	Blending Drill	
8	Reading: Words	<i>Appropriate choice of words</i>
9	Syllable Division	<i>Practice and application strategies</i>
10	Sentences	<i>Fluency, vocabulary, comprehension</i>
11	Text	<i>Appropriate level and content</i>
12	Instruction in non phonetic words	
13	Evidence of handwriting Instruction/reinforcement	<i>As applicable</i>
14	Student work included	<i>On student work</i>
15	Evidence of good error correction	
16	Old/new review	<i>Evidence of review and spiraling back of previously learned material</i>
17	Introduction of new material – appropriate choice	<i>As appropriate</i>
18	Integration with what is already known	
19	Spelling of words and sentences	
20	Multisensory instruction/kinesthetic reinforcement throughout lesson	<i>Appropriate choice of words, spirals back. Applies strategies to separate and sequence sounds and syllables.</i>
21	Notation of errors by tutor	

22	Error Repair	<i>Tutor leads student to understanding and correction of errors</i>
23	Diagnostic and prescriptive teaching	
24	Tutor's common sense and knowledge	
25	Pace and process meets the needs of the student	

Notes:

HANDOUT PART 4

ASSOCIATE LEVEL APPLICATION CHECKLIST

FLUID REVIEW FILE: **ASSOCIATE APPLICATION CHECKLIST**

This checklist outlines the requirements of an Associate Level Membership to the Academy.

This checklist will help you in preparing a complete application for submission and will assist the Academy in its review of your application. During the online application process you will be asked to fill out an electronic version of this form and submit it along with your application.

In order to preserve anonymity, please do not reference your Fellow by name and/or Training Site in your statement.

	✓	<i>I have listed, included or documented:</i>
1		Two AOGPE Letters of Support. One letter must be from your Principal Training Fellow; the second should be from your Supervising Fellow (if different from your Principal Training Fellow) or someone who is familiar with your work as an Orton-Gillingham Practitioner. If the individual is not a member of the Academy, they will be prompted to fill out a letter of recommendation supporting your application. It is your responsibility to provide the online forms to the people who will be completing your Letters of Support. When the Academy office receives the forms, a confirmation email will be sent to you.
2		Complete C.V. or Resume
3		I have confirmed with my Fellow that I have completed all of the required readings.
4		College degree(s): at least a Bachelor's Degree for Associate level.
5		All related Orton-Gillingham training.
6		All experience as an Orton-Gillingham Practitioner listed.
7		A brief statement that includes your reason for applying along with additional information you want the Certifying Committee members to consider.
8		All Orton-Gillingham based conferences and workshops related to dyslexia that you attended. Conferences/workshops and related training are important and strengthen your application.
9		<i>Orton-Gillingham Training For Option A</i>
	a	Associate level coursework totaling a minimum of 60 hours.
	b	Orton-Gillingham supervised practicum experience of at least 100 hours teaching 1:1, twice a week on non-consecutive days for a minimum of 40-60 minutes each session, over a minimum period of eight months to one year.
	c	10 entire 40-60 minute lessons observations by a Fellow (on-site, web based platform or video and if videoed, unedited). -- <i>continue to number 10</i>
		<i>Orton-Gillingham Training For Option B</i>
	d.	Associate level coursework totaling a minimum of 70 hours (60 hours +10 additional hours on adapting the Orton-Gillingham Approach to group or classroom instruction).
	e.	Orton-Gillingham supervised practicum experience of at least 100 hours over a minimum of eight months to one year, 50 hours of which are 1:1 and 50 hours in a group or classroom setting.
	f.	10 entire 40-60 minute lessons observations by a Fellow (on-site, web based platform or video and if videoed, unedited). -- <i>continue to number 10</i>
		<i>With my Student Profile I have included:</i>
10		A personal description of the learner(s)*, including age(s) and grade(s) which is detailed, specific, and prescriptive.

		<i><u>*For Option B you may either submit a profile and lesson plans for your 1:1 student or for your group of students. The profile for your group should contain information about each student; in addition, your group lesson plan should be accompanied by each student's written work for each lesson.</u></i>
11		Information if there is or is not a history of reading and/or writing difficulty amongst the learner's blood-related relatives.
12		Information about the learner's cognitive functioning including test scores and my discussion. If there is no standardized testing, provide anecdotal evidence regarding the learner's cognitive functioning with my discussion of the learner.
13		Informal testing administered to determine the learner's reading and spelling strengths and weaknesses.
14		Information about the learner's academic achievement (including other areas in addition to reading and spelling).
15		A sequence of Orton-Gillingham elements and the number of lessons taught prior to the submitted pre lesson.
16		The scheduled length in minutes of each lesson and the scheduled frequency of lessons.
		<i>With my Lesson Plans I have included:</i>
17		<i>For Option A</i>
		Three lesson plans and a profile for one student: a pre lesson, an annotated lesson (explaining in depth what I did, how I did it, and the student's response for each section of my lesson), and the post lesson, so the committee can get a sense of continuity as it relates to scope and sequence, in addition to diagnostic and prescriptive practice. It is detailed, specific, and prescriptive and includes specific phonemes, graphemes, words, and sentences. -- <i>continue to number 18</i>
		<i>For Option B</i>
		Three lesson plans* and a profile* for a group or an individual student: a pre-lesson, my annotated lesson (explaining in depth what I did, how I did it, and the student responses), and the post lesson, so the committee can get a sense of continuity as it relates to scope and sequence, in addition to diagnostic and prescriptive practice. It is detailed, specific, and prescriptive and includes specific phonemes, graphemes, words, and sentences. It explains how you teach each section of the lesson. <i>*For Option B you may either submit a profile and lesson plans for your 1:1 student or for your group of students. The profile for your group should contain information about each student; in addition, your group lesson plan should be accompanied by each student's written work for each lesson --continue to number 18</i>
18		Each lesson presented with the lesson number and the date it was given, is clearly shown on each page.
19		All work-papers created by the student(s) during all three lessons. Note: a reference that the student did the written work on a chalk or dry-erase board, or in a certain commercial publication, is unacceptable for the submitted lessons. If a portion of the work was not written on paper, you must submit a picture of the completed student's work.
20		As appropriate, evidence of instruction with syllable types and syllable division patterns including the steps used to provide review and practice with these concepts.
21		Discussion of the procedures used for the student's "error repair" with examples included on the student's work-papers.
22		Appropriate notations of student responses on the lesson plans or the student's work-papers to help in planning the next lesson(s).
23		Student's work-papers that demonstrate all aspects of drills, concepts, skills, and other procedures appropriate in an OG lesson whether the student is at a lower or advanced level of instruction.

24		Copies of <u>all</u> materials used during the lesson; reading lists, content reading, teacher designed worksheets, etc. (References to materials such as " <i>see Such and Such...page 15</i> " are unacceptable). Any cards or other loose lesson materials have been copied on 8-1/2 x 11 inch paper, scanned into a PDF, and uploaded in the appropriate section of the online application.
25		Written comments on the lesson plan or the student's work-papers about " <i>why I did what I did</i> " with the student during the OG lesson.