



# The Fellow Journal

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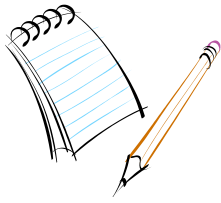
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The Academy of Orton-Gillingham Practitioners and Educators is pleased to introduce the inaugural issue of *The Fellow Journal*, designed to replace both *The Fellow Newsletter* and *The Fellow Yellow* series. Those involved with the Academy are acutely aware of the importance of the Fellow members; accordingly, *The Journal* will focus on providing news of those developments, policies, procedures, and matters of professional concerns that are relevant to the Fellows of the Academy. In the near future, we intend to have the Fellow Journal on the Academy Website.

Any Fellow who has questions, suggestions, or feedback about information in the Fellow Journal should email the Editors at [FellowJournal@ortonacademy.org](mailto:FellowJournal@ortonacademy.org). They will attempt to answer all questions in a timely manner.

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*The purpose of the Academy is to establish and maintain the highest professional standards for practice of the Orton-Gillingham Approach. We certify practitioners and accredit practitioner training programs and student instructional programs that use the Approach to address the language-based learning difficulties associated with dyslexia. The Academy is also active in professional development and public awareness.*



# Application Dos and Don'ts

*(Please share this information with your Trainees)*

## In General

1. Trainees should use the most recent application, checklist, and Letter of Support forms by downloading them from the Academy website ([www.ortonacademy.org](http://www.ortonacademy.org)).
2. The original application and 11 copies do not need to be on fancy paper or in color with expensive bindings. Putting each application in a pocket folder is sufficient.
3. All the pages of the application should be numbered consecutively from the first to the last page.
4. The student's last name should be eliminated from all pages. The student's family name is confidential information; leaving it on the application pages violates the laws of confidentiality.
5. Applicants with insecure language skills or dyslexia should be urged to use grammar and spell checkers.
6. All handwritten notes on any part of the application (including lesson plans and student's work) should be neat and legible.
7. All photocopies should be dark enough so the Certifying Committee members can easily read the pages.

## The Practicum



1. The practicum student should not be the Trainee's own child or relative; this would constitute a conflict of interest.
2. The minimum time for an Associate Practicum is 8 months and for a Certified Practicum is 18 months. The practicum should extend over the time required so the Trainee has the opportunity to observe how the student responds to Orton-Gillingham instruction.

## **The Student Profile**



1. The practicum student should be chosen with guidance from the supervising Fellow. Associate level Trainees need a student with whom they can practice what they have learned, as they work through the language continuum. That consideration generally rules out students with behavior problems, emotional problems, etc., that might interfere with the learning process. At the Certified level, this factor is less important since it is expected that the Certified practitioner can work with any student.
2. The Trainee should submit lesson plans for a student with whom they have worked for at least 15 or 20 lessons. This assures that the Trainee will know the student well enough to describe how the student responds to Orton-Gillingham instruction and will be able to describe the student's oral and written language strengths and weaknesses.
3. If there is no formal test information revealing what the student does and does not know, the Trainee will need to do an informal assessment to determine where to begin.
4. The documentation of what Orton-Gillingham elements have been introduced to the student should be in a format that makes it clear what the student has been taught up to the date of the Trainee's first submitted lesson plan.
5. When there is no cognitive testing available for the student, the Trainee should provide anecdotal evidence that the student's intellectual potential is at least within the average range.
6. The number of lessons taught prior to the lesson submitted, along with the lesson's length in minutes, and the scheduled frequency of lessons should be included in the profile. The student must be taught at least twice a week, on non-consecutive days, for a minimum of 40 minutes each session.

## **The Lesson Plan**



1. The lesson(s) that are a part of the application may not be those observed by the Supervising Fellow.
2. The lesson number and the date should be clearly shown on each page of the lesson plan and on all student work papers.
3. Each lesson plan must state a clear teaching objective based on the specific needs of the student described in the profile.
4. Lesson plans should be detailed, specific, and prescriptive.
  - a) List each phoneme, grapheme, word, phrase, and sentence to be used during the lesson.
  - b) For the Visual Card Drill, list all graphemes with the corresponding phonemes the student has been taught (ow = /ō/, /ou/).
  - c) For the Phoneme Dictation (Auditory Card Drill), list all the phonemes with the corresponding graphemes the student will be expected to write (/ā/ = a, a-e, ai, ay).
5. The Certifying Committee needs to see a Trainee's own thinking, planning, and interpretation of teaching procedures and techniques. Each annotated lesson should be designed specifically for the student used for the application and not a general formatted one designed by a Principal Training or Supervising Fellow.
6. An annotated lesson plan includes a detailed in-depth explanation of:
  - a) How the Trainee taught each section of the lesson.
  - b) The student's responses in each section of the lesson and the Trainee's responses to the student's errors.
  - c) How the Trainee prescribed instruction in the following lesson to provide the practice and reinforcement that will assure mastery.

7. Trainees should be encouraged to develop materials that are individualized for each student. If worksheets created by other Fellows or Practitioners are used, the source of these materials should be noted. Use of commercial materials is discouraged.
  8. Alphabet sequencing activities and games are not relevant to an Orton-Gillingham lesson.
  9. Instruction should focus primarily on accuracy, rather than on fluency or speed. The dyslexic student's reading rate should not be compared to the age norms of a non-dyslexic student.
  10. All the student's written work must accompany each lesson plan. For the application, please have the student write responses on something that can be submitted for the Committee members to evaluate.
    - a) Photocopies of the student's work should be easily readable.
    - b) A copy of the connected text read for the oral reading portion of the lesson should be included among the work papers.
    - c) Written work on a chalk or dry-erase board is to be avoided as it does not allow the Committee members to evaluate the effectiveness of the instruction.
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## **For Your Consideration ~**

One of the early skills Academy Fellows need to assess is oral language and writing skills of Trainees. Problem areas a Fellow should be looking for include: spelling; punctuation; use of capitals; word usage; correct grammar usage; use of correct terminology outlined in the Academy's curriculum and glossary, in addition to familiarity with the grammar and spell checker on the computer. Special attention should be given to any problems that might impede communication with students, parents, or professionals. If there are weaknesses, the Fellow needs to help the trainee find appropriate instruction to improve his/her skills. At the Fellow's discretion, this instruction may be incorporated into training procedures above and beyond that planned for teaching the Trainee the essentials of the Orton-Gillingham Approach.

# The Fellow Journal Glossary

- The **Academy** is the Academy of Orton-Gillingham Practitioners and Educators, Inc. (abbr. AOGPE)
- The **Approach** is the Orton-Gillingham Approach.
- The **Subscriber** member is an informed consumer but is not yet certified to teach using the Orton-Gillingham Approach.
- The **Practitioner** is one who teaches using the Orton-Gillingham Approach.
- The **Student** is the learner receiving instruction from the Practitioner or Trainee.
- The **Trainee** is the individual enrolled in an Orton-Gillingham course of study and/or practicum at the Orton-Gillingham Classroom Educator, Associate, Certified, or Fellow-in-Training level.
- **OGCE/AOGPE** is an Orton-Gillingham Classroom Educator member of the Academy who instructs individuals and groups of students in the classroom using the Orton-Gillingham Approach.
- **A/AOGPE** is an Associate member of the Academy.
- **C/AOGPE** is a Certified member of the Academy.
- The **FIT** is a Fellow-in-Training
- **F/AOGPE** is a Fellow member of the Academy.
- The **Principal Training Fellow** is the Fellow who provides the majority, if not all, of the Trainee's coursework toward certification at a given level.
- The **Supervising Fellow** is the Fellow who supervises the applicant for the majority of the practicum.
- The **Application** is the actual application, which includes the student profile, lesson plans, student work, and the application checklist. The latest form is to be found on and downloaded from the Academy's website.