



Academy of
Orton-Gillingham
Practitioners
and Educators

Mind the Gap – the Gap Between Knowing and Doing

Webinar, October 4, 2016, 6:30 pm – 8:00 pm EDT

- 6:30 pm ***Introduction***
Sheila Costello, Accredited Training Fellow/AOGPE, President of the Board,
Academy of Orton-Gillingham Practitioners and Educators Board of Trustees
- 6:40 pm **Mind the Gap – the Gap Between Knowing and Doing**
Presenter: Jean Schedler, Ph.D., F/AOGPE, Orton Oak/IDA
Teacher training workshops increase teacher knowledge-teacher knowing.
Opportunities to practice new skills are usually provided during instructional
sessions. Demonstrations and modeling are also helpful for participant learning.

In spite of best efforts, the actual “doing” remains troublesome. What exactly
contributes to this gap between the knowing and practicing in workshops, and
the “doing” once the participants return to their classrooms? Is “more” required
to ensure that new learning is sustainable-more than merely the new knowledge
and skills?

Questions and Answers
Questions and answers will take place throughout the webinar. Attendees will
type in questions to the moderator; the questions will be read aloud and
answered by the panelist.
- 8:00 pm ***Webinar concludes***
Any unanswered questions will be answered, distributed to the group, and
available on the Academy’s website in the Member’s section.

A recording of the Webinar will be available in the Fellow and Certified member sections of the website a week after the webinar.

Jean Schedler, Ph.D., F/AOGPE, Orton Oak/IDA: Dr. Schedler works with schools as an external partner to address educational change around reading/dyslexia initiatives. She has partnered with teachers and students in the field of reading/dyslexia as a classroom teacher, specialized school reading director, adjunct faculty, assessor of reading difficulties, teacher-trainer for publishing company, co-author of chapter in book on basic language skills, and workshop leader at local, regional, national and international conferences. Most recently, she combined her knowledge and expertise in reading/dyslexia with theory and knowledge of educational change and Standards for Professional Learning. As a member of Learning Forward Academy Class 2016, she has spent 2 1/2 years in a blended learning environment, studying and implementing evidenced-based effective professional learning so as to establish sustainable educator effectiveness and student learning in schools.