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| **Topic-Specific Professional Development Description** |
| **Name of Entity:** Orton-Gillingham International  |
| **Name of Product:** Yoshimoto-Orton Gillingham International (Y-OGI) Preschool Course |
| **Publication Year:** 2019 |
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| **Delivery Model:** Face-to-Face (in person or virtual-live, synchronous)  |
| **Audience:** Administrators, Coaches, Teachers, Paraprofessionals, Tutors, Parents/Families, Other: Speech Pathologists |
| **Description of Professional Development:**The Y-OGI Preschool course is delivered over one, highly interactive, participatory, eight-hour day. The course provides participants with systematic, structured, and sequential procedures for teaching phonemic awareness, pre-reading skills, letter names, sounds, blending, spelling, handwriting, dictation, and listening skills to preschool and kindergarten children. Practice and use of multisensory activities is specifically emphasized. The course intensifies participants’ comprehension of the relationship among the senses in creating new neural pathways which move young students from non-readers or oral and print awareness and deliberate interaction. Course presenters clarify research behind the practices so teachers gain a fuller understanding of why they are practicing and implementing various strategies. Participants also gain a deeper skillset in using assessments to direct, modify and evaluate instructional efficacy. This course is presented in a best practice method – I do, we do, you do. It is interactive and leaves participants with the tools and practice required to implement.Materials and daily learning goals are well-organized which enables presenters and participants to move smoothly between instructional/didactic activities and student engagement activities. Upon completion of the course, the participants will be able to:1. Understand developmental expectations and its relation to literacy.
2. Utilize multisensory and structured procedures for teaching young children reading, spelling,

and handwriting using the Y-OGI framework. 1. Develop appropriate literacy lessons and implement these lessons using differentiated

procedures. 1. Become aware of indicators that may signal a concern for dyslexia.

Course pacing is intense but allows for a full spectrum of learning options with an emphasis on master teacher presentations and modeling, interactive discussions, lesson plan development, and simulated classroom or small group instruction. Participants practice throughout the training with the materials to gain confidence in their new skills and to promote knowledge transfer from didactic learning to student instruction. All participants receive structured and corrective feedback by peers and the course facilitators on their instructional simulations. On-going support via technology also is available after training is completed.  |

**Topic Areas**

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| **Fully Met** | Administration and Interpretation of Assessments, Literacy Development, Phonology Development, Vocabulary Development |
| **Partially Met** |  |