The purposes of the Academy of Orton-Gillingham Practitioners and Educators are contained in its Certificate of Incorporation, authorized by the Board of Regents of The University of the State of New York on behalf of the Department of Education in 1995. Paramount among these purposes were, and continue to be, setting and maintaining professional and ethical standards for practitioners and educators of the Orton-Gillingham Approach, and certifying persons and accrediting programs that meet these standards.

When the Academy began, its first major step was the setting of standards and the implementation of a certification program. At that time, the Academy established three levels of certification ordered along a continuum of education, training, practice, experience and competencies with the Orton-Gillingham Approach.

The Academy has developed over the past several years a new category of certification — The Orton-Gillingham Classroom Educator. At the October, 2011 meeting of the Academy Board of Trustees, this new category of membership received approval. Information on its curriculum, requirements, and procedures for application are to be posted on the Winter/Spring 2012 Academy Accredited Training Opportunities.

We do not acknowledge and express appreciation often enough to the many teachers who are bringing Orton-Gillingham into the classroom, to the school administrators who support and promote these initiatives, and to the Academy Fellows who train these teachers. The following letter was recently received by Rosalie Davis. It describes the experiences at Waikiki School in Honolulu, Hawaii. With the author’s permission, it is being shared with Academy members. Its content seems especially appropriate given the recent decision by the Academy’s Board of Trustees to establish the category of Orton-Gillingham Classroom Educator.

One can only envision a future where every school student would be taught language skills the way they need to learn.

Mindful of Anna Gillingham and Bessie W. Stillman’s work at the Ethical Cultural School of New York City in the early 1930’s, and Beth Slingerland’s adaptation of the Orton-Gillingham Approach for the classroom setting, the Academy developed over the past several years a new category of certification — The Orton-Gillingham Classroom Educator. At the October, 2011 meeting of the Academy Board of Trustees, this new category of membership received approval. Information on its curriculum, requirements, and procedures for application are to be posted on the Winter/Spring 2012 Academy Accredited Training Opportunities.

In this issue of the Academy News, we are continuing the series of articles which will introduce and inform our membership about the Academy Accredited Training Programs as well as Academy Courses and Practicums provided by individual Fellows in the United States, Bermuda, Canada, and Asia.

This is an opportunity for Academy members to develop enhanced dialogue and communication on the aspects of Orton-Gillingham practitioner training programs in the way curricula is developed and in the ways that Fellows and Fellows-in-Training present materials to their trainees. In these discussions, we hope that professional peers can assist each other in finding and creating new materials, books, and research, which can enhance all of the training programs, along with individual Fellows who present Academy courses when Academy Accredited Training Programs are not located in the vicinity. In addition, we hope that those training programs that reach out to surrounding public schools districts can describe how Orton-Gillingham can be integrated into required mainstream curriculum.

Cont. on Pg. 10
President’s message

I am very proud to commend the excellent work that the Academy board has done over the past three years. A second pathway to the Associate level was approved which allows for small group instruction to be part of the practicum experience. Several of our accredited school heads worked hard on this proposal. Most recently, at our last board meeting in Hartford, the board approved a new level of Certification: The Orton-Gillingham Classroom Educator. An article in this newsletter addresses this topic. This new level of certification is probably one of the most significant actions taken by the Academy board to date. It illustrates the forward thinking of both our board, our board committees, and our members who continue to provide us positive, encouraging feedback.

The Academy is evolving and will continue to evolve in this new century. The Academy is known for its Standards. However, standards can change and at the same time remain strong. The Academy needs to be inclusive rather than exclusive. Our two most recent changes in certification standards reflect our deep desire to include more teachers who are working with students in our public and private schools while at the same time encouraging them to obtain even more training and seek higher levels of certification. There are so many students who need our help! Being able to reach more students through small group instruction and even whole classrooms is not only possible but is happening very successfully in classrooms all over the country and in many parts of the world. OG works for ALL learners.

The Academy is moving forward in many ways. We are moving forward in the way we communicate with our members through our website, our newsletter, our email communications, our Fellows’ seminars, and our conferences. Additionally, we are moving forward in the way we are planning for regional meetings for all members and in the use of technology to serve more teachers and students. Some of our Academy Fellows are communicating and conducting seminars with teachers using video conferencing technology. Discussion is beginning to take place regarding how the Academy can begin using various technologies and distance learning opportunities to enhance training.

The Academy is more active and vibrant than ever. I am proud of our achievements, and I encourage everyone to become more involved as we continue to serve individuals with dyslexia.

Warmest Regards,

Rosalie Davis, President

Regional Meetings

At its recent Fall, 2011 meeting, the Academy’s Board of Trustees discussed the concept of regional meetings as a way of augmenting current communication among members and the Academy. Such a meeting might be proposed for a given area by an interested group of Academy members. Upon approval, the group, with Academy support, would undertake the meeting’s planning, implementation, and follow through. The Board is proceeding with the idea and is proceeding to explore a regional meeting that would be both of value to attendees and that would provide information to help determine the value of regional meetings as part of the Academy’s program of continuing education services. At this time, we would like to hear from any members who might be interested in a regional meeting in their area. Comments, suggestions, or questions in general are also invited. Please send these ideas to Marsha Mann, Chair, Program Committee, through ortonacademy@verizon.net.
The Academy of Orton-Gillingham Practitioners and Educators will be holding the thirteenth annual spring conference on March 16th and 17th in Indianapolis, Indiana. Titled, Track to Success, the conference will focus on helping students with dyslexia reach their potential. The conference is hosted by the Hutson School, an Academy Accredited Instructional Program.

The conference will feature sessions on a wide range of topics such as assessment, comprehension, grammar, the history of language, math, music, oral language, phonology, social skills, spelling, and writing, along with teaching demonstrations, and many other informative sessions.

The Keynote Speaker is Ron Yoshimoto, a Fellow of the Academy. Mr. Yoshimoto is the Director of the MSL Centre in Singapore and the Director of the OG Centre of Hong Kong. In addition, Mr. Yoshimoto is the Worldwide Special Education Literacy Resource Teacher Trainer for Hawaii. Mr. Yoshimoto’s topic will be: Orton-Gillingham: A Paradigm Shift for the 21st Century.

The Lunch Speaker will be Sylvia Richardson, M.D. Dr. Richardson is a Distinguished Professor Emeritus of Communication Sciences & Clinical Professor of Pediatrics at the University of South Florida.

During the conference, attendees will be able to join the Academy as a Subscriber Member after attending three required sessions, along with a fourth one of their choice.

Other speakers include: Jean Osman, Arlene Sonday, Marcia Henry, and Phyllis Hutson.

The conference is open to those interested in the Orton-Gillingham Approach: members of the Academy, teachers, educators, administrators, health professionals, psychologists, parents, and persons with dyslexia.

For more information, go to the Academy website.

www.ortonacademy.org

---

**The Consortium of Literacy Educators (COLE)**

**An Academy Accredited Training Program**

**Located at The Carroll School**

**An Academy Accredited Instructional Program**

---

**Effective Teacher Preparation and Student Achievement: A High Correlation**

*By Angela Wilkins, Fellow / AOGPE*

---

**Rationale**

The state of education in this country is a hot topic. The state of quality teacher preparation should be. Generally, educators agree on the need to create better educational systems. Research supports our belief that effective instruction from highly-skilled teachers affects student performance and is key to lessening the impact of a language disability. Clearly, we need to seek better answers to the central questions of how to attract talented young people to the field of education, how best to develop their talents, and then how to retain these teachers. In response to these and other challenges, Mary Beth Curtis, Ph.D., nationally recognized educator and Founding Director of the Center for Special Education at Lesley University in Cambridge, MA collaborated with Angela Wilkins, Fellow/AOGPE at the Carroll School, and Beverly Malone, Director of Teacher Training at Buckingham Browne & Nichols School (BB&N). As Co-Directors, they developed an intensive fourteen-month school-based opportunity to earn a master's degree in education (M.Ed.) leading to initial teacher licensure in moderate disabilities.

Of grave concern to Dr. Curtis was the large number of teachers who leave the profession within their first years of teaching. Many studies report that 25%-50% of beginning teachers resign in their first three years of teaching. Other reports state that nearly ten percent leave after their first year. Teaching is a highly complex profession, one that requires highly-skilled and well-prepared teachers, yet many first-year teachers report that they do not feel adequately prepared for the demands of teaching in today's increasingly diverse classrooms. At the conclusion of our Collaborative School-based Master's Degree Program's (Program) eighth year, only one graduate has left the field. Our graduates are teaching in more than 20 public school districts and 15 private schools throughout the country.

**An Effective Model**

We believe that a critical component of effective teacher preparation is “learning by doing.” Throughout the Program, course work focuses on not only deep knowledge of specific content areas, but equally important it emphasizes how to teach children effectively who learn differently. Concurrently, graduate students apprentice in the classroom under the supervision of a highly-skilled mentor teacher. Each intern spends one full term - all day, every day - in a general education setting (BB&N) and one term in a school that is specifically designed for children with a language disability (Carroll School). Thus, this collaborative school-based program provides its graduate interns with extensive experience learning and teaching in both a general and a special education setting. Our graduate interns are actively engaged in all aspects of each school, their classrooms and community life.

Comprehensive course work is based on current research in neuroscience, in scientifically-based instructional practices, and in assessment to inform instruction. Orton-Gillingham is the foundation of instruction at Carroll School, an Academy accredited program, and thus provides the basis of the graduate study and experience. As the Academy Philosophy states, “Teaching as well as learning, has many dimensions. While we, the educators, are keeping the structure of the language in mind, we need to remember the learner’s need for a program that is at once multi-sensory, phonetically based, structured, sequential, cumulative, and rational.”

---

Cont. on Next Page
training and practicum experience within the master's program meet Academy standards, graduates are eligible to apply to the Academy at the Associate level. They learn and experience the wisdom of Anna Gillingham’s words. "An essential trait of the remedial teacher is resourcefulness. Grasping the real import of the technique, she must be inventive at all times and ready to concoct at short notice. Nothing prepared ahead of time can be as valuable as material constructed to meet the need of your own pupil.”

In October 2005, our mentor Diana King visited Learning House for two days. She reviewed our newly written documents, observed teacher’s lessons as well as my feedback of these services were studied and significantly expanded. During their placement at Carroll School, graduate interns have the opportunity to tutor individual children using the Orton-Gillingham approach as well as to teach Orton-Gillingham in small group settings. Because the Orton-Gillingham program and teacher training. I also verified that Learning House was a viable business.

During the initial application process I began to take what was in my head and put it down on paper. I clarified the particulars of the training I provided for my teachers, and the instruction that was being provided to students at Learning House. First, I had to understand exactly what the Academy’s teacher certification program and becoming accredited as a clinic that provides Orton-Gillingham instruction and seven standards for an OG training program at each membership and certification level. Standards involve written documentation of program rationale and evaluation, organization and governance, nondiscrimination, curriculum, training development, trainee development, instructional staff, physical facilities, and resources. Although Learning House followed similar standards prior to the accreditation process, the definition and depth of these services were studied and significantly expanded.

In October 2005, our mentor Diana King visited Learning House for two days. She reviewed our newly written documents, observed teacher’s lessons as well as my feedback of our preliminary application. Diana King was assigned as our mentor whose purpose would be to help us during the application process. The mentor ensures that the Academy’s standards are fully understood, visits the site, and advises the applicant about areas that might require more development through self-study and written documentation.

Once the initial application was approved, the entire Learning House staff became involved. For a year, we devoted our monthly staff meetings to the accreditation process. During this time, we moved from having a broad vision of Learning House as an Orton-Gillingham teaching center to establishing a specific mission statement, clinical operation, and teacher-training program using Orton-Gillingham criteria. We reviewed the scope of services we provided and fine-tuned our instructional and training services in accordance with the Academy’s standards of excellence.

The Academy prescribes seven standards for accreditation as a clinic that provides Orton-Gillingham instruction and seven standards for an OG training program at each membership and certification level. Standards involve written documentation of program rationale and evaluation, organization and governance, nondiscrimination, curriculum, training development, trainee development, instructional staff, physical facilities, and resources. Although Learning House followed similar standards prior to the accreditation process, the definition and depth of these services were studied and significantly expanded.

In October 2005, our mentor Diana King visited Learning House for two days. She reviewed our newly written documents, observed teacher’s lessons as well as my feedback of

(3) Philosophy Statement, Academy of Orton-Gillingham Practitioners and Educators. Amenia, NY
those lessons, and attended a staff meeting. She delighted us
with her presentation of the history of the English language
for part of the meeting. She visited again in February 2006 to
observe me as I taught my Orton-Gillingham course.

In August 2006, Pam Reynolds visited as a representative
of the Accreditation Committee. During her two-day visit,
she observed Learning House teachers as they provided
instruction and observed as I taught the Orton-Gillingham
course. Discussions during all the site visits were welcomed,
interesting, and very worthwhile.

With the preparation process complete, we submitted
our application to the Academy and in October 2006, we
were delighted to receive the letter from the Academy Board
of Trustees and see "Congratulations!" as the first word.
Learning House was approved for accreditation both as an
instructional clinic and as a teacher-training program. A
review process and re-approval occurred in 2009 and will be
required every seven years to maintain our accreditation.

As I reflect on the experience now, I continue to
appreciate the requirements of the Academy accreditation
process and value the high standards required in the
process. The Academy of Orton-Gillingham Practitioners
and Educators must ensure that their professional standards
will endure, and that professionals and students utilizing the
Approach will receive the highest quality Orton-Gillingham
instruction and training. Learning House is proud we passed
their rigorous accreditation.

I am grateful to the staff of Learning House, to our
mentor Diana King, and to our site-visitor, Pam Reynolds
for their support during the accreditation process. It was a
challenge with wonderful rewards!

An Academy Accredited Training Program
Riverside School
By Carolyn Webb, Fellow / AOGPE

Riverside School in Richmond, Virginia, was founded
in 1970 by Pat DeOrio, herself a dyslexic, to meet the
educational needs of elementary and middle school
students with dyslexia and related language disabilities.

The Orton-Gillingham Approach was brought to Riverside
in 1977, when Ruth Harris, a Fellow trained by June Orton,
began training Riverside teachers to use the Approach. From
that time on, every Riverside student has received one-on-
one O-G tutoring four times a week from a trained Language
Fundamentals (LF) teacher. Classroom teachers are trained
in the O-G Approach to enable them to build on and
reinforce skills learned in LF.

In 1999, Pat was succeeded as principal by her daughter
Julie Wingfield, who continues DeOrio’s commitment to
providing the best possible education to dyslexic students.
The school was accredited by the Academy as a teacher
training site in 2001 and as an Orton-Gillingham school in
2002. The school is also accredited by (VAISEF) Virginia
Association of Special Education Facilities.

The current 68 Riverside students in grades K-8 receive
a full academic program with emphasis on building a strong
foundation of basic skills in language arts and arithmetic.
Riverside’s classroom curriculum is based on the Virginia
Standards of Learning and includes the study of English
grammar and literature, mathematics, science, and social
studies. Resource classes include physical education,
expressive arts, library, study skills, social skills and
technology. Extra-curricular activities offered to Riverside
students include soccer, drama, pottery and cooking classes.

Riverside School is also committed to providing our
students 60 minutes of movement daily in response to
current research by Dr. John Ratey, which demonstrates
that physical activity prepares the brain for optimal learning.
Along with daily physical education classes, Riverside
students participate in Focus2Learn activities, ballroom

An Academy Accredited Training Program
Orton-Gillingham Teacher Training Courses at Greenhills School
By Marjory Roth, Fellow / AOGPE

Greenhills School offers Teacher Training Institutes at
the Subscriber, Associate and Certified Levels. There
are also one-day and two-day introductory workshops
for teaching multisensory English, spelling, and written
expression.

The Orton-Gillingham Approach taught in Greenhills
School’s Teacher Training programs is the gold standard
for dyslexic language remediation. It is an approach, not a
program because it is flexible and can be adapted individually
for each individual’s needs, strengths and weaknesses.
Teachers learn to teach students to read, write, and spell by
the Orton-Gillingham Approach, as they interact with the
sounds (phonemes) and symbols (alphabet) of the English
language.

Teachers learn to provide students with a clear
understanding of the English language from basic phonemes
to the sophisticated concepts of word structures and
derivations.

As an example, teaching includes the six types of syllables
for vowel sound pronunciation, suffix spelling rules, and
the rules for syllable division, which show the syllable
types within the word and thus which sound of the vowel
to pronounce. This knowledge unlocks the recognition
of printed words for students. These strategies include
multisensory, sequential, structured, and cumulative language
teaching, a basic necessity for the remediation of dyslexic
students of any age.

An integral part of the reading remediation involves
learning spelling by rules, generalizations, and syllable
types. Another crucial part of this written language training
is learning cursive handwriting which minimizes reversals
and the spatial difficulties of putting words on paper. In
order to read cursive, dyslexic students must learn to write
cursive. Later, when the cursive letter shapes are locked into
muscle memory, dyslexic students may use manuscript, if
dance lessons, and daily recess for all grades.

Riverside’s concern for the well being of the whole child has prompted the school’s newest initiative, a comprehensive nutrition education program. The school now provides the opportunity for parents to purchase healthy lunches for their student and a nutrition education program which includes an edible garden (tended by students with parent volunteers) and monthly cooking classes.

For over 30 years, the Orton-Gillingham Language Fundamentals sessions have been the hallmark of Riverside School’s academic program. All Riverside School students receive one-on-one Orton-Gillingham language instruction for 30 to 45 minutes, four days per week.

The Language Fundamental teachers are trained to use Orton-Gillingham by Fellows Nancy Spencer and Carolyn Webb, and Clinical Supervisor Cathie Ricketts. Riverside School’s Language Fundamental Department includes seven Certified-level teachers, six Associate-level teachers working toward their full certification, and four teachers working toward Associate certification. In addition, over the years, five Academy Certified teachers trained at Riverside have set up their own O-G tutoring services in the community.

For over 30 years...the hallmark of Riverside School’s academic program.

Riverside offers a 49 hour Orton-Gillingham Introductory Course using the Orton-Gillingham Associate-level coursework. This three-week long course is open to the community, and has introduced teachers, administrators, reading specialists and parents to the Orton-Gillingham Approach. It also serves as the foundation training for all new Riverside School faculty and staff members. New Riverside School Language Fundamental teachers continue their training and receive eleven additional hours to make up the Associate-level coursework requirement as they receive their practicum training.

This year for the first time, all participants in the summer course were given the opportunity to observe several O-G tutoring sessions following their coursework in order to strengthen their understanding of dyslexia and O-G teaching. This was accomplished through an Applied Practice Program which was offered in conjunction with our Camp Riverside Program. Camp Riverside is a two-week summer program offered to students age 7-12 in the Richmond area. Students participate in a day camp experience, including daily one-on-one Orton Gillingham language tutoring, writer’s workshop, math games, art, and sports.

Long range plans for Riverside include the establishment of a community outreach center where teachers can be trained and students tutored, all under Academy guidelines.
First Year Cohort Achieves Success for All
By Janna Osman, M.Ed., Program Director for Professional Learning and Director Orton-Gillingham Institute
Jane Nathan, Ph.D., Research Director

Introduction
On October 13, 2010, the Stern Center for Language and Learning received notification that it was accredited to provide Orton-Gillingham Training in Vermont. We had been working on obtaining accreditation since December 2009 and were relieved to have received the good news! The first Associate Level cohorts had been working together since that summer with the belief that we would in fact become certified. It was clear that we needed to offer educators a flexible approach to designing and delivering instruction. Vermont educators have been using an array of research-based structured language programs, but when students no longer fit with the scope and sequence of the program, or if mastery eluded their students, teachers did not have the instructional flexibility within their programs to make the necessary adaptations for student success.

Methods
The Orton-Gillingham Associate Level training design consists of a seven-day, 45-hour summer training and includes 15 additional hours of cohort meetings during the 100-hour practicum year. The eight-month practicum involves mentoring educators at their schools. This study followed a group of 10 educators comprised of special educators, reading specialists, Title 1 teachers, and speech-language pathologists. We assessed their knowledge by a pretest given just before the seven-day summer training (Pre) and then reassessed with a post-test after the seven-day training (Post I). They were again post-tested in the spring after their eight-month practicum to see if knowledge gains held (Post II). We also followed a select group of 12 of their students. Various matched data were obtained on most of those students, who were pre and post-tested with the Test of Word Reading Efficiency (TOWRE), McGuffey Qualitative Spelling Inventory, and the Woodcock Johnson III Letter Word ID, Word Attack, and Passage Compression. We also surveyed parents to see if they noticed any changes in the students as a result of Orton-Gillingham instruction.

Teacher Results
Results indicated significant educator knowledge growth through the course with statistically significant gains Pre to Post I on paired t-test analysis. Scores on average went from 62% correct to 86% correct on Post I after the seven-day training. The final testing eight months later after the mentoring indicated that these gains did hold. The Post II mean score of 81% was not significantly different from the Post I score of 86%, but was statistically higher than the original Pre mean of 62%.

Based on these findings it can be concluded that the educators’ knowledge increased and that this increase was maintained over the course of the eight month mentoring.

Student Results
With the exception of Sight Word Efficiency on the TOWRE (which was not significant), all pre to post test score growth was statistically significant on paired t-test analyses. This includes all other subtests on the TOWRE, the McGuffey Qualitative Spelling Inventory, and the Woodcock Johnson III Letter Word ID, Word Attack, and Passage Compression.

Students also completed satisfaction surveys:
- 94% felt students’ skills had improved as a direct result of the OG training
- 100% would recommend the training to other teachers
- 88% thought the mentoring component had been helpful.

Parent Results
Parent surveys indicated the following:
- 85% saw gains in their child’s ability to read and understand books
- 80% thought their spelling and writing had improved
- 70% thought their child was a better learner as a result of this instruction
- 70% thought their child had a better attitude about learning
- 60% of their children had mentioned how much they were learning in this class

Discussion
Final analyses show the experience for the cohort exceeded expectations. Educators made gains around the seven-day training and held those gains eight months later after the mentoring practicum. They were enthusiastic about the training and all would recommend it to other colleagues. Students made specific skill gains, thought the instruction benefited them, and would recommend it to friends. Parents noticed that their children had improved attitudes and reading skill. The parents also indicated they were better learners, with many now reading for pleasure.

We found that throughout the year many educators were forced to confront limited prior knowledge and lack of robust teacher training in the structure of language. In one letter a middle school teacher wrote, “I just wanted to thank you for all the hard work bringing this opportunity to Vermont educators...
through the Stern Center. I have learned a tremendous amount and finally feel more confident with my own understandings. This course has allowed me to really focus on one thing, develop a new way of looking at information and data that makes sense to parents and teachers. Through practicum mentoring I really got the constructive criticism that sometimes is lacking at our school. I needed it to really truly improve. My mentor has been outstanding!"

Another teacher wrote, "I just wanted to send you a huge thank you for your incredible introduction to OG. I am really excited as I am at school right now pulling records of the student I want to work with. I know OG will make such a difference. Usually after a full year I feel pretty burnt out; however, I can say I'm pretty jazzed right now!"

Results don't get better than this. The data confirm the reflection and testimonials of our professional learners. The other stars are, of course, the students themselves. Their growth is life sustaining.

Fellows Bring Academy Level Curriculum Training to Public Schools

**TRAINING FROM WITHIN**

By Andrea Silvia, Esq., Fellow / AOGPE, and Reading Coach for Greenwich Public Schools
Kathy Coon, Program Coordinator of Special Education, Greenwich Public Schools
Jennifer Mitchell, Ed.D, Program Coordinator of Language Arts, Greenwich Public Schools

In the spring of 2010, two administrators from the Greenwich Public Schools, in Greenwich, Connecticut, contacted a local Orton-Gillingham Academy Fellow to brainstorm ideas that would support Response to Intervention priorities within the district. This socio-economically diverse district is committed to the implementation of research-based instruction/intervention and is continuously seeking alternate forms of professional learning that would build the instructional capacity of teachers. The results of this meeting yielded an idea for an innovative approach, called "on-site" professional learning inside their very own classrooms.

Schools, in Greenwich, Connecticut, contacted a local Orton-Gillingham Academy Fellow to brainstorm ideas that would support Response to Intervention priorities within the district. This socio-economically diverse district is committed to the implementation of research-based instruction/intervention and is continuously seeking alternate forms of professional learning that would build the instructional capacity of teachers. The results of this meeting yielded an idea for an innovative approach, called "on-site" professional learning inside their very own classrooms.

First Year Cohort - Cont. from Previous Page

The Fellow explained the details of the Academy coursework and described how the practicum helped to ensure that the Orton-Gillingham approach is implemented effectively by the teachers. The sixty hours of coursework and direct instruction would take place over the summer and fall of 2010. The follow-up process of "observations with feedback" would occur throughout the school year and provide teachers with consistent support and "just-in-time" professional learning inside their very own classrooms. Observations would allow the Fellow to gain a better understanding of individual teacher training needs as well as individual student needs. This would help the Fellow to collaborate with the Teacher-Trainees to create individualized units of instruction for the students in the practicum. When a Fellow works as a "coach" in the classroom, the teacher is able to practice new skills in front of a professional who can support the transfer of new learning from the sixty hours of coursework into classroom practice. The Administrators in Greenwich supported this method of teacher training and were excited for the Fellow to begin the Associate Level practicum requirements with their new group of teacher trainees.

**Academy Applications**

In this first meeting, the Fellow explained the quality and prestige of the Academy training as unique because the New York State Board of Regents accredits the incorporation of the Academy. The Fellow further explained that she does not certify anyone who takes her class but that an Academy certifying committee determines whether or not a trainee passes any given level of training through review of portfolio applications. Most importantly, the Fellow explained that the certification process provided teachers with knowledge about a research-based instructional methodology that has been proven to meet certain learners’ needs. The district of Greenwich is committed to continuous improvement and consistently seeks methods for improving teacher
effectiveness; therefore, the ability to have teachers certified at the Academy Associate Level is extremely valuable.

Training IN the System

Through the collaborative efforts of the Greenwich Reading/Language Arts and Special Education Departments, it was decided to have the Fellow become a staff member—a decision that was very important for many reasons. As a former teacher in Greenwich, the Fellow was enthusiastic to be seen as a part of the team, rather than as an outside consultant. This would allow her to build the trust and rapport with teachers that was required for effective coaching. She also knew that as a member of the team, it was more likely that the principals and administrators would regard her as someone committed to the long-term goals in the district. One of the Fellow’s goals is to continue additional training for future groups of teachers and to encourage a number of educators to become Fellows. This would ensure the district had a strong knowledge base of Orton-Gillingham instruction and support future training for years to come. Additionally, the new Classroom Educator category of membership may give additional trainees a viable option to gain additional training and open doors for other teachers to join the team.

Conclusion

Upon the closing of the 2010-11 school year, the district was thrilled with the reports from the teacher trainees about the quality of Associate level teacher training and the difference it made when these teachers planned their instruction. At the end of the year, the district asked the Fellow to return. For 2011-12, the district administrators scheduled another Associate Level course and eighteen different teachers signed up for the coursework and practicum. The district also developed a support structure designed to keep all previous trainees under the Fellow’s supervision to potentially lead to the completion of the Certified Level certification requirements. This on-site, job-embedded model of training is not only ideal for the practicum, but is also cost effective for the school district.

Triad Academy Becomes the 12th School in the Country to Receive Academy Accreditation as an Instructional Program.

Now it will Join Summit School to Offer the Orton-Gillingham Approach to More Students.

By Karen Pranikoff, Director of Admissions and Development, Triad Academy

This month, Triad Academy in Winston-Salem, North Carolina, announced that it would become a division of Summit School to offer more students with dyslexia the opportunity for this gold standard of teaching. Talks about an alliance between Triad Academy and Summit School began a year ago when Carrie Malloy, Director of Triad Academy and Dr. Michael Ebeling, Head of Summit School, met to discuss how they could best serve children in the Winston-Salem community and beyond. As educators with a shared vision, Malloy and Ebeling looked for models from which they could create their school within a school. They visited the Key School at Carolina Day in Asheville and spoke with educators at the Hamilton School at Wheeler in Providence, Rhode Island. While these schools provided successful models, Malloy and Ebeling realized that they were embarking on unchartered waters. Both the Key School and Hamilton grew from within their existing schools. By merging two existing schools like Triad and Summit, Malloy and Ebeling were pursuing something truly innovative. The challenge of bringing together two financially sound schools with similar cultures, but very different in size, was both exciting and overwhelming. After months of meetings, hours of careful examination by both Boards of Trustees and various committees, Triad Academy and Summit School’s boards voted unanimously in January to merge the two schools beginning in the Fall 2012.

Founded in 1995, Triad Academy serves 55 students in grades 1-12 with dyslexia. In the past five years, it has successfully returned 53 students to mainstream public and private schools. Since 2008 Triad Academy’s outreach center has trained 44 educators in the Orton-Gillingham Approach and has provided tutoring to more than 40 students in the community who attend other schools. Its faculty is very highly trained with 60% of its staff holding certification and membership in the Academy. Currently, Triad Academy has one Fellow and three Fellows-In-Training on staff full time.

Like Triad Academy, Summit School has a legacy grounded in Orton-Gillingham principles. Summit’s founder Louise Futrell was trained in the Orton-Gillingham Approach and began to study this approach of teaching in the late 1940’s. When June Orton moved to Winston-Salem after the death of her husband to join the Department of Psychiatry and Neurology at Bowman Gray School of Medicine, now Wake Forest University School of Medicine, Miss. Futrell was beginning to use this multisensory approach to learning with one of her Summit School students who was struggling to read and write. Just blocks apart on Reynolda Road where Summit School and Triad Academy will share a campus, June Orton...
The Orton-Gillingham Classroom Educator presents an additional opportunity for teachers in the public, private, and charter schools with training by an Academy Fellow in the Orton-Gillingham Approach to gain membership in the Academy. In addition, they can pursue, with additional training, other certified memberships—Associate, Certified, or Fellow. Classroom, special education, resource room, speech or reading teachers are welcome to apply.

One can only envision a future where every school student would be taught language skills the way they need to learn. To date, across the country, there are teachers who have received training in the Orton-Gillingham Approach; however, the majority of dyslexic school children have not had the benefit of a properly trained teacher. The Academy recognizes the importance of encouraging more training opportunities, and the need to establish some minimal standards for the training. Teachers who complete the training called for in this new category with an Academy Fellow, and most especially those who become members of the Academy, will become part of a new network of professionals and have ease of access to the resources represented by the Academy. Some number of these members can be expected to continue their training and move to higher levels of Academy certification.

The Orton-Gillingham Classroom Educator will have met the following requirements:

A bachelor’s degree, Orton-Gillingham coursework totaling a minimum of 30 hours; Orton-Gillingham supervised practicum experience totaling 50 hours over a period of eight months to one year; five entire 40 to 50 minute lesson observations (on-site or video and if videoed, unedited) by a Fellow; and evidence of completion of Academy required readings at the Classroom Educator Level. Classroom Educator Level members may teach within their school setting but not tutor one-on-one or in groups outside of their work in a school setting.

At the last Fellows’ meeting in Hartford, this new category received enthusiastic and overwhelming support. Orton-Gillingham Training positions classroom teachers to better understand the variety of learning styles in a classroom and provide rich basic knowledge of the English language to students. Hopefully, many schools will engage Academy Fellows to train teachers to help meet unmet needs. The Orton-Gillingham Classroom Educator will promote progress in our goals, and compliment private Orton-Gillingham practitioners and schools.

Mrs. Malloy are excited to offer children in our community the opportunity to learn in an environment that best meets their academic needs and enable them to reach their full potential. Current Summit students who need remediation in language tutorial and math now will have access to the Orton-Gillingham Approach by attending classes at Triad Academy at Summit School. Triad Academy students will participate with Summit students in physical education, lunch, recess, art, and technology classes. “Culturally our two schools are very similar,” Malloy said. “We have families who have children at both schools, faculty at Triad who went to Summit or who have a child at Summit, even several staff members who worked under Miss Futrell’s guidance as early Orton-Gillingham trainees. We are excited to offer Triad students extracurricular activities that we never had and to share the O-G Approach with students who will benefit from this multisensory approach to learning. It’s a win-win for children.”

As Ebeling and Malloy look ahead, they envision creating an outreach center for tutoring and teacher training. Additionally, they would like to raise funds to create an endowment for scholarships for children with dyslexia who could not otherwise afford this education. For now they have much to do before school begins in late August. Thanks to a generous philanthropist, a building will be up fitted for Triad Academy’s new home as a school-within-a-school on the Summit School campus. With this new location, Triad Academy will be able to accept as many as 90 students, and as a result, will be able to help more than twice as many children as it does today.

The O-G Approach in Public Schools

By Deborah Foster Morris, Fellow / AOGPE

I began “stalking” the Metropolitan Regional Career and Technical Center (Met High School) for three years as a volunteer before they hired me. Their motto—“One Student at a Time” — and their commitment to real-world learning experiences attracted me.

The Met, located in Providence, Rhode Island, is a public urban high school that is its own district. Sixty-five percent of the school body receives free or reduced lunch. The percentage of students who are English Language Learners and Title One mirrors the student body in the Providence Public School System. However, the Met’s graduation rate is 90% versus 69.5% in other Providence public high schools.

Its success rate is largely due to two components: 1) strong teacher/student relationships due to the small teacher/student ratio (1:16) and 2) its commitment to hands-on and real-life learning. The Met encourages students to follow their passion by participating in internships two days a week. This enables them to find mentors in a business or agency in their area of interest. It works closely with the mentors, and then develops...
a curriculum around students’ experiences. For example, if a student is interested in banking, he or she interns in a bank; working closely with the mentors, the school designs a curriculum for this particular student. It is fertile ground for students with a learning disability to excel in an environment in which they can focus on a single domain of knowledge and gain expertise in their fields. This fertile ground also requires an abundance of Orton-Gillingham practitioners to tend it.

I first got involved in September, 2003 as part of an education course at Rhode Island College. I enjoyed working with Met students so much that I continued volunteering into the spring of 2004. About the same time, I met Andrea Greer Silvia who told me about the Orton-Gillingham Approach. It was exactly what my students needed, and in July, 2004, I began the Associate Level course with Andrea under the aegis of Fellow Helaine Schupack.

As I finished my last year of Certified training in 2006-2007, I realized that the students I tutored were the tip of a Titanic-sized iceberg of students with undiagnosed dyslexia: on average, 26% of the incoming freshman test three or more years below grade level in reading. Public schools generally do not have funding to provide Orton-Gillingham services to that many students. Small group classes make the cost prohibitive. Therefore, the challenge became not how to hire more staff members, but how to maximize the talents of the current staff. The logical solution was to train interested staff members in the Approach. For me, this meant Fellow training, but my financial resources were limited.

Divine intervention in the form of Helaine Schupack appeared. I had called her to brainstorm grant options, and she offered to train me (leading to three generations of Associate and Certified trainees) for free because she wanted to see O-G in the public school system. The Met’s administration was thrilled and continues to be supportive of the O-G training program and support services that our practitioners provide.

Associate training is intense, and one of my earliest lessons was that the most successful trainees were those who volunteered to take the program, not those who were pressured to take it. I encourage all trainees to finish the Associate course and go on to Certified, but I don’t pressure them. O-G is not for every educator, and the most successful practitioners are the ones with a passion for it. Similarly, not everyone is called to Fellow training. Allowing people to excel at the level at which they are comfortable while encouraging them to improve their skills has worked best for me.

Training sessions take place on Tuesday and Thursday afternoons when students are at their internships. I monitor trainees’ lesson plans via the computer. They email them to me, which helps to insure that they are following a logical scope and sequence with their students; it also allows me to correct errors and make suggestions. The only lesson plans I don’t preview are those that I will see during an observation or those that are for their Academy application. This requires a significant time investment during the first months of training, but it eases up as tutors progress in their practicum and begin to fully understand and integrate the principles of O-G. This year the number of Certified trainees was enough for us to introduce teaching in small groups, each no larger than five students.

Training O-G practitioners in a public school requires the flexibility that is the cornerstone of the O-G Approach. Even though some do not finish the training, the concepts that they have learned impact the students with whom they work. Over the course of four years, 27 staff members have been trained at the Associate level, and five have been trained at the Certified level. In these four years, over 150 students have received direct O-G services from these 32 trainees. More than 260 additional students have had their learning influenced because they work with advisors, special educators, or learning specialists who have been through the O-G Associate or Certified level training. The school also offers workshops regarding the nature of the dyslexic learner as part of professional development, and staff members get instruction in tailoring individual multisensory lesson plans to meet the needs of every student. We tend to innovate and update the delivery of O-G training and support services as changes in the structure of our O-G team and student need dictate. Although this can be complex at times, our work is reaping benefits. Reading scores at The Met have jumped 14 points in the three years commensurate with the O-G program. A recent study states that it believes that direct and indirect results of the O-G program have contributed to this growth.

Continuing with this issue of the Academy News, we are inviting members of the Academy to share their experiences as they continue their studies and strive to achieve membership at a higher level of professional competency in the Academy. We hope these shared experiences will encourage and motivate other Academy trainees as they continue their own professional development.

Acceleration of a Different Kind

By Paul Hoover, Fellow-In-Training

In July 2010, as a Certified Orton-Gillingham practitioner, I answered an online ad from an inner-city school needing a reading specialist. The name of the school was UCAP. Though the job description seemed perfect, the name of the school seemed strange.

UCAP is an acronym for Urban Collaborative Accelerated Program, a middle school operating as an independent school district in Providence, Rhode Island. Founded in 1989, UCAP has a unique mission, offering held back students an opportunity to finish three years of education in two, so the students will catch up to their grade level and have the tools and support they need to be able to stay in school and enter high school with solid skills. To illustrate the success of this program, a 2007 survey indicated that 25% more UCAP students finished high school or began productive work lives than other urban Providence students.

The students at UCAP have many strikes against them and are at great risk of dropping out. Not only have they all...
accelerated a different kind - cont. from previous page
experienced prior academic failure, but also many do not speak English at home, and some come from broken homes with parents who have little formal education. Most of the students come from economically blighted neighborhoods with high levels of crime and gang activity. Due to very few experiences outside their immediate neighborhoods, basic background knowledge is at a minimum.

The most pressing issue at UCAP is a lack of solid reading and writing skills, with entering students testing well below grade level. At the time I learned of UCAP, the school had made a number of different attempts to address this issue, but they had not yet met the challenge of completing the mission. The administrators were looking for a systematic, language-based, phonetic approach that would give students a solid basis for improving their reading skills, but before 2010, they could not find a practitioner to successfully implement such a program.

In 2010, UCAP hired me to teach four O-G classes of four students each, twice a week during regular school hours. The students were grouped more or less by similar reading levels, which at this point hovered around third or fourth grade levels. Eventually, one student was identified as being particularly challenged. He was considerably behind his peers and struggling to complete two academic years in one. I worked with him an additional day per week, one-on-one, and this enabled him to catch up to his peers.

Core subject teachers are now extremely supportive of having a Certified Orton-Gillingham practitioner in the building. Having witnessed the results of the 2010-2011 school year, they were excited to keep me as a member of the UCAP team.

Integrating students’ English assignments was particularly effective. Affixes, Latin/Greek roots and vocabulary studies could be reinforced with word activities that coordinated with the City of Providence’s language arts curriculum. In addition, after instruction, students greatly enjoyed a little down time learning to do word searches, crosswords, memory/matching activities as well as Hangman, Boggle and Scrabble. These activities were used to support the direct instruction and gave the students the satisfaction of being successful.

All UCAP students were tested using the Northwest Evaluation Association’s reading test at the beginning, middle, and end of the school year. Some students were not receiving any reading intervention. There were some groups that were learning reading strategies. The groups I worked with were receiving that intervention as well as O-G. At the end of the year the students who had Orton-Gillingham showed significantly greater progress, particularly compared to the groups that received no reading intervention. The charts below compare the three. The first column to the

starting with this issue of the Academy News, we are inviting dyslexic adults, dyslexic teenagers, and parents to share their experiences as they face the challenges of dyslexia. We feel that Academy Members would benefit from hearing how dyslexic individuals strive to overcome their language deficits in a “World of Words.”

consider the author
by tyler morrison, a dyslexic high school student

last year, in my junior year of high school, my English class, Essay Writing, a general education class for normal juniors and seniors, was by far the best English class I had ever taken. Now why on earth would a dyslexic teenager, who spent the first decade of his education fighting the written word, say this about a class that stressed reading in the beginning and then transitioned into pages upon pages of writing? I enjoyed this class because not only did it allow me to overcome my frustrations with writing, but also it gave me an outlet to express myself.

In the first half of Essay Writing, due to reading all of the essays I had struggled to decode and understand, my reading skills actually improved. The class had the same routine every day. The teacher gave us an essay to read as homework and we had to write a Like–Dislike-Steal Response to what we read. In this response, we wrote what we liked, what we disliked, and what we wanted to steal from the writer’s style. We read a number of essays during these months, such as Once More to the Lake and Consider the Lobster. Reading never came easily for me so I was nervous when I was given the first homework assignment. Still I read slowly and paid careful attention because I cared about doing well in this general education class.

Once I got through the reading, I greatly enjoyed the class discussions and this more than made up for the torture I went through the prior night. During these discussions, my classmates modeled how to analyze literature by arguing constantly with each other about almost everything, including authors’ intentions, writing styles, and details in the plots. Our class grade depended on how we verbally responded to the teacher’s questions and other student’s inquiries using our Like-Dislike-Steal as a reference. The responses were used as fuel in an information gas station to ignite discussions and rev up debates. Before each class ended, our teacher, Mr. Wasserman, put a topic on the board such as Injury/Lesson or A Special Event, and we’d free write about the topic, incorporating what we wanted to steal from the previous day’s essay.

In these class discussions, I learned that decoding was only one small part of the reading process and careful analysis of the
left represents the groups that received no intervention. The middle column is for the groups that had only the reading strategies instruction, and the last to the right stands for the groups that received both reading strategies and O-G instruction. The first chart shows the results of testing mid-year, and the second year-end results.

As a result of our success, I’ve returned to UCAP for a second year. In 2011-12, there are two Orton-Gillingham classes of 7th graders, getting Orton-Gillingham intervention for the first time, and two classes of 8th graders who are continuing the work started last year. Due to the success of last year’s program and a desire to continue the intervention, the administration determined it would be helpful for them to continue. A third class of 8th graders, whose scores had improved substantially, were separated from the other students, as I decided this group could benefit from advanced Orton-Gillingham, with more emphasis on morphology and writing.

It is really gratifying to witness Orton-Gillingham instruction making such a huge difference in the academic lives of these young people. One can hope that they will go on to be part of that 25% who live productive lives as in the 2007 survey. Perhaps this intervention will even increase this percentage in the next such survey. In any case, I am proud to be contributing to the future of inner-city youth in my community, and I hope to expand this project over time.

Consider the Author - Cont. from Previous Page

content was what one truly needed to be able to comprehend the material at hand. I also learned that even though I was the only dyslexic in the room, I wasn’t the only one who might be confused about the facts or lost in the details. In fact, I found that often I got it when others did not. In addition, often I had the facts exactly right and then, I confidently expressed my ideas, leading the class to deeper discussions. From hanging out with the general education crowd in an English class for normal kids, I finally realized that it was possible to shake the grasp of the special education monster that had strangled me since I entered second grade. Best of all, during the first half of the semester, I truly felt myself developing into a more mature, competent reader.

During the second half of Essay Writing, my writing skills made progress. To start, I was asked to pick one of my free writes, a short written piece that is not outlined before placing pen on paper, and expand it into a larger, more organized essay. I originally asked Mr. Wasserman what was required in this assignment, such as how long the formal essay had to be, and he responded with an answer such as, “However long it needs to be to express your ideas.” At first, this lack of structure frustrated me because it felt as if I was being teased, not taught. I wanted a direct answer and I wanted the rules, since that is what I was always taught in prior English classes. Little did I know that writing is creative and fluid, and sometimes, when one is given a format, it inhibits creativity. By giving us these free writing assignments, Mr. Wasserman taught me how to relax and enjoy the freedom of putting my thoughts on paper, as writers do in the real world. Only after learning how to put my initial thoughts down without any rules, Mr. Wasserman taught me how to organize these thoughts into a structure to meet my needs and guide the reader.

I learned how to edit and revise, first with peer groups and then with teachers. Since there were no deadlines and no requirements about how many free writes had to be finalized into essays, I was able to work on one essay a week or one essay a month. I could put down an essay, work on another, and pick up the old one when I had a new idea. Time was not an issue. Quality and satisfaction were what counted. The second semester taught me that writing is 10% first draft and 90% revision, and it taught me to enjoy the process.

This past year, writing became a great way for me to express my ideas. Lately, simply walking down the street, I see a situation unfolding and think, “I can describe that situation in words so that anyone who is not here can be here.” I reflect on politicians and think, “I can show that person’s weaknesses in an essay and prove why my ideas are better.” Just as a journalist would, I constantly see opportunities for writing. This may have happened sporadically before, but the difference is that now I actually go home and write. Believe it or not, I save these free writes in a file on my computer and consider expanding them at a later time. This essay that you are reading right now is one of those free writes that I expanded, shortened, surgically altered, edited and rewrote at least a dozen times. If you are reading this essay, there is a good chance that this is the final draft. Still, I might revise it in the future to use somewhere else.

Since I completed Essay Writing class, I consider myself to have completed another chapter of my mission of overcoming dyslexia. Since I can confidently paint a picture with words rather than pixels, I know that I am able to better express my ideas in paragraphs, better able to open people’s hearts with words, and better able to show who I am with adjectives, prepositional phrases and essays. Consider the author.

### New members

The Academy congratulates the following new members:

#### 2011 New Fellows

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooks, Lisa</td>
<td>Waltham, MA</td>
</tr>
<tr>
<td>Katz, David</td>
<td>Metuchen, NJ</td>
</tr>
</tbody>
</table>

#### 2011 New Certified

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnold, Cathie</td>
<td>Cincinnati, OH</td>
</tr>
<tr>
<td>Bell, Kimberly</td>
<td>Charlotte, NC</td>
</tr>
<tr>
<td>Fellows, Linda</td>
<td>Summit, NJ</td>
</tr>
<tr>
<td>Ramsey, Marcia</td>
<td>Huntsville, AL</td>
</tr>
</tbody>
</table>

#### 2011 New Associates

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balch, Beverly</td>
<td>Etna, NH</td>
</tr>
<tr>
<td>Barrett, Cherisse</td>
<td>Mamaoneck, NY</td>
</tr>
<tr>
<td>Bettencourt, J. Corbin</td>
<td>Charleston, SC</td>
</tr>
<tr>
<td>Bruton, Lisa</td>
<td>Huntsville, AL</td>
</tr>
<tr>
<td>Buck, Suzanne</td>
<td>Bridgeport, VT</td>
</tr>
<tr>
<td>Buschek, Ulrike Lisa</td>
<td>Clemmons, NC</td>
</tr>
<tr>
<td>Cabral, Debra</td>
<td>Woodstock, VT</td>
</tr>
<tr>
<td>Calamari, Josephine</td>
<td>Atlanta, GA</td>
</tr>
<tr>
<td>Caldwell, Merrily</td>
<td>East Rockaway, NY</td>
</tr>
<tr>
<td>Carney, Michele</td>
<td>Charlotte, NC</td>
</tr>
<tr>
<td>Claro, Stephanie</td>
<td>Williston, VT</td>
</tr>
<tr>
<td>Ensing-Mogavero, Elena</td>
<td>Melrose, MA</td>
</tr>
<tr>
<td>Forbes, Kimberly</td>
<td>Bristol, VT</td>
</tr>
<tr>
<td>Fox, Marsha</td>
<td>Yonkers, NY</td>
</tr>
<tr>
<td>Goodwin, Deborah</td>
<td>West Stockbridge, MA</td>
</tr>
<tr>
<td>Gough, Antoinette</td>
<td>East Providence, RI</td>
</tr>
<tr>
<td>Grant, Nancy</td>
<td>Charlestown, MA</td>
</tr>
<tr>
<td>Greene, Allyson</td>
<td>San Francisco,CA</td>
</tr>
<tr>
<td>Grissom, Kim</td>
<td>Madison, AL</td>
</tr>
<tr>
<td>Hayes, Elizabeth</td>
<td>White Plains, NY</td>
</tr>
<tr>
<td>Haythorn, Shiriana</td>
<td>Madison, AL</td>
</tr>
<tr>
<td>Jockell, Karen</td>
<td>Fair Haven, VT</td>
</tr>
<tr>
<td>Jordan, Laurie</td>
<td>Hull, MA</td>
</tr>
<tr>
<td>Knowlton, Suzanne</td>
<td>Mt. Pleasant, SC</td>
</tr>
<tr>
<td>Kurtz, Wendy</td>
<td>New Castle, CO</td>
</tr>
<tr>
<td>Lambdin, Adrienne</td>
<td>Newton, PA</td>
</tr>
<tr>
<td>Lane, Margaret</td>
<td>Sudbury, MA</td>
</tr>
<tr>
<td>Latortue, Edouard</td>
<td>Providence, RI</td>
</tr>
<tr>
<td>Louie, Ping</td>
<td>Brooklyn, NY</td>
</tr>
<tr>
<td>Mason, Rene Reed</td>
<td>Aloha, OR</td>
</tr>
<tr>
<td>Mayer, Diane</td>
<td>Denver, CO</td>
</tr>
<tr>
<td>Miller, Jennings</td>
<td>Decatur, GA</td>
</tr>
<tr>
<td>Muench, Barbara</td>
<td>Manchester Center, VT</td>
</tr>
<tr>
<td>Muleh, Laurence</td>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>Norris, Gwen</td>
<td>Newton, MA</td>
</tr>
<tr>
<td>Nozawa, Diane</td>
<td>Brighton, MA</td>
</tr>
<tr>
<td>Nugent, Laura</td>
<td>Starksboro, VT</td>
</tr>
<tr>
<td>Pluck, Amanda</td>
<td>Guilford, CT</td>
</tr>
<tr>
<td>Preston, Britanny</td>
<td>Hartland, VT</td>
</tr>
<tr>
<td>Price, Peggy</td>
<td>Mt. Pleasant, SC</td>
</tr>
<tr>
<td>Randall, Erin</td>
<td>Greenwich, CT</td>
</tr>
<tr>
<td>Rees, Rhys James</td>
<td>Vancouver, BC</td>
</tr>
<tr>
<td>Reny, Nancy</td>
<td>Weston, MA</td>
</tr>
<tr>
<td>Romero, Shari</td>
<td>Stamford, CT</td>
</tr>
<tr>
<td>Sabin, Michele</td>
<td>Bridgeport, CT</td>
</tr>
<tr>
<td>Smith, Amanda</td>
<td>Arden, NC</td>
</tr>
<tr>
<td>Spence, Carolyn</td>
<td>Croton-on-Hudson, NY</td>
</tr>
<tr>
<td>Street, Janet</td>
<td>Atlanta, GA</td>
</tr>
<tr>
<td>Thomas, Ginger</td>
<td>Winston-Salem, NC</td>
</tr>
<tr>
<td>Thwaite, Laura</td>
<td>Marietta, GA</td>
</tr>
<tr>
<td>Toner, Susan</td>
<td>Rutland, VT</td>
</tr>
<tr>
<td>Vitolo, Cara</td>
<td>W. Harrison, NY</td>
</tr>
<tr>
<td>Wellman, Jennifer</td>
<td>White River Jct, VT</td>
</tr>
<tr>
<td>Williams, Kelly Young</td>
<td>Winston-Salem, NC</td>
</tr>
<tr>
<td>Williams, Francine</td>
<td>Greenwich, CT</td>
</tr>
<tr>
<td>Wolff, Cheri</td>
<td>Richmond, VA</td>
</tr>
</tbody>
</table>

#### 2011 New Subscribers

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burgess-Bhagat, Teresa</td>
<td>Markham, Canada</td>
</tr>
<tr>
<td>Cervasio, Angela Glen</td>
<td>Cove, NY</td>
</tr>
<tr>
<td>Dawson-Marble, Becky</td>
<td>Westchester, CA</td>
</tr>
<tr>
<td>Farley, Christine</td>
<td>Riverside, RI</td>
</tr>
<tr>
<td>Lipford, Dan</td>
<td>Coconut Creek, FL</td>
</tr>
<tr>
<td>McWilliams, Kathleen</td>
<td>Kingston, MA</td>
</tr>
<tr>
<td>Miers, Cyndee</td>
<td>Riverside, CA</td>
</tr>
<tr>
<td>Zannoni, Kathleen</td>
<td>Shaker Heights, OH</td>
</tr>
</tbody>
</table>

---

**The Academy and Membership**

The Academy of Orton-Gillingham Practitioners and Educators is the only organization expressly established and authorized to set standards for the practice of the Orton-Gillingham Approach, to certify teachers, and to accredit instructional programs that meet these standards. Incorporated in 1995, the Academy derives its authority from action taken by the Board of Regents of the University of the State of New York and operates under New York State Education Law.

For comprehensive information regarding training opportunities, requirements, and applications for Academy membership at all levels, visit our website at: [www.ortonacademy.org](http://www.ortonacademy.org).
2011 Gifts

The Academy thanks the following contributors:

General Fund

Rosanne Aman
C. Wilson Anderson
Anonymous
Cathie Arnold
Janet Bagg
Amy Bailin
Patricia Bennett Bigham
Heidi Bishop
Cynthia Boller
Mary Briggs
Christina Bruno
Annie Marie Butler
Susan Christensen
Rosalie Davis
Janet Derick
Doreen D. Grady
Jane Fell Greene
Lois Hass

Billie Hill
Cathryn M. Holinger
John and Kay Howell
Jan MacLean
April Mahnkopf
Sharon Marsh
Martie Matthews
Catherine McCulley
Gabrielle Miller/The Boston Foundation
Nancy Naylor
Dawn Nieman
Gwen Norris
Marie Helene Pouliot
John & Margaret Quinn
Marcia Ramsey
Susan Rapp
Susan Santora
Jean Schedler

Helaine Schupack
Mr. & Mrs. Theodore Smalletz
in Honor of Helaine Schupack
Arlene Sonday
Joan Stoner
Kathryn Trudell
Susie van der Vorst
Carolyn Webb
Dorothy Whitehead
Carol Woods

Commemorative Gifts

For Patricia Rudick
Ellen Linsky

Special Gifts

Dorothy Lloyd Tyack Memorial Scholarship Fund
Ellen Linsky

Ronald Yoshimoto Scholarship Fund
Ann Edwards
Marcia Mann
Susan Okamura
Ronald Yoshimoto

Academy’s Fellow Seminar

Special Thanks to our Keynote Speaker
Karen Marchione, Yale Center for Dyslexia & Creativity

Upcoming events

Fellow Seminar 2012
October 5th & 6th
The Key School and Learning Center - Carolina Day School
Asheville, NC

AOGPE Annual Conference 2013
March 15th & 16th
Providence, RI

www.ortonacademy.org