



Millington Municipal Schools
Virginia Rodgers
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4-23-20

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About IMSE

The Institute for Multi-Sensory Education (IMSE) is the leader in early reading professional development. Founded in 1996 and headquartered in Southeast Michigan, IMSE has trained more than 250,000 teachers in more than 5,000 school districts in 46 states throughout the United States. As the pioneer of delivering face-to-face Orton-Gillingham (OG) curriculum and training to general education classrooms, our instructors have helped to make millions of new readers and changed just as many lives. IMSE has over 40 Master Instructors, all of whom are educators with a minimum of a Masters degree, certified through the Center for Effective Reading Instruction, have taught OG in the classroom and understand the complexities of differentiating and integrating OG into any setting. IMSE Master Instructors are some of the most engaging, powerful presenters in the field. IMSE has the skill and capabilities of fulfilling your needs.

IMSE's face-to-face training model, with hands-on multi-sensory instruction, is imperative to teacher success. IMSE is not a tutoring center or a boxed program. We specialize in professional development, and our reputation precedes itself. IMSE's two levels of training, the Comprehensive Orton-Gillingham and the Intermediate Orton-Gillingham, are customized for educators in K-12 general education, special education, and paraeducators.

Science of Reading

The science of reading research drives the instruction given at all IMSE trainings. IMSE trainings provide educators with the skills needed to integrate research-based, explicit, systematic, and multi-sensory instruction into their current curriculum. The Theoretical Models of Reading (Gough and Tunmer's Simple View of Reading, Hollis Scarborough's The Reading Rope, Linnea Ehri's The Four Phases of Word Reading, and Seidenberg and McClellan's The Four Part Processing Model for Word Recognition) are the backbone of IMSE's training programs.



IMSE Live Virtual Comprehensive Orton-Gillingham Training(30-hour)

Course Description

The IMSE Live Virtual Comprehensive OG Training is a hands-on, interactive, and personalized class that provides a complete understanding of IMSE's enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom as well as the importance of a Structured Literacy program. A dynamic IMSE Instructor teaches this training live using the virtual format Zoom. Teacher-student ratio is low in order to allow for questions and interaction between instructor and other participants. After participating in this training, teachers will have an understanding of the structure and foundation of the English language. Teachers will have an awareness of how to assess and teach students with dyslexia as well as students in all three tiers of RTI. Teachers will be able to evaluate and teach students in phonological skills, phonics/word recognition, spelling, writing, fluency, vocabulary, and comprehension.

Materials Provided By IMSE

- *IMSE Comprehensive Training Manual*
- *IMSE Assessment Manual*
- *Recipe for Reading*
- *Interventions for All: Phonological Awareness*
- *IMSE Comprehensive Syllable Division Word Book*
- Syllable Division Cards
- IMSE Phoneme/Grapheme Card Pack
- Blending Board
- IMSE Decodable Readers Set 1: Digital Copy
- Access to IMSE's Online Comprehensive Refresher for 1 year
- Access to IMSE's Interactive OG for 2 year

Training Technology Requirements:

The attendees must have the following capabilities:

- Computer with a camera and speaker
- Good connectivity with WiFi
- Quiet place to work
- Google Drive Account
 - Required to Create a Folder titled Last Name and Date (Kohler_3/20/2020)
 - Share the folder with your trainer.
 - Add videos and learning outcomes each day by 5:00 PM

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Course Requirements

Class participation and attendance: Teachers will sign in each morning and be required to attend all 30 hours. Teachers will observe lessons as well as create and practice their own.

Assignments: There will be out-of-class assignments, which will consist of Daily Learning Outcomes, 4- 10 minute video submissions and a final lesson submission. The questions will require teachers to respond to material covered during the day from the training as well as additional reading. For the final lesson, teachers will prepare and submit a lesson incorporating all of the components from the 30-Hour Comprehensive Training as well as complete Final Learning Outcome.

Learning Objectives

Upon completion of this course, the participant should be able to:

1. Be aware of the foundation and structure of the English language.
2. Gain basic knowledge about students with reading disabilities including dyslexia.
3. Understand how ELL students can best learn English.
4. Identify the various types of assessments, be able to administer the PAST and IMSE assessments, and understand the components to writing an assessment report.
5. Implement structured literacy strategies for phonological awareness, phonics, word recognition, writing, spelling, fluency, vocabulary, and comprehension.
6. Apply self-editing techniques for written expression.
7. Adapt and differentiate instruction based on assessment and student need.
8. Demonstrate knowledge of syllabication patterns and types for encoding/decoding.
9. Integrate multi-sensory strategies to teach non-phonetic sight words.
10. Create structured weekly lesson plans.

Assignments: Learning Outcomes

(4 hours of additional work outside of class time)

Day 1

Participants will:

- Select a Tier 1 activity and explain how to modify it as a Tier 3 activity in the *Phonological Awareness* book.
- Name the purpose, materials, teacher's role, and student's role for all of the components of the Three-Part Drill as well as the Vowel Intensive.
- List 3 positive attributes that students with dyslexia may share.
- List 5 words that would not be applicable to use on the blending board if you only learned c-qu.



- Submit 10 min. video doing the Three-Part Drill

Day 2

Participants will:

- Provide sound lines and visual cues for 4 words.
- Create word lines and visual cues for two sentences for sentence dictation.
- Describe the difference between “Green Words” and “Red Words” (phonetic and non-phonetic).
- Differentiate the three-part drill as well as dictation of words and sentences to meet the needs of all learners.
- Submit 10 min. video on Teaching a New Concept (j-qu) with word and sentence dictation

Day 3

Participants will:

- Design three creative ways to teach or review your red word.
- Identify how the assessment results will help determine an appropriate starting point.
- Decode 2 multi-syllabic words with blends.
- State and explain the doubling rule for s, l, f, and z.
- Provide sound lines with visual cues for 5 words listed.
- Submit 10 min. video on teaching Red Words

Day 4

Participants will:

- Explain the Magic “e” syllable type.
- List the four syllable division patterns from most common to least common.
- Provide the abbreviation or label for three syllable types listed.
- Encode and decode a list of 7 words.
- State 2 ways students can review vocabulary words.
- List the 4 components to Reciprocal Teaching.
- Identify strategies for improving fluency.
- Submit 10 min. video on syllabification

Day 5

Participants will:

- Identify 10 graphemes and their orthographic structure.
- Identify the number of “sounds” (phonemic awareness) per syllable and also how many “fingertaps”(phonics).
- Encode and decode multi-syllabic words encompassing all Syllable Patterns and Types.
- Define and provide examples of all 7 Syllable Types.
- Plan and submit a full week’s lesson using the hard copies in the practice packet or IOG.



Online Comprehensive Refresher

A one-year access for each participant is included.

The on-line refresher is a convenient way to receive a review of the strategies covered in the Comprehensive Training, in the comfort of your home or school setting. You will receive over three hours of video content that is accessible for one year, along with an in-depth Refresher Packet.

Video Highlights:

- Assessment
- Three-Part Drill - Visual, Auditory/Kinesthetic, Blending, Vowel Intensive
- Teaching a New Concept (Word Dictation, Sentence Dictation)
- Red Words (sight words)
- Encoding/Decoding Multi-syllabic Words
- Phonemic Awareness
- Vocabulary
- Fluency
- Lesson Planning

Interactive OG

A two-year subscription for each participant is included.

Interactive OG is IMSE's online lesson planning and assessment application. IMSE interactive lesson planning and assessment tool allows teachers to plan their own lessons, access a resource of master lessons, assess their students as individuals, groups, or whole class, and store it all in one easy-to-use program.

- Complete compatibility with any mobile device
- Updated technology and increased speed
- A new, clean and easy-to-navigate design
- Enhanced support for lesson planning and assessment management

Cost

Participants	Training Price
1-29	\$29,830.00
30-34	\$34,830.00
35-39	\$38,905.00
40-44	\$43,780.00
45-54	\$50,330.00

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\$58,330.00

Cost includes: instruction and materials provided
Proposal cost is valid for 30 days
IMSE Contract agreement will secure the current rates.

Lower number of participant options available October - April:



Participants	Training Price
10-14	\$14,830.00
15-19	\$19,830.00
20-24	\$24,830.00

Cost includes: instruction and materials provided
Proposal cost is valid for 30 days
IMSE Contract agreement will secure the current rates.

Disclaimer:

Upon completion of the course, participants are considered "trained" to use the IMSE methodology with students. Upon completion of the course *and* practicum, candidates would be certified to teach students in IMSE's OG methodology. *Candidates are not certified nor permitted to teach other educators/instructors how to implement IMSE's OG.* All materials are copyrighted and solely owned by IMSE. Unlawful use of our materials is not permitted.

Research Based

IMSE has the proprietary materials and methodologies that have been proven to work with millions of beginning readers, as well as all learners with reading difficulties including dyslexia. In a study done by Greentree Research and Development Services with the City of Pontiac School District, called the *IMSE Orton-Gillingham Project* (1998) following a Comprehensive Training, results showed that students receiving Orton-Gillingham instruction grew significantly higher than those who did not receive OG indicating that it is beneficial for both special education and general education students. According to a study done by River Strategies titled *An Empirical First Look at the Effectiveness of IMSE's Orton-Gillingham Approach* (2017), evidence suggests that "students grew beyond the normal expectations (despite disabilities or other struggles) which indicate students were not just making progress, but they were catching up to their peers."

Certification and Credits

International Dyslexia Association Accredited

IMSE is accredited through the International Dyslexia Association (IDA) as an Accredited Program. IMSE abides by all of IDA's Knowledge and Practice



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Standards for Teachers of Reading. Please contact IMSE or IDA for further information.

IMSE Orton-Gillingham Certification:

Teachers will actively participate in online learning to further develop their understanding of the IMSE's Orton-Gillingham Comprehensive methodology. Participants will practice through the administration of assessments, creation of assessment reports, the recommendation of instruction, and implementation of lesson plans that show mastery and fidelity of the method.

Structured Literacy Teacher Certificate:

If teachers complete the IMSE Orton-Gillingham Training (Comprehensive or Intermediate), they will be prepared to take the KPEERI exam and upon passing, can apply for the Structured Literacy Teacher Certificate. For more information: www.effectivereading.org.

State Mandates

IMSE has worked with teachers, schools and districts in several states across the country affected by mandates that require teachers to be trained in specialty reading methodologies. The mandates are often targeted at general reading, special education and dyslexia focused initiatives. For more information:

<https://orton-gillingham.com/state-mandates/mandate-fulfillment/>

Continuing Education

IMSE trainings qualify for college or state credit in many states. For more information:

<https://orton-gillingham.com/state-mandates/continuing-education/>