



institute for  
multi-sensory  
education

ORTON-GILLINGHAM IN EVERY CLASSROOM

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multi-sensory  
education

## Our Mission

IMSE is committed to empowering teachers with the knowledge and tools to promote individual reading excellence for all learners.

## What We Do

Train educators how to teach reading more effectively using a proven, Structured Literacy™ approach.





# ABOUT US

- IMSE founded in 1996
- Based in Southeast MI
- Professional development to train educators to teach reading
- Training in 44 states
- Training center in Northville, MI

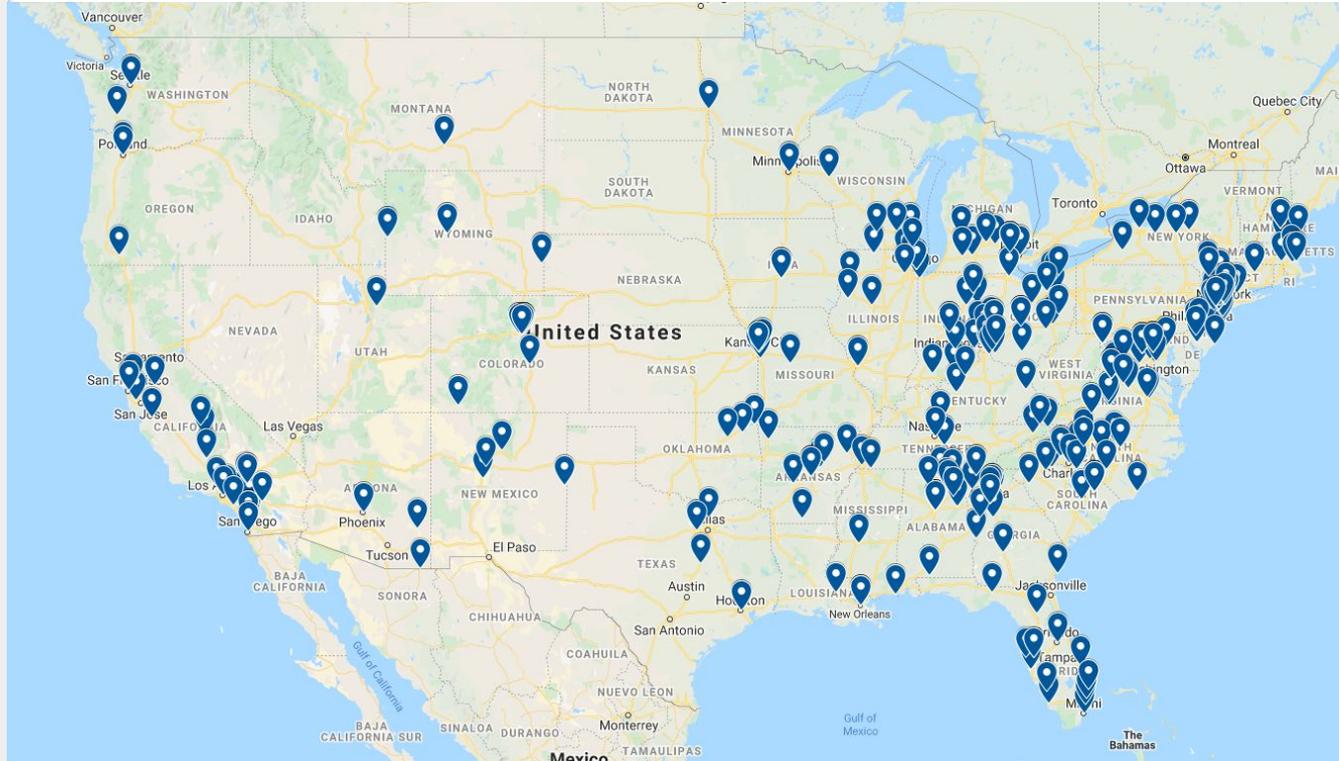


# IMSE's INSTRUCTOR TEAM

- Over 50 instructors
- All are educators and experts at using Orton-Gillingham in the classroom
- All have Master's Degrees, are certified through the International Dyslexia Association (IDA) through the Center for Effective Reading Instruction (CERI)
- IMSE has the team in place to scale for large projects

# IMSE IMPACT

In the last  
three years,  
partnered with  
**4,081** school  
districts



# IMSE IN LARGE DISTRICTS

- Atlanta Public Schools (2017-2019: 1,635 teachers)
- Baltimore Public Schools
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Des Moines Public Schools
- Montgomery County Public Schools
- New York City Public Schools

# MICHIGAN DISTRICTS

Trained teachers in 56 districts throughout MI

- Battle Creek Public Schools
- Berkley Schools- Norup International (pilot)
- Detroit 90/90- U Prep Schools
- Livonia Public Schools (MDE Grant)
- Hamtramck
- Henry Ford Academy School for Creative Studies
- Melvindale
- Michigan Department of Corrections
- Plymouth-Canton Community Schools
- Pontiac
- Traverse City area Public Schools
- Webberville

# TRAINING COURSES

## COMPREHENSIVE ORTON-GILLINGHAM TRAINING

Training is for:

- K-2nd grade
- RTI & Literacy Coaches
- Special Education
- Title I

 5-DAY TRAINING

## INTERMEDIATE ORTON-GILLINGHAM TRAINING

Training is for:

- 3-5th grade
- Struggling readers grades 3 and up
- RTI & Literacy Coaches
- Special Education
- Title I

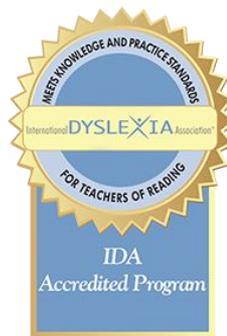
 5-DAY TRAINING

## PHONOLOGICAL AWARENESS & BEGINNING ORTON-GILLINGHAM TRAINING

Training is for:

- Pre-K & Special-Ed K
- Pre-primer

 2-DAY TRAINING



  
30 SCECHs  
or  
GRAD  
CREDITS

## WHY

- Teachers were not taught how to teach all children to learn to read
- Students must learn to read so they can read to learn
- Teaching foundational skills for all learners in all tiers
- Students are engaged and empowered

## WHAT

- Structured Literacy, Orton-Gillingham principles
- Focus on Essential 5
  - Phonological Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- Research-based

## HOW

- Hands-on
- Multi-sensory
- Direct, explicit instruction
- In a cumulative scope and sequence
- Building blocks for student success

# Science of Reading Researched Based

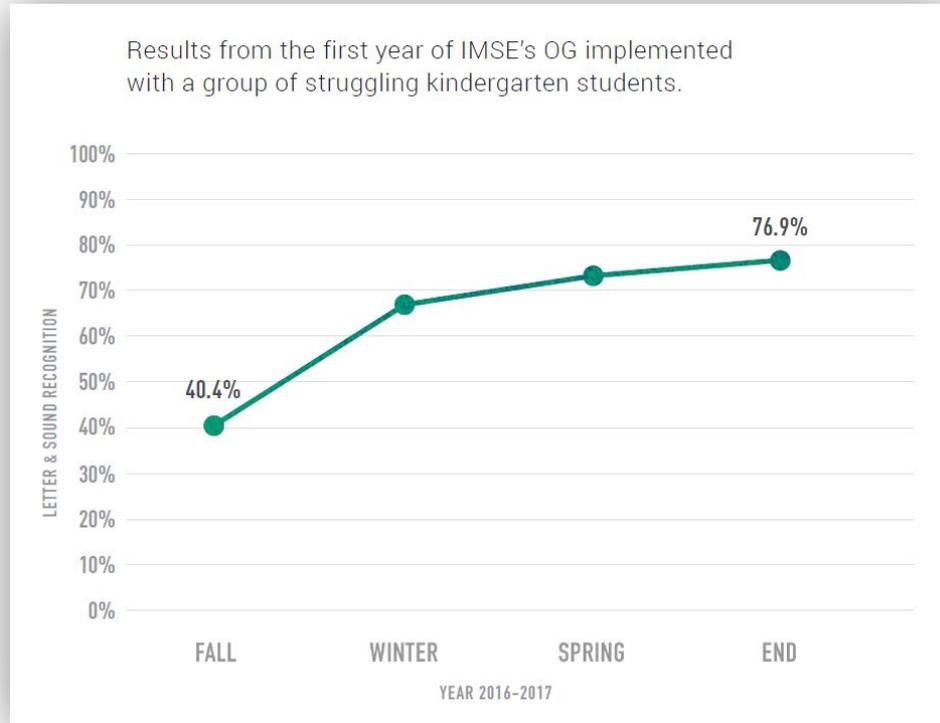
IMSE is grounded in the science of reading. IMSE is aligned with the *Knowledge and Practice Standards for Teachers of Reading* (Moats et al., 2010). In addition, IMSE's courses incorporate the following reading research and instructional principles:

- The Simple View of Reading (Gough and Tunmer, 1986)
- Phases of Word Reading Development (Ehri, 1996)
- Four-Part Processing Model for Word Recognition (Seidenberg and McClelland, 1989)
- Reading Rope (Scarborough, 2001)
- Levels of Skills in Phonological and Phonemic Awareness (Kilpatrick, 2015)
- Reading in the Brain (Dehaene, 2009-2013)

# STUDENT DATA

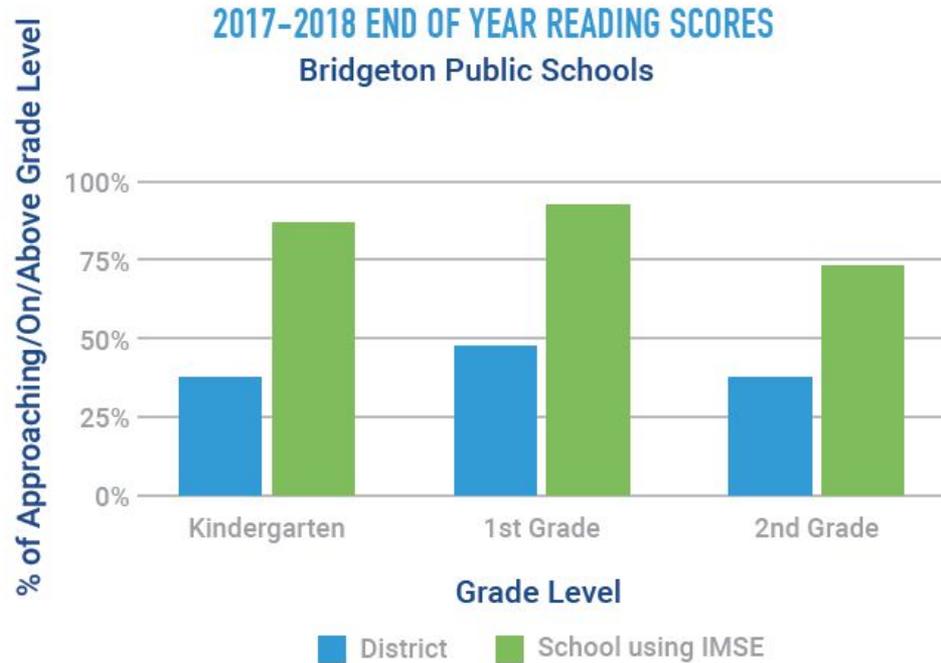
## THE BOGGS EDUCATIONAL CENTER

Detroit, MI



# BRIDGETON PUBLIC SCHOOLS

Bridgeton, NJ



2nd Grade  
Kennedy Elementary

1st Grade  
Kennedy Elementary

# LIVONIA PUBLIC SCHOOLS

Livonia, MI

## LEVEL 1 WORDS

SEPT 2019

STUDENT NAME/CODE	SCORE %	GROUP
SIENNA W.	80%	1
CRISTIAN B.	66.7%	2
EMERSON T.	66.7%	2
ALINA S.	60%	2
CHRISTIAN	53.3%	3
SYDNEY T.	53.3%	3
CARTER R.	40%	3
FIONNA F.	33.3%	3
ZOIE N.	33.3%	3
HANNAH B.	26.7%	3
LANDON J.	26.7%	3
EASTON K.	20%	3
CORA D.	20%	3
DAVIN B.	20%	3
LYDIA B.	20%	3
NORA Z.	20%	3
RILEY B.	13.3%	3
CAMERON G.	6.7%	3
MICHAEL C.	6.7%	3
TYLER T.	6.7%	3
ZARIA W.	6.7%	3
AUSTIN C.	0%	3
COLIN C.	0%	3

JAN 2020

STUDENT NAME/CODE	SCORE %	GROUP
ALINA S.	100%	1
HANNAH B.	100%	1
RILEY B.	100%	1
EASTON K.	93.3%	1
LYDIA B.	93.3%	1
SIENNA W.	93.3%	1
SYDNEY T.	93.3%	1
CORA D.	86.7%	1
NORA Z.	86.7%	1
COLIN C.	80%	1
CRISTIAN B.	80%	1
DAVIN B.	80%	1
EMERSON T.	80%	1
AUSTIN C.	73.3%	2
CAMERON G.	73.3%	2
CARTER R.	73.3%	2
LANDON J.	73.3%	2
ZOIE N.	66.7%	2
MICHAEL C.	60%	2
CHRISTIAN	53.3%	3
FIONNA F.	53.3%	3
ZARIA W.	53.3%	3
TYLER T.	6.7%	3

SEPT 2019

STUDENT NAME/CODE	SCORE %	GROUP
MARYIAH I.	86.7%	1
ASHLEIGH	80%	1
MORGAN I.	80%	1
ABEL T.	73.3%	2
ETHAN S.	73.3%	2
CLARE H.	66.7%	2
REID M.	66.7%	2
KOSTA H.	60%	2
LILAH M.	60%	2
MATEO O.	60%	2
WILLIAM I.	60%	2
DAVIS F.	53.3%	3
HOPE K.	53.3%	3
MOLLY M.	53.3%	3
RYLAN K.	46.7%	3
SOFIA T.	46.7%	3
GRACE J.	40%	3
TERRELL I.	13.3%	3
JOSEPH S.	6.7%	3

JAN 2020

STUDENT NAME/CODE	SCORE %	GROUP
ABEL T.	93.3%	1
ETHAN S.	93.3%	1
MATEO O.	93.3%	1
MOLLY M.	93.3%	1
MORGAN I.	93.3%	1
RYLAN K.	93.3%	1
DAVIS F.	86.7%	1
HOPE K.	86.7%	1
KOSTA H.	86.7%	1
MARYIAH I.	86.7%	1
SOFIA T.	86.7%	1
ASHLEIGH	80%	1
CLARE H.	80%	1
REID M.	80%	1
WILLIAM E.	80%	1
GRACE J.	73.3%	2
LILAH M.	66.7%	2
JOSEPH S.	60%	2
TERRELL S.	40%	3

# IMSE RECOMMENDATIONS

- Continue Michigan DOE approved provider list
- Support an increase in the amount of Sec. 35a funds a district may use for reading instruction professional development for educators. At a minimum the amount should be increased from the current 5% to 10%; however, 20% would be ideal.

# ON-GOING SUPPORT

- IMSE Refresher Video
- IMSE Video Library
- Consultations
- Practice Books
- Interactive OG
- Assessment app
- Decodable Readers
- Weekly 'tips and tricks' email with videos

## Path to Success:



