

**Augustine Project Literacy Tutor Training Course with Practicum
(Orton-Gillingham based; Wilson® materials)**

Course Requirements:

- _____ 1. Attend 60 hours of instructional time through the two-week course (attendance sheet signed daily)
- _____ 2. Participate in class discussions and hands-on activities
- _____ 3. Understand the mission and workings of the Augustine Project
- _____ 4. Read and summarize the following articles:
 “Resolving the ‘Great Debate’” by M. Adams and M. Bruck
 “Dyslexia” by Sally Shaywitz
- _____ 5. Learn the definition, characteristics and current brain research associated with dyslexia
- _____ 6. Understand the 5 essential components of research-based reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) and best practices for remediation in each area
- _____ 7. Learn and apply the principles of the Orton-Gillingham approach to the teaching of reading, writing and spelling. Become familiar with the Wilson Reading System® Scope and Sequence (including sounds, syllable types, spelling rules and semantics)
- _____ 8. Practice phonemes orally until all 44 can be reproduced precisely in Standard English
- _____ 9. Learn six syllable types and demonstrate ability to blend, segment and mark words correctly
- _____ 10. Evaluate practicum child for phonological awareness, word attack, rapid naming, sight word knowledge, and spelling. Turn in scores to director.
- _____ 11. Prepare and teach practicum student – under supervision – five consecutive lessons, demonstrating multisensory, systematic, sequential, diagnostic, phonetic instruction, striving for automaticity, fluency and comprehension through repetition and positive reinforcement.
- _____ 12. Prepare practicum student’s notebook with sections for sounds, syllable types, spelling rules, sight words, daily work, and vocabulary.
- _____ 13. Learn strategies to teach sight words and cursive handwriting, as well as games and activities to reinforce spelling rules, syllable types and sounds
- _____ 14. Learn about phonological awareness, the effect of poverty on language development, discrepancy model vs. response to intervention, phonetically controlled text, the history of the English language and strategies and tools to enhance the student’s vocabulary, fluency, comprehension, written expression and focus
- _____ 15. Provide a thank you gift for practicum student.

The above are required to receive NC teacher renewal credit. Six CEUs have been authorized by Durham Public Schools (Dr. Ada Setzer) and Chapel Hill-Carrboro City Schools (Emily Bivins).

Signature of course participant: _____ Date: _____

Signature of Training Director _____ Date: _____