



October 19, 2023

Sole Source 23/24-N

Opened: October 19, 2023

The District will recognize Institute for Multi-Sensory Education's claim to be a Sole Source Provider of the IMSE Orton-Gillingham trainings as stated in their letter as a result of no contests being submitted during this RFI. This RFI was broadcast nationwide to over 400 organizations.

We will continue to recognize this for 1 year, at which time we will again verify this claim and post another Sole Source for those who may wish to challenge.

Effective dates of this Sole Source are from October 19, 2023 – October 18, 2024.

Kathy Scott
Kathy Scott, CPPB
Procurement Specialist



IMSE Training Sole Source

The Institute for Multi-Sensory Education is the sole source provider of the following IMSE Orton-Gillingham Trainings available in-person, or the live virtual interactive option offers flexible scheduling.

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.

Research-Based

IMSE has the proprietary materials and methodologies that have been proven to work with millions of beginning readers and 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 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, creating assessment reports, the recommendation of instruction, and implementing lesson plans that show mastery and fidelity of the method.

Continuing Education

IMSE 30-Hour trainings qualify for college or state credit in many states. For more information:

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

IMSE Comprehensive Orton-Gillingham Plus Training

30-Hours of Instruction
Grades K-3 and Remedial

Course Description

The IMSE Comprehensive Orton-Gillingham Plus Course is a hands-on, interactive, and personalized class that provides a complete understanding of IMSE's enhanced Orton-Gillingham methodology and the tools necessary to apply it in the classroom. After participating in this accredited Structured Literacy course, teachers will have an understanding of the structure and foundation of the English language as well as the research behind the science of reading. Teachers will have a basic understanding of how to assess and teach students in all three tiers of RTI, including students with dyslexia. Teachers will be able to evaluate and teach students in the areas of phonological skills, phonics/word recognition, spelling, and writing. This course also includes an asynchronous component that shares research and strategies for teaching and assessing fluency, vocabulary, and comprehension. The Comprehensive OG Plus Course is appropriate for teachers whose students are emergent and beginning readers as well as readers struggling in word recognition.

The Comprehensive OG Plus Course, along with the Phonological Awareness Course, Morphology Plus Course, and/or the Comprehensive Practicum, will help teachers prepare to take the Center for Effective Reading Instruction (CERI) Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) to obtain a Structured Literacy Classroom Teacher (SLCT) Certificate. CERI is a subsidiary of the International Dyslexia Association (IDA).

Upon completion of IMSE's Comprehensive OG Plus Course, teachers are eligible to purchase 2 graduate [credits](#).

Texts, Readings, Instructional Resources Provided By IMSE

- *IMSE's Comprehensive OG Plus Teacher Training Manual*
- *IMSE's Comprehensive OG Plus Teacher's Guides (K-2)*
- *IMSE's Comprehensive OG Plus Spelling Teacher's Guide (3rd Grade Plus)*
- *Interventions for All: Phonological Awareness* by Yvette Zgonc
- *Syllable Division Word Book* by the Institute for Multi-Sensory Education

- Phoneme/Grapheme Card Pack by the Institute for Multi-Sensory Education
- Syllable Division Posters by the Institute for Multi-Sensory Education
- Comprehensive OG Plus Practice Packet
- Sets 1-3 Decodable Readers (PDF)
- Asynchronous Fluency, Vocabulary, and Comprehension Webinar with digital practice packet (access for one year)
- IMSE Blending Board
- Procedural Routine Flip Chart
- IMSE's Interactive OG 2.0 (free access for one year)
- Access to IMSE's Resource Portal

Learning Objectives

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

1. Demonstrate knowledge of the foundation and structure of the English language.
2. Demonstrate basic knowledge about students with reading disabilities, including dyslexia.
3. Understand how EL students can best learn to encode and decode English words.
4. Identify the various types of assessments, be able to administer the PAST and IMSE assessments, and understand the components of 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 strategies to teach irregular 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.

Day 2: Participants will:

- Provide sound lines and visual cues for 4 CVC 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 and the dictation of words and sentences to meet the needs of all learners.

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.

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 four components of Reciprocal Teaching.
- Identify strategies for improving fluency.

Day 5: Participants will

- Identify ten 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.

Interactive OG 2.0

A one-year subscription for each participant is included.

Interactive OG is IMSE's online lesson planning and assessment application.

IMSE's 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.

IMSE Morphology Plus Orton-Gillingham Training

30-Hours of instruction

Grades 3-4 general education through adult remedial

Course Description

The IMSE Morphology Plus Course is a hands-on, interactive, and personalized class that provides a complete understanding of morphology, fluency, vocabulary, and comprehension and how to apply that understanding when teaching in the classroom. After participating in this accredited Structured Literacy course, teachers will have an understanding of the structure and foundation of the English language. Teachers will have an understanding of where to begin instruction with students in all three tiers of RTI, including students with dyslexia. Teachers will be able to evaluate and teach students in the areas of morphology, fluency, vocabulary, and comprehension. Teachers will also have access to an asynchronous video that demonstrates instructional strategies for teaching older students to encode and decode, how to spell irregular words, and a syllable division method. In addition, access to the IMSE Writing and Grammar asynchronous course to help assess and teach writing and grammar to students will be provided. The Morphology Plus Course is appropriate for students who have word recognition and spelling skills but struggle with comprehension.

The Morphology Plus Course along with the Phonological Awareness Course, Comprehensive OG Plus Course, and/or the IMSE Practicum will help teachers prepare to take the Center for Effective Reading Instruction (CERI) Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) to obtain a Structured Literacy Classroom Teacher (SLCT) Certificate. CERI is a subsidiary of the International Dyslexia Association (IDA).

Upon completion of IMSE's Morphology Plus Course, teachers are eligible to purchase 2 graduate [credits](#).

Texts, Readings, Instructional Resources Provided By IMSE

- *IMSE's Morphology Plus Teacher Training Manual*
- *IMSE's Morphology Plus Teacher's Guides (4)*
- *IMSE's Morphology Plus Student Passages (PDF)*
- *The Reading Comprehension Blueprint: Helping Students Make Meaning From Text* by Nancy Hennessey
- *Vocabulary Handbook* by Linda Diamond and Linda Gutlohn

- IMSE Morpheme Card Pack
- Morphology Plus Practice Packet
- Procedural Routine Flip Chart
- Dry-Erase Paddle Board
- Asynchronous encoding and decoding video; *IMSE's Spelling Third Grade Plus Teacher's Guide* (digital copy) and practice packet (digital copy)
- Asynchronous Writing and Grammar Webinar; *IMSE's Writing and Grammar Teaching Guide* (digital manual) and practice packet (digital copy)

Learning Objectives

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

1. Have a deeper understanding of the foundation and structure of the English language.
2. Demonstrate knowledge about students with reading disabilities, including dyslexia.
3. Understand how EL students can utilize Greek/Latin bases to help learn English.
4. Administer the IMSE assessments.
5. Implement structured literacy strategies for affixes, Greek and Latin bases, fluency, vocabulary, and comprehension.
6. Adapt and differentiate instruction based on assessment and student need.
7. Create structured weekly lesson plans.

Assignments: Learning Outcomes

Day 1: Participants will:

- Write down 2-3 facts about the people groups who influenced the English language.
- Explain the history of the English language.
- Create a morpheme assessment and administer it.

Day 2: Participants will:

- Name the purpose, materials, teacher's role, and student's role for all of the components of the Three-Part Drill as well as morpheme manipulation.
- Plan and Teach a Latin lesson.
- Demonstrate how to use word sums.

Day 3: Participants will:

- List characteristics of each layer of language (Anglo-Saxon, Latin, and Greek).
- Identify the number of morphemes in given words.
- Create a word sum.
- Demonstrate how to use word matrices to analyze words.

- Identify ways to incorporate morphology into the present curriculum.
- Plan and teach a Greek lesson.

Day 4: Participants will:

- Explain how morphemes could be implemented with young students.
- Explain the importance of fluency.
- Assess fluency.
- Design a Reader's Theater script that you could use with students.
- Identify and discuss research-based assessments for vocabulary.
- Identify Beck's vocabulary tiers.

Day 5: Participants will:

- Explain the components of vocabulary instruction.
- Describe and share a strategy from the *Vocabulary Handbook*.
- Complete the Comprehension Planning Checklist.
- Explain strategies for improving comprehension.
- Identify the language of origin for given words.
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IMSE's Phonological Awareness Training

12.5 hours of instruction

Pre-K - Kindergarten remediation

The IMSE Phonological Awareness Course is a hands-on, interactive, and personalized class that provides educators a better understanding of phonological awareness and its importance in learning to read. The course provides teachers with the tools necessary to implement phonological awareness skills, including phonemic awareness, in the classroom. After participating in this training, teachers will have a deeper understanding of how to assess and teach phonological awareness to students in all three tiers of RTI. Teachers will be able to evaluate students in alphabet awareness, including letter recognition, and sound recognition. Teachers will have a deeper understanding of the sound of the English language. This course is worth one graduate [credit](#).

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 Reading Rope, Linnea Ehri's Four Phases of Word Reading, and Seidenberg and McClelland's Four-Part Processing Model for Word Recognition) are the backbone of IMSE's training programs.

Texts, Readings, Instructional Resources Provided By IMSE

- *Equipped for Reading Success* by Dr. David Kilpatrick
- *IMSE's Phonological Awareness Manual*
- Tokens
- Small compact mirror
- Phonological Awareness Practice Packet
- Sounds of the English Language video

Course Requirements

Class participation and attendance:

Teachers will sign in each morning and be required to attend all 12.5 hours to receive their certificate of completion. Teachers will observe assessments and lessons as well as participate in partner practice.

Assignments:

There will be out-of-class assignments, which will consist of Daily Learning Outcomes. The questions will require teachers to respond to material covered during the day from the training as well as additional reading and practice.

Learning Objectives

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

1. Explain the difference between phonological awareness and phonemic awareness.
2. Identify why phonological awareness is crucial to emerging readers as well as the research that supports it.
3. Identify and produce the 44 sounds of English.
4. Recognize the difference between voiced, unvoiced, stopped, and continuant sounds.

5. Identify how many phonemes are in words as well as syllables.
6. Identify the skills associated with phonological awareness.
7. Administer the PAST and IMSE Beginning Reading Skills assessments.
8. Implement structured literacy strategies for phonological awareness.
9. Adapt and differentiate instruction based on assessment and student need.
10. Create phonological awareness activities for the student(s) and classroom.

Assignments: Learning Outcomes

Day 1: Participants will:

- Identify the number of phonemes in given words.
- Practice and produce the 44 sounds of the English language.
- Identify the number of syllables in given words.
- Be able to define the terms associated with phonological awareness and discuss the research on phonological awareness.

Day 2: Participants will:

- Administer Kilpatrick's PAST.
- Facilitate Kilpatrick's One-Minute Activities.
- Understand and use sound boxes correctly with tokens as well as letters.

Sincerely,



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October 6, 2023