

Creative

Language-Based Learning



Creative Language-Based Learning 2017 Report on the Lindamood-Bell Learning Processes® Workshops and Professional Development

For 50 Early Childhood and Special Needs Educators

By Mandy Melville

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Summary Of The Year - 2017

Creative Language-Based Learning in collaboration with CHASE Fund and Sandals Foundation with the endorsement of the Ministry of Education, facilitated a four-day Early Childhood and Special Needs Educators Training Workshop by Lindamood-Bell Learning Processes®. The workshops took place at Hillel Academy, 51 Upper Mark Way, Kingston 8, from Monday, 10th April, thru Thursday, 13th April 2017.

Seeing Stars® and Visualizing & Verbalizing® workshops were provided for 50 teachers from 24 schools across Jamaica. The sessions were aimed at instructing these Early Childhood and Special Needs Educators on the implementation of research-validated remedial methodologies for literacy and language-based learning difficulties.

Job Embedded Coaching with Lindamood-Bell® was introduced and sessions were conducted by Mary Macdonald over a four-week period.

Summer Learning Sessions with Lindamood-Bell® were held for fifty (50) teachers and their students.

The 2017 focus was primarily on imparting effective educational strategies to those teachers working with children exhibiting language-based learning difficulties.

Teacher Interview and Selection Process

Funded By: Knutsford Court Hotel and Sweet Craft Limited
Venue: Knutsford Court Hotel, 16 Chelsea Avenue, Kingston 5
Dates: Friday, 31st March 2017

Early Childhood Education schools and Special Needs Educators across the island were notified about the workshop by the Ministry of Education, the Early Childhood Commission, or Creative Language-Based Learning.

An eight-member panel conducted interviews at the Knutsford Court Hotel. Telephone and Skype interviews were held to facilitate teachers who were unable to attend.

Panellists included:

- Dr Renee Rattray, Executive Director - Education, Jamaica National Foundation
- Mrs Daynea Facey, Education Officer, Programme Monitoring & Evaluation Unit, MoEYI
- Ms Kanna Coore, Director and Educator, Building Blocks Preschool
- Alexander Melville, Director, Tropical Battery Limited
- David Mair, Executive Director, Food For The Poor Jamaica
- Mrs Anna Thwaites Wallace, American International School, Admissions Director
- Miss Chalanie Stiebel, Developmental Psychologist
- Mrs Donna Leslie, Manager, Barita Education Foundation

The 50 chosen candidates were sent acceptance letters confirming their allocated places in the workshops.

Seeing Stars® and Visualizing & Verbalizing® Workshops

Funded By: CHASE Fund, TARA Couriers, Knutsford Court Hotel, Caribbean Ocean Logistics, and Island Car Rental

Project Manager: Sandals Foundation

Venue: Hillel Academy 51 Upper Mark Way, Kingston 8

Dates: Monday, 10th April thru Thursday, 13th April 2017

The workshops began on the morning of the 10th April, with an Opening Ceremony. Mrs. Heidi Clarke, Director of Programmes from the Sandals Foundation, welcomed the Honourable Floyd Green, MP, Minister of State, Ministry of Education, Youth and Information, Mrs Trisha Williams Singh, Board Chair, Early Childhood Commission, and Mrs Hilary Coulton, Public Relations and Administration Manager, CHASE Fund. A participant of the workshop, Miss Shakera Roberts, Resource Room Teacher, New Providence Primary, gave the Vote of Thanks.

http://www.jamaicaobserver.com/news/50-teachers-participate-in-workshop-on-special-learning-needs_95277

The first workshop, Seeing Stars® (SI™), studied the sensory-cognitive processes basic to phonological and orthographic processing such as decoding, reading in context and spelling. With this skill teachers are able to help students develop symbol imagery for written language, thereby improving phonological and orthographic processing in both receptive and expressive written language.

The second workshop, Visualizing and Verbalizing® (“V/V”), taught the sensory-cognitive processes basic to language comprehension and critical thinking. Teachers learned the methodology and techniques of the programs through discussion, demonstration, video, reading, and supervised practice.



Lindamood-Bell® emailed letters to participating teachers acknowledging their attendance and participation in the Seeing Stars® and Visualizing and Verbalizing® workshops.

Participants were awarded a total of 2.6 CEUs from Brandman University which could be applied to post-graduate studies.

On completion of both workshops, each teacher received on behalf of their school one complete Seeing Stars® Kit with two sets of Seeing Stars® Decoding Workbooks, and one Visualizing and Verbalizing® Kit. The combined value of the training, kits and workbooks is estimated at over US\$2,500.00 per teacher.

These kits allowed for immediate implementation of the programmes at their respective schools and facilitated instruction of methodologies to other teachers within their systems.

Key Experts

Lindamood-Bell®

Tracey Hall, Professional Development Presenter

Mary MacDonald, Manager International Development

Testimonials

It (Lindamood-Bell workshop) is like no other that I have ever attended. It has opened my mind to endless possibilities. I am more confident in knowing that I can better help my students. I applaud the presenter (Miss Tracy) in making the information clear and the sessions enjoyable. It was a wonderful workshop! Please return so other teachers can experience what I ~~did~~ have experienced.

"Seeing Stars and Visualizing and Verbalizing are two learning processes that I feel I can easily implement with the curriculum we already have.

I do not feel as though I will need to re-invent the wheel.

As I was introduced to each process, I reflected on students I have that will immediately benefit.

I am grateful for this invaluable opportunity that will help my students.

Patheilia Richards

April 2017

"JAMAICA"

I am now "Seeing Stars" as I can help my babies

"Visualize and Verbalize" as they soar to new heights in Literacy.

Anneline Cunningham -
anx36@hotmail.com / yahoo.com Dixon

There is no other way to approach teaching reading & comprehension but through the Lindamood-Bell Programme.

I am sure that the valuable lessons I have grasped will make a difference in so many children's lives - giving Jamaica a brighter future.

Idalah Reece grade 1 class teacher
Kilington Town Primary.

When I heard about this workshop I was thrilled as I saw it as the perfect opportunity to help my students the way I've always dreamed of.

My time spent here this week was nothing short of a miracle as every day provided me with information I knew would help me to make the difference I dreamt of.

I have learnt so much and I am looking forward to going back to school to share this new found knowledge with my students, colleagues and household.

Thank you ^{you} for making me hopeful for our education system. "Every child can learn to read."
My passion for education has been renewed, refreshed and strengthened.

I have so long wanted a program that would cater to all the literary needs, to ~~enhance~~ ^{enhance} my students reading comprehension.
Finally! I've got it.
Lindamood-Bell Training Workshop, "Rock on". I am so excited about the knowledge I have garnered at these workshops.
I can't wait to start implementing what I have learnt with my students.
Shelina Young

Lindamood-Bell Programme
With the vast knowledge that I have gained from these training workshops, reading and comprehension for my Grade 1 students will never be the same again.
Shanjar Barrett
Grade 1 Coordinator
Rollington Town Primary School

Job-Embedded Professional Development and Instructional Coaching with Lindamood-Bell®

Funded By: Individual Local Sponsors
Project Manager: Sandals Foundation
Venue: Onsite – Participating Schools
Dates: Monday, 29th May thru Wednesday, 5th July 2017

From Monday 29th May to Wednesday 5th July inclusive, periodic onsite coaching by the Lindamood-Bell® consultant, Mary MacDonald, was provided for participating teachers. Research has shown that Job-Embedded Professional Development is the key to continued fidelity of the programme.

The primary focus of the coaching was to model and develop the initial language and error-handling aspects of delivering Seeing Stars® and Visualizing and Verbalizing® instruction. The Lindamood-Bell® consultant guided teachers on how to better assess student's needs, create small instructional groups within their classes, give individual instructions and customise instruction based on the student's responses. This coaching included project management and initial data gathering.

Each teacher chose one student in need of this type of intervention. Weekly, the teacher completed a progress report on the benefiting child's performance. Parents or guardians of each benefiting child granted permission for the collection of this data, which was summarized and shared with the Ministry of Education and our stakeholders.

Key Experts

Lindamood-Bell®

Mary MacDonald, Manager International Development



Summer Learning Sessions with Lindamood-Bell®

Funded By: CHASE Fund, Sandals Foundation, Sandals Foundation and Individual Local Sponsors

Project Manager: Sandals Foundation

Venue: American International School of Kingston,
2 College Green Avenue, Kingston 6

Dates: Thursday, 6th July thru Tuesday, 1st August 2017

On Thursday, 6th July and Friday, 7th July, two Lindamood-Bell® consultants conducted Needs Assessment on twenty (20) students with whom the fifty (50) participating educators had worked since the April workshops. This evaluation process helped determine students' strengths and weaknesses, provided a basis for an instructional recommendation, and assisted in determining placement in homogeneously structured instructional groups.

From Monday, 10th July until to Friday, 28th July inclusive, a Lindamood-Bell® Summer Learning Sessions took place in Kingston. Two Lindamood-Bell® consultants were on-site, monitoring the fifty (50) teachers instructing their students during the 4 to 6-hour daily Summer Sessions. The goal was to achieve between 60-90 hours of instructions for each student.

Through the Summer Learning Sessions, teachers received additional Professional Development under the guidance of a Lindamood-Bell® consultant by way of demonstration of the program steps, practice sessions, coaching, feedback and professional goal setting.

On Monday, 31st July and Tuesday, 1st August, students were re-tested and reassessed, focusing on those who completed the 90-hours during the Summer Learning Session.

Key Experts

Lindamood-Bell®

Holly Aaron, School Services Project Director

Mary MacDonald, Manager International Development

Click on video below of the first Summer Learning Session





Lindamood-Bell® School Partnerships



In collaboration with
Creative Language-Based Learning,
CHASE Fund & Sandals Foundation
Endorsed by
Ministry of Education & Early Childhood Commission
Summary Report 2017

August 4, 2017

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Profile of Success

I first met Tafari Saunders when he showed up for pre-testing at our Lindamood-Bell® Summer School in Kingston, Jamaica. He is a bright-eyed 9-year-old who had just finished the 4th grade at New Providence Primary School. He was actively engaged in doing the different evaluations that I presented to him, however test results showed he was reading <1st-grade level. Tafari began the summer school and made progress every day.

About half way through the 3 weeks, we held a parents' meeting called Tips for Home to introduce the parents of the students attending to our philosophy and give them "tips" of activities they could do at home to support their child. Mr. [Rolando] Saunders [Tafari's father] came late to our Tips for Home Parent meeting, so I was able to meet with him individually to talk about the presentation. I found out he had walked most of the way to the school in order to learn more about what we were doing and what he could do to help Tafari at home. When I met him, he said that he did not want his son to be like him, unable to read. I wanted to know a little bit more about his situation.

His son's teacher, Mrs. Natalie Bennett, notified Rolando Saunders that there was a reading program that was going to take place in July and she felt Tafari would benefit from it. Mr. Saunders was pleased that Tafari would have an opportunity to learn how to read, something that he personally has not been able to do and was excited that he [Tafari] would be able to attend.

Tafari worked in a group 6 hours a day for the entire 3 weeks and never missed a day of instruction. He was always excited to be learning. At one point when I put reading on his lesson plan, he looked at me and told me, "I can't read" to which I promptly responded, "You can. You read words every day. Now we get to read them in a book." I talked with Mr. Saunders after instruction. He mentioned several changes he has seen with Tafari. Tafari is happier and picks up books to try and read every day. He told me how he is able to give Tafari books now and that he works hard to sound out the letters and break up the words so he can read them. He said that when they go out, that Tafari is constantly looking at words on signs that they pass and trying to read them. Mr. Saunders is not able to tell Tafari if he is right or not because he can't read the words himself, but he said he continues to encourage him as Tafari continues to develop his reading skills. Mr. Saunders says he is overwhelmed with joy that Tafari is able to read and it has lifted some of his own depression to know that Tafari is progressing with his reading abilities.

School Partnership Components



Workshops & Seminars

- Seeing Stars
- Visualizing and Verbalizing
- Introduction to Professional Learning Communities
- Leadership Orientation
- INFORMS for Schools Orientation

Personalized Staff Development

- Embedded Professional Development
- Support in Tiers 1, 2 & 3
- Demonstration and coaching in program and lesson planning
- Professional Learning Community collaborative meetings
- Practice sessions

Response to Intervention Seminars

- Diagnostic Assessment Administration & Interpretation
- Program Pacing
- Progress Monitoring
- Instructional Leadership

Community Outreach

- Student Celebrations
- Teacher Recognition
- Family Literacy Nights

Progress Monitoring

- Evaluation Administration Support
- Group Analysis for Instructional Cohesion
- Pre- and Post-instruction Assessment Analysis
- Monthly Updates on Key Indicators
- Data Presentations to School & Community

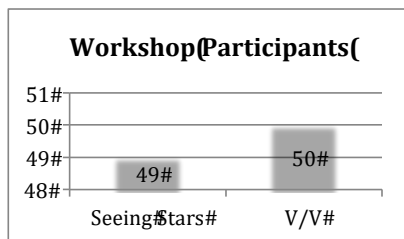
Implementation Overview for 2017

1"
Year"

This report includes information from the 2017 partnership between Creative Language-Based Learning in collaboration with Lindamood -Bell Learning Processes®, CHASE Fund, Sandals Foundation endorsed by the Ministry of Education and Early Childhood Commission. This is the first year of implementation of a Professional Learning Community (PLC).

We are honoured to work with the staff for this year's partnership at AFC Challengers Basic, AISK, Barita Education Foundation, Caribbean Child Development Centre at The UWI Open Centre, Dudley Grant, Memorial Trust at the, GK Foundation STEM Centre, Duncans All Age & Infant School, Emmanuel Christian Academy, Fundaciones Genesis Academy, Higholborn, Street Basic School, Hillel Academy, Hope Valley Experimental School, Hopefield Preparatory, Junior World Learning & Activity Centre, McCam Child Care & Development Centre, Mico Practising Primary & Junior High School Special Education Unit, Mico University College CARE Centre, New Providence Primary School, Petersfield Primary and Infant School, Reach Academy, Rollington Town Primary, Salvation Army Rae Town Basic School, St. Annes Infant School, and St. Hugh's Preparatory School and Therapy Plus.

24"
Schools"



Seeing Stars® and Visualizing and Verbalizing® workshops were provided and 50 teachers attended from 24 schools.

Teachers received a minimum of 2 on-site mentoring visits during May and June. Additionally, teachers received Professional Learning Community meetings that were open to other staff, including Principals.

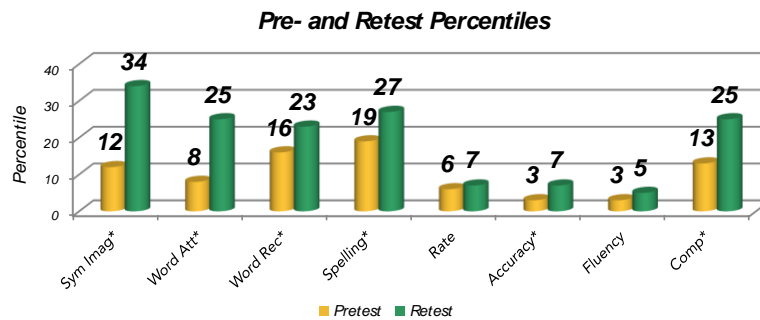
During the July summer school sessions, students were organized into small groups for intensive daily instruction of either 4 or 6 hours per day. Grouping was based on an extensive battery of assessments designed to determine strengths and weaknesses in the critical components of reading. Teachers that attended the workshops provided the intensive instruction with coaching from the two Lindamood -Bell® on-site staff. Daily Professional Learning Community meetings were instituted for teachers, with emphasis on data analysis and refinement of program implementation, as well as assessments and pacing.

Lindamood-Bell provided Tips for Home event for parents of students attending the summer school sessions. These events are critical to align the instruction occurring in school, with parental knowledge and opportunities for continued learning outside of school. Approximately 40 parents attended the Tips for Home event and learned about the methodologies being employed during summer school.

Test Results



Demographics	
Number of Students	25
Average Age	8.1
Average Hours of Instruction	61



Highlight:
22-point
increase in
symbol
imagery

*Statistically significant ($p \leq .05$).
Note. These students pretested at the 16th percentile on vocabulary.

In addition, the 25 decoding-focus students went from an average raw score of 25 at pre-test, to 39 at post-test on the Symbol to Sound Test. These results are statistically significant ($p < .0001$).

The Symbol to Sound test assess letter/sound associations. The individual produces the sound for each of the 50 letters that are shown. The number of correct responses is reported. These 50 symbol/sound associations are commonly expected to be mastered in reading curriculums by the end of second grade. The symbol/sound items selected here are contained in common words on the Dolch List and the first 100 words of Fry's 300-word list.



	Hours of Instruction			Standard Score Changes			Pre- and Retest Percentiles					
Student	Total	V/V	SI	Vocab	Oral Dir	Comp	Vocab	Oral Dir	Comp			
1	68	50	18	3	30	40	94	96	2	50	5	84

Conclusion

Lindamood-Bell is extremely proud of the results of the first year of a partnership with Creative Language-Based Learning, CHASE Fund, Sandals Foundation, the Ministry of Education and the Early Childhood Commission. This report seeks to analyse the two components of the partnership: Professional Development, and Student Growth

Professional Development

Teachers received an extended amount of initial and embedded Professional Development. These two components working in tandem are critical to the sustainability of fidelity in implementation. In order to further develop sustainability, a second cadre of staff should be developed and leadership should be provided a basic understanding of the goals and methodologies employed. This will create a team effect, and what is often referred to as a Professional Learning Community can grow to support implementation at each site. Additionally, better alignment of general education reading instruction with the processes, and scope and sequence of Lindamood-Bell programs would be beneficial. A weakness in phonemic awareness and basic symbol/sound association was broadly noticed both instructionally and among students during site visits, and this weakness was reflected in students' pre-instruction testing.

Student Growth

Reading is about the integration of several sensory-cognitive functions. The development of these functions tracks a parts-to-whole process, in which several components must develop before fluency can be achieved. Improvement in the areas of symbol/sound, and symbol imagery lead to improvement in word attack and word recognition, which lead to improvement in reading accuracy and reading fluency. Student results reflect this cascade effect, in which the initial "parts" of reading showed statistically significant improvement and led to gains in rate, accuracy, and fluency. Additionally, an increase in reading accuracy is reflected in improvement in reading comprehension, with both changes reflecting statistically significant change after 60 hours of instruction. Lindamood-Bell typically recommends between 80-120 hours of intensive intervention for students with learning gaps.

Lindamood-Bell is extremely appreciative of the opportunity to work with students and teachers of Jamaica. We believe improved literacy instruction is critical to providing these students the best opportunity for success in school and in life. We look forward to future collaborations in serving the students and teachers of Jamaica.

Appendices

Appendix 1 - 2017 Participating Schools

Institution
AFC Challengers Basic
AI SK
Barita Education Foundation
Caribbean Child Development Centre, The UWI Open Centre
Dudley Grant Memorial Trust, GK Foundation STEM Centre
Duncans All Age & Infant School
Emmanuel Christian Academy
Fundaciones
Genesis Academy
Higholborn Street Basic School
Hillel Academy
Hope Valley Experimental School
Hopefield Preparatory
Junior World Learning & Activity Centre
McCam Child Care & Development Centre
Mico Practising Primary & Junior High School Special Education Unit
Mico University College CARE Centre
New Providence Primary School
Petersfield Primary and Infant School
Reach Academy
Rollington Town Primary
Salvation Army Rae Town Basic School
St. Annes Infant School
St. Hugh's Preparatory School
Therapy Plus

Appendix 2 - Statement of Financial Activities

Statement of Financial Activities & Fund Balances For The Year Ended December 31, 2017						
	Notes	Phase 1 US\$	Phase 2 US\$	Phase 3 US\$	Phase 4 US\$	Total US\$
Incoming Resources						
Cash Donations						
Restricted Contributions	3(a)					
CHASE Fund			\$104,174		\$44,300	\$ 148,474
Sandals Foundation			\$4,400		\$195	\$ 4,595
Unrestricted Contributions	3(b)					
Local Private Donors				\$23,634	\$18,580	\$ 42,213
Gifts in Kind	4	\$487	\$5,947	\$7,299	\$33,055	\$ 46,788
Total Incoming Resources		\$487	\$114,520	\$30,933	\$96,130	\$ 242,070
Resources Expended						
Lindamood-Bell Training Fees			\$49,600	\$24,226	\$44,300	\$ 118,126
Teacher Kits			\$54,574			\$ 54,574
Freight and Delivery Costs			\$1,403			\$ 1,403
Venue Costs		\$487	\$1,000		\$25,500	\$ 26,987
Lunch & Coffee Break Costs			\$3,341		\$6,467	\$ 9,808
Accommodation & Dinner Per Diem Instructors				\$5,272	\$11,326	\$ 16,597
Accommodation & Dinner Per Diem Teacher			\$3,656		\$6,427	\$ 10,084
Travel for Onsite Coach				\$1,820		\$ 1,820
Other expenses	5		\$561		\$2,110	\$ 2,671
Total Resources Expended		\$487	\$114,135	\$31,318	\$96,130	\$ 242,070
Net Outgoing Resources		\$ 0	\$385	\$(385)	\$ 0	\$ 0
Opening Funds from Previous Phase		\$ 0	\$ 0	\$385	\$ 0	\$ 0
Closing Fund from Phase		\$ 0	\$385	\$ 0	\$ 0	\$ 0

Mandy McElle

**Creative Language-Based Learning
Founder**

Summary Notes to the Statement of Financial Activities for the Year Ended December 31, 2017

1. Activity

Creative Language-Based Learning was established in 2017 to facilitate two Lindamood-Bell Learning Processes® Professional Development Workshops aimed at preparing 50 teachers from 24 schools across Jamaica to implement research validated methodologies in the areas of literacy and language based learning difficulties.

100% of every dollar donated goes directly into the project. All funds received were donated directly to the Sandals Foundation and payments were then managed by the Sandals Foundation.

Administration and management of the project has been afforded by volunteers. Any other miscellaneous administrative costs have been supported by Sweet Craft Limited.

2. Basis of Preparation

Financial statements are expressed in United States Dollars. Average exchange rate used for JMD transactions was US\$1 @ JMD\$129

3. Restricted and Unrestricted Funds

- (a) *Restricted Funds* are funds with restrictions imposed by the donor. CHASE Fund's donation paid Lindamood-Bell Learning Processes and Gander Publishing. Sandals Foundation contributed to Phase 2 Lunch & Coffee Break and Out-of-Town Teachers Accommodation and Dinner Per Diem.
- (b) *Unrestricted Funds* comprise of funds received by local and overseas private donors, which may be used for any purpose related to the project.

4. Gifts in Kind

These are included in incoming resources (with an equivalent amount in resources expended) where the benefit is reasonable quantifiable, measurable and material. The value placed on these resources is the estimated value of the gifts received.

5. Other Expenses

Phase 2: Other expenses consisted of gifts of appreciation given to instructors, volunteers, major donors and special persons who helped to make the workshop a success.

Phase 4: Other expenses consisted of a transportation stipend for out-of-town teachers, transportation of students to and from summer school, daily prizes and rewards for students, end of summer school party for students and thank you gifts for instructors.

Appendix 3 - Our Sponsors, Donors and Volunteers

Our Sponsors, Donors and Volunteers 2017

The 2017 Creative Language-Based Learning teacher training in the Lindamood-Bell Learning Processes® methodologies has been achieved through the support and generosity of our main sponsors, The CHASE Fund and The Sandals Foundation, and with the endorsement of the Ministry of Education and Early Childhood Commission.

We wish to thank the following donors, sponsors and volunteers, for making this incredible opportunity possible for the teachers and children of Jamaica.

Sponsors

US\$5,000 and up

Interamericana Trading Corp Barbados
John and Jenny Greaves
Stewart's Automotive Group
Sweet Craft Ltd

US\$2,500 - \$4,999

Gasam Azan
Mayberry Investment Limited
Tank Weld Limited

US\$1,000 - \$2,499

Active Traders Ltd
Brian Hew
Chad-Ad Distributors Ltd
Chukka
Gulu and Veena Chanrai
Jamaica Producers Group Ltd
Jeffrey Panton
Jeremy Knight
Matalon Homes
Michael Shim Quee
Roger Malek
Unicomer (Courts) Jamaica Ltd
Zoukie Trucking Services Ltd

Up to US\$999

Coldfield Manufacturing Ltd
Concrete Pipe Ltd
Delapenha Funeral Home Ltd
Island Concrete Co Ltd
JMMB Joan Duncan Foundation
Lesa Chang
Maritime Towing Co Limited
Newport-Fersan (Jamaica) Ltd
Pan-Jamaican Investment Trust Ltd
Robert Shane Chin
Tools Hardware & Supplies

Donors

AIK
Azan's Supercentre
Caribbean Broilers
Caribbean Cream Ltd
Caribbean Ocean Logistics
Coffee Traders Ltd
Dominoes Pizza
Francis Mais
GraceKennedy Ltd
Hillel Academy
Island Car Rental
Janeth Senior
Jason Shelton

KFC - Restaurants of Jamaica
Knutsford Court Hotel
MC Décor & Rental Supplies
Mother's Enterprise Ltd
National Baking Company Ltd
Novelty Party Rentals Ltd
Nyla D'Andrea
Peak Bottling Company Ltd
Progressive Grocers of
Jamaica Ltd
Pure National Ice Company
Rainforest Seafoods
Roger Chang

Selena Wong
Seprod Ltd
Spanish Court Hotel
Susie's Bakery and Coffee Bar
TARA Couriers
Tastee Ltd
Tortuga Caribbean Rum
Cakes Jamaica
Trade Winds Citrus Ltd
VIP Attractions
WISYNCO

Volunteers

Kamia-Lee Hudson
Sandra Thomas

Kiwanis Club of New Kingston
Tionna Thomas