

Creative Language-Based Learning 2018 Report on the Impact of the Programme



by
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Summary of the Year - 2018

After the 2017 programme, it became apparent that there was a need throughout the educational system for the development of a comprehensive, process based, instructional model for teaching literacy. This realisation was the reason that the programme was expanded to include the development of professional, learning communities across schools and regions.

In April 2018, Mary MacDonald joined CLBL as a fulltime consultant. Ms. MacDonald has worked for over 10 years with the Lindamood-Bell Learning Processes, successfully delivering the programme internationally.

The second round of the Creative Language-Based Learning (CLBL) Teacher Training workshops began in April 2018.

Thirty-nine (39) Early Childhood and Special Needs Educators from 17 additional Basic, Infant, Primary and Proprietary Schools were formally trained in the Lindamood-Bell® **Seeing Stars®** and **Visualizing & Verbalizing®** programmes.

Summer Learning Sessions with Lindamood-Bell® were held for sixty-four (64) teachers and their sixty-seven (67) students.

Year-Round Instructional Leadership Development and Job Embedded Coaching was delivered to all participating teachers from the 2017 and 2018 cohorts.

Creative Language-Based Learning began the process of developing trained teachers into **Local Instructional Mentors, LIM**. This would lead to the formation of Comprehensive School Partnerships within schools and regions and work towards ensuring sustainability of the programme.

A comprehensive online portal was developed, which allowed the creation of a database for remote monitoring of instructional integrity, comprehensive record keeping and progression through the stages of Local Instructional Mentorship. Students achievements are now monitored through monthly progress reports that reflect the instructional time and individual, quantitative improvements.

Teacher Interview and Selection Process

Funded By: Sandals Foundation, Knutsford Court Hotel and Sweet Craft Limited

Project Manager: Sandals Foundation

Venue: Knutsford Court Hotel, 16 Chelsea Avenue, Kingston 5

Dates: Thursday, April 26th and Friday, 27th April 2018

Principals received letters inviting their teachers to participate in the 2018 programme, referencing the link for the Application Process and Selection Criteria. The application form was designed with the objective of identifying future Local Instructional Mentors.

Of the seventy-eight (78) teachers interviewed over a two-week period, thirty-four (34) were accommodated via Skype.

The interview panel consisted of nine (9) members as follows:

- Ms Kanna Coore, Director and Educator, Building Blocks Preschool
- Alexander Melville, Director, Tropical Battery Limited
- Dr Kai Morgan, Clinical Psychologist
- David Mair, Executive Director, Food For The Poor Jamaica
- Mrs Anna Thwaites Wallace, American International School, Admissions Director
- Cathryn O'Sullivan, Early Childhood Coordinator, Caribbean Child Development Centre
- Michelle Campbell, Director, Cross Sectional Coordination, ECC
- Mrs Debra Valentine, Coordinator, School Support Services - AISK
- Renee Rennalls, Special Education Teacher & 2017 Participant

The thirty-nine (39) chosen candidates received acceptance letters confirming their allocated places in the workshops.

Key Experts

Mary MacDonald – CLBL Educational Consultant

Seeing Stars® and Visualizing & Verbalizing® Workshops

Funded By: CHASE Fund, Jamaica Broilers Group, Knutsford Court Hotel, Sandals Foundation TARA Couriers, Caribbean Ocean Logistics, and Island Car Rental

Project Manager: Sandals Foundation

Venue: Terra Nova All Suite Hotel, 17 Waterloo Road, Kingston 10

Dates: Monday, 14th May thru Thursday, 17th May 2018

Workshops are designed to train teachers in the methodology and techniques of the programmes through presentation, discussion, demonstration, videos, reading, and supervised practice.

Thirty-nine (39) selected teachers attended the Seeing Stars® and Visualizing and Verbalizing® workshops.

The first workshop, Seeing Stars® (“SI”), explored the sensory-cognitive processes basic to phonological and orthographic processing such as decoding, reading in context and spelling.

The second two-day workshop, Visualizing and Verbalizing® (“V/V”) introduced the sensory-cognitive processes basic to language comprehension and critical thinking.

Daily tests were administered to measure each participant’s understanding of the programme.

Upon successful completion of both workshops, participants were awarded a total of 2.6 CEUs from Brandman University towards any ongoing academic studies.

On completion of both workshops, participants received one Seeing Stars® Kit with two sets of Seeing Stars® Decoding Workbooks, and one Visualizing and Verbalizing® Kit. These kits allow for immediate implementation of the programmes at their respective schools and facilitate communication of methodologies to other teachers within their system.



Tracey Hall, Lindamood-Bell Presenter (right centre) speaking with Carol Brown, Spanish Town Primary School Teacher.

Educational specialists eager to learn the new methodologies for addressing language-based learning difficulties, audited the two 2-day workshops.

These guests included representatives from :

- Nicole Morgan, Manager, Training And Development, Early Childhood Commission
- Kahan Handy, Supervisor, Region 1, Early Childhood Development Services, EEC
- Marva Hylton-Dennis, Literacy Department, Ministry of Education
- Charlotte Commock, Literacy Department, Ministry of Education
- Dr Winsome Gordon, CEO, Jamaica Teaching Council
- Wayne Campbell, Jamaica Teaching Council
- Four representatives from Mico Teacher Training College

“As the workshop presenter it was truly a pleasure to work with this group of instructors. The groups in both Seeing Stars® and Visualizing and Verbalizing® were exemplary students. They presented insightful questions and scenarios for implementation of the steps as we moved through each programme. As previously mentioned, the expectation is for these processes to be used in remediation of skills for the student that needs it, as well as general education and content areas. I am completely confident that these instructors are now prepared to begin the implementation component of mastering these programmes and using them with their individual students, groups and classes. I believe these instructors now have several additional tools to use as they address the needs of their students and their communities.”

Tracey Hall

Key Experts

Lindamood-Bell Learning Processes®

Tracey Hall, Professional Development Presenter

Creative Language-Based Learning

Mary MacDonald – CLBL Educational Consultant

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

Funded By: CHASE Fund, Sandals Foundation, Spanish Court Hotel, Tropical Battery & Sweet Craft Ltd

Project Manager: Sandals Foundation

Venue: Onsite – Participating Schools

Dates: 28th May through 8th June 2018

Job-Embedded Professional Development ensures that the initial investment in the workshops is maximised by continuing the training and introducing the stages of Instructional Mentorship development.

Over a 2-week coaching period, seventy-two (72) teachers from both cohorts, representing forty-three (43) schools received coaching sessions with Lindamood-Bell® and CLBL Instructors. This involved modelling lessons, team teaching, mentoring for effective error-handling, refining instructional language and delivery, ensuring successful lesson planning and implementation of the Seeing Stars® and Visualizing & Verbalizing® programmes.

Progress was monitored through the tracking of Professional Development hours, oral reporting and written reports.

Lindamood-Bell® Project Leader and Creative Language-Based Learning's Educational Consultant administered School Overviews and Professional Learning Community sessions for teachers from both cohorts.

Key Experts

Lindamood-Bell Learning Processes®

David Baker, School Partnerships Project Leader

Creative Language-Based Learning

Mary MacDonald – CLBL Educational Consultant

Summer Learning Sessions with Lindamood-Bell®

Funded By: CHASE Fund, Sandals Foundation, Mayberry Investment, Stewarts Auto Sales and Individual Local Sponsors

Project Manager: Sandals Foundation

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

Dates: June 25th through July 27th, 2018

Wednesday July 4th - Test Administration Workshop

This first Test Administration Orientation introduced the tests administered by Lindamood-Bell® for Schools. Thirty-six (36) teachers participated in the 5-hour workshop.

Intensive instruction was provided on the administration of the Lindamood-Bell® For Schools Comprehensive Reading Assessment and understanding the interpretation of the results.

Thursday July 5th and Friday July 6th - Student Needs Assessments

Lindamood-Bell® project leaders and CLBL's Educational Consultant, conducted Needs Assessments for seventy-five (75) students with different learning profiles from across the language-based learning spectrum. Thirty-six (36) students received formal standardised assessments and all others were given informal assessments. Teachers from 2017 and 2018 observed and/or participated in formal standardised and informal assessments of students.

Test measurements are used to provide a comprehensive learning profile, identifying students' strengths and weaknesses in both sensory-cognitive functions and the component parts reading. This is used as a foundation for grouping and pacing students in the school.

Teachers proposed students from the Kingston, St Andrew and Spanish Town for the Summer School. Returning students received an updated Needs Assessment, allowing for the comparison of yearly progress.

Through observation of the students' different learning profiles, teachers gained training and identification experience in the gamut of learning disabilities.

Consultations were held with the families of students who received formal assessments. These were led by the Lindamood-Bell® project leaders along with CLBL's Educational Consultants.

Monday, July 9th and Friday July 27th - Summer Learning Sessions

Lindamood-Bell® Summer Learning Sessions took place at American International School of Kingston, over a three-week period. Lindamood-Bell® project leaders along with CLBL's Educational Consultant, were onsite overseeing 58 teachers from both cohorts and their 68 students.

Teachers received eighty (80) hours of training and Professional Development and the students received sixty (60) hours of coaching. This included demonstration of the programme steps, practice sessions, coaching, feedback and professional goal setting. In addition, Lindamood-Bell® consultants monitored some teachers' instruction of their students via Zoom.

A particular focus of Creative Language-Based Learning was to further develop sustainability by identifying potential Local Instructional Mentors from the 2017 and 2018 cohorts facilitating their advancement through the phases of Progression of Knowledge Acquisition to Accreditation - Four Stages of Instructional Leadership.

Attending students were given a boost in reading, spelling, comprehension, and critical thinking through the intensive coaching in the Summer Learning Sessions, thereby assisting these students in reaching literacy benchmarks.

Presentation to Stakeholders - Monday July 16 through Friday July 20

Dave Kiyvyra, Director of Development, Lindamood-Bell Schools, Mandy Melville, CLBL Executive Director and Mary MacDonald, CLBL Educational Consultant met with stakeholders and educational partners, to share objectives, strategies, progress and success.

Among the attendees were:

- Mrs Valery Facey, Director, C.B. Facey Foundation
- Mrs Paulette Mitchell, Project Manager, CHASE Fund
- The Hon. Raby Danvers (Danny) Williams OJ, CD, JP, Director, Sagicor Group Limited
- Ms Karen Zacca, Project Manager, Sandals Foundation
- Mrs Debra Valentine, Coordinator, School Support Services, AISK
- Ms Trudy Ann Hardware,, Bob Marley Foundation
- Mrs Ceceile Minott, Head, Caribbean Child Development Centre
- Ms Anna Ward, Executive Director, C.B. Facey Foundation
- Jennifer Spence-Silvera, Education & Special Needs Programme Officer, Digicel Foundation
- Dr Rebecca Tortello, Education Specialist , UNICEF Jamaica
- Bernadette Hutchinson, Cultural Affairs Specialist, Embassy of the United States of America
- Mrs Shayzan McBeam, Cultural Affairs Specialist, Embassy of the United States of America
- Mauricio Pulido, CEO, GBG Energy Jamaica –Texaco
- Daintyann Barrett Smith, Social Development Officer, Jamaica Social Investment Fund
- Mrs. Anika Jengelly, Assistant VP Marketing, Mayberry Investments Limited
- Kim Bernard, Stewarts Auto Sales Ltd

Tips For Home – Thursday, 19th July 2018, 8:00am-8:30am or 1:00pm -1:30pm

In the Summer Learning Sessions, an overview on the Lindamood-Bell® programmes was offered as 'Tips For Home' for parents and family. The Lindamood-Bell® project leaders presented information on the component parts of Reading and the Imagery-Language Foundation for reading, spelling, comprehension and critical thinking at home. All teachers were required to attend with the goal of learning how best to communicate with parents and how to share these strategies with their colleagues in the Professional Learning Communities.

Re-Testing and Re-assessing of Students - Thursday July 26th and Friday July 27th

Students who received Formal Testing and completed the 60 hours of Summer Learning were re-tested and re-assessed. These testing protocols allow progress to be accurately measured, both for the current summer and consecutive years. The results were shared with their teachers and stakeholders.

Key Experts

Lindamood-Bell Learning Processes®

Holly Aaron, School Services Project Director

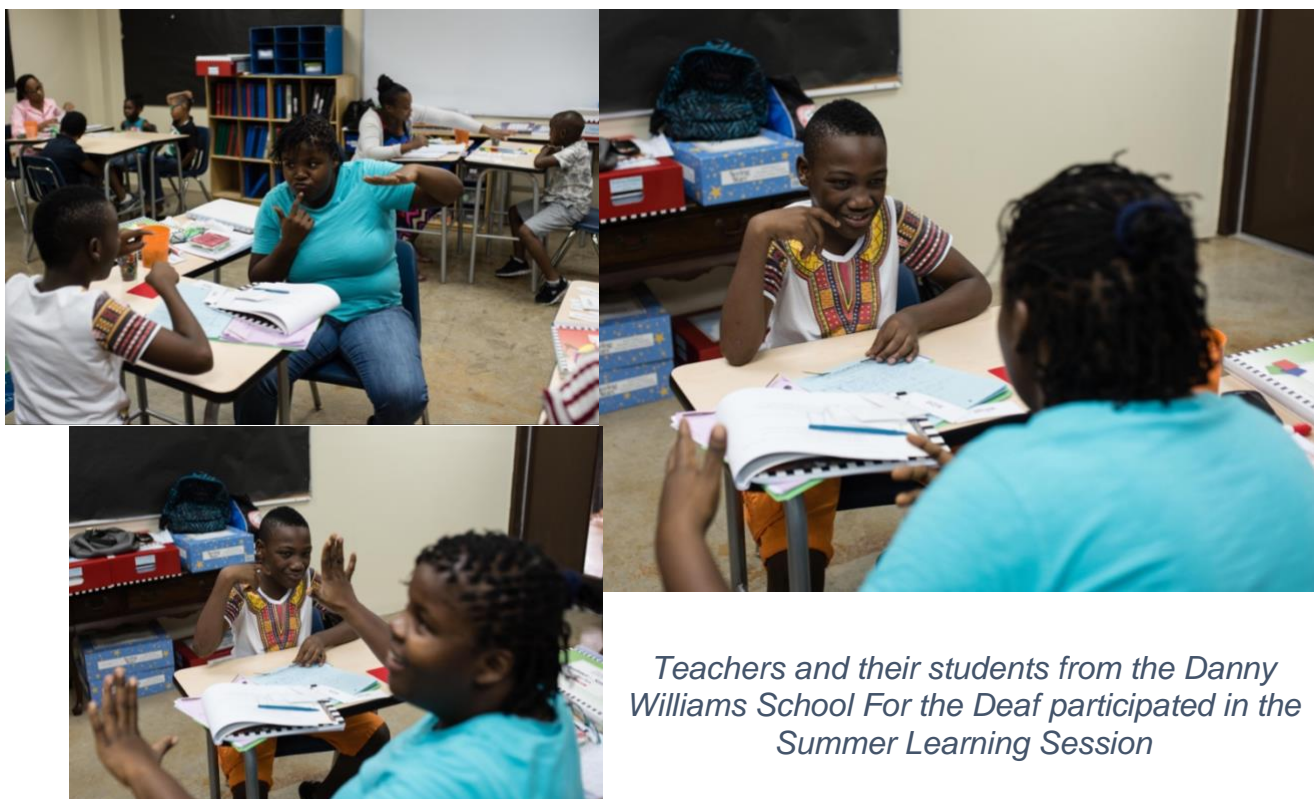
David Baker, School Partnerships Project Leader

Brett Witzel, School Partnerships Project Leader

Members of the online coaching team at Lindamood-Bell®.

Creative Language-Based Learning

Mary MacDonald – CLBL Educational Consultant



Teachers and their students from the Danny Williams School For the Deaf participated in the Summer Learning Session



Lindamood-Bell® School Partnerships

Summary Report on Summer Learning Sessions 2018



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

Profile of Success



As a shy, rising 2nd grader, SR came to the 2017 summer school struggling in most areas of her reading, with her tests scores reflecting gaps of several years. She began intensive instruction led by Jamaican teachers trained in the Lindamood-Bell programs, for 4 hours per day for three weeks. Her post assessment scores reflected significant progress in her knowledge of letter sounds and decoding of unknown words. She had grown over 2 years in her decoding ability and increased her ability to follow oral directions. She also increased over a year in her sight word knowledge base.

Throughout the school year, SR continued to receive instruction at her school from teachers who had received Lindamood-Bell training and had participated in the summer school. She continued to grow in her ability to read and returned for the 2018 summer school. Not only had she maintained her skills over the school year, her initial 2018 assessments showed she had continued dramatic growth in her abilities. Today, as a 3rd grader, SR is able to decode above grade level and has increased her accuracy in reading over the last two summers and school year by over 3 grade levels. Her confidence and ability to engage in the classroom has been exciting to watch.

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 Summer 2018

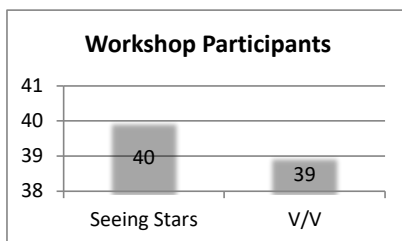
2
Years

This report includes information from the Summer 2018 partnership between Chase Fund, Sandals Foundation, Creative Language Based Learning and Lindamood-Bell Learning Processes with the Ministry of Education Youth and Information.

This is the 2nd year of implementation of a Professional Learning Community (PLC).

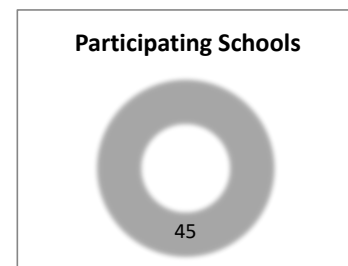
We are honored to work with the staff for this year's partnership representing 21 new schools as well as 24 schools participating from last year.

34
Schools

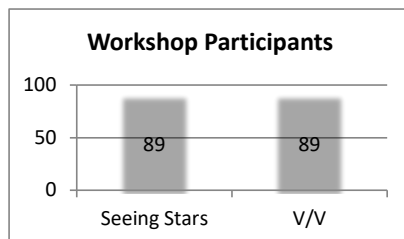


Seeing Stars and Visualizing and Verbalizing workshops were provided, and new 39 teachers, administrators, and other staff members attended from various schools in Jamaica.

Staff members received mentoring via in-class support, summer school implementation, and PLC meetings.



Partnership History



Seeing Stars and Visualizing and Verbalizing workshops were provided, and 89 teachers, administrators, and other staff members have attended from around Jamaica.

Staff members received mentoring via in-class support at their schools, small-group instruction in summer school implementation, and PLC meetings.

Tests and Programs

Tests

Students chosen as candidates for Lindamood-Bell small-group instruction were administered a battery of standardized assessments to determine need. Below is a list of the decoding assessments that are developed by Seeing Stars instruction and comprehension assessments that are developed by Visualizing and Verbalizing instruction (see Programs on next page). In some cases, the entire battery is not administered.

Decoding Assessments


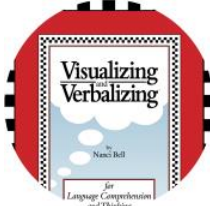
Skill	Task	Test
Symbol Imagery	Recall and manipulate orthographic patterns	Symbol Imagery Test (SIT)
Word Attack	Read a list of progressively difficult nonsense words	Woodcock Reading Mastery Tests (WRMT-R/NU)
Word Recognition	Read a list of progressively difficult real words	Wide Range Achievement Test (WRAT-4)
Spelling	Spell a list of progressively difficult real words	
Rate, Accuracy, and Fluency	Read paragraphs aloud	Gray Oral Reading Tests (GORT-4)

Comprehension Assessments

Skill	Task	Test
Vocabulary	Select one picture from four that matches a spoken word	Peabody Picture Vocabulary Test (PPVT-4)
Oral Directions	Mark visual material after hearing spoken directions	Detroit Tests of Learning Aptitude (DTLA-2)
Comprehension	Answer multiple-choice questions after reading a paragraph aloud	Gray Oral Reading Tests (GORT-4)

Programs

Once need is determined, students are placed into homogenous groups, where they receive small-group instruction in one or more of the following Lindamood-Bell programs.

Program	Description
<p><i>Decoding</i> Seeing Stars® (SI™)</p> 	<p>The Seeing Stars program develops symbol imagery—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.</p>
<p><i>Comprehension</i> Visualizing & Verbalizing® (V/V®)</p> 	<p>The Visualizing and Verbalizing program develops concept imagery—the ability to create an imaged gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.</p>

Students are retested on the same battery of assessments after they finish receiving Lindamood-Bell small-group instruction.

Interpreting the Test Results

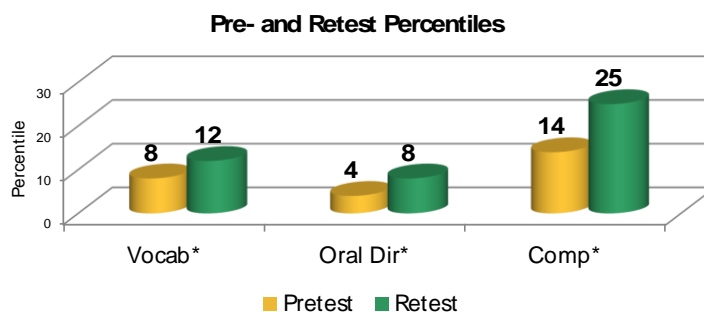
The following information is provided to assist with the interpretation of test results that are based on percentiles (and quartiles), standard scores, and grade levels.

Percentiles

One of the most common ways test publishers provide results is through the use of percentiles. A percentile score is a ranking (1 to 99) between people of the same age range. For example, if a student scores at the 75th percentile, he scores as well or better than 75% of the people his age. The following can be used to interpret percentiles:

Percentile	Description
Below the 25th	Weakness
25th–36th	Moderate Difficulty
37th–74th	Adequate to Ease
At or above the 75th	Strength

Standard scores (see Standard Scores below) are averaged and converted to percentiles based on a normal distribution. For example, an average standard score of 100 for a group of students is equivalent to the 50th percentile. Here's an example of a pre - and retest percentiles chart:

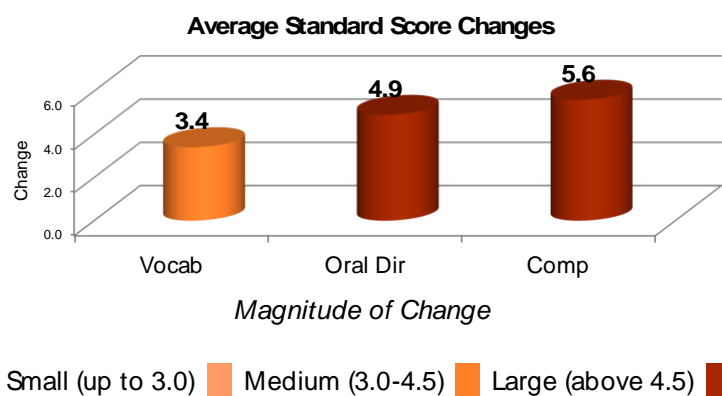


*Statistically significant ($p \leq .05$).

Pre- to retest results that are statistically significant ($p \leq .05$), not due to chance, are noted with an asterisk. Paired t tests are performed on standard scores. In this example, this group of students made significant progress on all three measures.

Standard Scores


A standard score is a raw score that has been transformed to a common scale (mean of 100 and standard deviation of 15) so comparisons can be made. Standard score changes are used to determine the magnitude of change from pre- to retest. Each student's retest standard score is subtracted from their pretest score to get a change score, and all of those scores are averaged to get an average standard score change. While there is no definitive interpretation, researchers generally agree that a standard score change of practical significance ranges from 3.0 to 4.5 points. Here's what a standard score change chart looks like:



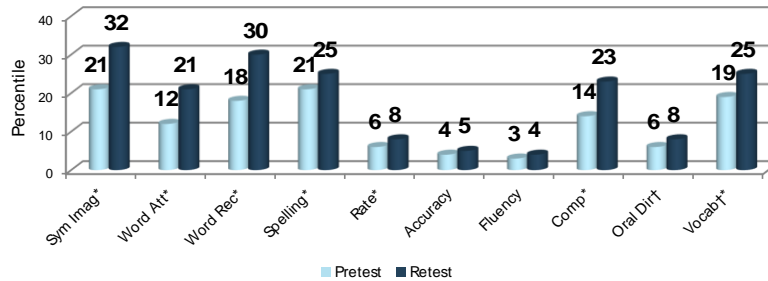
The group of students in this example made large changes on oral directions and comprehension.

Test Results

All Schools Combined

Decoding Focus	Demographics
	Number of Students
	32
	Average Age
	9,4
	Average Hours of Instruction
	46.9

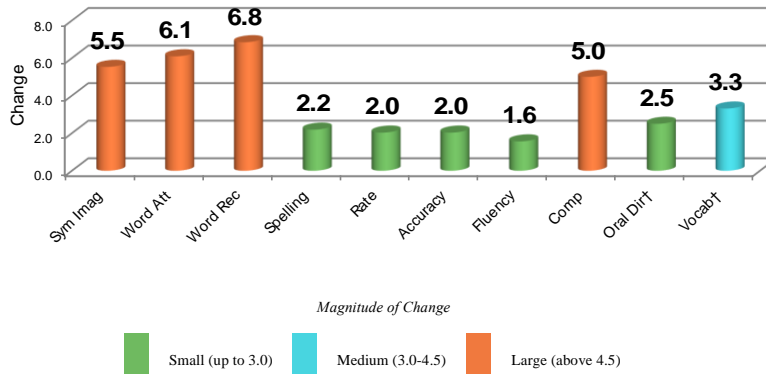
Pre- and Retest Percentiles



Highlight:
12-point increase in Word rec

*Statistically significant ($p \leq .05$).

Average Standard Score Changes



Highlight:
Large changes in Sym Imag, Word Att, Word Rec, and Comp

†These skills are not directly stimulated by Visualizing and Verbalizing instruction. Therefore, growth may not be commensurate with growth on targeted measures.

Conclusion

Lindamood-Bell is excited to once again have partnered with Creative Language Based Learning, CHASE Fund & Sandals Foundation, endorsed by Ministry of Education Youth and Information of Jamaica, to provide on-site professional development, job-embedded coaching at teachers' sites, and an intensive summer school during 2018. The goal of this model is to increase the capacity of Jamaica's teachers to deliver sensory-cognitive reading instruction to struggling and developing readers. Developing leadership skills of returning teachers who had previously participated in the 2017 summer school implementation was a particular priority, and focus was spent on refining their pacing skills, learning to provide assessments, and using data to analyze student progress/needs and make instructional recommendations.

PROFESSIONAL DEVELOPMENT

89 teachers have received Seeing Stars and Visualizing and Verbalizing workshops during the two years of this partnership. The professional development includes:

- initial sensory-cognitive workshops,
- on-site visits by Lindamood-Bell consultants to Jamaican schools to work directly with teachers as they teach their students,
- on-site overviews on the role of sensory-cognitive instruction to additional teachers and administrators,
- dissemination and utilization of program materials, and
- fully embedded summer school with job-embedded Professional Development and Professional Learning Communities.

PROFESSIONAL DEVELOPMENT OF RETURNING TEACHERS

40 teachers from Year 1 participated in Year 2 and are actively engaged in continuing to develop their skills through program implementation. 28 teachers from the Year 1 implementation returned to participate in the Year 2 summer school implementation. These teachers developed their instructional leadership through:

- Formal PLC meetings
- Instructional refinement
- Lesson planning of instructional groups
- Pacing of instructional groups
- Data assessment and analysis
- Program recommendations

STUDENT RESULTS

35 students received detailed assessments before the start of summer school to determine strengths and weaknesses, to serve as the basis for instructional grouping of students, and to measure summative progress. 30 additional students received a more informal screening battery to group them based on needs.

Students receiving the detailed assessments were re-tested at the end of summer school, with the aggregate of students having received 46.9 hours of instruction. Many students' pre-test scores showed a need for instruction closer to 80-120 hours. Despite this gap, statistically significant gains were seen in 7 of the 10 component parts of reading. These gains followed an expected pattern in which improvement in the parts of reading (Symbol Imagery, Word Attack, and Word Recognition) leads to statistically significant changes in the overall goal of reading – comprehension. This reflects a substantive and meaningful change in students' ability to access content material through reading. That this was accomplished through instruction by Jamaican teachers in approximately half the recommended instructional time is a phenomenal accomplishment.

Students need continued development in the latter components of reading – rate, accuracy and fluency. However, these students were essentially non-readers at the outset (with many students unaware of basic sound-symbol associations) so it is to be expected that reading fluency measures will trail behind measures of phonemic awareness and sight word recognition.

Regional Leadership will be a key component to the ongoing use of Lindamood-Bell programs during the school year. In future years, it is suggested that Regional Leaders be encouraged to visit the summer school and attend leadership meetings so they can understand the intent and utility of the programs. These Regional Leaders will be critical to the opportunity for teachers to work with the most at-risk students, as well as to share aspects of their understanding of the reading process with colleagues.

As suggested by the Ministry of Education in their endorsement letter, a cadre of teachers that have received Lindamood-Bell professional development could participate in Quality Education Circles to expand knowledge across the island of the methodology and key components of the program through overviews and modeling of lessons.

Lindamood-Bell looks forward to continued meetings with leadership of the Ministry of Education and other stakeholders to discuss the results of this year's implementation, and to continue to build toward the Ministry's goal of making a nationwide impact on the way Jamaica's students are taught to read.

Year-Round Instructional Leadership Development and Job-Embedded Coaching by CLBL

Funded By: CHASE Fund, Sandals Foundation, Spanish Court Hotel, Tropical Battery & Sweet Craft Ltd

Project Manager: Sandals Foundation

Venue: Onsite – Participating Schools

Dates: Monday, 28th May thru Friday, 8th June 2018

Year-Round Job-Embedded Professional Development was provided for eighty-five (85) participating teachers from all years at their respective schools and institutions. This guarantees that the initial investment in the workshops is maximised by ensuring that training and the stages of Local Instructional Mentorship development are applied.

The teachers' Professional Development is provided through pedagogy by the systematic implementation of programmes for the students.

Year-Round Coaching instructs the teachers on how best to integrate the learned methodologies into their school curriculums. Bringing the coaching to their respective schools encourages the dissemination of information through the Professional Learning Communities (PLC) within schools and regions

By communicating methodologies, strategies and resources with colleagues, the students' challenges can be addressed and resolved throughout the school. In that sense, this coaching starts a model of intervention that is both remedial and preventive, providing an opportunity to build a sustainable programme.

Impact – Within Schools

Increased Academic Performance Across Subjects

2017 Cohort Teacher Patricia Williams of Hillel Academy has been using the programmes with students across Kingston and online with a student in Trinidad since 2018.

After introduction to the Seeing Stars® programme, a Grade 9 student at Victory Academy, Kingston, his overall grades improved from 51% to 71.5%. His literature, history and social studies scores are all now in the 80-90% range.

Increased Confidence and Improved Behaviour Of Students

2018 Cohort Teacher Povell Powell, a Grade 1 teacher at Seaward Primary in Kingston, St Andrew remarked that the students using the Lindamood-Bell® programmes had improved in all school subjects significantly. The students became more settled and willing to learn because they were able to monitor their progress. She went on to testify that this programme has a vast effect on the student's progress and behaviour as well as their confidence.

Lindamood-Bell® programmes have a motivational component that redirects student engagement and behaviour using management tools, such as the reward system of Magic Stones.

Increased Confidence and Motivation of Teachers

2017 Cohort Teacher Anceline Cunningham-Dixon at AFC Challengers Basic in St James described her own feeling of empowerment as an educator as follows: *“It’s an unexplainable feeling when one can change the course of another’s life for the better. CLBL has placed me on a path of impacting and changing the lives of the students I encounter on a day to day basis or even on a once or twice a week basis.”*

2017 Cohort Teacher Marcia Douglas, who worked with **Kindergarten to Grade 3 students at Hopefield Preparatory** in Kingston described the programme as the best professional development she participated in, providing the tools to reach students about whom she had preciously despaired.

In addition to supporting their two newer trained colleagues, Nadine Jacobs and Stacey McGowan-Graham, **Shakera Roberts and Natalie Bennett of New Providence Primary School** presented training overviews of the programmes for 15-20 teachers at Jamaica House Basic School.

Changes In School Performance

Shakera Roberts, Resource Room teacher and Natalie Bennett, Grade 3 teacher of New Providence Primary School, three of their most at-risk students who participated in 2017 Summer Learning Sessions have passed their Grade 4 Literacy Tests.



Natalie Bennett of New Providence Primary School and her student

Parent Response

2017 Cohort Teacher Idalah Reece, a Grade 1 teacher at Rollington Town Primary shared the following feedback from a parent:

*“When she just came to Rollington Town Primary, she didn’t even know to pronounce a word. With the help of Ms Reece and the programme, she is now pronouncing every word she comes across, she is the top student in her class, she is reading fluently. This is just exceptional. She enjoyed the programme and I am so pleased at how she is doing. It has done so much for her. The greatest thing is that she is **READING**. You can literally give her a piece of paper and she can read it by herself and ask questions about it. The programme gets 100% from me!”*

2018 Cohort Teacher Simone Smith-White, 15-year-old Non -Verbal Student with Autism. While completing my stint at Allman Town I had the opportunity to receive the support of CLBL Educational Consultant. I was referred to a family in need of teacher trained in the Lindamood-Bell® programmes. Attempts to administer a formal Assessment failed as my student had severe communication challenge. Though I was hesitant about my ability to assist this student, I introduced the Visualizing and Verbalizing® programme. At the end of the second week he completed the picture to word book and by the third week he was reading 4-6 sentences at once relating to picture to picture activity. I recorded my student as he was reading and forwarded to his mother, she forwarded it to a number of persons and expressed her feelings after crying/“bawling” for a number of days. She shared that she has made no reservations in spending her money for speech and occupational therapy plus numerous teachers and has never gotten a line from him. By the end of week six my students’ vocabulary was enlarged from just “good morning” and using pictures to share his feeling to saying, “I am perfect”, “I like you”, “I want you to stay” or “go home”. This was the experience of a lifetime that I could not afford to pay for.

The constant support from Mary MacDonald of Creative Language-Based Learning made teaching easier and I owe a bout of gratitude to Mandy Melville and her team for opening my eyes to a light at the end of the tunnel. We were not only equipped with the skills and practice to do the job but we also received the tools to get the job done. Thank you, and I am optimistic about the lives I will impact that were once considered “hopeless”.

Unintended Social Impact - Parents

Shakera Roberts and Natalie Bennett of New Providence Primary School have presented **Tips for Home**, sharing strategies with parents so that their children's imagery can further be developed at home.

Adult Learning / Community / Homework Centres

2017 Cohort Teacher Shawna Stewart has been working with adults, some of whom have intellectual and learning disabilities. Measurable progress in Reading Fluency and Comprehension have been noted.

Conferences

Angelica Benson, Director of International Development and Relations, Lindamood-Bell and eleven (11) teachers from the 2017 and 2018, cohorts participated in the **Early Reading Conference** organised by EduConnectJA, implementers of the USAID/LAC Reads Capacity Program.

Participating teachers from Creative Language-Based Learning demonstrated the Lindamood-Bell programmes with children from local schools in the "Kiddies Village".

- Shakera Roberts - New Providence Primary School
- Natalie Bennett - New Providence Primary School
- Dorcas Myrie - Petersfield Primary School
- Monique Thompson - Denham Town High
- Cassandra Evans - Hope Valley Experimental
- Antoinette Wyatt-Wray - St Richard's Primary
- Kidesha James-Blackwood - Bethany Basic School
- Renee James-Rennalls - Hillel Academy
- Cathryn O'Sullivan - Caribbean Childhood Development Centre/Bloom
- Rochelle Ferguson - Dudley Memorial Grant/Bloom
- Shawna Stewart - Barita Foundation

At the invitation of Dr Winsome Gordon, CEO, Jamaica Teachers Council, CLBL participated in the two-day **UNESCO 11th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030**. CLBL personnel and the Lindamood-Bell representatives met with teachers, literacy officers, educational specialists and stakeholders, both local and international.

The conference targeted approximately three hundred and fifty (350) participants from over sixty 60 countries. Included were key personnel from the Ministry of Education, Youth & Information; pre-school and early grade teachers, college and university lecturers, researchers, parents, writers, publishers and other key stakeholders.

2017 cohort teacher and Instructional Mentor in training , Anceline Cunningham-Dixon joined Angelica Benson, Director of International Development and Relations, Lindamood-Bell, welcoming attendees and sharing their knowledge of the programmes.

Appendices

Appendix 1 – 2017 and 2018 Participating Schools



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2017 and 2018 Cohort of Participating Schools

Kingston & St Andrew

Baby Grand Early Childhood Institution
Junior World Learning & Activity Centre
Reg Keizs Early Childhood Development Centre

Bethany Basic School
Charles Chin Loy Basic School, Tivoli Gardens
National Baptist Basic School, Arnett Gardens
Salvation Army Rae Town Basic School
St. Steven's Basic School, Olympic Way
Union Garden Christian Academy
Webster Memorial Basic School

Allman Town Primary School
Boys Town Infant and Primary School
Calabar Infant, Primary & Junior High School
Hope Valley Experimental School
Holy Rosary Primary School
New Providence Primary School
Rollington Town Primary
Seaward Primary & Junior High School
St Jude's Primary School
St Richards Primary School

Denham Town High - APSE School
Tivoli Gardens High School

Danny Williams School for the Deaf
Liberty Academy At the Priors
McCam Child Care & Development Centre

American International School of Kingston
Emmanuel Christian Academy
Fundaciones
Hillel Academy
Hopefield Preparatory
The Queen's Preparatory School
Reach Academy
St. Hugh's Preparatory School
Therapy Plus
Wolmer's Preparatory School

Barita Education Foundation
Caribbean Child Development Centre – UWI Open Campus
Dudley Grant Memorial Trust - GK Foundation STEM Centre

St Ann

Walkerswood All Age School

Clarendon

Hazard Primary School

St Catherine

Spanish Town Primary School

St James

AFC Challengers Basic School
Fundaciones

Trelawny

Duanvale Primary School
Duncans All Age & Infant School

Westmoreland

Petersfield Primary and Infant

Helping to educate the minds that are the future of our nation.

Appendix 2 - Statement of Financial Activities

Statement of Financial Activities & Fund Balances For The Year Ended September 30, 2018						
	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			\$88,582	\$12,250	\$43,000	\$ 143,832
Unrestricted Contributions	3(b)					
Local & Overseas Private Donors			\$8,932	\$1,997	\$26,685	\$ 37,614
Gifts in Kind	4					
Sandals Foundation – Project Manager		\$1,875	\$1,875	\$1,875	\$1,875	\$ 7,500
Local & Overseas Private Donors		\$430	\$4,157	\$1,281	\$15,023	\$ 20,891
Total Incoming Resources		\$2,305	\$103,546	\$17,403	\$86,583	\$ 209,837
Resources Expended						
Lindamood-Bell Training Fees			\$43,120	\$12,250	\$43,000	\$ 98,370
Teacher Kits			\$45,462			\$ 45,462
Freight and Delivery Costs			\$770			\$ 770
Venue Costs		\$430	\$8,448		\$8,280	\$ 17,158
Lunch & Coffee Break Costs					\$8,500	\$ 8,500
Accommodation & Meal Per Diem Instructors				\$2,220	\$7,364	\$ 9,584
Accommodation & Meal Per Diem Teacher			\$3,531		\$12,899	\$ 16,430
Travel for Onsite Coach				\$1,058		\$ 1,058
Other expenses	5	\$1,875	\$2,215	\$1,875	\$5,775	\$ 11,740
Total Resources Expended		\$2,305	\$103,546	\$17,403	\$85,818	\$ 209,072
Net Outgoing Resources		\$ 0	\$ 0	\$ 0	\$ 765	\$ 0
Opening Funds from Previous Phase		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Closing Fund from Phase		\$ 0	\$ 0	\$ 0	\$ 765	\$ 0


 Creative Language-Based Learning
 Founder

Summary Notes to the Statement of Financial Activities for the Period Ended September 30, 2018

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.

In 2018, a further 40 Early Childhood and Special Needs Educators from additional 19 infant, basic, primary and proprietary schools in urban and rural areas around the island trained in Lindamood-Bell Learning Processes®.

The teachers involved in the 2017 programme further developed as instructional leaders, refining their instructional quality so they can serve as mentors to both trained and untrained colleagues and giving them the necessary tools to effectively communicate successful strategies with other educators.

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\$135

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.

(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 2018

The 2018 Creative Language-Based Learning teacher training in the Lindamood-Bell Learning Processes® methodologies has been achieved through the support and generosity of our main sponsor, CHASE Fund, in collaboration with Sandals Foundation, and with the endorsement of the Ministry of Education and Early Childhood Commission.

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

Sponsors

US\$5,000 and up

Jamaica Broilers Group
Mayberry Investment Limited
Stewart's Automotive Group

Jamaica National Group
Jamaica Producers Group Ltd
Tracy Melhado Matalon

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

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

Amber Vicens Stewart
CAC 2000 Limited
Chukka
Coldwell Banker Jamaica Realty
Digicel Foundation
GBG Energy Jamaica – Texaco
Hamilton & Craig

Up to US\$999

C.B. Facey Foundation
Phillip & Christine Gore Family Foundation
GraceKennedy Foundation
Jeffrey Hall
JMMB Joan Duncan Foundation
Pan-Jamaican Investment Trust Ltd
PricewaterhouseCoopers
Rainforest Seafoods
Richard and Karen Forester
Tortuga International Holdings Limited

Donors

AIK
Alexander Melville
Azan's Supercentre
Burger King
Caribbean Cream Ltd
Caribbean Ocean Logistics
Chas E Rumson Limited
Coffee Traders Ltd
Dominoes Pizza
Douglas and Melanie Graham
Fun Fest
GraceKennedy Ltd
Island Car Rental
Janet Senior
John and Jenny Greaves

JP Tropical Group Ltd.
KFC - Restaurants of Jamaica
Knutsford Court Hotel
Lifespan Jamaica
Little Caesar's Pizza
Mother's Enterprise Ltd
National Baking Company Ltd.
Nyla Andréa
Progressive Grocers of Ja Ltd.
Pure National Ice Company
Rainforest Seafoods
Sandals Foundation
Selena Wong
Seprod Ltd
Stationary and Office Supplies

Spanish Court Hotel
Susie's Bakery and Coffee Bar
Sweet Craft Ltd
TARA Couriers
Tank-Weld Metals
Tastee Ltd
Terra Nova All-Suite Hotel
Tortuga Caribbean Rum Cakes
Tropical Battery
Tutti Fruitti
Trade Winds Citrus Ltd
VIP Attractions
WISYNCO Group

Volunteers

Tracy Mais
Kiwans Club of New Kingston
Shadaia Francis