

Creative Language-Based Learning (CLBL) Foundation 2019 Report on the Impact of the Programme



by
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Summary of the Year - 2019

The commencing year's focus was primarily on imparting effective educational strategies to those teachers working with children exhibiting language-based learning difficulties. As the project evolved into its second year in 2018, the focus shifted to developing professional, learning communities across schools and regions. 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. As the programme continues to evolve in 2019, the focus on literacy development has widened to include numeracy, with the provision of training in the Maths Programme.

In February of 2019 fifty-four (54) of the strongest teachers from both the 2017 and 2018 cohorts were trained in the On Cloud Nine® programme further developing concept imagery and a process-based instructional model for mathematics.

In March of 2019, both cohorts were joined by a third group of teachers, comprising 56 educators, representing 30 new schools, plus teachers from previously selected schools.

On the 26th of June, 34 teachers participated in a five-hour Test Administration Orientation workshop administered by Lindamood-Bell® For Schools. This provided intensive instruction on the administration of tests and the interpretation of the results. In addition, training was provided to participating teachers on how to assess individual student needs without formal testing protocols.

In July, Summer Learning Sessions with Lindamood-Bell® took place at Reach Academy in Kingston, with Lindamood-Bell's project leaders and CLBL's Educational Consultant. The Summer Learning Sessions is designed primarily to develop the instructional skills of teachers, allowing for supervised practice with the programmes while simultaneously providing much needed intensive remediation to their students.

Summer Learning Sessions with Lindamood-Bell® was expanded to include two, 10-day Summer Sessions, Session A and B. This allowed for the participation of a greater number of students and teachers.

Participating teachers from Kingston and St Andrew area, proposed over 100 students from their upcoming September 2019 Class for the Summer Learning Sessions. Seventy-six students, ages 4 through 14 were selected.

Lindamood-Bell® project leaders and CLBL's Educational Consultant, with supporting teachers from all cohorts, conducted Needs Assessments. Thirty-six students were tested with formal, normal and standardised tests and the other students received informal assessments.

Returning students received updated Needs Assessments, that allowed for the comparison of yearly progress. This evaluation process assists in identifying each student's strengths and weaknesses. The goal for the attending students is to be given a boost in reading, spelling, comprehension, critical thinking or math.

Students each received 5.5-hours daily instruction during each Summer Session, a total of 55 hours. Each teacher received 7.5 hours daily of Professional Development, totalling 75 hours of training.

Year-round, Job-embedded Professional Development through school-based coaching has been put in place. The objective is to train a cadre of teachers skilled to a level of expertise in the strategies, capable of sharing the methodologies and their programme knowledge with colleagues and peers. This module ensures fidelity of instruction, the development of quality teachers into Local Instructional Mentors(LIM). To date, 10 teachers from all cohorts, are working towards instructional excellence as Local Instructional Leaders, in at least one of the programmes. The goal is to have at least 25% of our cohort of teachers trained as Mentors and Local Instructional Leaders.

Communication between teachers, schools, and regions has allowed for the development of Professional Learning Communities.

Teachers Professional Development hours are monitored, reported and acknowledged by the Jamaica Teaching Council as part of their certification.

Absenting those teachers on academic or medical leave along with the very few who have emigrated, at the end of December there are now 112 participating teachers from 63 schools located across 11 parishes.

Cohort Year & Number of Teachers	Participating	On Academic Leave	On Medical Leave	No Longer In A Teaching Position	Discontinued the CLBL Programme	Migrated
2017	31	1	1	5	8	4
2018	32	1	1	2	2	1
2019	49	3	2		2	
Total	112	5	4	7	12	5

A comprehensive online portal was developed. This allows for the creation of a database for remote monitoring of instructional integrity, comprehensive record keeping and progression through the phases of instructional leadership. Students achievements are monitored through monthly progress reports.

For impact to be felt across the island, this initiative should be implemented through the next decade and will require continued support. This anticipated increased support will allow CLBL Foundation and the Ministry of Education to reach its main objective of having the programme included in all Early Childhood Education and Special Needs School curriculums. This widening support is critical to attain the goal of creating a system-wide literacy and numeracy educational model.

Over the three-year period of the project, there has been increased support and participation on every level. This was undoubtedly influenced through the widespread coverage given by the media and the unrelenting support of the government institutions. In addition, key stakeholders and representatives were encouraged to observe the coaching and Summer Learning Sessions to gain a deeper understanding of the effectiveness of programmes, which fired their enthusiasm.

Teacher Interview and Selection Process

Funded By: Knutsford Court Hotel and Sweet Craft Limited
Venue: Knutsford Court Hotel
Dates: Tuesday, February 19th thru to Friday, February 22nd, 2019.

Early Childhood Education schools and Special Needs Educators across the island were notified about the workshop via telephone call and/or email from the Ministry of Education, the Early Childhood Commission, or Creative Language-Based Learning.

Principals received a letter inviting their teachers to participate and information of the Application Process and Selection Criteria. This document included a hyperlink to the application form and an email address to which supporting documents should be sent. The application form was designed with the objective of identifying future Local Instructional Leaders. Teachers across the island with a range of backgrounds and qualifications were welcome to apply.

Respondents who indicated some awareness of their students' challenges along with an interest in sharing the programme with colleagues were prioritised.

Tuesday, February 19th thru Friday, February 22nd, 2019.

A twenty-six-member panel of specialist conducted interviews over a four- day period, from 7.30am to 6pm, in an allocated meeting room of the Knutsford Court Hotel.

Panellists included:

- Ms Mary MacDonald, CLBL Educational Consultant
- Dr Anika Murray-Mann, Paediatrics and Internal Medicine
- Dr Jean Beaumont, CEO - EduConnectJA
- Dr Kai Morgan, Clinical Psychologist
- Dr Rebecca Tortello, Education Specialist - UNICEF
- Dr Renee Rattray, Educator, Director - JN Foundation
- Mr Aldane Anderson, Project Officer - CHASE Fund
- Mr Davion Leslie, Chief of Professional Development - JTC
- Mrs Ingrid Peart-Wilson, Chief Monitoring Officer - JTC
- Mr Fabian Mahabeer, Principal - Mona Heights Primary School
- Mrs Daynea Facey, Education Officer, Programme Monitoring & Evaluation Unit - MOE
- Mrs Nicole Morgan, Training Manager - ECC
- Mrs Paulette Kirkland, Director, Department of Co-operatives & Friendly Society
- Mrs Paulette Mitchell, Director - CLBL Foundation
- Ms Anna Ward, Executive Director, C.B. Facey Foundation
- Ms Jennie Ewart, Company Director
- Ms Kahan Handy, Supervisor, Region 1, Early Childhood Development Services - ECC
- Mrs Debra Valentine, Coordinator, School Support Services - AISK
- Ms Karen Thwaites, School Support Services - Hillel Academy
- Ms Karlene Dawson, CEO - Digicel Foundation
- Ms Shayzan McBeam, Cultural Affairs Specialist (Grants), Embassy of the USA
- Ms Stephanie Harrison, Marketing Manager - Mayberry Investment

- Mrs Lisa Levee, Educational Specialist
- Ms Shawna Stewart, Special Ed Teacher & 2017 Participant
- Mrs Renee Rennalls, Special Ed Teacher & 2017 Participant
- Mrs Shireen Robinson-Clarke, ECC & 2018 Participant

Panellists looked for teachers who show an interest in process-based instruction, an eagerness to understand the programme, and recognise the need among their student population. An aptitude component was included in the interview process.

To help facilitate a professional learning community, panellists aimed to select teachers working at the same schools or in proximity. Interviews lasted for an average of 30 minutes.

Monday, March 4th thru Thursday, March 7th, 2019.

With the increased number of applicants, telephone and Skype interviews were conducted over an additional four-days to access teachers who were unable to attend.

56 candidates were chosen from over 160 applicants. These successful candidates were sent acceptance letters confirming allocated places in the training course.

Key Experts

Creative Language-Based Learning

Mary MacDonald – Education Consultant

On Cloud Nine® Math Workshop

Funded By: Digicel Foundation, Embassy of the USA, CHASE Fund, 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, February 4th thru to Tuesday, February 5th, 2019.

Fifty-four of the strongest teachers from both the 2017 and 2018 cohorts were trained in the On Cloud Nine® Math programme.

Teachers received two days of training in concept imagery and a process-based instructional model for mathematics.

At the end of each day, attending teachers were given a brief quiz to measure their knowledge and understanding.

Having completed all parts of the workshop, teachers were awarded 1.3 CEUs via Brandman University towards any ongoing academic studies.

On completion of the On Cloud Nine workshop participants also received a complete programme kit, with all the materials needed to immediately begin instruction at their respective schools.

To launch the On Cloud Nine® Math workshop an introductory opening ceremony was held and attended by educational specialists and stakeholders including representatives from the following:



Participating Teachers at the OCN® Maths Workshop

- Mrs Winnie Berry, Ministry of Education, Acting Chief Education Officer
- Dr Sharon Anderson-Morgan, MOE, Assistant Chief Education Officer Special Education Unit
- Dr Winsome Gordon, Jamaica Teaching Council, CEO
- Mrs Ingrid Wilmot, Mr Davion Leslie and Wayne Campbell Jamaica Teaching Council
- Mrs Trisha Williams-Singh, Early Childhood Commission, Board Chair
- Mrs Karlene DeGrasse-Deslandes, Early Childhood Commission, Executive Director
- Ms Hilary Coulton, CHASE Fund, Public Relations and Administrative Manager
- Mrs Heidi Clarke, Sandals Foundation, Executive Director
- Mrs Shayzan McBean, Embassy of the United States of America, Cultural Affairs Specialist
- Mrs Daintyann Barrett-Smith, Jamaica Social Investment Fund, Social Investment Officer
- Mrs Cecille Pennycooke, Island Car Rental, Customer Service Manager
- Mrs Anika Jengelly, Mayberry Investments, Assistant VP Marketing
- Aubrey Grizzle, VIP Attractions, Head of Customer Service
- Ms Karlene Dawson, Digicel Foundation, CEO
- Mrs Paulette Mitchell, CLBL Board Member
- Mrs Jodie Gregg, CLBL Board Member
- Mico Teacher Training College and other stakeholders

Key Experts

Lindamood-Bell Learning Processes®

Brilliana Rawlins – Manager of International Endeavours

Doug Arana – School Partnerships Project Director

Creative Language-Based Learning

Mary MacDonald – Education Consultant

Seeing Stars® and Visualising & Verbalising® Workshops

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

Project Manager: Sandals Foundation

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

Dates: Monday, March 11th thru to Thursday, March 14th, 2019.

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

The first of these professional development workshops, Seeing Stars® (“SI™”), helps teachers learn the underlying sensory-cognitive functions of phonemic awareness and symbol imagery (the ability to visualise the sounds and letters within word) for both quick and accurate phonological and orthographic processing.

The second two-day professional development workshop, Visualizing and Verbalizing® (“VV®”) teaches concept imagery, which is the foundation of sensory cognitive process that underlies oral and written language comprehension and critical thinking. Teachers learned how to create an imaged gestalt for both oral and written language as a basis for comprehension and thought process. This is crucial to support the objectives of the PEP, enhancing the critical thinking capabilities of students by the end of primary school.



Daily tests were administered to measure knowledge and understanding of each participant.

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.

Heads of schools’ and regional leaders were invited to attend the workshops, in part or whole, for a comprehensive overview of sensory cognitive processing and how the programmes work to develop same.

56 teachers were trained in the Seeing Stars® and Visualizing and Verbalizing® programmes.

Developed and conducted an assessment survey for incoming participants, recording their existing knowledge on the component parts of learning. This assessment was repeated at the end of the Summer Learning Sessions, allowing progress to be measured.

Demonstrated how the methodology and techniques can easily be integrated into the classroom, to advance the critical thinking processes so necessary for successful results in PEP.

Auditing educational specialists and stakeholders including representatives from the following:

- Marva Hylton-Dennis and Charlotte Commock, Ministry of Education, Literacy Specialists
- Mrs Ingrid Wilmot, Mr Davion Leslie and Wayne Campbell, Jamaica Teaching Council
- Mrs Norda Seymour-Hall, Nicole Morgan and Kahan Handy, Early Childhood Commission,
- Mrs Daintyann Barrett-Smith and Ms Shunelle Nevers, Jamaica Social Investment Fund
- Mico Teacher Training College and other stakeholders

Key Experts

Lindamood-Bell Learning Processes®

Nichole Stevenson – Professional Development Presenter

Natasha Awad – Workshop Presenter

Creative Language-Based Learning

Mary MacDonald – Educational Consultant

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

Funded By: CHASE Fund, JSIF, American Friends of Jamaica, Spanish Court Hotel, Tropical Battery & Sweet Craft Ltd

Project Manager: Sandals Foundation

Venue: Onsite – Participating Schools

Dates: Monday, April 1st to Friday, April 12th 2019 and
Monday, May 6th to Friday, June 14th 2019.

To ensure maximum fidelity of instruction and that best practices are established from the start, Lindamood-Bell® Project Leaders joined Creative Language-Based Learning's Educational Consultant to provide intensive coaching in the months immediately following the workshops.

Having the Lindamood-Bell® Instructors participate in Job-Embedded Coaching for a longer period than previous years, proved beneficial to the additional 56 teachers from 31 new schools. This resulted in teachers being more advanced in the programmes and better prepared for Summer Learning Sessions.

Over the 8-week coaching period, 55 teachers from 34 schools received at least 4 coaching sessions with Lindamood-Bell® Instructors. This involves modelling lessons, team teaching, mentoring for effective error-handling, refining instructional language and delivery and finally ensuring successful lesson planning and implementation of the Seeing Stars®, Visualizing and Verbalizing® and On Cloud Nine® Math programmes.

Progress was monitored as before, through the tracking of Professional Development hours and through the oral and written feedback forms provided to teachers and added to their file.

Lindamood-Bell® Project Leaders and Creative Language-Based Learning's Educational Consultant conducted two Professional Development sessions for teachers from all three cohorts. These PD sessions were held on a Saturday, one in May and the other in June.

Job-embedded professional development ensures that the initial investment in the workshops is maximised by continuing the training, plus the stages of instructional leadership development, into the classrooms.

Key Experts

Lindamood-Bell Learning Processes®

Shannon Matalavy – School Partnerships Project Director and Workshop Presenter

Sarah Scott – School Partnerships Project Leader

Summer Learning Sessions with Lindamood-Bell®

Funded By: CHASE Fund, JSIF, American Friends of Jamaica, Stewart's Automotive Group, CAC2000, Sandals Foundation, Supreme Ventures Foundation and others

Project Manager: Sandals Foundation

Venue: Reach Academy, 2 Widcombe Road, Kingston 6

Dates: Thursday, June 27th to Wednesday, July 31st 2019

Thursday June 27th Test Administration Workshop

The Test Administration Orientation introduced the tests administered by Lindamood-Bell® for Schools and 34 teachers participated in the 5-hour workshop. This provided intensive instruction on the Lindamood-Bell® For Schools Comprehensive Reading Assessment battery and an understanding of the interpretation of the results. Some of these assessments are the:

- Peabody Picture Vocabulary Test - 4th Edition, PPVT-4
- Oral Directions subtest of the DTLA-2 (Detroit Tests of Learning Aptitude - 2nd edition)
- Wide Range Achievement Test - 4th Edition, WRAT-4, Word Reading and Spelling Subtests
- Symbol Imagery Test, a Lindamood-Bell Learning Processes® assessment
- Gray Oral Reading Tests, GORT-4
- Woodcock Reading Mastery Tests, WRMT-III, Form A

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.

The workshop was attended by:

- Heather Lynn, Educational Officer from the Special Education Unit, MOEYI
- Ashley Constantine, Educational Diagnostician, MOEYI
- Tiffany Palmer, Associate Clinical Psychologist at the practice of Dr Kai Morgan.
- George Bran, Chairman of Hart Hill School

Teachers were given access to INFORMS For Schools, which is a large-scale web application developed to support Lindamood-Bell® School Partnerships. This application tracks the students' schools, educators, test scores, learning groups, instruction plans, attendance, progress updates, and generates a number of reports.

Each participating teacher was given login details and an individual password, permitting them to enter raw scores, from which were generated each student's standard scores, percentile, age and grade equivalent.

Monday July 1st to Tuesday July 2nd, 2019

Lindamood-Bell® project leaders and CLBL's Educational Consultant, with supporting teachers from all cohorts, conducted Needs Assessments on over 80 participating students with 36 receiving formal, normal and standardised assessments.

In addition, training was provided to participating teachers on how to assess individual student needs without formal testing protocols.

Participating teachers from Kingston and St Andrew area, proposed students for the Summer Learning Sessions from their September 2019 Class. Returning students received an updated Needs Assessment, allowing for the comparison of yearly progress. This evaluation process assists in identifying each student's strengths and weaknesses.

Over 100 students with different learning profiles from across the language-based learning spectrum applied to Summer Learning Sessions. 72 students were selected in ages 4 to 14. These students each received 60 hours of instruction.

As a result of the students different learning profiles, teachers gained training and experience in the gamut of learning difficulties in all three programmes.

Wednesday July 3rd until to Wednesday July 31st, 2019.

Two consecutive Lindamood-Bell® Summer Sessions took place at Reach Academy the duration of each was 10 days.

Lindamood-Bell® project leaders along with CLBL's Educational Consultant, were onsite overseeing 88 teachers from all three cohorts. These teachers received 80 hours of training and professional development.

Consultations were held with the families of students who received formal, normal and standardised assessments. These sessions were led by the Lindamood-Bell® project leaders along with CLBL's Educational Consultant and observed by Instructional Leaders Anceline Cunningham-Dixon, Shakera Roberts, Toni Simpson-Reid, Dorcas Myrie, Antoinette Wyatt-Wray and Pat Williams.

At the end of each day, the teachers participated in Professional Development sessions for one and a half hours. Topics were determined by their specified needs and feedback.

Sign-up sheets were circulated in the morning with 3 topics from which participating teachers must choose.

Topics included:

- Welcome to Summer Learning Sessions and Professional Development Sessions overview
- Test Administration, Test Review, Scoring, INFORMS, Diagnosing and Consultations with Parents
- Error Handling, Instructional Record & Attendance, Behaviour and Group Management, Pacing, Reading The Lesson Plan, Behaviour Management, Multiple Syllables and Sight Word Box; Instructional Planning Worksheet, VV Step Implementation; Contextual Reading.

Tips for Home

In each Summer Session, 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 this information to parents. Teachers will share these strategies with their colleagues in the Professional Learning Communities.

Re-Testing and Reassessing of Students

Students who were formally tested and completed the 60 hours of Summer Learning Sessions were re-tested and reassessed. These testing protocols allow progress to be accurately measured, both over the immediate summer and year to year. The results will be shared with their teachers and stakeholders.

The goal for the attending students is to be given a boost in reading, spelling, comprehension, critical thinking and math through the Summer Session. This will assist these students in reaching literacy benchmarks upon completion.

The following teachers participated under the guidance of Lindamood-Bell® project leaders and CLBL's Educational Consultant.

2017 Cohort

- Shakera Roberts
- Idalah Reece
- Wendy Bailey
- Anceline Cunningham-Dixon

2018 Cohort

- Antoinette Wyatt-Wray

2019 Cohort

- Colleen Atkinson
- Melicia Mathison
- Treina Smikle-Service
- Kadine Bailey
- Elaine Robinson-Edmonds
- Tessa-Mae Lee

Key Experts

Lindamood-Bell Learning Processes®

Shannon Matalavy – School Partnerships Project Director and Workshop Presenter

Sarah Scott – School Partnerships Project Leader

Creative Language-Based Learning

Mary MacDonald –Education Consultant

Participating Teachers & Students from Summer Session B



Summer Learning Sessions Student Spotlight:

SR, a 13-year-old boy from Charlie Smith High in Arnett Gardens missed the transport arranged to pick him up from the school at 7.15am to bring him to REACH Academy. Determined to come to the Summer Learning Sessions, he took a taxi to Halfway Tree with the money that he had, then walked the remainder of the way, arriving drenched in sweat at 9am. When asked why he was so determined to attend he answered simply, "I want to read and this is helping me to do that."

His Reading Accuracy score on the Gray Oral Reading Test IV (GORT-IV) increased by two grade levels. As a result, his Comprehension score was able to move from a Pre-Primer level to grade 5.7 equivalent, opening up the world of written language to him.

VS, a nine-year-old girl going into the 4th-grade, improved in every score. Her Reading Fluency score on the Gray Oral Reading Test IV (GORT-IV) increased from the 16th percentile to the 37th percentile. With her reading fluency equivalent to students at the 3.7-grade level, VS will be more prepared to process written material in line with her peers during the upcoming school year.

A.M., a 12-year-old student who began instruction on Thursday after being assessed that morning. She scored at the 2.2 grade equivalent on the Word Attack subset for the Woodcock Reading Mastery Test, 3rd Edition, meaning she could really only decode simple syllables successfully. After just two days of intensive instruction, A.M is reading complex single-syllable words, such as "parched" and "spark" and learning multisyllabic concepts. We are looking forward to having A.M. apply these decoding skills to reading from the page next week.

LW, an 8-year-old boy taking part in the Visualising & Verbalising programme for language comprehension and critical thinking, was initially very reluctant to attend the Summer Learning Sessions. He arrived on the first day clinging to his father's leg. Since then, L has been motivated to earn prizes for positive participation during his V/V sessions. He is currently developing his concept imagery for 2nd-grade level passages. During his testing consultation, L's mother stated that although he was initially resistant to giving up his usual summer camps, he has been excited to come to the Summer Learning Sessions each morning. Kudos to all of the teachers who bring the magic of reading to L's sessions each day!

This was the third summer for Alexander, a 5th-grade boy, receiving Lindamood-Bell® instruction during the CLBL Summer Learning Sessions. This year, he was able to improve his reading fluency score from the 5th to the 25th percentile. In addition to making progress in his reading, Alexander's mother noted that he is reading and spelling better in school. In the group Tips for Home in Session A, she said that before starting LMB instruction, Alexander was unable to pass his spelling tests. Alexander's mother is pleased with his progress and hopes that he can continue attending the CLBL Summer Learning Sessions to continue improving his symbol and concept imagery.

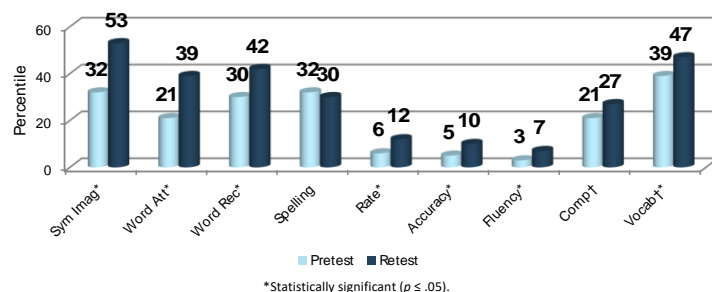
Lindamood-Bell® Summer Learning Sessions Summary Report 2019

Test Results



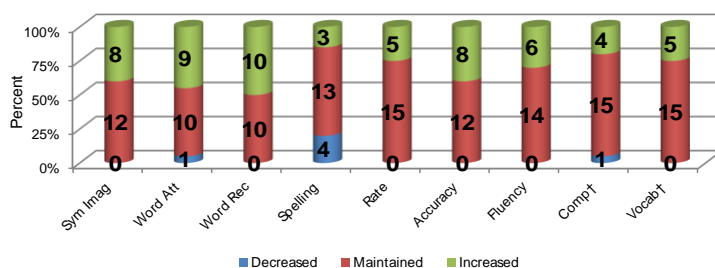
Demographics	
Number of Students	20
Average Age	9.4
Average Hours of Instruction	48.7

Pre- and Retest Percentiles



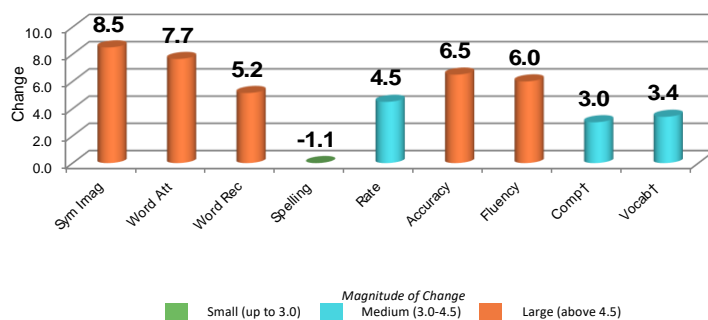
Highlight:
21-point increase in Symbol Imagery

Number of Students by Quartile Change



Highlight:
50% increased a quartile in Word Recognition

Average Standard Score Changes



Highlight:
Large changes in 5 out of 9 measures

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

Conclusion

Lindamood-Bell Learning Processes (LBLP) is proud to have partnered with Creative Language Based Learning (CLBL) to provide job-embedded professional development and project management of a summer school implementation. The scores in this report reflect the summative assessment data of twenty students who completed a minimum of forty hours of instruction and had complete pre and post-test batteries. The tests provided are all normed and publicly available assessments used in schools and districts across the United States and internationally. The battery of assessments is designed to measure the component parts of reading (Symbol Imagery, Word Attack, Word Recognition, Rate, Accuracy) leading to the whole of reading (Fluency and Comprehension).

Students in the CLBL summer school made statistically significant gains in all of the component parts of reading. In addition, the size of the statistical growth was particularly impressive.

Students made large standard score changes in Symbol Imagery, Word Attack, Word Recognition, Accuracy and Fluency. As discussed above, improvement in student's reading accuracy and fluency often leads directly to changes in reading comprehension. It is particularly noteworthy that students made these gains following only 48 hours of small group instruction. Increasing the amount of instruction, and/or continuing instruction at their home schools, will help students stabilize their newly developed reading skills. A comprehensive report including deeper explanation of test score interpretation will be provided.

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

Funded By: CHASE Fund, JSIF, CAC2000, Tropical Battery and Sweet Craft

Project Manager: Sandals Foundation

Venue: Onsite – Participating Schools

Dates: Monday, January 7th to Friday, December 13th, 2019

Throughout 2019, the job-embedded professional development of all participating teachers from the consecutive years continued at their respective schools and institutions. This continuation guarantees that the initial investment in the workshops is maximised by ensuring training and that the stages of instructional leadership development are applied in the classrooms.

Local Instructional Mentors must demonstrate the following for each programme to be accredited:

- 'Instructor' Stage – Excellence in instructional quality
- 'Diagnostician' Stage – Interpreting formative and summative assessments
- 'Pacer' Stage – Instructional and lesson planning
- 'Mentor' Stage – Sharing methodologies, through group and one-to-one training

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 allows for the building of a sustainable Response to Intervention (RTI) model across the system, through the development of Professional Learning Communities within schools and areas.



By communicating methodologies, strategies and resources with colleagues, the 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.

Coaching encompasses grouping and differentiating instruction, diagnostic, formative and summative assessments, instructional quality and behaviour management and motivation skills. Team building and mentoring among other teachers is modelled and developed.

Where required, the coach may:

- model a specific strategy,
- adapts specific program set to the students' needs,
- serve as the part of teacher's team offering guidance,
- provide both oral and written feedback,
- analyse student performance,
- brainstorm innovative strategies,
- guide the teacher in successful implementation,
- pace during planning and discussion sessions.

Team building and mentoring among other teachers is modelled and developed.

On intermittent Saturdays, teachers from all three cohorts participated in Professional Development Sessions and overviews organized by Creative Language-Based Learning Educational Consultant and Lindamood-Bell® Project Leaders.

CLBL Education Consultant, Mary MacDonald and Lindamood-Bell®, Manager of International Endeavours, Brilliana Rawlins participated in the first **Early Childhood Commission Professional Development Institute**, Montego Bay Conference Centre from Tuesday, May 21st to Thursday, May 23rd, 2019.

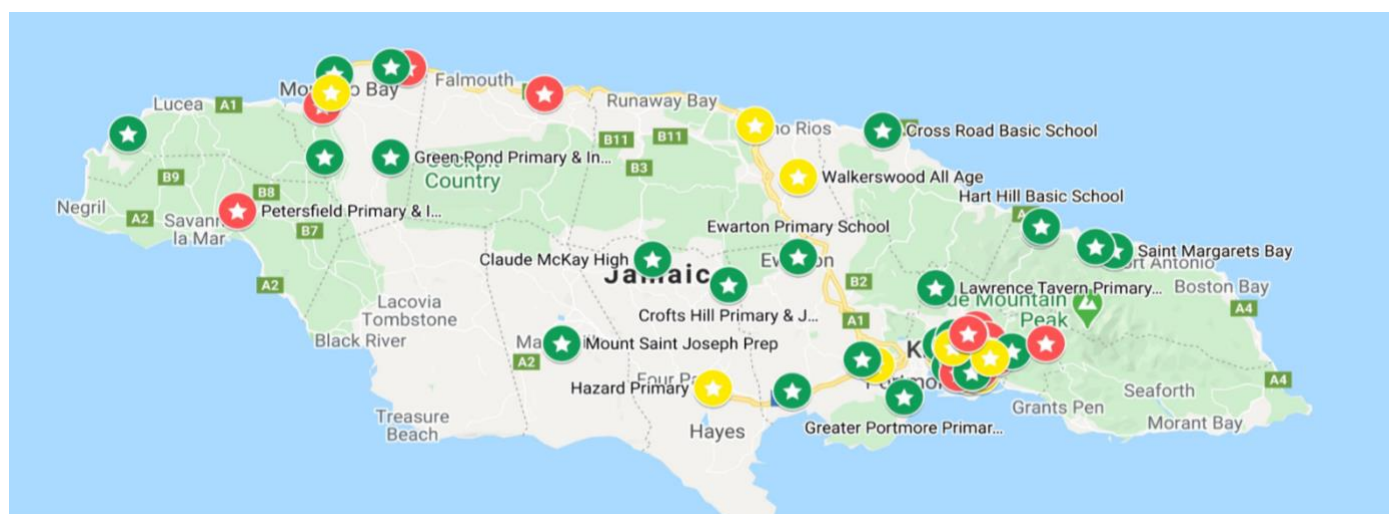
Conferences



Anceline Cunningham-Dixon, CLBL 2017 participant, presented with Lindamood-Bell®, Director of For Schools, Melissa Garner, at the Division of International Special Education Annual Conference, DISES, in Montego Bay, on June 28.

Participating Schools Mapped by Cohort Year

Parish	Red Star: 2017 Cohort	Yellow Star: 2018 Cohort	Green Star: 2019 Cohort
Kingston & St Andrew	<ul style="list-style-type: none"> American International School of Kingston BLOOM Emmanuel Christian Academy Hillel Academy Hope Valley Experimental Primary & Infant School Hopefield Preparatory Junior World Learning & Activity Centre Mavis Bank High School* McCam Child Care & Development Centre The Mico CARE Centre New Providence Primary School Reach Academy Rollington Town Primary School St Hugh's Preparatory School Tivoli Gardens High School* 	<ul style="list-style-type: none"> Bethany Basic School Boys Town Primary and Infant School Calabar Infant, Primary & Junior High School Danny Williams School for the Deaf Holy Rosary Primary School Liberty Academy at the Priory Our Lady of the Angels Preparatory School* Seaward Primary & Junior High School Shortwood Practising Primary, Junior & Infant* St Jude's Primary School St Richards Primary School 	<ul style="list-style-type: none"> Alpha Primary School Bethel United Basic School Charlie Smith High School Chetolah Park Primary Constitution Hill Primary Genesis Academy* Jamaica China Goodwill Infant School Lawrence Tavern Primary School Maxfield Park Children's Home Basic School Obistan Kinder Preparatory St Richards Infant Union Garden Infant School
St Ann		<ul style="list-style-type: none"> Walkerswood Academy Steer Town Academy* 	
Clarendon		<ul style="list-style-type: none"> Hazard Primary School 	<ul style="list-style-type: none"> Claude McKay High School Crofts Hill Primary and Junior High School
St Catherine		<ul style="list-style-type: none"> Spanish Town Primary School 	<ul style="list-style-type: none"> Ewarton Primary School Greater Portmore Primary Marlie Mount Primary and Infant School St John's Primary School
St James	<ul style="list-style-type: none"> AFC Challengers Basic School Fundaciones 		<ul style="list-style-type: none"> Barrett Town All Age School & Infant School Bickersteth Primary & Infant School Flankers Primary School Green Island Primary School Green Pond Primary School Mount Salem Primary & Junior High
Manchester			<ul style="list-style-type: none"> Mount Saint Joseph Prep
St Mary			<ul style="list-style-type: none"> Cross Road Basic School
Portland			<ul style="list-style-type: none"> Disciples of Christ Basic School Emmanuel Early Childhood Centre Hart Hill Basic School St Margret's Bay Basic School
Trelawny	<ul style="list-style-type: none"> Duncans All Age & Infant School 		
Westmoreland	<ul style="list-style-type: none"> Petersfield Primary and Infant School 		



Summary of Professional Development for Teachers from 2017, 2018 and 2019

Teachers from all cohorts have received a total of 15,238.75 hours of professional development.

Academic Year	Number of Schools Participating in Programme	Number of Teachers Participated in SI™ & VV® Workshops	SI™, VV® & OCN™ Workshops and Overviews/Seminars Professional Development Hours	Number of Teachers Participating in the CLBL Programme	Job-Embedded Professional Development Hours	Number of Teachers Participating in Summer Learning Sessions	Summer Learning Sessions Professional Development Hours	Summer Learning Sessions Students + Students Impacted
Sep 2016 – Aug 2017 (Term 3 only)	26	50	1289	49	111.5	39	1412.5	39 + 1500 approx.
Sep 2017 – Aug 2018 (Term 3 only)	47	89	1187.25	77	267	62	3432.75	64 + 4000 approx.
Sep 2018 – Aug 2019	73	145	3217.25	128	398.85	89	3662.75	76 + 6000 approx.
Sep 2019 – present (Term 1 only)	63	145	N/A	121	259.9	N/A	N/A	N/A

Professional Development for 2019-2020 Academic Year, Term 1, September 1st – December 16th, 2019

The following were realised:

- Individual letters of recognition, co-signed by Dr Winsome Gordon, Chief Executive Office, the Jamaica Teaching Council, were awarded; detailing hours of professional development achieved since the start of the programme in 2017 thru to August 31, 2019.
- 260 hours of individual job-embedded coaching was imparted to teachers from all cohorts.
- Over 90 written and recorded session analyses, detailing instructional strengths and areas for teachers' refinement were recorded.
- Over 200 instructional planning worksheets were designed to show the setting of goals and mapping out instruction per term.
- Over 300 lesson plans written to guide teachers as pacers.
- Some teachers from all cohorts assumed roles as diagnosticians, pacers and mentors.
- Multiple online seminars of different topics have been conducted by the CLBL Educational Consultant, providing a virtual space for communication between teachers and their coach in real time.
- Overviews were held for staff and colleagues at the following schools:

Bethel United Basic School	Claude McKay High School
Charlie Smith High School	Constitution Hill Primary School
Chetolah Park Primary & Infant School	Disciples of Christ Basic School
Emmanuel Early Childhood Centre	St Richards Infant School
Green Pond Primary & Infant School	Steer Town Academy
Jamaica China Goodwill Infant School	Walkerswood Academy

Number of Teachers and Stage of Instructional Leadership								
	Instructor Stage		Diagnostician Stage		Pacer Stage		Mentor Stage	
Year	Male	Female	Male	Female	Male	Female	Male	Female
2017	0	17	0	5	0	7	0	4
2018	1	14	1	2	0	11	0	5
2019	0	38	0	6	0	9	0	1
Total	1	69	1	13	0	27	0	10

Job-Embedded Professional Development through onsite instructional coaching and Summer Learning Sessions, will allow teachers to progress through all four stages to instructional leadership, moving them towards accreditation as Local Instructional Leaders. As a teacher progresses through the stages of Instructional Leadership, stages overlap.

Each teacher's progress is accurately and comprehensively recorded within the online portal.

Results for Instructor Stage as of December 31st, 2019

- 70 teachers out of 121 across all three cohorts are predominantly at the Instructor Stage, still developing and refining their programme knowledge and delivery.
- 60 teachers across all three cohorts are now nearing instructional excellence with *at least one* of the programmes. This instructional excellence is demonstrated by some teachers still at the Instructor Stage, most at the Diagnostician Stage, and all teachers at the Pacer and Mentor Stages.
- The goal for this academic year is for all 60 of these teachers to attain instructional excellence in two or three of the Lindamood-Bell® programmes.
- Most teachers are excellent at delivering the Seeing Stars® programme, the primary focus of which is remediation for reading.
- As reading fluency improves the focus shifts to the Visualizing & Verbalizing® programme which develops concept imagery for comprehension and critical thinking

Results for Diagnostician Stage as of December 31st, 2019

- All participating teachers have been trained in formative assessments, keeping records during the Summer Learning Sessions, and submitting monthly progress monitoring reports for their students throughout the school year.
- From 2018 – 2019, 68 teachers have voluntarily participated in the Test Administration Orientation workshop, giving them formal training in diagnostic assessments. With this training the teachers are able to better understand and access the reports given by the educational evaluators. Two former participants have migrated.
- These educators are trained to look at the underlying needs of their students, assessing individual processing ability, diagnosing areas of strength and weakness, responding to these on the spot, and so become 'Diagnosticians'.
- 14 of those 68 trained are now working on becoming certified to administer those normed and standardised assessments independently, at the Diagnostician Stage, while other teachers, having completed this stage, progress to the Pacer and Mentor Stages.

Results for Pacer Stage as of December 31st, 2019

- 27 teachers from all three cohorts are becoming strong 'Pacers', able to write targeted instructional plans in response to their students' needs. Their lesson plans have been well structured and include an appropriate mix of overlapping steps at levels that meet their students' requirements.
- The pacers writes instructional plans for some of the Lindamood-Bell® programmes.
- They have the skill set to write the lesson plans that are changed every four hours of instruction.
- Teachers are also able to integrate the methodologies into their classroom lesson plans across subject areas, accommodating different learning styles and learning abilities.

Results for Mentor Stage as of December 31st, 2019

- 10 teachers from across all three cohorts are currently being trained as 'Mentors', with an additional 10-15 ready to join at this level, bringing approximately 25 teachers to their end goal of becoming Local Instructional Leaders. These teachers will take an active role in peer to peer coaching over the next two school terms.
- Teachers who have developed into the Mentor Stage are now conducting overviews, under the guidance of the CLBL Instructors. Resulting in an increase in the number of schools benefiting from the programme.
- During Summer Learning Sessions, mentors gave both oral and written feedback to their peers. Mentors also wrote the detailed Session Analyses that were provided to participating teachers at this year's Summer Session B.
- During the year-round Instructional Leadership Development, Mentors will continue to develop through online peer to peer coaching.
- Several of the 10 Mentors have presented overviews, running training sessions for colleagues within their school and within their region. Resulting in an increase in the number of schools benefiting from the programme.
- 77 schools received overviews on the methodologies, helping to facilitate a school-wide adoption of the programme.
- Oral and written feedback is provided by the Educational Consultant for all observed overviews, to ensure key concepts are communicated and learning objectives understood.
- Once their presentations are signed off by the Educational Consultant, these teachers at the Mentor Stage will be identified as Local Instructional Leaders.

Impact – Student with Seeing Stars® Programme from September 2018 thru June 2019

Teachers from 2017 and 2018 cohorts were shown how to use the online 'Portal', a database on which both their own professional development and the instructional progress of their students could be monitored.

Teachers submitted regular progress reports, listing the current instructional tasks and the performance of their students. These forms ask teachers to indicate the level of accuracy displayed by their students with each task.

Teachers choose from 1-15 of those students with whom they were working to track. When practicing the programmes with their entire class(es), many teachers have chosen one student to monitor.

56 students' progress was tracked. Participants ranged in age from 4 to 13 years old. The majority however are grade 1 students, aged 6 years old.

There are 39 schools represented by these 56 students: Special Needs Schools

- 1 - Liberty Academy at the Priory
- 1 - McCam Child Development Resource Centre
- 1 - Danny Williams School for the Deaf
- 6 - Basic and Early Childhood Development Centres
- 3 - Private Schools
- 44 - MOE Primary and Infant School

Seeing Stars® instruction implemented 15 to 30 minutes daily.

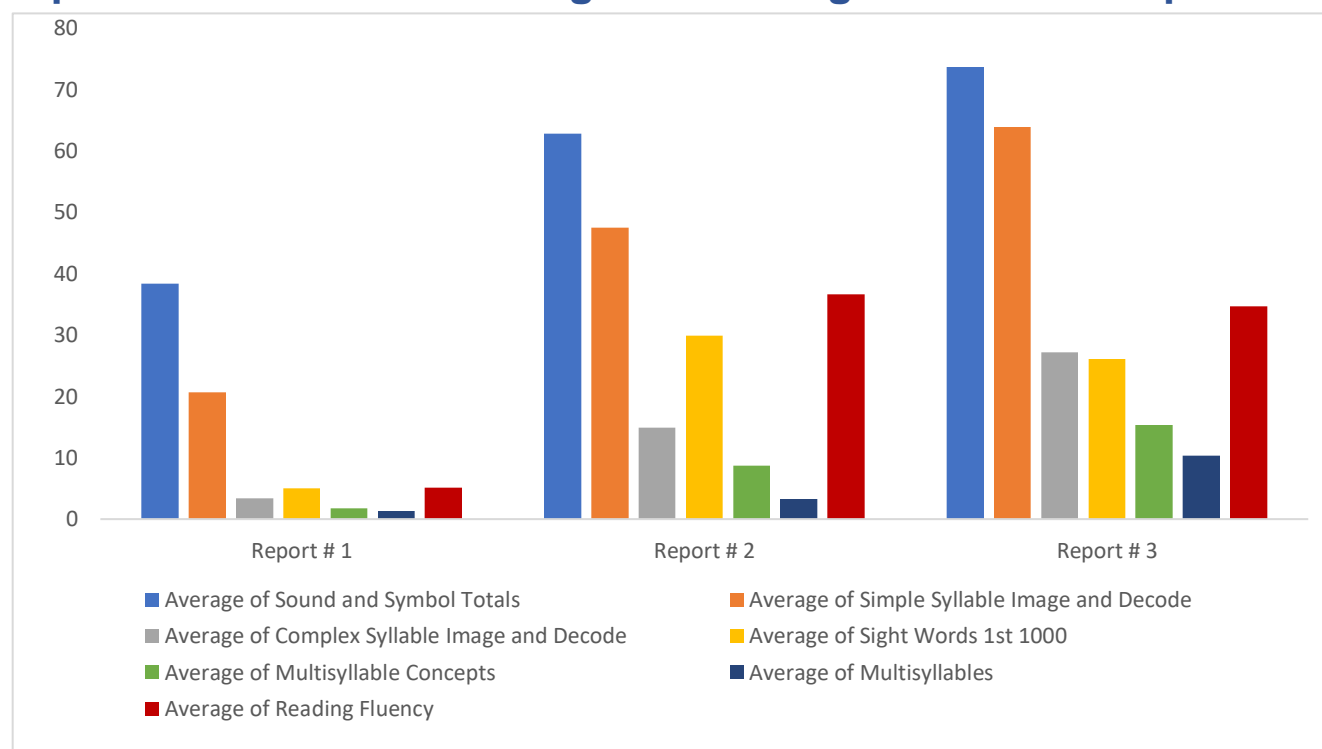
Many of these students were essentially non-readers at the outset, unaware of basic sound-symbol associations for even the simplest of consonants and vowels.

September 2018 thru June 2019 Impact of Seeing Stars® Programme Average Levels of Accuracy and Percentage Increase Per Report

2018-2019 Terms 1 - 2 Formative Assessments	Report # 1 Submitted between the start & end of Term 1	Report # 2 Submitted at the start of Term 2	Report # 3 Submitted at the end of Term 2
Average # Of Hours Instruction Per Report	13	10	14
Average % Accuracy -Sound and Symbol Associations	38	63	74
Sound and Symbol % Increase from Report 1		64%	92%
Average % Accuracy - Simple Syllable Image & Decode	21	47	64
Simple Syllable % Increase from Report 1		130%	209%
Average % Accuracy - Complex Syllable Image & Decode	3	15	27
Complex Syllable % Increase from Report 1		338%	698%
Average % Accuracy - Sight Words 1st 1000	5	30	26
Sight Words % Increase from Report 1		501%	424%
Average % Accuracy - Multisyllable Concepts	2	9	15
Multisyllable Concepts % Increase from Report 1		394%	765%
Average % Accuracy - Multisyllables	1	3	10
Multisyllables % Increase from Report 1		155%	696%
Average % Accuracy - Reading Fluency to Rising Grade Level	5	37	35
Reading Fluency % increase from Report 1		621%	581%

September 2018 thru June 2019 Impact of Seeing Stars® Programme Average Percentage Accuracy Per Report – Chart


Impact – Student with Seeing Stars® Programme from September



thru December 2019

The development of progress monitoring tools used to measure the impact of instruction over the school year, have shown the effect of the programmes implemented by the teachers within their classrooms.

In order to address weaknesses in the process of reading, most of the educators have focused primarily on the Seeing Stars® programme. The focus is not sound by sound decoding. Students are taught to hold an image of how a word looks, apply that imagery to word recognition, resulting in an increase in sight word base. Using both word attack and word recognition and a well-developed oral vocabulary, the fluency of their contextual reading is thereby increased.

Programme	Description
<p><i>Decoding</i> Seeing Stars® (SI™)</p> 	<p>The Seeing Stars® programme develops symbol imagery—the ability to visualise sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.</p>

Majority of the educators in the CLBL programme are in Early Childhood Education, teaching students from Kindergarten to Grade 3. Prior to Grade 4 there is limited standardised testing and data available. Following the Ministry's assessment tools, progress is measured by evaluation of the different component parts of reading.

The Ministry of Education's formal testing protocols, Grade One Individual Learning Profile (GOILP) and the Informal Diagnostic Reading Inventory (IDRI), provide information on student performance. To determine knowledge and accuracy, these testing protocols are used with the Seeing Stars® Sound to Symbol Chart and other sight word lists, such as the Dolch. Teachers were then able to record their students' levels of accuracy and compare this to their grade level expectations.

Methods of Assessment

In-class assessments and the Ministry of Education's reading measures were used to determine levels of accuracy in reading fluency, along with comprehension and overall reading level.

Students' Instructional levels were determined for the reports using three different types of assessments.

1. Diagnostic Assessments – a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills. Teachers used the Ministry of Education's measures, the Grade One Individual Learning Profile (GOILP), the Informal Diagnostic Reading Inventory (IDRI) and PEP performance. Other diagnostic assessments include previous school assessments and grades, evaluative tasks, cooperative learning activities and the Seeing Stars® Progress Chart.
2. Formative Assessments – include ongoing records of student performance during instruction. For example, the Seeing Stars® method of Socratic interaction involves teacher questioning and student responses.
3. Summative Assessments – tests designed to measure what students have learned. These once again included the Ministry of Education's tools, ranging from Chapter and

Unit tests to Standardised Government tests. Where appropriate Diagnostic Assessments are revisited to measure gains.

Results of the Seeing Stars® Assessments

The statistics from the first term of the 2019 – 2020 Academic Year show progress observed and recorded in a random representative group of students, following implementation of the programmes within their class by the 2017 – 2019 Cohorts.

The students range in age from 4 to 16, from K2 to Grade 9.

The reports were submitted in September – October 2019, October – November 2019 and in December 2019. Seventeen different schools were represented including Boys Town Primary and Infant School, Chetolah Park Primary, Mount Salem Primary & Junior High, Marlie Mount Primary & Infant, Walkerswood Academy, Steer Town Academy and many more.

The demographics are as follows:

Gender	Number of Students	Minimum Age	Maximum Age	Average Age	Minimum Grade	Maximum Grade	Average Grade
Female	56	4	16	7	K2	9	4
Male	31	5	14	9	K3	8	4

Progress is tracked and recorded for overall accuracy in the following areas:

Skill	Goal	Task
Sound to Symbol Associations	To develop the ability to say and image sounds and letter names for over 50 sound and letter combinations, ranging from simple consonants and vowels, to long vowels, to vowel and consonant digraphs to diphthongs	Sound and letter imagery is developed from seeing a grapheme/hearing a phoneme then writing the letter(s) in the air
Image and Decode at Simple Single Syllables	To develop the ability to image, air-write, read and spell simple words, ranging from VC/CV to CVC, including common orthographic spelling patterns	Imagery for a single syllable is developed through a mixture of activities from seeing an isolated syllable to visualizing the letters, air-writing, imaging and decoding from orthographic memory, to decoding multiple words on the page
Image and Decode Complex Single Syllables	To develop the ability to image, air-write, read and spell simple words, ranging from CCV/VCC to CCVC/CVCC to CCVCC, including common orthographic spelling patterns	
Sight Word Recognition	To establish an extensive base of sight words in orthographic memory for instant recognition	The Star Word List, a list of one thousand of the most read words in English ordered for both frequency and syllable complexity is used to develop an imagery base of irregular words in visual memory
Multisyllable Concepts	To develop the ability to independently process multisyllables	Syllables are tracked through a variety of means, allowing students to auditorily and visually syllabicate while syllabication rules are learnt to allow for independent and consistent 'breaking'
Image & Decode Multisyllables	To develop symbol imagery, reading and spelling for two-four syllable words	Imagery is developed for simple, high frequency affixes, syllabication is strengthened, and students learn to break, read and image multisyllable words
Contextual Reading	To integrate and apply the component parts of reading to contextual fluency and accuracy	Context is developed by questioning to concept imagery and comprehension and used to push students towards increased self-monitoring from sentences to paragraphs to pages of connected text

In regard to the component parts of reading (Phonics, Phonemic Awareness, Decoding and Word Attack, Multisyllables, Word Recognition and Reading Fluency) the exponential growth in student performance is measured in these areas from information given in three online reports.

Each report is based on an average 38 hours of instruction throughout the term.

Summative assessment data was exclusively used to determine the Reading Fluency levels indicated in the reports.

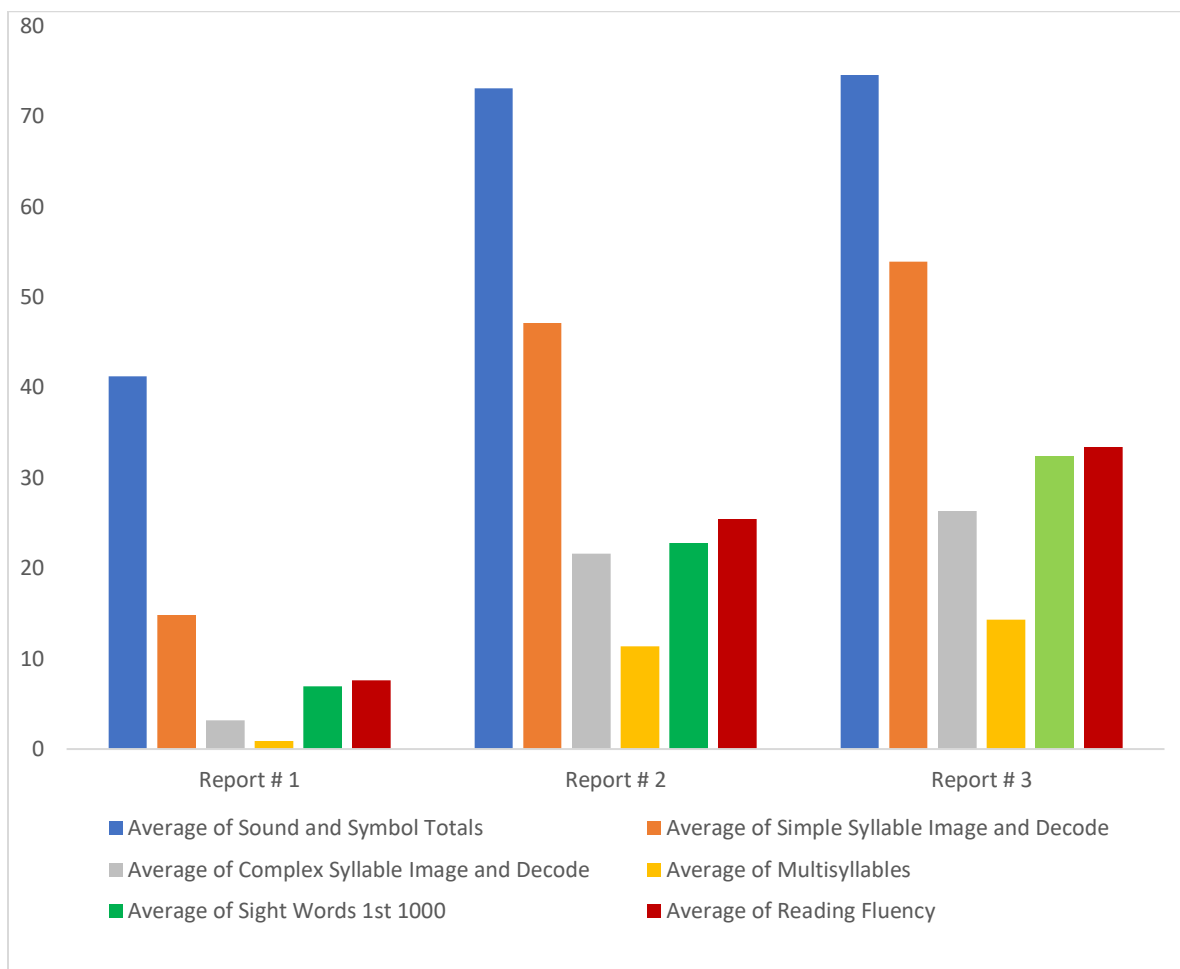
September thru December 2019 Impact of Seeing Stars® Programme Average Levels of Accuracy and Percentage Increase Per Report

2019-2020 Term 1 Formative Assessments	Report 1 Submitted September/October	Report 2 Submitted October/November	Report 3 Submitted December
Average # of Hours per Report	5	21	12
Average % Accuracy -Sound and Symbol Associations	41	73	75
Sound and Symbol % increase from Report 1		77%	81%
Average % Accuracy -Simple Syllable Image and Decode	15	47	54
Simple Syllable % increase from Report 1		218%	264%
Average % Accuracy - Complex Syllable Image and Decode	3	22	26
Complex Syllable % increase from Report 1		585%	734%
Average % Accuracy - Sight Words 1st 1000	7	23	32
Sight Words % increase from Report 1		227%	364%
Average % Accuracy - Multisyllables	1	11	14
Multisyllables % increase from Report 1		1218%	1562%
Average % Accuracy - Reading Fluency to Grade Level	8	25	33
Reading Fluency % increase from Report 1		235%	339%

Notable changes are as follows.

- Students accuracy with grade level, letter awareness performance moved from 41% to 75% accuracy.
- Their ability to read simple words at grade level went from 15% to 54% accuracy.
- The students sight word base went from 7% to 32% of grade level expectations.
- As a result of these increased skills, the overall reading fluency with classroom materials went from 8% to 33% accuracy.

September thru December 2019 Impact of Seeing Stars® Programme Average Percentage Accuracy Per Report – Chart



With 15 to 30 minutes of daily instruction in the Seeing Stars® programme, students have shown significant increases in all reading measures when assessed using the Ministry of Education's evaluative tools.

Many of these students were essentially non-readers at the outset, unaware of basic sound-symbol associations for even the simplest of consonants and vowels.

For the first report, improvements were reflected in the levels of accuracy for sound and letter associations and simple, syllable decoding. In spite of this progress, measures still fell significantly below the level of accuracy expected for their age and grade level.

By the third report, the measures increased substantially, putting students well on their way to performing at or above grade level expectations in the elements of reading.

Students made significant gains in the underlying process of Symbol Imagery, Phonemic & Orthographic Awareness. Improvement in students' reading accuracy and fluency leads directly to changes in reading comprehension.

Conclusion

Developing these initial components of reading (Phonics, Phonemic Awareness, Decoding and Word Attack, Multisyllables, Word Recognition and Reading Fluency) was the focus of instruction for the first half of the school year. With these early component pieces of reading in place, instruction for the remainder of the year will focus on applying the newly developed processing skills to more and more complex decoding, word recognition and reading fluency.

As students focus on reading fluency, teachers will also develop their concept imagery, so that students are reading for meaning rather than as a decoding activity. Many instructors have started to work on developing their students' comprehension.

The goal for the 2019-2020 School Term 2 is to begin incorporating the Visualizing and Verbalizing® programme that develops concept imagery, the ability to create an imaged gestalt from language, as a basis for comprehension and critical thinking.

The development of concept imagery improves both oral and written language as a basis for comprehension, memory, oral vocabulary and thought processes. This is crucial to support the objectives of the PEP, enhancing the critical thinking capabilities of students by the end of primary school.

Over the three-year period of the project, there has been increased support and participation on every level. This was undoubtedly influenced through the widespread coverage given by the media and the unrelenting support of the government institutions. In addition, in order to gain a deeper understanding of the effectiveness of the programmes, Key Stakeholders and Representatives were encouraged to observe the coaching and Summer Learning Sessions.

Impact – Within Schools

At the end of Term One of the current Academic Year, participating teachers were asked to provide their feedback on the following question.

How have the programmes impacted, if at all, the following areas:

1. *Student performance in literacy*
2. *Unintended outcomes: change in behaviours, increased confidence*
3. *Changes in teaching practices and attitudes*
4. *Changes in overall school performance*

Feedback was compiled through face to face interviews, telephone calls and messages, emails and shared reports. Certain changes were identified and outlined, showing positive trends.

Students' Performance In Reading Moved Up In Grade Levels

Using the diagnostic and summative tools provided, 69% of responding teachers independently observed that their students moved up grade levels in reading.

Immediately following her initial training in March 2019, **Teacher Alison Rainford-Sylva at Marlie Mount Primary** in St Catherine identified 23 of the lowest performing students in Grades One and Two at her school to work with using the Seeing Stars® programme. These students were all at Below Pre-Primer level, only able to identify some letters and isolated words. After less than 20 hours of instruction, 14 of the respective students moved up one to three grade levels in Word Recognition, Reading Comprehension and overall Reading Level.

At the beginning of the first term of the 2019-2020 Academic Year, **2019 Cohort Teacher Shellean Harvey-Davis at Ewarton Primary** in St Catherine had 5 children in her Grade Four class reading at below Pre-Primer. After using the Seeing Stars® programme with them over the term, by December 4th of the students reading at the grade 1 level - an increase of two grade levels.

Following eight weeks of intensive instruction, an average increase of between 1 to 3 grade levels is observed by most of the teachers.

Students Transitioning From Low Performing / Special Needs Classes To Mainstream Classes

46% of responding teachers independently observed that following intervention, using the Seeing Stars® programmes, students had transitioned from the low performing or remedial stream to the main or high performing streams.

2018 Cohort Teacher Carol Brown at Spanish Town Primary in St Catherine teaches the remedial Grade 1 stream. Following implementation of the programmes in her 2018-2019 class of 26 students all but one have left the lowest stream for Grade 2. Four of those students have in fact skipped over the mainstream and are now in the highest performing Grade 2 class at their school.

In September 2019, **2019 Cohort Teacher Melicia Mathison, with the support of 2018 Cohort Teacher Trishanna Dayes at Constitution Hill Primary** put in place, a school-wide intensive, literacy intervention programme using the pull-outs method. One group consisted of Grade 5 and Grade 6 students, who were reading at Grade 2 to 3 levels. By December, they were reading at Grade 4 to 5 levels, with some reading at a Grade 6 level. Because of these jumps of 2-4 grade levels within a three-month period, they have since been moved into the regular class and a new group identified for support.

Increased Academic Performance Across Subjects

69% of responding teachers have noticed increased performance in all subject areas.

2019 Cohort Teacher Colleen Atkinson, a Grade 2 teacher at Obistan Kinder Prep identified one student who had raised her reading levels from a Grade 1 to a Grade 2 Level in a span of 8 weeks. Before doing the programme, she was quiet and withdrawn and would not voluntarily share her opinions. Following the use of the programme, she is now an active participant in class discussions and has become confident in her ability to express herself. Her writing skills have also improved and is now able to correctly construct sentences. She is able to monitor and self-correct both spoken and written words.

Increased Confidence And Improved Behaviour Of Students

100% of teachers who responded observed increased confidence and improved behaviour in their students. In many cases, the improved academic performance was put down to a greater confidence and willingness to engage during all lessons.

2019 Cohort Teacher Elaine Robinson-Edmond, a Grade 2 teacher at Mount Salem Primary in St James saw her relationship with one student dramatically change following instruction. This young girl had a major disciplinary problem which “(drove her teacher) up the wall.” Following intervention using the programmes, the girl’s behaviour and attitude has completely changed. She is not only well-behaved and responsive during instruction, but she is also sitting tall and making eye contact, initiating conversation and seeking out her teacher during breaks.

High School teachers have observed similar changes. **2018 Cohort Teacher Simone Smith-White astonished colleagues at Steer Town Academy** in St Ann when they observed her working with a class of Grade 9 students using the programme. That particular Grade 9 group had such a poor reputation among the staff in terms of behaviour that teachers would frequently not turn up to teach them. When observed with Mrs Smith-White, they were on-task and actively participating, answering in turn, attending to others and engaged with the lesson.

2018 Cohort Teacher Mellessa Hudson, a high-school literacy teacher at Walkerswood Academy in St Ann has seen the same with her Grades 7-9 students. She has seen their confidence grow along with their expression and participation. She noticed that when the students see themselves reading, they grow excited. Instead of trying to track down students before lessons, she now has students coming to look for her and reminding her to take ‘the little boxes’ (programme materials) to class.

Increased Confidence And Motivation Of Teachers

96% of responding teachers reported back feeling empowered as they learn ways of identifying their students' challenges and strategies to address those challenges. **2018 Cohort Teacher Dewayne Burrell at Liberty Academy at the Priory** in Kingston said that Creative Language-Based Learning had empowered him in a positive way, with the programmes opening his eyes to a new way to teach children how to read. He says that he is now more comfortable letting people know that he can teach reading in a fun and interactive way.

2019 Cohort Teacher Sasha-Ann Bryan, who teaches Kindergarten at Jamaica China Goodwill School in Kingston feels more confident and relaxed when working with her students since participating in her programme. Due to the change in how she handles errors, students are also more confident and relaxed in class.

Changes In School Performance

20% of responding teachers described a change in their overall school performance. These most commonly came from schools where the trained teacher was also the principal, **Anceline Cunningham-Dixon at AFC Challengers** or **Melicia Mathison at Constitution Hill**, for example. Others who identified a change in their school's outcomes are working at institutes that have rolled out the programmes across grades and classes to support school-wide literacy initiatives, teachers at **Marlie Mount Primary and Lawrence Tavern**. Moving forward, as Professional Learning Communities continue to develop within schools, we would anticipate even more teachers observing a school-wide transformation.

Parent Response

42% of those teachers who provided feedback spoke of the response they have been receiving from parents. **2019 Cohort Teacher Nyoka Reid at Marlie Mount Primary** in St Catherine spoke eloquently and with great passion about the programmes and the impact on her students, sharing with us the gratitude and positive feedback of their parents, many of who have messaged her directly to express their delight.

2019 Cohort Teacher Andrene Adams, a Special Educator at Liberty Academy at the Priory described how very impressed were the parents of one 14-year-old girl she works with since using the programmes, as that girl made progress in two to three months that she had been unable to make over the previous two years.

Adult Learning / Community / Homework Centres

20% of teachers surveyed shared that they are using the programmes with adult learners, although many more may also be working with members of their community. **Idalah Reece at Rollington Town Primary** has been using the programmes after-school three days a week with a class of adults. Several of her adult students have since left the programme, having reached their goal of passing their driving test or completing applications for work.

2017 Cohort Teacher Dorcas Myrie at Petersfield Primary in Westmoreland is using the programme with adults, including staff at her school, as is **2017 Cohort Teacher Sade Holmes at McCam Childhood Development Centre**.

Additional Impact

Following development discussion and training, teacher **Anceline Cunningham-Dixon at AFC Challengers Basic School in St James** presented an overview on the Seeing Stars® programme to 7 teachers in her region at the request of her development officer on October 9th, 2019. She has since done an additional three workshops with three more scheduled, sharing her experiences with the programmes and meetings and conferences.

Anceline has mastered the Stages of Diagnostician, Pacer and Mentor. She will be helping to support those trained teachers located near Montego Bay with implementing the programmes throughout the 2019-2020 academic year, through mentoring and coaching. The goal is for her to manage the 2020 Summer Learning Sessions with Lindamood-Bell® in St James, providing local support to the north of the island.

Following coaching on content to cover, **Simone Smith-White** prepared a presentation on the Seeing Stars® programme to develop symbol imagery to 25 teachers at Allman Town Primary, where she has been supporting staff with literacy training for their students.

In addition, Mrs Smith-White has been working with children from 7-17 labelled as ASD using the Visualizing & Verbalizing® programme to great success. One girl reintegrated into mainstream education at the top of her class and a young man reading aloud for the first time in his life.

From April to June 2020, Mrs Smith-White supported the developing teachers at Walkerswood Academy with their implementation of the programmes. In this capacity, she has organised a reading camp over the Easter break, with one participating boy able to decode a paragraph independently for the first time following the 5-day intervention.

Challenges and Implemented Solutions

1. The goal for Job-Embedded Coaching is to instruct teachers every two to three weeks. With the increased number of schools, located in 11 parishes, this proved difficult for one coach and driver to accomplish. To address this issue the following are being implemented.
 - A Local Instructional Lead Coach with knowledge and experience in the Lindamood-Bell® methodologies and the CLBL Foundation project is being sought.
 - Holly Aaron, with over ten years' experience in Lindamood-Bell® programmes, will be joining the CLBL Foundation team in early 2020 and a second driver will be engaged. Having two experienced and knowledgeable Education Consultants will allow for the implementation of the Comprehensive School Partnerships.
 - Once a month for 3-5 days, CLBL Education Consultant, will stay in Montego Bay to visit schools in St. James and neighbouring parishes. This will eliminate extensive daily traveling and allow for more productivity.
2. The coordination of suitable and economical venues for regular Professional Learning Communities (PLCs), presented challenges but this has been overcome with the use of technology, which allows for fortnightly Zoom PLC meetings to be held from 7:30pm-8:15pm. Meetings are held on the Zoom web conferencing platform from 7:30pm-8:30pm.
3. Often teachers are unprepared or unsure of what to expect during a coaching visit. To rectify this a Coaching Menu for 'The Progression of Knowledge Acquisition to Accreditation Through The Four Stages To Instructional Leadership' has been developed and shared with participating teachers. (Please see Appendix)
4. Progress monitoring is not the norm for many teachers. To address the need for accurate monthly records, materials and training were provided to teachers during the coaching visit. In addition, a staff member has been assigned to assist the teachers with the process.
5. Some students require more specialist support and it is challenging to find appropriate practitioners to whom they and their families can be referred. Getting a comprehensive educational psychologist assessment has a wait time of more than 8 months at MICO University College CARE Centre and private practitioners' fees are often out of the price range of students and families. Once an assessment is made, there is often difficulty in locating practitioners for the next steps, specifically Occupational Therapists, Speech and Language Pathologists and Behavioural Therapists (ABA especially).
 - CLBL Education Consultant has been sharing Behavioural Strategies with teachers in an effort to hopefully alleviate some of these issues, until a lasting solution is found. To help connect children with the support needed conversations with the Special Education Unit of the Ministry of Education have started.
6. Some parents and guardians are unable to support their children with reading at home. For continuity and to help support for the parents and guardians, an 'Overview on Developing Imagery to Make Reading Easier' was held for 100-150 parents at a symposium by the Special Education Unit of the MOEYI. The presentation was well-received with a prolonged questions and answers period following.

7. Teachers are occasionally being moved from their grade, breaking the structure of the PLC that has been established within a school. The support of school leadership is needed to keep teachers in their original classes, as the opportunities for intensive remediation and monitoring are severely restricted when these changes do occur.
8. Accommodation and transport costs for teachers participating in Summer Learning Sessions continue to grow as support for schools outside of Kingston is expanded.
 - A second Summer Learning Sessions with Lindamood-Bell® (“Summer Session C”) will take place at Fundaciones, in Montego Bay, to accommodate the regional increase in participating schools from the western part of the island.

Within schools, teachers have noticed significant changes in their students. These changes include better academic performance, increased confidence, improved expressive language; improved behaviour and better school attendance.

CLBL has been able to achieve real and lasting results in a relatively short period of time.

This success is primarily due to the use of Lindamood-Bell® research-validated programmes and the preservation of fidelity through Job Embedded Coaching.

Recommendations and Way Forward

Comprehensive School Partnerships

Creative Language-Based Learning (CLBL) Foundation seeks to develop schools to utilize research validated Lindamood-Bell® methodology, endorsed by the Ministry of Education, through the introduction of Comprehensive School Partnerships.

Comprehensive School Partnerships are a systematic implementation of the Lindamood-Bell® programme, instrumental for school improvement and school turnaround initiatives. This would align a school's resources to develop Local Instructional Mentors and establish long-term sustainability of the programme in spite of the unpredictable emigration of teachers abroad and within the system.

The implementation of these partnerships within schools across the island by Local Instructional Mentors will fulfil the ultimate goals of CLBL. Namely to have strong, trained Local Instructional Mentors be part of the teaching body of all schools there by ensuring sustainability of the programme within the schools and by extension across the island.

Year-round job-embedded coaching by CLBL Education Consultants, would be responsible for the developing the Comprehensive School Partnerships through an established framework as teachers implement the programme. CLBL Foundation will collect data and measure the impact of the Comprehensive School Partnerships programme from all participating schools.

The Comprehensive School Partnerships will include the following:

1. Initial Professional Development Workshops in the Lindamood-Bell® programmes for Literacy and Numeracy.

Provide the Seeing Stars®, Visualizing & Verbalizing® and On Cloud Nine® Programmes to the Early Childhood and Special Need Educators who have a strong understanding of these difficulties within a school and audited by members of school leadership.

Create PLCs within the participating schools across K2 to Grade 4.

2. Needs Assessment and Progress Monitoring

Test measurements are used to provide a comprehensive learning profile, identifying student's strengths and weaknesses in sensory-cognitive functions that underlie literacy and numeracy skills. This is used as a foundation for:

- Specifically designed Instruction, for effectively grouping students and summative growth measurement.
- Progress monitoring and benchmarking assessments of students K2 to Grade 4

3. Response to Intervention (RtI)

Systematic implementation of the programmes for students K2 to Grade 4, using a tiered approach and applying the programmes to the school curriculum.

4. Incorporating leadership to ensure alignment of school policies and structure

Sharing of the knowledge from data collected, instructional walk-throughs, implementation oversight, will develop and build the programme among key partners:

- | | |
|-----------------------------------|------------------------------------|
| • MOEYI Regional Leadership | • Parenting Commission – Parent |
| • ECC Development Officers | Mentors and Parents |
| • Special Education Unit Officers | • Principals and School Leadership |
| • Literacy and Numeracy Officers | • CLBL Local Instructional Leaders |

Appendices

Appendix 1 – Coaching Menu For The Progression of Knowledge Acquisition to Accreditation



Coaching Menu For The Progression of Knowledge Acquisition to Accreditation Through The Four Stages To Instructional Leadership

Job-Embedded Professional Development through onsite instructional coaching and Summer School, will move teachers through the progression of knowledge acquisition for all four stages to instructional leadership, bringing them towards accreditation as Local Instructional Leaders.

Stage One: Instructional Excellence – The ‘Instructor’ Stage

To achieve this level of certification, instructors must:

- ☐ be quick and accurate with all steps for both Seeing Stars® and Visualising & Verbalizing® programmes
- ☐ consistently use sensory-cognitive language, including verbs like ‘picture’, ‘see’, ‘image’, ‘looks like’, ‘visualise’, etc, in their question stems
- ☐ error handle by responding to the student’s response. Instructors should develop independence by questioning the student to analyse his/her own language/error, monitor where he/she deviates and use his/her symbol or concept imagery to correct when comparing back to the stimulus.
- ☐ be able to ‘diagnose’ in real time, note any areas of weakness and develop them on the spot
- ☐ use a variety of behavioural/session management tools to keep sessions productive and positive

‘Instructor’ Stage Coaching ‘Menu’

The Coach can:

1. Model an entire lesson. This should be reserved for a first coaching visit only or when a new programme is introduced, ie, transitioning from Seeing Stars® to VV
2. Model specific steps or a specific strategy. If the teacher would like to see how a programme step is done, how to present it to a group or what a behavioural plan might look like, the Coach can show them
3. Team teach. The lesson could be taught together, with a few steps done by the Coach and a few by the teacher
4. Whisper coach. The teacher can take charge of the lesson, presenting steps independently while the Coach suggests language to use from the sideline
5. Answer any questions on specific steps or strategies, reviewing how each is done
6. Role play with the teacher as needed, to practice steps without students present
7. Observe and mentor. The Coach would watch the lesson, writing a Session Analysis for what she is seeing in that moment, giving oral and written feedback feedback to refine instructional language and delivery and effective error-handling.
8. Analyse student performance and brainstorm strategies for meeting specific educational and behavioural needs
9. Make suggestions for materials and resources to be used

To demonstrate excellence and ensure consistent quality, teachers will need to show strength in five separate recorded Session Analyses for each programme.

Stage Two: Data Analysis – The ‘Diagnostician’ Stage

To show competence here, diagnosticians need to:

- ☐ have participated in the Test Administration Orientation workshop
- ☐ have been signed off to independently administer the Lindamood-Bell for Schools battery
- ☐ be able to interpret individual student performance in terms of the reading circles, diagnostic assessments, formative and summative assessments and any school and/or government evaluative measures
- ☐ demonstrate that they can effectively use data from diagnostic, formative, summative and in-class measures to differentiate among students and group together similar profiles
- ☐ set achievable yet aggressive goals through instructional planning worksheets and measure progress throughout instruction, adjusting goals as needed
- ☐ keep accurate running records of their sessions with students
- ☐ use the portal to submit timely progress updates on their students

‘Diagnostician’ Stage Coaching ‘Menu’

The Coach can:

1. Train teachers in the administration of the Lindamood-Bell For Schools battery
2. Assess a student using informal evaluative materials to determine current instructional level
3. Train teachers in using these informal evaluative materials
4. Analyse testing data to identify and outline an individual learning profile
5. Provide instructional plans with clear and realisable objectives outlined on a week by week basis, moving towards goals in line with curriculum requirements, moving students towards achieving their individual learning potential.
6. Train teachers in instructional planning
7. Work alongside teachers to outline differentiated instructional plans for at risk individuals and small groups as well as a framework for whole classroom implementation.

8. Check in on instructional objectives for the week to be sure that lesson planning is in line with these goals and that teachers are pacing students through the programmes in a timely, appropriate manner.
9. Develop and implement formative assessments to accurately monitor progress for the student(s).
10. Train teachers in use of the bespoke online portal.

Once a teacher has been signed off to administer the Lindamood-Bell battery, can determine their students' instructional levels using the reading circles and can write an appropriate instructional planning worksheet, the Coach will certify them as having mastered the 'Diagnostician' Stage.

Stage Three: Pacing and Planning – The 'Instructional Pacer' Stage

A pacer needs:

- ☐ to have full mastery over the programmes.
- ☐ an understanding of the goal of each task.
- ☐ ability to interpret data effectively, including running records, progress updates and evaluations.
- ☐ to be able to rapidly 'diagnose' students' needs and required instructional levels.
- ☐ to be able to write lesson plans on the spot based on that 'diagnosis'.
- ☐ be able to communicate the lesson plan and goals to colleagues.
- ☐ be able to revise the lesson plan every few hours to target specific needs, develop underlying skills and move students toward independence.

'Instructional Pacer' Stage Coaching 'Menu'

The Coach can:

1. Write and provide 'sample' lesson plans, ones outlining typical first steps or midpoint steps or application steps. These are 'sample' only as they are not based on real time probing or formative assessments
2. Work alongside teachers to write targeted, appropriate lesson plans based on real time probing and diagnosis
3. Evaluate lesson plans written by teachers, giving oral and written feedback.
4. Look at existing lesson plans covering Tier 1 curriculum content and make suggestions for how to integrate language and strategies

Once a teacher is able to consistently construct targeted, appropriate lessons, moving through the programme in an effective, timely manner, the coach will certify the teacher as being able to independently pace and write plans. To further their development, those teachers responsible for pacing students, will oversee a number of less experienced teachers who will assist them with writing the lesson plans.

Stage Four: Mentor – 'The Local Instructional Leader' Stage

As appointed teachers master pacing and planning, they learn how to become Mentors to those teachers still in the early stages of the programme. A mentor must have:

- ☐ mastery over programmes.
- ☐ the ability to interpret data effectively, maintaining records, progress updates and evaluations.
- ☐ mastery over targeted and effective lesson planning.
- ☐ the ability to observe sessions analytically.
- ☐ the ability to provide verbal and written feedback to a teacher based on this analysis.
- ☐ the ability to communicate this feedback clearly, effectively and in a positive manner.
- ☐ the ability to provide guidance not only on programme steps, instructional language and error handling but also on session management and behaviour modification strategies.
- ☐ the ability to present an overview of the programmes, sharing language and strategies in a way that aligns with the model of sensory-cognitive instruction
- ☐ the ability to discuss the programmes with any number of stakeholders from parents/caregivers to school leadership to administrators to the MOEYI to the ECC to their cluster/ QEC to journalists, sponsors and more

'Mentor' Stage Coaching 'Menu'

The Coach can:

1. Meet with the principal/board/school leadership to discuss programmes, methodology and goals
2. Present an overview to staff at the school or within the school's cluster, region, QEC, etc
3. Team- present an overview with the 'Mentor'
4. Observe the 'Mentor' present an overview and provide oral and written feedback
5. Meet with parents/caregivers/stakeholders to discuss individual progress alongside the teacher
6. Shadow the 'Mentor' when they coach a colleague, either modelling language, coaching together or observing and giving feedback on steps and session observed, what to highlight as an area of strength and what to highlight as an area to be improved
7. Review any Session Analyses to ensure they are as impactful and targeted as possible

Once a teacher is signed off on coaching colleagues and writing session analyses by the Coach as well as signed off on presenting an overview, that teacher will be identified as a 'Local Instructional Leader'.

Appendix 2 – CLBL and JTC Letter of Recognition for Professional Development



2 St Lucia Avenue, Kingston 5, Jamaica

2nd September 2019

Miss Chenelle Antonio
1 Meadowbrook Avenue
Kingston 19
Jamaica

Dear Miss Antonio,

This letter serves to confirm that you have participated in the Creative Language-Based Learning (CLBL) Foundation Instructional Leadership Development programme.

Our records indicate that Miss Antonio has completed a total of **165.50 hours** of Professional Development as detailed below.

Categories of Professional Development	1 st September 2016 to 31 st August 2017		1 st September 2017 to 31 st August 2018		1 st September 2018 to 31 st August 2019	
		Hours		Hours		Hours
Workshops & Seminars*			Seeing Stars®	13.00	On Cloud Nine®	13.00
			Visualizing & Verbalizing®	13.00		
					Professional Learning Community	10.50
Instructional Coaching*				37.50		27.00
Practicum*				30.00		21.75
TOTAL		0.00		93.50		72.25

**The number of hours provided above are exact numbers and are not rounded and/or estimates.*

See reverse of this letter for the categories of Professional Development.

Yours sincerely,

Mandy Melville
Founder
Creative Language-Based Learning (CLBL) Foundation

Winsome Gordon, OD, JP, Ph.D (Ed)
Chief Executive Officer
Jamaica Teaching Council

CATEGORIES OF PROFESSIONAL DEVELOPMENT

WORKSHOP & SEMINARS

Seeing Stars® (SI™) – Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling by Nanci Bell introduces techniques to stimulate the ability to create mental representations for sounds and letters within words (symbol imagery). The Seeing Stars® techniques develop symbol imagery for consonants and vowels and extend through single and multisyllable words as a means of processing both sounds and letters within words. This sensory processing provides a base for both phonological and orthographic competency in reading and spelling so that phonetic processing, sight words, spelling accuracy, and contextual reading fluency can be developed. Concepts and techniques of the programme are presented through lectures, discussions, demonstrations, videos, reading and supervised practice.

Visualizing and Verbalizing® (V/V®) – Language Comprehension and Thinking by Nanci Bell introduces techniques for stimulating concept imagery for single words, phrases, single sentences, sentence by sentence in paragraphs, whole paragraphs and whole pages. The Visualizing and Verbalizing® techniques stimulate the ability to form an imaged gestalt from language, as a base for oral and written language comprehension and expression, and higher order thinking skills. Concepts and techniques of the programme are presented through lectures, discussions, demonstrations, video, reading and supervised practice.

On Cloud Nine® (OCN™) – Visualizing and Verbalizing for Maths by Nanci Bell and Kimberly Tuley presents maths concepts through imagery and the use of manipulatives. On Cloud Nine® establishes a cognitive base for understanding maths, applying those concepts to computation and word problems. Concepts and techniques of the programme are presented through lectures, discussions, demonstrations, videos, reading and supervised practice.

Test Administration Orientation is an introduction to tests administered by Lindamood-Bell for Schools® and their partnering schools. Test measurements are used to identify sensory cognitive weaknesses and use that information as a foundation for pacing groups in the school. This workshop includes presentation, discussion, and practice in the administration and interpretation of the following tests:

- ☐ Peabody Picture Vocabulary Test –Fourth Edition, PPVT™-4
- ☐ Wide Range Achievement Test –Fourth Edition, WRAT-4, Word Reading and Spelling Subtests
- ☐ Symbol Imagery Test™ –Lindamood-Bell Learning Processes® Assessment
- ☐ Gray Oral Reading Test, –Fourth Edition, GORT-4, Form A
- ☐ Woodcock Reading Mastery Tests, Third Edition, WRMT™-III, Form A, Word Attack Subtests

Professional Learning Community workshops introduce a model to identify and serve students in all three tiers of instruction. Namely, Tier 1–Care Instructional Programmes, Tier 2 – Targeted Group Intervention and Tier 3 – Intensive Intervention. A model of language processing is developed that unifies decoding, encoding, vocabulary, and comprehension. The sensory–cognitive functions that affect development of decoding and comprehension skills are presented through research and case studies. Participants gain knowledge in a process-based model for schools and regions. PLC workshop topics include but are not limited to:

- | | |
|--|---|
| <input type="checkbox"/> Diagnostic, Formative and Summative Assessments | <input type="checkbox"/> Behaviour and Group Management |
| <input type="checkbox"/> Student Grouping Practices | <input type="checkbox"/> Pacing and Lesson Planning |
| <input type="checkbox"/> Analysis of Small-Group Instruction | <input type="checkbox"/> Developing Sight Words |
| <input type="checkbox"/> Instructional Record Keeping | <input type="checkbox"/> Developing Multisyllable Imagery |
| <input type="checkbox"/> Error-Handling | <input type="checkbox"/> Application to Curriculum |

INSTRUCTIONAL COACHING

The primary focus of the Job-Embedded Professional Development and Instructional Coaching is to transfer the knowledge gained at the workshops into the classroom. Coaching refines instructional language and delivery, ensuring fidelity and quality of instruction. This involves the modelling of steps and lessons, observation and feedback, collaborative goal setting, lesson planning and peer coaching. Also included are error-handling, mentoring for implementation of the Seeing Stars®, Visualizing and Verbalizing® and On Cloud Nine® programmes. Coaching encompasses grouping and differentiating instruction, diagnostic, formative and summative assessments, and behaviour management and motivational skills.

Instructional Coaching develops a cadre of Local Instructional Leaders from amongst participating educators. Local Instructional Leaders must demonstrate excellence in:

- ☐ ‘Instructor’ Stage –Instructional quality
- ☐ ‘Diagnostician’ Stage – Interpretation of formative and summative assessments
- ☐ ‘Pacer’ Stage – Instructional and lesson planning
- ☐ ‘Mentor’ Stage – Sharing methodologies, through group and one-to-one training

PRACTICUM

The summer school sessions are designed to develop the instructional skills of teachers, allowing for supervised practice with the programmes, simultaneously providing intensive remediation to their students. Lindamood-Bell® and Creative Language-Based Learning consultants oversee the participating teachers’ instruction of nominated children from their respective schools, in six–hour daily sessions. Each student receives 60 hours of instruction. Teachers themselves have supervised practice time to develop their skills in programme steps and instructional language.

Through these sessions, teachers receive professional development under the guidance of a Lindamood-Bell® and Creative Language-Based Learning consultant. Teachers practice test administration, pacing and grouping, differentiated goal setting, lesson planning, instruction, behaviour strategies and peer mentoring.

Appendix 3 – Lindamood-Bell® Workshop Credit Information



Workshop Credit Information

Please check with your licensing board, accrediting agency, or human resources department to verify their acceptance of the credit types listed below.

Successful completion of a workshop requires full attendance and participation for the entire duration of the workshop.

Credit Options

Lindamood-Bell® Continuing Education Credits (CEUs)

All participants who complete a workshop will receive complimentary Lindamood-Bell CEUs. An attendance letter documenting Lindamood-Bell CEUs and seat hours will be emailed to you within 30 days after the workshop.

*ASHA will accept Lindamood-Bell CEUs for Certification Maintenance Hours only. For more information about your Certification Maintenance Hours, contact the ASHA Action Center.

Post-Graduate Professional Development Credit

Post-Graduate Professional Development credit, through our partnering university, Brandman University (Chapman University System), is available at an additional cost. Details on how to register and assignment requirements can be found on the reverse side of this page.

Brandman University School of Extended Education awards post-graduate professional development credit with the successful completion of course requirements. These credits are not part of a degree program but are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval from appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. State licensing departments vary regarding criteria for credit acceptance, and some states may not accept credit from universities that are located outside the state.

Course Name	Lindamood-Bell® CEUs	Seat Hours	Cost	Brandman ¹ Semester Credits	Cost
Seeing Stars®	1.3	13	Complimentary	1	\$70
Visualizing and Verbalizing®	1.3	13	Complimentary	1	\$70
Lindamood Phoneme Sequencing® (LiPS®)	1.95	19.5	Complimentary	1	\$70
Talkies®	1.3	13	Complimentary	1	\$70
On Cloud Nine® Math	1.3	13	Complimentary	1	\$70
Introduction to Professional Learning Community ²	0.65	6.5	Complimentary	Offered as a Series. See reverse.	
INFORMS for Schools Orientation ²	0.2	2	Complimentary	Offered as a Series. See reverse.	
Test Administration Orientation ²	0.7	7	Complimentary		
Instructional Leader Development ²	1.5	15	Complimentary	n/a	n/a

1. Additional enrollment and costs required.
2. Offered exclusively to our School Partnerships.

One quarter unit usually equals 2/3 of a semester unit. Call the accepting institution for verification.



Brandman University School of Extended Education

Registration

Register at <http://www.brandman.edu/lindamoodbell> by the end of the workshop. Brandman Extended Education may also be reached at (800) 632-0094.

Course Name	Course #	Semester	Units	Cost	Grading
Seeing Stars®	EDLU0084	1		\$70	Letter Grade Only
Visualizing and Verbalizing®	EDLU0083	1		\$70	Letter Grade Only
Lindamood Phoneme Sequencing® (LIPS®)	EDLU0082	1		\$70	Letter Grade Only
Talkies®	EDLU0085	1		\$70	Letter Grade Only
On Cloud Nine® Math	EDDU0179	1		\$70	Letter Grade Only
Introduction to Professional Learning Community ¹	EDDU0230	2		\$140	Letter Grade Only
Test Administration and INFORMS for Schools Orientations	EDDU0300	1		\$70	Letter Grade Only

¹Registration for this series requires attendance at the Seeing Stars, Visualizing and Verbalizing, and Introduction to Professional Learning Community workshops. Registration for this series requires attendance at both the Test Administration Orientation and the INFORMS for Schools Orientation and completion of assignments.

Assignment Requirements

Courses require assignments (a five-page paper and a application to practicum), which are due within seven days after the completion of the workshop. Be sure to include your name, the course taken, and the location of the event. Use twelve-point font and one-inch margins.

1. A five-page paper on how skills learned in the workshop will be applied to a professional environment.
2. Application to practicum, see details below:

Course Name	Assignment Details
Seeing Stars®	<ul style="list-style-type: none"> Write a first-day lesson plan for a kindergarten group. Write a first-day lesson plan for a 2nd-grade classroom.
Visualizing and Verbalizing®	<ul style="list-style-type: none"> Write a first-day lesson plan for a 2nd-grade classroom. Write a first-day lesson plan for a 6th-grade classroom.
Lindamood Phoneme Sequencing (LIPS®)	<ul style="list-style-type: none"> Write a first-day lesson plan for a group of kindergartners. Write a first-day lesson plan for a group of non-reader 2nd graders who have some sound/symbol skills already.
Talkies®	<ul style="list-style-type: none"> Write a first-day lesson plan for Sam, a 5-year-old boy who does not have a formal diagnosis but struggles with expressive language. Write a first-day lesson plan for Penny, a 5-year-old girl who has a diagnosis of autism and has limited verbalization.
On Cloud Nine Math®	<ul style="list-style-type: none"> Write a first-day lesson plan for a 1st-grade classroom. Write a first-day lesson plan for a group of 4th graders who are performing at or around a 2nd-grade level with math.
Test Administration and INFORMS for Schools Orientations	<ul style="list-style-type: none"> Administer a Score Full Test battery. INFORMS for Schools worksheet.

Email your completed assignment to support.forschools@lindamoodbell.com. A letter grade will be issued once course requirements are met. Expect a confirmation email from Brandman University with transcript ordering instructions.

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03/19

