

# Creative

## Language-Based Learning

### (CLBL) FOUNDATION



## Executive Director's Impact Report

January – August 2020

with  
CLBL Educational Consultants & Lindamood-Bell® Consultants



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## CLBL Foundation 2020 Programme

As of August 31, 2020, CLBL Foundation has 181 teachers from 89 schools in 12 parishes participating in the Programme.

Educational Consultant, Holly Aaron, joined CLBL Foundation on February 23, 2020.

From January 13<sup>th</sup> through to February 26<sup>th</sup>, CLBL Educational Consultants, Mary MacDonald and Holly Aaron delivered Onsite Professional Development to participating teachers at their schools.

Due to the COVID-19 Pandemic, from March 16<sup>th</sup>, Professional Development was delivered online through Professional Learning Communities (PLC), Coaching Sessions, including One to One Coaching.

### Teacher Interview & Selection Process – March 2 thru 13

Face to Face Interviews	97	Participating Panellists	35
Telephone Interviews	24		
No shows for Interviews	30		
Total Applicants	151		
Applicants Accepted	61		

Sixty-one (61) applicants were accepted from the total of one hundred fifty one (151) interviewed. Fifty-nine (59) participated in the workshops and now comprise the 2020 Cohort.

### Seeing Stars® & Visualizing & Verbalizing® Online Workshops

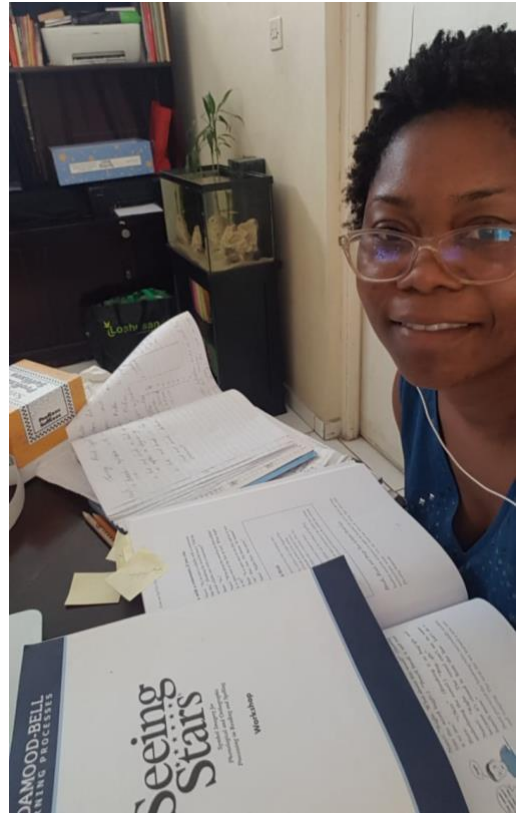
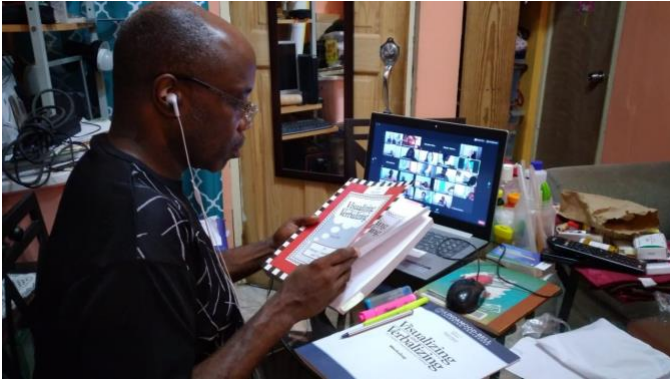
Due to Coronavirus (COVID-19) restrictions, workshops were held online:

- 59 teachers from 12 parishes participated in the Seeing Stars® Online Workshop held on June 10<sup>th</sup> – 12<sup>th</sup>, from their specified locations.
- 57 teachers from the 2020 Cohort participated in the Visualizing and Verbalizing® Online workshop on June 15<sup>th</sup> – 17<sup>th</sup>. Two (2) teachers participated in the makeup workshop in July.
- Each workshop was held over a 3-day period for 4½ hours each day.
- Workshops were audited by sponsors, MOEYI and other government heads as well as principals from participating schools.
- Technical difficulties were resolved with assistance from Digicel and Flow through the provision of data and/or upgraded WIFI packages.



<https://drive.google.com/file/d/1X7QPpPFoiZeLbnDdx7cmNLxnd2hRdo85/view>

Teachers were trained in the Lindamood-Bell® programmes through two online workshop presentations, discussions, demonstrations, videos, reading, and supervised practice. The Seeing Stars® helps teachers develop symbol imagery for phonological and orthographic processing in reading and spelling, plus the Visualising & Verbalising® for language comprehension and critical thinking.



Seeing Stars® and Visualizing & Verbalizing® Kits and workbooks were delivered to individual teachers prior to workshops.

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

Cancellation as a result of the effects of the Covid-19 pandemic.

## **On Cloud Nine® Maths Workshop**

Cancellation as a result of the effects of the Covid-19 pandemic.

## Summer Learning Sessions with Lindamood-Bell® – June 30<sup>th</sup> thru July 31<sup>st</sup>

The **primary goal** of the Summer Learning Sessions was to give teachers participating in the programmes an opportunity to implement the stages of Local Instructional Leadership as outlined in the Progression of Knowledge Acquisition to Accreditation - Four Stages to Instructional Leadership.

Instructional Leadership stages are as follows:

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

Newly trained teachers who had completed the *Seeing Stars® (SI™)* and *Visualizing and Verbalizing® (V/V®)* workshops commenced learning and practicing the Instructor stage, while teachers from previous cohorts continued their development in the Diagnostic, Pacer and Mentor Stages.

A **secondary goal** was to give participating students a jumpstart with instruction in reading, spelling, comprehension, critical thinking and maths in preparation for the new school year.

The format of previous Summer Learning Sessions was to have teachers meet students face to face at a central location (Reach Academy). This was changed because of the COVID pandemic and the programme was delivered primarily online.

### Test Administration Orientation Workshop

All participating teachers attended a Test Administration Orientation Workshop conducted by Lindamood-Bell® For Schools on June 30<sup>th</sup>. There were 45 teachers in attendance and 3 auditing school leaders. Teachers were instructed how to administer formal and informal Needs Assessments Tests and given an understanding of how to interpret the test results.

### Summer Learning Sessions

From July 7-31, Summer Learning Sessions were offered through two options, namely Online & Face-to-Face.

Training and Professional Development was delivered to 71 teachers and remedial instruction to 85 students. This took place under the guidance of six (6) Lindamood-Bell® Consultants, two (2) CLBL Educational Consultants and nineteen (19) CLBL Teachers at the Mentor Stage.

- Online Instruction via Zoom platform was delivered to 24 teachers and 21 students. These sessions were monitored by Lindamood-Bell Consultants, CLBL Teachers at the Mentor Stage and volunteers from Kiwanis Club of New Kingston.
- Face-to-Face instruction for 47 teachers and 64 students was conducted in small groups. These sessions were monitored by CLBL Foundation Consultants and CLBL Teachers at the Mentor Stage.



During the three weeks of Summer Learning Sessions teachers completed a total of 3,012 hours of Professional Development comprised of the following.

- 464.15 hours of direct in-session coaching,
- 2,276 hours of instructional practice
- 271.85 hours of workshops.

Professional Development was delivered through supervised, intense instruction. During these sessions teachers were immersed in the programme steps and language, and given immediate oral and/or written feedback, while tutoring the selected students.

Professional Development encompasses:

- grouping and differentiating instruction
- diagnostic, formative and summative assessments
- modelling a specific strategy
- instructional quality
- program adaptation to the students' needs
- analysing students' performance
- behaviour management and motivation skills
- team building and mentoring among other teachers

During Summer Learning Sessions, the selected students benefited from this intense remedial instruction, improving their skills in reading, spelling, comprehension, critical thinking and maths. This assists them in becoming self-correcting, independent learners.

On completion of 40 hours of the Summer Learning Session students were re-tested and reassessed. These testing protocols allowed progress to be accurately measured, both over the immediate summer and previous years.

Teachers participated in the Professional Learning Communities, PLCs, and focussed on different topics, determined by their specific needs and feedback, included but not limited to the following.

- An Overview On Professional Development Sessions
- Test Administration, Test Review, Scoring, INFORMS
- Identification and Diagnostic Abilities In Understanding and Interpreting the Results
- Error Handling, Instructional Record & Attendance
- Behaviour and Group Management
- Pacing, Reading The Lesson Plan
- VV® Steps on Implementation, Contextual Reading

Care Packages were delivered throughout 11 parishes to all students and teachers. These consisted of small prizes/rewards, snacks, drinks, academic supplies and COVID-19 related amenities.



## Obstacles and How They were Addressed

1. The first two days of the Online Summer Learning Session were difficult to implement due to the participants lack of experience in this method of instruction.

Additional assistance was requested to coordinate the online instruction. Volunteers were recruited and it was found that one person for every five students was necessary for a smooth transition of the teachers between students.

The Zoom room was opened up before the appointed meeting time, so that teachers could logg-in earlier in readiness for their first student.

A WhatsApp group was created with online instructors allowing a direct line of communication to clarify any issues that arose during the sessions.

2. Delivery of care packages to various locations. Formerly all deliveries were made to one location (Reach Academy) in Kingston by one driver. Deliveries to teachers and students in 11 parishes proved time consuming and required much coordination. Deliveries were arranged by four drivers on weekends to ensure recipients were available at the specified venues.

## Key Experts

### Lindamood-Bell®

Kaely Ross - Project Director

Alex Koss - Project Director

Brittany Cotton - Project Director

Keshia Thorne - Project Consultant

Mary Iwai - Project Consultant

Stephanie Vogel - Project Consultant

### CLBL Foundation

Mary MacDonald - Lead Education Consultant

Holly Aaron - Education Consultant

### CLBL Foundation Teachers at Mentor Stage

#### **2017 Cohort**

Wendy Bailey

Anceline Cunningham Dixon

Sade Homes

Renee Renalls

Shantaul Simpson

Shawna Stewart

Patricia Williams

#### **2018 Cohort**

Judy Alexander-Walker

Chenelle Antonio

Cheryl Davis

Maureen Davis-Atkinson

Trishanna Dayes

Heidi-Ann Dillon

Sasha Hewitt

Simone Smith-White

Antoinette Wyatt

#### **2019 Cohort**

Colleen Atkinson

Lisandra Jureidini

Tessa-Mae Lee

Melicia Mathison

# Impact Report – Online and Face-to Face Summer Learning Sessions 2020 for the Seeing Stars® and Visualizing & Verbalizing® Programmes

## Tests Administration

CLBL's Educational Consultants with CLBL Teachers at the Mentor Stage, conducted formal and informal Needs Assessments Tests on all participating students. These results were used as a foundation for grouping and pacing students in the Summer Learning Sessions.

The **Formal Test Administration** monitoring tools used to measure the impact of instruction over the Summer Learning Sessions, have shown the positive influence of the programmes.

Below is a list of the Decoding Assessments developed by Seeing Stars® instruction and Comprehension Assessments developed by Visualizing and Verbalizing® instruction. In some cases, the entire battery is not administered.

## Decoding Assessments

Skill	Task	Test
Symbol Imagery	Recall and manipulate orthographic patterns	Symbol Imagery Test (SIT)
Word Attack	Read a list of progressively difficult nonsense words	Woodcock Reading Mastery Tests (WRMT™-III, Form A)
Word Recognition	Read a list of progressively difficult real words	Wide Range Achievement Test (WRAT-5)
Spelling	Spell a list of progressively difficult real words	
Rate, Accuracy, and Fluency	Read paragraphs aloud	Gray Oral Reading Tests (GORT-4)

## Comprehension Assessments

Skill	Task	Test
Vocabulary	Select one picture from four that matches a spoken word	Peabody Picture Vocabulary Test (PPVT-5)
Oral Directions	Mark visual material after hearing spoken directions	Detroit Tests of Learning Aptitude (DTLA-2)
Comprehension	Answer multiple-choice questions after reading a paragraph aloud	Gray Oral Reading Tests (GORT-4)




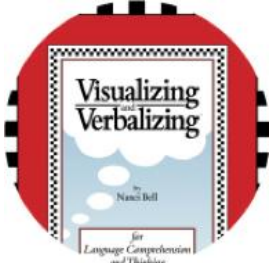
Participating teachers also learned how to assess individual student needs with **Informal Testing Protocols**. To determine knowledge and accuracy, these testing protocols were used with the Lindamood-Bell Seeing Stars® Sound to Symbol Chart, and other sight word lists, such as the Dolch. Teachers recorded their students' levels of accuracy and compared this to their grade level expectations.

Test measurements were used to provide a comprehensive learning profile, identifying students' strengths and weaknesses in both sensory-cognitive functions and the component parts of reading. Through the students' different learning profiles, teachers gained training and experience in the gamut of learning challenges across programmes.



### Seeing Stars® and Visualizing and Verbalizing® Programmes

Once the students' needs were determined, students received instruction in one of the following Lindamood-Bell® programmes.

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

Students were retested on the same battery of assessments after they received 40 hours of instruction.


## Summer Learning Sessions - Seeing Stars® & Visualizing and Verbalizing® Report

Participating teachers proposed students, from their upcoming September Classes for the Summer Learning Sessions. Students ranged in ages from 6 to 13, and Grades 1 thru 7.

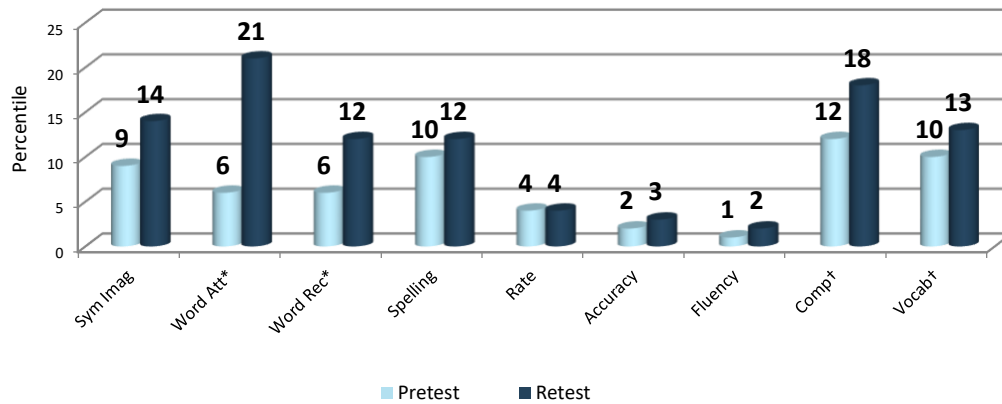
Students first assessment were conducted prior to the Summer Learning Sessions at the beginning of July. After 40 hours of instruction, the second assessment was conducted and results compared.

### Demographics & Results of Formally Tested Students - Lindamood-Bell® For Schools

#### Seeing Stars® Instruction

Decoding Focus	Demographics	
	Number of Students	17
	Average Age	9.8
	Average Hours of Instruction	40.1

#### Pre- and Retest Percentiles

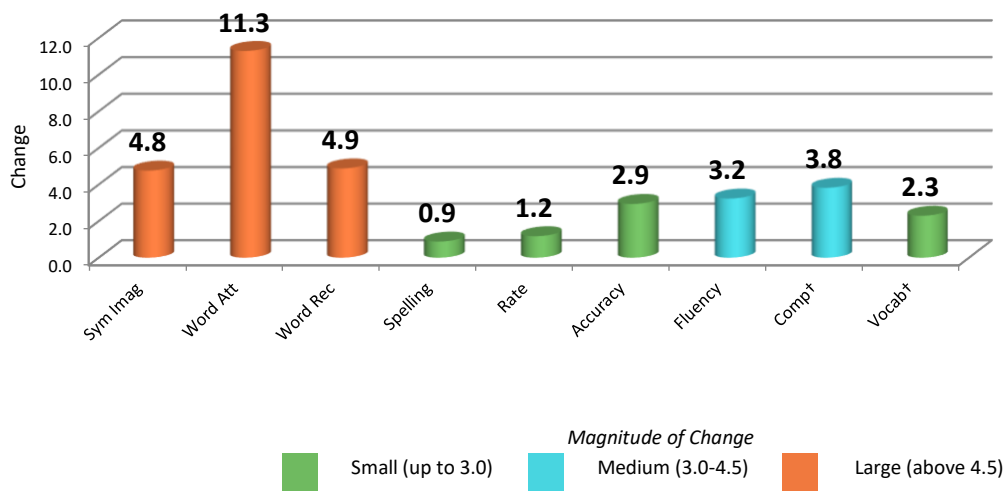


#### Highlight

15-point increase in Word Attack

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


#### Average Standard Score Changes



#### Highlight

Large changes in 3 out of 9 measures

## Visualizing and Verbalizing® Instruction

Comprehension Focus	Student	Hours of Instruction
	1	45
	2	45

### Pre- and Retest Percentile

Student	COMP		VOCAB		SI <sup>†</sup>		WA <sup>†</sup>		WR <sup>†</sup>		SPG <sup>†</sup>		RATE <sup>†</sup>		ACC <sup>†</sup>		FLU <sup>†</sup>	
1	50	50	9	5	21	35	9	25	13	45	19	32	16	16	9	9	9	9
2	91	84	82	53	92	87	90	81	99	91	79	84	84	84	75	75	84	84

### Standard Score Changes

Student	COMP	VOCAB	SI <sup>†</sup>	WA <sup>†</sup>	WR <sup>†</sup>	SPG <sup>†</sup>	RATE <sup>†</sup>	ACC <sup>†</sup>	FLU <sup>†</sup>
1	0	-5	6	10	15	6	0	0	0
2	-5	-13	-5	-6	-18	3	0	0	0

Small (up to 3)
  Medium (3–5)
  Large (above 5)

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

<sup>†</sup>These skills are not directly stimulated by Seeing Stars instruction. Therefore, growth may not be commensurate with growth on targeted measures.

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

## Conclusion for Formal Testing

This report includes summative data from the intensive Online Summer Learning Session for seventeen (17) students who received 45 hours of Seeing Stars® instruction and two (2) students who received 40 hours of Visualizing and Verbalizing® instruction.

The students who received Seeing Stars® instruction made statistically significant gains in all component parts of reading. Students made medium to large standard score changes in Symbol Imagery, Word Attack, Word Recognition, Accuracy, and Fluency.

The students who received Visualizing and Verbalizing® instruction made significant gains in reading, comprehension and vocabulary.

## Demographics and Results of Informally Tested Students - CLBL Consultants and Mentors

### Seeing Stars® Instruction

The demographics are as follows:

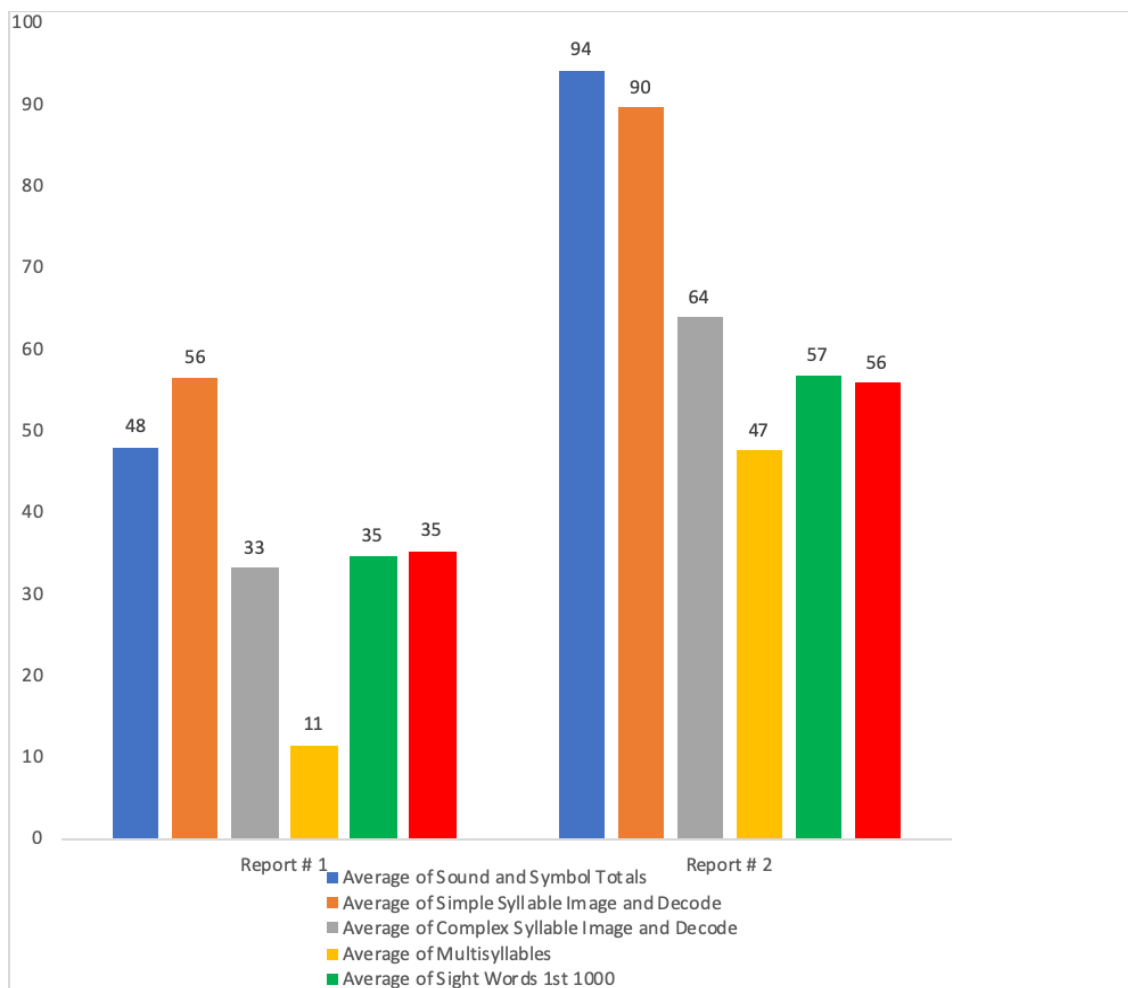
Gender	Number	Minimum Age	Maximum Age	Average Age	Minimum Grade	Maximum Grade	Average Grade
F	6	6	11	8-4	2	6	4
M	7	6	13	9-9	1	7	4

### Average Levels of Accuracy and Percentage Increase per Report

Summer Learning Sessions 2020 Formative Assessments	Report # 1 (Pre-Assessment)	Report # 2 (Post- Assessment)
<b>Average # of Hours Per Report</b>	<b>0</b>	<b>42</b>
Average % Accuracy with Sound and Symbol Associations to Grade Level	48	94
Sound and Symbol Accuracy - % Increase from Report #1		96%
Average % Accuracy with Simple Syllable Image and Decode to Grade Level	56	90
Simple Syllable Image and Decode Accuracy - % Increase from Report # 1		59%
Average % Accuracy with Complex Syllable Image and Decode to Grade Level	33	64
Complex Syllable Image and Decode Accuracy- % Increase from Report # 1		93%
Average % Accuracy with Multisyllables - Concepts and Decoding to Grade Level	11	47
Multisyllables % Accuracy - Increase from Report # 1		315%
Average % Accuracy with Sight Word Recognition to Grade Level	35	57
Sight Word Accuracy - % Increase from Report #1		64%
Average % Accuracy of Reading Fluency to Grade Level	35	56
Reading Fluency % Accuracy - Increase from Report # 1		58%

With 40 hours of instruction in Seeing Stars®, students have shown significant increases in all their reading measures.

## Average Percentage Accuracy Per Report - Chart



### Conclusion for Informal Testing

Students made significant gains in the underlying process of Symbol Imagery, Phonemic & Orthographic Awareness and have shown significant increases in all of their reading measures.

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.

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.

After 40 hours of intense remedial instruction, the measures increased substantially, putting students well on their way to performing at, or above grade level expectations in the elements of reading. For the upcoming September term, it was recommended that students continue the Seeing Stars® instruction for 15–20 minutes daily, which will prompt the students' progress in reaching their grade level goals.

The initial elements of reading were the focus of instruction for the Summer Learning Sessions. With continued remediation through the Seeing Stars® programme, complex and multisyllable word attack, sight word and reading fluency measures will be addressed during the coming school year.

Improvement in students' reading accuracy and fluency leads directly to changes in reading comprehension.



## Impact – Within Schools

### Changes In School Performance

Constitution Hill Primary, **2019 Cohort Teacher Melicia Mathison** organised her school's Summer Learning Session recreating the Summer Learning Sessions at REACH Academy in 2019. All details were followed precisely including room set-up, timetables on the doors, rotating workstations, prize boxes and the use of Student Recognition Tools.

<https://drive.google.com/file/d/1-Ty1oeVZylkTDTYT3TPHo-m92rTtPQfP/view>

Ms Mathison and **2018 Cohort Teacher, Trishanna Dayes**, mentored their colleagues during the Constitution Hill Primary Summer Learning Session. To help her teachers broaden their experience, students with different learning profiles were included in the Summer Learning Session. This was supported with face-to-face coaching visits by CLBL Educational Consultant Holly Aaron.

### Increased Confidence and Motivation of Teachers

McCam Child Care & Development Centre, **2017 Cohort Teacher Sade Holmes** assessed her four (4) students herself, created instructional plans based on the informal assessments and wrote lesson plans for her face-to-face Summer Learning pod.

Obistan Kinder Preparatory, **2019 Cohort Teacher Colleen Atkinson** wrote two Session Analysis Forms and two Lesson Plans for the Virtual Summer Learning Sessions that required no editing or changes whatsoever.

**Tashkia Richards of Constitution Hill** greatly improved her ability to teach the programmes. Her initial lack of enthusiasm was completely reversed three weeks into the Summer Learning Session. This was evident by her interaction with the students and her fun-loving delivery of the lessons which resulted in her increased confidence and improved ability to use the programme.

### Students' Performance In Reading Moved Up In Grade Levels

Six-year old Yashena R, in K3 at the Jamaica China Goodwill Infant School, moved from identifying isolated letters and sound by sound decoding of simple 2-3 letter words, to quickly and accurately reading complex, single syllable words. Yashena has now started to explore multisyllables. This increased ability to automatically decode unfamiliar words has prepared her to enter Primary School at her grade level.

Twelve-year-old Britnay M, with a family history of non-readers had no expectation or desire to ever learn to read. Britnay began instruction knowing half of the letter sounds and unable to apply imagery to sound out words. She had a limited sight word base and was unaware of basic sound-symbol associations for even the simplest of consonants and vowels.

After 40 hours of instruction, Britnay had increased her ability to decode words by 3 grade levels. She now knows all of the letter sounds and continues to build a sight word base and to practice reading. Now that she recognised her own potential, her confidence has grown significantly and she has a great desire to read. (See *Lindamood-Bell® For Schools Evaluation Summary*)

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# LINDAMOOD-BELL

*Learning Processes*

## Lindamood-Bell For Schools

### Re-evaluation Summary

Name:	Britnay M	School:	CLBL Summer School 2020
Birth Date:	8/20/2008	Student ID No.:	CLBL202001
Gender:	Female	Pre Tester:	Holly Aaron
		Re Tester:	Holly Aaron

Pretest Date:	7/2/2020	Pretest Chrono Age:	11-10	Pretest Grade:	6.0
Retest Date:	8/10/2020	Retest Chrono Age:	11-11	Retest Grade:	6.0

Hours of instruction between 7/2/2020 and 8/10/2020:

Seeing Stars®: 40.5

Total: 40.5 hours

7/2/2020    8/10/2020

#### Woodcock Reading Mastery Tests - III, form A

Word Attack	10	19 Raw
	72	98 Standard Score
	3rd	45th Percentile
	7:7	11:4 Mental Age
	2.0	5.8 Grade Equiv.

#### Wide Range Achievement Test - 5, form Blue

Word Reading	33	46 Raw
	74	94 Standard Score
	4th	34th Percentile
	2.3	5.3 Grade Equiv.

Spelling	23	22 Raw
	73	71 Standard Score
	4th	3rd Percentile
	2.3	2.0 Grade Equiv.

#### Gray Oral Reading Tests 4, form A

Rate	8	4 Raw
	2	1 Standard Score
	<1st	<1st Percentile
	<6.0	<6.0 Age Equivalent
	<1.0	<1.0 Grade Equiv.

Accuracy	7	4 Raw
	1	1 Standard Score
	<1st	<1st Percentile
	<6.0	<6.0 Age Equivalent
	<1.0	<1.0 Grade Equiv.

Fluency	15	8 Raw
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Name: Britnay Martin

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	<u>7/2/2020</u>	<u>8/10/2020</u>
.....	1	1 Standard Score
.....	<1st	<1st Percentile
.....	<6.0	<6.0 Age Equivalent
.....	<1.0	<1.0 Grade Equiv.
.....		
Comprehension	27	19 Raw
.....	8	6 Standard Score
.....	25th	9th Percentile
.....	10.0	8.0 Age Equivalent
.....	5.0	3.0 Grade Equiv.
.....		
Symbol Imagery Test		
.....	16	19 Raw
.....	72	78 Standard Score
.....	3rd	7th Percentile
.....	7-6	7-11 Age Equivalent
.....		
Informal Tests of Writing		
Symbol to Sound	35	50 Raw
.....		
Peabody Picture Vocabulary Test - 5, form A		
.....	148	156 Raw
.....	78	83 Standard Score
.....	7th	13th Percentile
.....	8:1	8:8 Age Equivalent
.....		

## Year-Round Instructional Leadership Development & Job-Embedded Coaching – January 6<sup>th</sup> thru August 31<sup>st</sup>

Throughout April and May, each of the Educational Consultants presented one online workshop per day, on different topics. Participating teachers were joined by their principals and colleagues.

CLBL Educational Consultants and Lindamood-Bell® Consultants have conducted over **6,755.48 hours** of Online and Face-to-Face Professional Development with participating teachers.

Online Professional Development was delivered through Professional Learning Communities (PLCs), with continued instruction via telephone, WhatsApp and Zoom, allowing all teachers to be supported.

- The **2020 Cohort** was introduced to the programmes and the methodologies of Seeing Stars® and Visualizing & Verbalizing® prior to the June 10th Workshops.
- **All Cohorts** were invited to participate in overviews of On Cloud Nine® and the proposed additional workshop, Talkies®, through online PLC's.
- **One to One Coaching** provided all teachers with individual support, allowing Educational Consultants to observe, model steps, suggest lesson plans, provide oral and written feedback through Session Analyses.
- **Virtual Coaching Sessions** with teachers and students have continued. During which Educational Consultants observed, modelled steps, suggested lesson plans, provided oral and written feedback through Session Analyses.
- The CLBL Foundation's Team continued to support the development of Local Instructional Leadership as outlined in the Progression of Knowledge Acquisition to Accreditation - Four Stages to Instructional Leadership. Online Professional Learning Communities (PLCs) Sessions were conducted via Zoom, covering all stages as follows.
  - **Instructor Stage.** Instructed teachers in how to model, team teach, mentor and refine instructional language and delivery. Effective error-handling and lesson planning and implementation for the Seeing Stars® and Visualizing and Verbalizing® programmes is included.
  - **Diagnostician Stage.** Teachers trained in the Test Administration Orientation workshop were given the opportunity to apply what was learned and shown how to better assess students' needs and respond accordingly.
  - **Pacer Stage.** The teachers from 2017 through 2019 cohorts were shown how to write lesson plans with guidance and supervision having immediate feedback from the project leaders, so becoming independent with this process. Through online observation the consultant certified a teacher as being able to independently pace and write plans.
  - **Mentor Stage.** Potential Mentors were guided in the delivery of effective programme implementation and assisted with lesson planning and data analysis.

- **Webinars** continue to be produced for Professional Development of the teachers and are presented via the Video Platform.

116 recordings of PLC presentations have been produced and distributed via Google Drive and YouTube links. These have been made available to participating teachers for use during their PD presentations to colleagues.

- **Lindamood-Bell Learning Processes®** has facilitated ongoing virtual coaching by extending access to their online Imagery-Language Connection. This is a subscription-based, Professional Development Programme usually only available through payment of an annual fee. The fee has been waived and access granted to all the CLBL participating teachers for continued Professional Development in the Seeing Stars® and Visualizing & Verbalizing® programmes. Lindamood-Bell® continued to facilitate weekly planning meetings with focus on the Online Summer Learning Sessions.
- **Gander Publishing** has continued to facilitate virtual instruction, providing access to the Gander Digital Materials at no cost. These Digital Materials include interactive, online resources such as the Seeing Stars® Decoding Workbooks and the Imagine That!™ Visualizing & Verbalizing® Stories for Comprehension.
- **Online Resources, along with Digitized Offline Resources and Materials,** have been curated by Subject matter, Grade Level and Instructional Level and all items shared with teachers
- Resources and strategies for supporting teachers, parents and students have also been shared with the Early Childhood Commission. This includes brochures with strategies for supporting infants from ages 0-2, very young learners age 3-5, as well as those in older Primary grades. These resources have been created and provided by CLBL Foundation, Lindamood-Bell®, Gander Publishing® and others.



## **Teachers and Student Support**

The CLBL Foundation Team has provided support for student instruction through the following.

- Printable versions of instructional materials for distribution among teachers, parents and students.
- Online instruction for students via Zoom, WhatsApp, Skype, Google Classrooms or the MOEYI platform.
- Teachers with face-to-face pods were instructed via Zoom, WhatsApp, Skype, Google Classrooms or the MOEYI platform.
- Teachers were instructed on how to create individual online lesson forms with video/audio links and multiple-choice questions that can be followed independently.

## **Parents and Community**

CLBL Foundation provided parents, guardians and communities with tips and advice. Topics include support for children with special learning needs, creating a learning environment and general guidance for home-learning.

CLBL Foundation has made notable strides to support parents in the educational process through the following:

- With the assistance of Verb Communications CLBL Foundation social media presence has been increased via Twitter, Instagram and our current web page.
- Instagram Live discusses relevant topics on supporting home-learning.
- Teachers were given materials and directives on communicating with parents regarding instruction in the Seeing Stars® and Visualizing and Verbalizing® programmes.
- Presented parent workshops presented with an overview to simple methodologies and strategies for use with their children to continue the goals of the programmes.
- Schools have been offered 'Tips for Home' to support parents.
- This list has been shared with the National Parenting Commission for dissemination as needed.
- Advice for supporting home-learning has been shared via traditional media, through:
  - newspaper article in The Sunday Observer,
  - radio interviews on Love 101FM, RJR 94 FM, Power 106FM and
  - television appearances on TVJ, Smile Jamaica morning show.

## **Laptops**

CLBL Foundation gathered data on the participating teachers' access to a computer/ laptop and internet services at home.

Thirteen (13) laptops donated by **Intcomex Jamaica Limited**, are all currently being used by teachers participating in CLBL Programme. These laptops are managed by the CLBL Foundation in the manner governing the use of the teacher training kits.

Flow and Digicel assisted by providing adequate internet service and connections for all participating teachers.

## **Government Agencies**

CLBL Foundation continued to liaise with the Ministry of Education, Youth & Information, Early Childhood Commission, National Parenting Commission, Jamaica Teaching Council and Jamaica Teachers' Association. Resources and strategies were shared and an open invitation to join the online PLC meetings extended. Meeting topics and links are shared weekly with all governmental stakeholders.

## **Endorsement**

Jamaica Teachers' Association (JTA) has endorsed the CLBL Foundation programme.