

# Creative

## Language-Based Learning

### (CLBL) FOUNDATION



## Executive Director's Impact Report

### January - August 2021

with  
CLBL Educational Consultant & Lindamood-Bell® Consultants

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# CLBL Foundation 2021 Programme

As of August 31, 2021, CLBL Foundation has 176 teachers from 86 schools in 12 parishes participating in the Programme.

Unfortunately, due to the impact of the COVID 19 Pandemic, the Seeing Stars®, Visualizing & Verbalizing®, On Cloud Nine® workshops and Job-Embedded Coaching with Lindamood-Bell® did not take place this year. Therefore, CLBL Foundation could not accomplish the goal of training an additional 75 Early Childhood and Special Needs Educators from basic, infant, primary and preparatory schools, in process-based instruction, specifically that of Lindamood-Bell Learning Processes®.

CLBL Foundation did however provide Summer Learning Sessions with Lindamood-Bell® and Year-Round Job-Embedded Coaching with Educational Consultant Holly Aaron.

# Summer Learning Sessions with Lindamood-Bell®

This programme comprises two phases - Test Administration Orientation Workshop by Lindamood-Bell® and Professional Development through instruction in Progression of Knowledge Acquisition to Accreditation.

Test Administration Orientation Workshop by Lindamood-Bell® for Schools provides instruction on the administration of tests and an understanding of the interpretation of the results.

Professional Development gives participating teachers an opportunity to implement the stages for instruction as outlined in the Progression of Knowledge Acquisition to Accreditation - Four Stages to Instructional Mentorship.

Instructional Mentorship stages are as follows:

- **‘Instructor’ Stage – Excellence in instructional quality**  
Teachers are instructed 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 are included.
- **‘Diagnostician’ Stage – Interpreting formative and summative assessment**  
Teachers trained in the Test Administration Orientation workshop are given the opportunity to apply what was learned and shown how to better assess students’ needs and respond accordingly.
- **‘Pacer’ Stage – Instructional and lesson planning**  
The teachers from 2017 through 2020 cohorts are shown how to write lesson plans with guidance and supervision having immediate feedback from the project leaders, hence, becoming independent with this process. Through online observation the consultant ratifies teachers as being able to independently pace and write plans.
- **‘Mentor’ Stage – Sharing methodologies, through group and one-to-one training**  
Potential Mentors are guided in the delivery of effective programme implementation and assisted with lesson planning and multiple data analyses with a clear view to refining the overall programme.





## Test Administration Orientation Workshop

On June 30th, 34 teachers from 29 schools in 9 parishes participated in a five (5) hour, online **Test Administration Orientation Workshop** conducted by Lindamood-Bell® For Schools.

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

This phase of the Summer Learning Session gave participating teachers an opportunity to implement the stages of Local Instructional Mentorship. Training was delivered to 58 teachers from 38 schools in 10 parishes and remedial instruction to 139 students.

Participating students received a jumpstart with instruction in reading, spelling, comprehension, critical thinking and maths in preparation for the new school year.

Professional Development through the Summer Learning Sessions with Lindamood-Bell® were conducted online and face-to-face from July 12 to July 30. This took place under the guidance of three Lindamood-Bell Consultants, one CLBL Educational Consultant and eleven CLBL teachers at the Mentor stage of Instructional Leadership.

- **Online Instruction** via Zoom platform was delivered to 31 teachers and 40 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 27 teachers and 99 students was conducted in pods. These sessions were monitored by CLBL Foundation Educational Consultant and CLBL teachers at the Mentor Stage.

Three weeks of Summer Learning Sessions gave teachers a total of 2,448.5 hours of Professional Development as follows:

- Direct in-session coaching - 151.5 hours
- Instructional practice - 1897 hours
- Workshops and PLC's - 284 hours
- Test administration by mentors - 116 hours

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

Professional Development encompasses:

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



Teachers participated in the Professional Learning Communities, PLCs, and focussed on different topics, determined by their specific needs, 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,
- Instructional Record & Attendance,
- Error Handling through Socratic Questioning,
- Pacing, Lesson and Instruction Planning for SI™ and VV® Programmes
- VV® Steps on Implementation, Contextual Reading, Using Language to Build Imagery
- Behaviour and Group Management

During Summer Learning Sessions, the selected students benefited from intense remedial instruction, improving their skills in reading, spelling, comprehension or critical thinking. Helping them to develop into self-correcting and independent learners.

Summer Learning Session students each averaged 55 hours of remediation in either Seeing Stars® or Visualizing and Verbalizing® programmes after which they were re-tested and assessed. These testing protocols allowed progress to be accurately measured and compared, over the immediate summer and with previous years.

Care Packages were delivered throughout 10 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. Summer Learning Session is not mandatory for teachers from previous cohorts, so participation is on a volunteer basis. Of the 66 teachers who committed to the online sessions, only 31 participated. As student groups are determined based on the number of available teachers, the unexpected absence of teachers, without notice, affected the delivery of the programme.

In order to adjust, mentors filled in as needed. Students were then organised into groups of 5 (or less) to provide the required instruction for all students online. Some group hours were reduced so that all students could be accommodated.

2. During the 2020 summer school, there were two consultants and this year there was only one. This reduction was a result of reduced funding for the programme.

Mentors in training were assigned to participating teachers to ensure that all received coaching. This permitted teachers at the mentor stage to guide colleagues in effective programme implementation, assist them with lesson planning, data analysis and provide the tools to present information on the programmes, including an overview of sensory cognitive instruction.

## Key Expert

### Lindamood-Bell®

#### **Test Administration Orientation Workshop**

Doug Arana – School Partnerships Project Director

### **Summer Learning Session**

Kaely Ross - Project Director

Stephanie Vogel - Project Consultant

Jennifer Jenkins - Project Consultant

Andres Montero – Project Consultant

### CLBL Foundation

Holly Aaron - Education Consultant



### CLBL Foundation Teachers at Mentor Stage

#### **2017 Cohort**

Wendy Bailey

Sade Homes

#### **2018 Cohort**

Chenelle Antonio

Natalie Cameron-McFarlane

Maureen Davis-Atkinson

Povell Powell

Antoinette Wyatt

#### **2019 Cohort**

Melicia Mathison

Morant Morgan-Williams

Shellean Harvey-Davis

Sheena Reid Johnson

# Impact Report – Online and Face-to Face Summer Learning Sessions 2021 for the Seeing Stars® and Visualizing & Verbalizing® Programmes

## Tests Administration

CLBL's Educational Consultants together with CLBL teachers at the Mentor Stage, conducted Formal and Informal Needs Assessments Tests on all participating students, the results of which were used as a foundation for grouping and pacing these students.

The positive influence of the programmes has been illustrated through the Formal Test Administration monitoring tools which measure the impact of instruction over the Summer Learning Sessions.

Below is a list of the Decoding Assessments for Seeing Stars® instruction and Comprehension Assessments for 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)


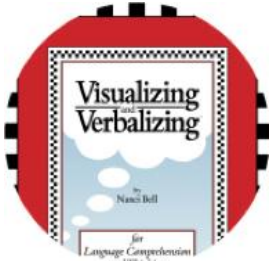


Participating teachers learned how to assess individual student needs with Informal Testing Protocols. To determine knowledge and accuracy, these testing protocols were used with the Lindamood-Bell Seeing Stars® Sound to Symbol Chart, and other sight word lists, such as the Dolch. Teachers recorded their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

## Seeing Stars® and Visualizing and Verbalizing® Programmes

Once the students' specific needs were identified, students received tailored 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 imaged gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.</p>

Students were retested with the same battery of assessments after they received approximately 55 hours of instruction.


## Seeing Stars® and Visualizing and Verbalizing® Report on Student Testing

Participating teachers proposed students from their upcoming September Classes, ranging in age from 4 to 16 from Grades 1 thru 10, for the Summer Learning Sessions.

Students first test assessments were conducted prior to the Professional Development phase of Summer Learning Sessions at the beginning of July.

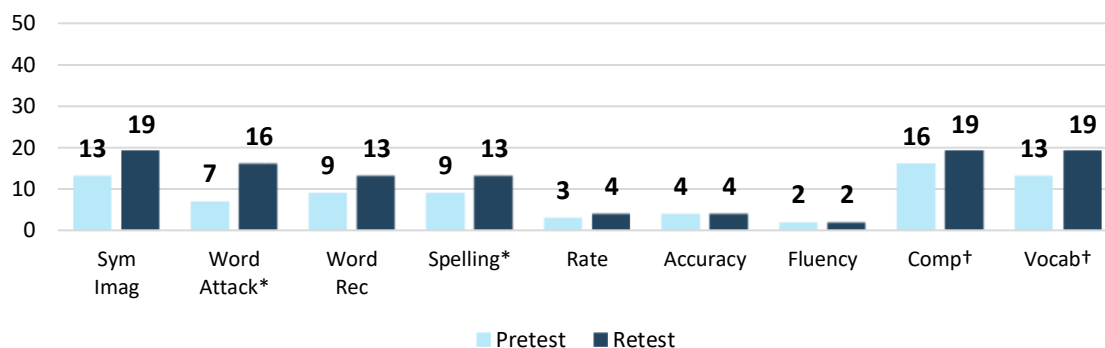
This report includes summative data from the intensive Online Summer Learning Session for twenty-eight (28) students who received 55 hours of Seeing Stars® instruction.

### Demographics & Results of Formally Tested Students in the Seeing Stars® Instruction - Lindamood-Bell® For Schools

Decoding Focus	Demographics	
	Number of Students	28
	Average Age	9.4
	Average Hours of Instruction	55.8

Please note: Students included in this report had greater than or equal to 40 total hours of instruction. Three students were missing GORT scores (Rate, Accuracy, Fluency, and Comprehension) but were included in the data. One of the three students was also missing an SI Test score.

#### Pre- and Retest Percentiles

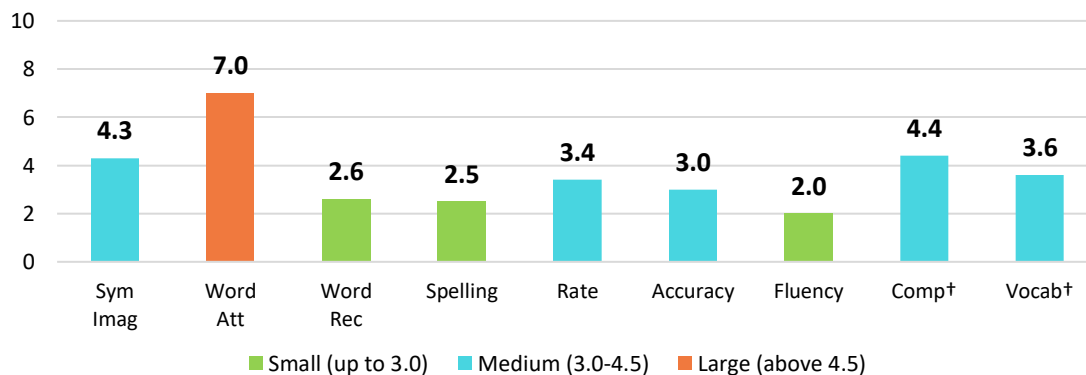


#### Highlight

9-point increase in Word Attack

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

#### Average Standard Score Changes



#### Highlight

Large changes in 1 out of 9 measures

Magnitude of Change

## Conclusion - Lindamood-Bell® For Schools

Lindamood-Bell® is proud to continue the partnership with Creative Language-Based Learning (CLBL) Foundation for the 2021 Summer Learning Sessions.

CLBL Foundation and Lindamood-Bell® have developed teachers' capacity for implementing sensory-cognitive instruction which helps students become independent readers and learners.

Through Job-Embedded Professional Development, Lindamood-Bell® participated in building leadership skills with teachers at the Mentor stage, thereby ensuring fidelity of instruction and that best practices are maintained.

Self-paced courses were introduced to further the Instructional Stage of Development.

CLBL Foundation's Mentors were able to improve student academic development, illustrated by the data provided in this report. Students who received instruction saw a 7 point standard score gain in their word attack abilities.

Lindamood-Bell looks forward to discussing this report with CLBL Foundation's Leadership to refine implementation for 2021-2022. We are excited to continue to build on the foundation Creative Language Based Learning and Lindamood-Bell® have laid for a fundamental change in how students in Jamaica learn to read and comprehend to their full potential.



*Arlene Thomas, Principal of Seaward Primary & Infant School and Mandy Melville, CLBL Foundation Founder presents students Summer Learning Sessions Certificates*



*Mandy Melville, CLBL Foundation Founder presents Melicia Mathison, Principal of Constitution Hill Primary School with her Certificate of Participation*



*Lauri-Ann Samuels, National Baking Company Foundation, presents Ajuani Johnson Summer Learning Sessions Certificates*

## Demographics and Results of Informally Tested Students in the Seeing Stars® Instruction - CLBL Educational Consultant and Mentors

The demographics are as follows:

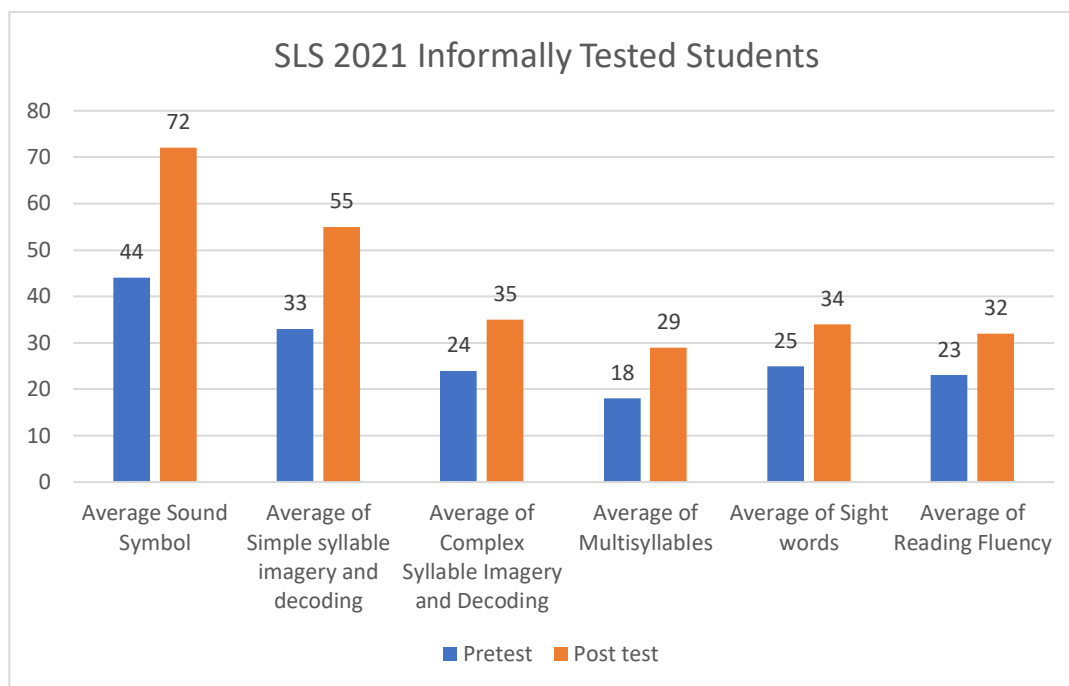
Gender	Number	Minimum Age	Maximum Age	Average Age	Minimum Grade	Maximum Grade	Average Grade
F	18	6	11	6	K2	4	2
M	29	4	16	8	K3	10	4

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

Summer Learning Sessions 2021 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	44	72
Sound and Symbol Accuracy - % Increase from Report #1		64%
Average % Accuracy with Simple Syllable Image and Decode to Grade Level	33	55
Simple Syllable Image and Decode Accuracy - % Increase from Report # 1		67%
Average % Accuracy with Complex Syllable Image and Decode to Grade Level	24	35
Complex Syllable Image and Decode Accuracy- % Increase from Report # 1		46%
Average % Accuracy with Multisyllables - Concepts and Decoding to Grade Level	18	29
Multisyllables % Accuracy - Increase from Report # 1		61%
Average % Accuracy with Sight Word Recognition to Grade Level	25	34
Sight Word Accuracy - % Increase from Report #1		36%
Average % Accuracy of Reading Fluency to Grade Level	23	32
Reading Fluency % Accuracy - Increase from Report # 1		39%

With 42 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 42 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 stimulate 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 words 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.



## Teacher Spotlights

### **2018 Cohort Teacher, Antoinette Wyatt - Mentor Stage - August 18, 2021**

This summer while mentoring colleagues, Joedi-Ann and Rachel, I discovered my capability of becoming a good mentor.

My mentoring sessions with Rachel were observed by the Lindamood-Bell® Project Consultant which would have made any teacher a little nervous. Rachel worked closely with me and made every effort to implement all the corrections given. I was able to decipher how to respond to different scenarios and there were always learning moments for me.

With Joedi, I was able to share what I was learning from Rachel's sessions. Joedi was very eager, prepared with her questions and notebook to write the responses. Joedi wouldn't allow our sessions to end without practicing what we discussed to ensure that she got it right.

The response of my two colleagues made my summer as a mentor very fulfilling.

## Student Spotlights

### **2020, Cohort Teacher, Sharlene Sutton, Educational Assessment and Intervention Centre - September 21, 2021**

Student Age 15

Ian was unable to read but was highly motivated from the beginning and did not hesitate to learn letters. He didn't know many letter-sounds and certainly didn't know the rules of language or letter combinations.

At the end of the Summer Learning Sessions, Ian is more motivated than ever and doesn't give up easily. He continuously makes attempts to decode unfamiliar words wherever he goes and has even tried to read the newspaper. He is still reading below his grade level but has made notable progress.

The CLBL programmes with Lindamood-Bell are a wonderful resource for all teachers and can be used with students performing at all levels. I eagerly await additional training in other programmes.

One day during Ian's session, he shared with his teacher, "This is already helping so much... I can't wait to see what I can read at the end of this."



# LINDAMOOD-BELL

*Learning Processes*

## Lindamood-Bell For Schools Re-evaluation Summary

Name:	Ian Murray	School:	CLBL Summer School 2021		
Birth Date:	1/11/2006	Student ID No.:	0001		
Gender:	Male	Pre Tester:	Holly Aaron		
		Re Tester:	Holly Aaron		
Pretest Date:	7/2/2021	Pretest Chrono Age:	15-5	Pretest Grade:	9.0
Retest Date:	8/4/2021	Retest Chrono Age:	15-6	Retest Grade:	9.0

Hours of instruction between 7/2/2021 and 8/4/2021:

Total: 0 hours

7/2/2021    8/4/2021

### Peabody Picture Vocabulary Test - 5, form A

.....	175	181 Raw
.....	81	83 Standard Score
.....	10th	13th Percentile
.....	10:7	11:4 Age Equivalent

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

Word Attack .....	8	12 Raw
.....	57	65 Standard Score
.....	0.2nd	1st Percentile
.....	1.7	2.5 Grade Equiv.

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

Word Reading .....	37	34 Raw
.....	72	69 Standard Score
.....	3rd	2nd Percentile
.....	3.0	2.4 Grade Equiv.
Spelling .....	21	24 Raw
.....	60	66 Standard Score
.....	0.4th	1st Percentile
.....	1.7	2.6 Grade Equiv.

### Gray Oral Reading Tests 4, form A

Rate .....	10	14 Raw
.....	1	2 Standard Score
.....	<1st	<1st Percentile
.....	1.0	2.0 Grade Equiv.
Accuracy .....	9	11 Raw
.....	1	1 Standard Score
.....	<1st	<1st Percentile

Name: Ian Murray

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7/2/2021 8/4/2021

.....	1.0	1.4 Grade Equiv.
Fluency .....	19	25 Raw
.....	1	1 Standard Score
.....	<1st	<1st Percentile
.....	1.0	1.7 Grade Equiv.
Comprehension .....	32	32 Raw
.....	6	6 Standard Score
.....	9th	9th Percentile
.....	6.0	6.0 Grade Equiv.
Symbol Imagery Test		
.....	24	28 Raw
.....	78	85 Standard Score
.....	7th	16th Percentile
Informal Tests of Writing		
Symbol to Sound .....	41	47 Raw

**2018, Cohort Teacher, Maureen Davis-Atkinson, Seaward Primary and Infant School - September 2021**

Camella, a ten year old student, had a severe reading challenge. She was referred to the CLBL Foundation Summer Learning Sessions where 60 hours of intense instruction was provided.

On completing the pre-test, her evaluation summary showed that she had little knowledge of letters, their sounds and was unable to decode and read words. This result placed her at the below pre-primer level.

After the first 20 hours of instruction, Camella, who was always early, did not turn up for class. This was because her grandmother had challenges providing meals for her. Her grandmother was advised to always send her, as meals were being provided daily by sponsors. From there on, she did not miss a day.

After 57 instructional hours of the Seeing Stars®, Camella made great progress. Her symbol imagery had improved immensely. She was now able to image letters, give their sounds, image and decode words, read simple stories and answer questions based on them. Her post-test revealed she was now at the Grade 1 level.

Camella did not only improve academically, but also emotionally and her self-confidence was demonstrable. She started 'teaching' younger students what she herself had learnt. Camella was boldly answering questions in class and even responding to questions from the advanced group.

Camella benefited greatly from the Creative Language Based Learning Summer Program.



*Maureen Davis Atkinson presents her student, Camella Peart her reward*



# LINDAMOOD-BELL

*Learning Processes*

## Lindamood-Bell For Schools Re-evaluation Summary

Name:	Camilla Peart	School:	CLBL Summer School 2021		
Birth Date:	7/5/2011	Student ID No.:	0032		
Gender:	Female	Pre Tester:	Colleen Atkinson		
		Re Tester:	Colleen Atkinson		
Pretest Date:	7/1/2021	Pretest Chrono Age:	9-11	Pretest Grade:	4.0
Retest Date:	8/3/2021	Retest Chrono Age:	10-0	Retest Grade:	4.0

Hours of instruction between 7/1/2021 and 8/3/2021:

Total: 0 hours

7/1/2021   8/3/2021

### Peabody Picture Vocabulary Test - 5, form A

.....	93	116 Raw
.....	59	68 Standard Score
.....	0.3rd	2nd Percentile
.....	4:6	5:8 Age Equivalent

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

Word Attack .....	0	3 Raw
.....	57	63 Standard Score
.....	0.2nd	1st Percentile
.....	<1.0	1.1 Grade Equiv.

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

Word Reading .....	13	25 Raw
.....	55	69 Standard Score
.....	0.1st	2nd Percentile
.....	<K.0	1.2 Grade Equiv.
Spelling .....	13	19 Raw
.....	58	70 Standard Score
.....	0.3rd	2nd Percentile
.....	K.0	1.2 Grade Equiv.

### Gray Oral Reading Tests 4, form A

Rate .....	--	0 Raw
.....		1 Standard Score
.....		<1st Percentile
.....		<1.0 Grade Equiv.
Accuracy .....	--	0 Raw
.....		1 Standard Score
.....		<1st Percentile



Name: Camilla Peart

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7/1/2021 8/3/2021

-----		<1.0 Grade Equiv.
Fluency -----	--	0 Raw
-----		1 Standard Score
-----		<1st Percentile
-----		<1.0 Grade Equiv.
Comprehension -----	--	2 Raw
-----		2 Standard Score
-----		<1st Percentile
-----		<1.0 Grade Equiv.
Symbol Imagery Test		
-----	5	9 Raw
-----	58	62 Standard Score
-----	<1st	<1st Percentile
Informal Tests of Writing		
Symbol to Sound -----	15	39 Raw

# 2021 Year-Round Instructional Leadership Development & Job-Embedded Coaching

Throughout February to May, teachers were able to sign up for one-to-one or classroom coaching sessions, but many of them struggled with online instruction and sporadic student attendance. The CLBL Foundation's Team continued to support the teachers' development as outlined in the Progression of Knowledge Acquisition to Accreditation - Four Stages to Instructional Mentorship.

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.

- Online Professional Development was delivered through **Professional Learning Communities (PLCs)**. CLBL Educational Consultant have conducted over 161.25 hours of Online Professional Development with participating teachers. All Cohorts were invited to participate in PLC with instruction via telephone, WhatsApp and Zoom
- **One-to-One Coaching** provided all teachers with individual support, allowing the Educational Consultant to observe, model steps, suggest lesson plans, provide oral and written feedback through Session Analyses.
- **Virtual Classroom Coaching Sessions** with teachers and students have continued. During these sessions, the Educational Consultant observed, modelled steps, suggested lesson plans, provided oral and written feedback through Session Analyses.
- Teachers at the **Mentor** Stage participated in the PLCs standardised for mentorship training.

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

**Lindamood-Bell Learning Processes®** continued to facilitate 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.

CLBL Foundation continued to liaise with **Government Agencies**; such as, the Ministry of Education, Youth & Information, Early Childhood Commission, University Council of Jamaica, National Parenting Commission, Jamaica Teaching Council and Jamaica Teachers' Association.

## Obstacles and How They were Addressed

The MoEYI invited the CLBL Foundation to participate in the two-week PEP Camp, Visualisation Techniques to Develop Critical Thinking. Teachers at the Mentor Stage presented overviews on the Visualizing and Verbalizing® programme with a focus on providing strategies for 4th, 5th and 6th grade teachers who were preparing students for the PEP exams.

Observing these Mentors during their presentations, the CLBL Consultant realised that there were some areas lacking in the teachers' understanding of how the programme was to be shared with their colleagues.

To fill in the gaps, teachers were given additional Professional Development sessions in the understanding of content and how to deliver a comprehensive overview of the Visualizing and Verbalizing® programme.

## Key Expert

### CLBL Foundation

Holly Aaron - Education Consultant

### CLBL Foundation Teachers at Mentor Stage

#### **2017 Cohort**

Wendy Bailey  
Anceline Cunningham Dixon  
Sade Homes  
Renee Renalls  
Shantaul Simpson  
Patricia Williams

#### **2018 Cohort**

Judy Alexander-Walker  
Chenelle Antonio  
Natalie Cameron-McFarlane  
Cheryl Davis  
Maureen Davis-Atkinson  
Trishanna Dayes  
Heidi-Ann Dillon  
Sasha Hewitt  
Nadine Jacobs  
Kidesha James Blackwood  
Povell Powell  
Toni Simpson-Reid  
Antoinette Wyatt

#### **2019 Cohort**

Colleen Atkinson  
Kadine Bailey  
Elaine Edmond-Robinson  
Shellean Harvey-Davis  
Lisandra Jureidini  
Tessa-Mae Lee  
Melicia Mathison  
Morant Morgan-Williams  
Sheena Reid Johnson

#### **2020 Cohort**

Joedi-Ann Hart  
Latonya Middleton  
Sharlene Sutton  
Teemars Spencer-Aitken

Pat Anderson

## Ministry of Education, Youth and Information - PEP Camp

CLBL Foundation participated in the MoEYI two-week Visualisation Techniques to Develop Critical Thinking, PEP Camp. Eighteen (18) CLBL teachers at the Mentor Stage presented overviews on the Visualizing and Verbalizing® programme with a focus on providing strategies for 4th, 5th and 6th grade teachers preparing students for the PEP exams. Twenty-four (24) one-hour sessions were presented by these Mentors from Friday, March 19, 2021 through Wednesday, March 24, 2021, reaching 620 of their colleagues.

The Visualizing and Verbalizing® (V/V®) programme develops concept imagery, which is the foundation of the sensory cognitive process that underlies oral and written language comprehension and critical thinking. This is crucial to support the objectives of the PEP by enhancing the critical thinking capabilities of students for the end of primary school.

Lindamood-Bell facilitated the MoEYI PEP Camp and Dave Kiyvyra, Director of Development, on Wednesday, March 31, 2021, presented an overview to the Education Officer and grade teachers.

## Early Childhood Commission Professional Development Institute

On May 17-21, 2021 the Early Childhood Commission hosted the second Professional Development Institute (PDI), for practitioners, featuring both local and international speakers and presenters with expertise in early childhood development. The theme was “Through a Transformational Learning Environment our Children are Inspired to be Creative”. CLBL Foundation and Lindamood-Bell® participated in this event.

Lindamood-Bell, Brilliana Rawlins presented five (5) sessions per day for three days with the total number of attendees 6,464.

<https://www.youtube.com/watch?v=I0insJ4vZ3o>

Description of topics presented daily:

1. **A Picture of Success: The Imagery-Language Foundation for Language Comprehension and Reading**

This presentation highlights crucial knowledge for early childhood educators as they design learning experiences to meet their students’ early literacy needs, especially those students who may be at risk for language and literacy difficulties.

2. **Concept Imagery as a Basis for Comprehension and Critical Thinking**

This presentation further examined the role of concept imagery and the sensory-cognitive processes basic to language comprehension and critical thinking.

3. **Symbol Imagery as a Basis for Reading**

This presentation further examined the role of symbol imagery in reading with a focus on the development of early literacy skills.

4. **Numeral and Concept Imagery as a Basis for Maths**

This presentation examined the sensory-cognitive processes basic to maths computation and facts.

5. **Articulatory Feedback as a Basis for the Development of Phonemic Awareness**

This presentation further examined the reading process as an integration of auditory, visual, and language processes and more specifically the sensory-cognitive processes basic to phonemic processing, which is used as a foundation for decoding, spelling and reading in context.

## Key Expert

Lindamood-Bell®

Brilliana Rawlins – Professional Development Specialists for Schools