



LINDAMOOD-BELL
Learning Processes

Professional Learning Community in a School

Lindamood-Bell's mission is to help all students reach their learning potential. In the early 1990s we recognized that our instructional methodology could be scaled up to service schools or districts providing an optimal learning environment for all students. Since then we have enjoyed collaborating with schools and districts to implement Professional Learning Communities based on a body of evidence regarding what comprehensive school and/or district reform models should look like. Utilizing best practices for language and literacy development, this proposed reform model for your schools can dramatically increase and sustain student achievement. The following features are included in the Professional Learning Community we are recommending for your district.

Components

Lindamood-Bell's successful partnerships are not merely a "program" that is implemented. We provide a comprehensive model of: 1) sustained professional development in intensively research based instructional methodologies for language and literacy development, 2) diagnosis and differentiated instruction processes to specifically meet student needs in language and literacy processing, 3) data management, analysis and reporting for accountability, and 4) customized learning environments including a professional learning community for leaders and teaching professionals and classroom and small group instruction opportunities for children.

We partner with schools to implement a comprehensive Learning Community based on very extensive professional development and mentoring in a collaborative environment. Utilizing best practices with leaders and teachers yields the best results with students. The follow features, described in more detail, are included in the proposed Lindamood-Bell® Learning Community in a school.

Scientifically-Based Reading Research (SBRR) Instructional Practices

The instructional programs authored by the founders and directors of Lindamood-Bell have been implemented successfully in clinical or school-based settings for more than 30 years. They are research-based programs that address the underlying language processing skills required for competency in reading, comprehension, and math. A unique feature of the programs is instruction based on a theory of cognition. Specific brain-based skills such as symbol imagery, concept imagery, and all the components of reading as outlined in the National Reading Panel report, must be developed in order for students to benefit from standards-based instruction, and evidence based meta-cognitive based strategies, materials, and curricula. The sensory-cognitive instructional practices proposed here do explicitly develop the five components of scientifically-based reading instruction: phonics, phonemic awareness, fluency, vocabulary and comprehension, as well as other critical learning functions such as oral language development and memory formation, all as applied to academic content.

Professional Development

This design provides extensive, on-going professional development for all involved schools. The goal is to sustain program implementation with quality and fidelity, all within a school's existing Professional Learning Community (PLC). The professional development modules include:

- Introductory workshops in SBRR instruction: Sensory-cognitive programs, including the Seeing Stars®, Visualizing and Verbalizing®, Lindamood Phoneme Sequencing®, On Cloud Nine®, and Talkies® programs

- In-services and consulting in Response to Intervention (RtI), including in-services and consulting in Progress Monitoring and Differentiated Interventions
- Direct, on-site coaching and program management on a full-time or regular basis for all instructional staff
- Advanced professional development and certification for instructional leaders to ensure program quality, fidelity, and sustainability
- Development and collaboration with schools for the management within the Professional Learning Communities (PLCs) environment
- Leadership Institute for key building and district stake holders

Process-Based RtI Educational Design

Professional development is provided in the concepts and application of Lindamood-Bell’s process based education model, which encompasses the RtI model. It includes training in foundational process-based pedagogy, diagnostic assessments, differentiated instruction, and progress monitoring. Lindamood-Bell provides regular reports to school and district leadership to measure efficacy of these process based outcomes and the program implementation based on this rubric (see below regarding accountability).

Classroom Implementation (developmental and targeted): Sensory-cognitive instruction as applied to language and cognitive processing is integrated into a Tier 1 application to augment a school’s core language arts curriculum. In K-2, instruction is focused in both decoding and comprehension skills ideally ranging from 30 to 60 minutes per day, depending on the ages and learning profile of the classroom. In the upper elementary grades, daily instruction is provided for 15 to 30 minutes focusing on comprehension, vocabulary, and critical thinking skills applied to content and state standards. Program steps are flexible and can be differentiated to the varied learning needs within a classroom.

Within the elementary classroom setting, the next sequential component is a “push-in” model that emphasizes a Tier 2 application of the programs for selected students. At-risk students are grouped homogeneously based on assessment data and overall academic performance to receive a more structured, customized lesson plan within their language arts curricula. The lessons are differentiated according to the group’s learning profile. At both the elementary and the secondary level, content area teachers learn to apply the cognitive-based instructional methodology throughout the curricula.

Small Group Instruction: In a Tier 3 intervention setting (K-5), Lindamood-Bell collaborates with schools to identify appropriate students for pull-out small group instruction. Criteria for inclusion in Tier 3 may vary based on personnel resources, overall student need, and instructional goals of the school. Generally, factors such as achievement data, IEP needs, limited English proficiency, or limited progress in Tiers 1 & 2 instruction qualify students for the instruction. Small-group instruction is scheduled daily for 90 to 120 minutes for a duration of one to two semesters. Students are administered a diagnostic battery of assessments to determine program focus and recommended duration of instruction. Group size ranges from one to five students and may include multiple grade levels within the same group.

Web-based data management

Teachers and administrators receive instruction and access to Lindamood-Bell’s web-based data management system. This system includes an automated test-scoring module that generates individualized real time student reports, progress monitoring data, and attendance tracking. This is a critical tool for schools/districts, as it allows for the management of the learning needs of very large numbers of students, using nationally-normed diagnostic evaluations to comprise the “body of evidence” necessary in an RtI model. This web-based system does not require the school/district to purchase any additional software or hardware. Access is included with Lindamood-Bell’s contract for services with the district.

Leadership Institute

Lindamood-Bell provides a one to two-day in-service for district leaders prior to the start of the partnership. Leaders learn the framework for the process-based educational model, the fundamentals of the instruction methodology, how to use data to determine varied instructional needs, and how to monitor classroom and small group instruction. Emphasis is placed on principals as instructional leaders with specific responsibilities in monitoring program quality and fidelity. A shared vision of program goals and expectations is developed by school/district leadership and clearly communicated to all constituents, including teachers and parents.

Lindamood-Bell® Consultant Certification Program

Lindamood-Bell's Consultant Certification Program is a professional development plan designed to prepare key instructional leaders to provide instruction and maintain a high quality, integrated program for schools. Candidates participate in on-going mentoring, the primary function of Lindamood-Bell® consulting staff within the schools throughout the year, and advanced workshops and professional development activities. A school's certified consultants will go on to sustain the model in perpetuity. Certification is competency based, and candidates must renew their certification annually.

Community Outreach

Lindamood-Bell provides mutually agreed upon events for the families of student, including our *Tips for Home* presentation, to increase community awareness and involvement in the targeted schools. These events are a critical component behind the success of the Professional Learning Community.

Accountability and Data Management

We understand the importance of accountability and decision-making based on data. We continually monitor and measure the efficacy of our services and programs through comprehensive data analyses. It is our goal to provide you with timely data analyses and recommendations to maximize program quality, fidelity, and sustainability in the Lindamood-Bell® model you are implementing. On a monthly basis, we report to site principals and to the district administration regarding the status and fidelity of the implementation. Throughout the year, we will also provide the district administration and school board the following four reports:

1. Needs Assessment Report (Fall) – includes pre-test results for at-risk students identified for Lindamood-Bell® instruction
2. Mid-Year Report (Winter) – includes pre and post-test results for students participating in Lindamood-Bell® instruction during the first semester
3. End-of Year Report (Summer) – includes pre and post-test results for all students participating in Lindamood-Bell® instruction during the school year
4. State Achievement Test Report (Fall of following year) – includes cohort analyses on state achievement test results

Each of the above components are essential, as they are all significant parts of the whole. Having the right assessment/diagnostic tools, highly qualified and certified instructional staff, using best practices in management and leadership, such as RtI, with schools driven predominantly by instructional leadership can only result in significant increases in student performance.