Title and a brief description of L4All K-12 Regional Project

In 2010-2011, funds were used to further support and in-service the new Learning for All document and to develop oral language/reading intervention strategies/supports. The aim of this professional development was to provide a framework for early reading acquisition and intervention. In-services were provided to all Special Education Resource Teachers, Learning Strategies Teachers, Early Childhood Educators, Kindergarten, Early Learning Kindergarten and Grade 1 Teachers. In addition, a binder, “Building a Community of Literacy Learners” (2 per school) was created and contains information relevant to topics covered in the workshops as well as relevant professional articles. A number of CDs and DVDs containing information for parents and teachers were also included within the binder.

This year gaps were identified;
- Providing sufficient job embedded training to teachers and assuring that they would work collaboratively with special education personnel to provide a variety of interventions.
- Providing information to parents in a consistent way across the board to ensure that parents were engaged and understood the goals of the intervention process
- Expanding the role of Communicative Disorders Assistants to support teachers in the classroom.

A brief description of 2011-12 and 2012-13 Teacher-Led L4All K-12 Projects

Two consultative meetings were held with Teachers, Principals, CDAs, SLP, ECEs, Superintendent, Assistive Technology Teacher and Special Education Consultant in order to discuss oral language and phonological awareness needs in the classroom. A plan and goals were developed for incorporating the CDAs in the classroom.
“Building a Community of Literacy Learners” program was the main focus of the key instructional strategies.

A brief description of L4All K-12 professional learning activities

Collaborative inquiries were held in order to explore the use of technology to implement the FDK program as well as early literacy skills.

Assessment

At the teachers, CDAs and ECEs professional discretion, data was collected (i.e. anecdotal, corrective feedback, pre-post tests) to meet not only the students’ needs, but also the teaching team’s needs.

Additional Comments

With the allocation of additional funds for the 2013-2014 school year, we could continue to increase the teaching capacity in the area of oral language and phonological awareness. By building the teaching capacity of the school team, we would improve the educational outcomes for student success.