



## Learning Assistance Teachers' Association

### Upcoming Events

Note: The following data are provided for information only. LATA does not endorse or support any of the following:

\*\* Hyperlinks active

#### **Built for These Times: Making the Shift to Science of Reading - AMPLIFY**

March 4, 2021 - FREE!!!

<https://bit.ly/3szjnBJ>

#### **Bright and Quirky Child Summit**

March 8-13- FREE!!!

<https://brightandquirky.com/summit-2021/#>

#### **Assessment Consortium of British Columbia**

April 10, 2021 > FREE!!!

<https://www.acbced.ca/launch-learn>

#### **Inclusive Strategies in the Virtual Environment Series – Living Room Literacy**

Wednesday, April 14th from 6:30 – 7:30 - FREE!!!!

<https://www.eventbrite.ca/e/inclusive-strategies-in-the-virtual-environment-tickets-142038963363>

#### **Dyslexia & Literacy Instruction: Semantics & Fluency** April 21, 2021 - FREE!!!!

<https://bit.ly/3dVOLWP>

#### **Check out the webinars and podcasts!**

<https://www.voyagersopris.com/edview360>

#### **Love Finding free Reading resources - Thanks Heggerty!!**

<http://bitly.ws/bTEr>

#### **Check out the following groups on Facebook:**

LATA BC

[Science of Reading: What I should have learned in College](#)

[Special Education Resource Teachers](#)

[Special Education Teacher Leaders](#)

## NEWS & FEATURES

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**Editor:**

**Michelle Redman**

# Teacher Profile: Sylvie Afilal

**District – SD 36, Surrey**

**School – Ecole Laronde Elementary**

**Role/Title – Grade 2/3 French Immersion Teacher**



I am a French Immersion teacher and currently I teach a class of energetic and lovely Grade 2 and 3 students face to face. I am not a Learning Assistance teacher but I work collaboratively with 2 wonderful Learning Support Teachers (title of Learning Assistance teachers in Surrey) at my school.

I like to discuss with my LST teachers the direct support students are receiving and how to best monitor progress in the regular classroom. It is especially important that I am aware of the specific strategies and approaches that are working for the learners. Then I look at ways to incorporate those strategies into my regular class. Classroom teachers are integral partners for Learning Assistance Teachers.

I believe that all students should have access to learning an additional language and that students encountering learning challenges should receive support services in the languages they are learning in. I know that the reality of budgets and staffing make this hard and that often students end up leaving French Immersion due to the increasing challenges students face and the lack of support. I believe that regular classroom teachers and Learning Assistance teachers form an essential team.



**Learning Assistance Teachers' Association**

a Provincial Specialist Association of the BCTF

**Sylvie Afilal is the Treasurer of LATA**



## Have you checked out the rubric resources developed by Jennifer Katz PhD.?

Developed in British Columbia and based on the BC Curriculum, these resources provide much-needed resources for teachers across BC. Additionally, this is a great resource for writing Competency-Based IEPs!

Visit the Three-Block website for more resources and check out the Ensouled Schools materials as well - provided in French!

<http://www.threeblockmodel.com/resources.html>

<b>KINDERGARTEN ELA</b> <a href="https://curriculum.gov.bc.ca/curriculum/english-language-arts/k">https://curriculum.gov.bc.ca/curriculum/english-language-arts/k</a>				
<b>Big Idea</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
Language and story can be a source of creativity and joy	Engages with texts during both whole-class and independent activities.	Explores story elements (character, setting, etc.) creatively.	Expresses joy and excitement related to language and stories	Creates own stories orally or pictorially for different purposes and audiences
Stories and other texts can help us learn about ourselves and our families	Can identify something they have learned from a story	Makes simple text-to-self connections from self-selected texts	Makes connections between stories read and their prior knowledge, personal experiences, culture, and family	Creates stories to share awareness of self, family and community.
Stories and other texts can be shared with pictures and words	Shows shared attention to pictures and oral stories	Uses age appropriate strategies to listen, read, and view texts and stories	Develops stories and other texts using both pictures and words (orally or written)	Combines pictures and stories in creative ways
Everyone has a unique story to share	Shares events from their life with others	Makes connections between events in their life and those others share	Reflects on the uniqueness of their own story	Appreciates the unique stories of others
Through listening and speaking we connect with others and share our world	Takes turns in discussions with peers	Recognizes that listening to others helps us make friends	Initiates personal interactions with others to build relationships	Shows leadership, initiates social interactions to learn about others and share themselves
Playing with language helps us discover how language works	Shows efforts at experimenting with language (including ASL, AAC, etc.)	Plays with language and discovers personal affinities	Creates jokes, rhymes, etc. to experiment with language	Shows insight and creativity in their language use and experimentation
Curiosity and wonder lead us to new discoveries about ourselves and the world around us	Poses simple questions about self and their environment	Demonstrates curiosity and wonder in exploring texts, their identity, and the world around them	Investigates wonderings and curiosities through questioning, viewing, and listening	Investigates wonderings and curiosities, evaluates resulting learning

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## **Shanahan on Literacy:**

### **Question:**

Can we raise student achievement by teaching subject area content knowledge? I'm concerned about this approach because I work with struggling readers. We know a lot about how to help them learn to read, so I was wondering if there is evidence that teaching "knowledge" to such students really makes any difference. I recently came across a study of a widely touted reading program that is supposed to be better because it emphasizes knowledge building and yet the results weren't positive at all (See, Gorard, & Siddiqui, 2017).

### **Response:**

"We're starting to see longitudinal research results that show positive achievement benefits due to volume of reading (e.g., Torppa, et al., 2019). However, these effects are decidedly small and are taking years to manifest. To me that both suggests the wisdom of encourage kids to read, and the foolishness of replacing reading instruction (which has powerful immediate effects) with free reading time (that doesn't); just as it would be a bad idea for patients to skip dialysis for daily exercise – that just isn't the choice."

### **Read the full blog here:**

<https://shanahanonliteracy.com/blog/why-doesnt-increasing-knowledge-improve-reading-achievement>

### **Join the Executive:**

***Volunteering as a member-at-large on the LATA Executive is a great way to build cross-district relationships, to share ideas for great resources, to support others in the field, and to bring speakers to your colleagues through invitation at our annual conference in October.***

***Please contact us if you are interested in joining the Executive.***





**Woo Hoo!** One of our members has secured a Canadian supplier of this handy tool!!! Great for in-class support, intervention, and adapting materials. The Legiliner™ comes in multiple sizes and is refillable.

**CONTACT:**

**Fast Stamp**  
**250-861-9121**  
[faststamp@shaw.ca](mailto:faststamp@shaw.ca)

<http://www.faststamp.ca/>



## March Question

What template do you use to report for Learning Assistance?

Do you use the MYED IEP report or do you have a locally developed template you are able to share? Please email [psac53@bctf.ca](mailto:psac53@bctf.ca)

We are excited to begin building a resource bank as part of the LATA website!



### Members' Questions:

Please send your recommendations to [psac53@bctf.ca](mailto:psac53@bctf.ca)  
Do you have a question that we can put to members? Send us an email:  
[psac53@bctf.ca](mailto:psac53@bctf.ca)



# FREE RESOURCES!

Visit these blog posts for information and free resources:

1. <https://sarahsnippets.com/>
2. <https://thisreadingmama.com/>
3. <https://www.themeasuredmom.com/>
4. <https://www.mrsdscorner.com/>
5. <https://www.teachloveautism.com/>
6. <https://www.oneroomschoolhouse.net/>
7. <http://www.breezyspecialled.com/>
8. <https://mrspspecialties.com/>
9. <https://www.earlywood.org/domain/159>
10. <https://sharemylesson.com/collections/special-education>
11. <https://learn2teachwithbrandie.com/resources-teachers/>
12. <https://specialneedsforspecialkids.org/resource-library/>
13. <https://do2learn.com/>
14. <https://autismclassroomresources.com/free-special-education-webinars/>



# LATA Goals

The LATA Executive continues to work towards the goals identified below:

- 1. To increase engagement with LATA members by using effective communication strategies**
  - a. Website, Email, Newsletters
  - b. Social Media
    - i. Twitter and Facebook to support
- 2. To support and to provide mentorship for those moving in to the Special Education field**
  - a. Scholarship - application available on <http://www.latabc.com/>
  - b. Connecting with new-to-district and mentorship organizations within various school districts
  - c. presentation at New Teachers' Conferences (e.g., BCTF New Teachers' Conference, January 2021)
- 3. Continue offering Learning Support/Inclusive Education professional development opportunities for members (service to members)**
  - a. Collaborative Teacher Inquiry Project (TIP)
    - i. We are fortunate to work alongside Catherine Quanstrom and Jessica Willows, BCTF Facilitators, for five half-day meetings to discuss
      1. The goal of this project is to collect data from BCTF Learning Assistance Teacher members on
        - a. the challenges faced by them in this role
        - b. to identify areas/resources/supports for members
        - c. seek guidance on ways to improve and increase support for students with learning disabilities/challenges/exceptionalities.
      2. Thank you for supporting future surveys and for reaching out to us via email with any suggestions and supports on this topic. See the BCTF Inquiry cycle.
    - b. Seeking out new and diverse speakers for workshops and the annual LATA conference.
    - c. Engage with Ministry of Education staff, University departments, etc., as appropriate.
    - d. Network and Collaborate with other PSAs
    - e. PSA Council meeting update
      - i. Three times a year, the Presidents of the 32 Provincial Specialist Associations (PSA) meet to discuss issues of importance to the membership and to represent issues faced by members. The next PSA Council meeting is on March 4. Please send your Executive (psac53@bctf.ca) any issues of importance so that we can discuss possible ways for changes to be brought about in working and learning conditions.
    - f. Workshops offered through district-based conferences (e.g., Surrey Teachers' Association (May), Victoria Teachers' Association (Feb 12, 2021))

