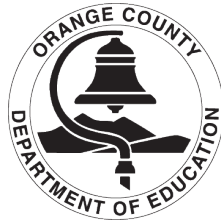




Project GLAD™
(Guided Language Acquisition Design)
Awareness Presentation



Orange County Department of Education
National Training Center

Presenter: Nicole Chávez

Project GLAD™

(Guided Language Acquisition Design)

*“A Program of Academic Excellence developed by educators
Marcia Brechtel and Linnea Haley”*

National Training Center (NTC)
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www.ocde.us/projectglad
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Phone: (714) 966-4156

Orange County Department of Education Values: The Orange County Department of Education (OCDE) is a public education organization based on fundamental human values of honesty, commitment, responsibility, respect, integrity, and professional ethics. Our priority is service to students, districts and the community who look to us for support and educational leadership. We believe that the public deserves our complete candor and objectivity in our delivery of all services.

We provide a safe, caring, courteous and professional environment in a climate that fosters collaborative work and individual development for our employees. We hold each other and ourselves accountable for the highest level of performance, efficiency, resource management and professionalism. (www.ocde.us)

Vision: The Project GLAD™ National Training Center (NTC) of the Orange County Department of Education provides and supports a systemized collaborative organization of certified educators.

Mission: Project GLAD™ is a curricular model of professional development dedicated to building academic language and literacy for all students; especially English learners.



Outcomes

- ❖ Acquire knowledge regarding the history and research that influenced the theoretical base of Project GLAD™
- ❖ Develop understanding of the Project GLAD™ model of professional development as an integrated standards based approach to language acquisition
- ❖ Learn strategies to build academic language and differentiate instruction for all students, especially English language learners

Agenda

- ▶ Welcome & Introductions
- ▶ Collaborative Structures
- ▶ What is Project GLAD™?
- ▶ Research
- ▶ Project GLAD™ Component Areas and Strategies
- ▶ Closure



Project GLAD™ Tier I

Training Model

Bruce Joyce & Beverly Showers Research

Theory, Demonstration/Modeling, Practice, Feedback, Coaching

Project GLAD™ 2-Day Research & Theory Workshop

- 2 consecutive full-day trainings
- 6½ hours of participant instruction daily

Project GLAD™ 4 or 5 –Day Classroom Demonstration

- 4-5 consecutive days with coaching
- 6½ hours of participant instruction daily
- 3-3½ hours of demonstration with student daily
- 3-3½ hours of collaborative planning & reflecting daily

Project GLAD™ Follow-up

Customized: webinars, on-site, grade-level, individual



Virtual Professional Learning Communities

Yahoo Groups

- Projectgladforteachers
- Projectgladforbilingualeducators
- Projectglad6thru12
- Projectgladforadministrators

Resources

- OCDE website: www.ocde.us/projectglad
- Project GLAD™ website: www.projectglad.com

3 Balloons



Strategy Notes

STRATEGY:

PHOTOGRAPH OR SKETCH:

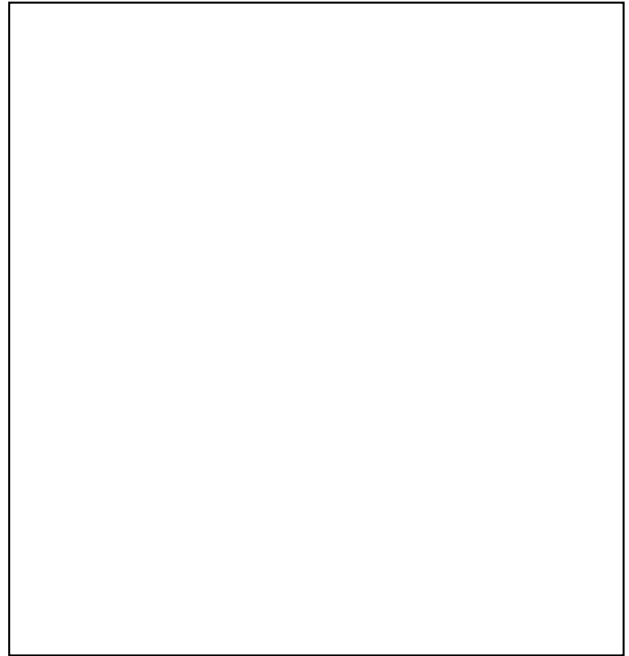
RESEARCH:

RATIONALE:

KEY POINTS:

VARIATIONS:

STANDARDS:



FOCUS AND MOTIVATION STRATEGY:

Zero Noise Signal

PHOTOGRAPH OR SKETCH:

RESEARCH:

- Spencer Kagan
- Dr. Robert Garmston & Bruce Wellman – Adaptive Schools

RATIONALE:

The purpose of this strategy is to:

- Provide an effective classroom management tool
- Give learners visual and auditory cues
- Respect and honor learners
- Enhance presenters' skills for focusing audiences

KEY POINTS:

- Strategy must be explicitly taught to students and adults
- Strategy is used to focus attention prior to giving directions, delivering instruction or presenting
- Teacher or presenter establishes a credible stance
- Teacher or presenter silently raises their hand to gain full attention of audience
- Students or audience are instructed to finish their sentence or final thought, raise their hands without speaking, and look toward the teacher or presenter
- Important - *avoid talking* once the hand goes in the air
- Set high-expectations for usage and hold individuals accountable

VARIATIONS:

Other signals and cues:

- Verbal prompt - "Look this way"
- Auditory prompts: Chimes, Rainstick, TimerTool
- Non-verbal: Frozen Gesture

STANDARDS:



Project GLAD™ Component Area-Focus and Motivation

Focus and Motivation:

- Activate, focus, or build background information
- Spark interest, excitement and engagement
- Set purposes for learning (student-driven)
- Diagnose

Project GLAD™ Focus and Motivation Strategies

- *Cognitive Content Dictionary*
- *Teacher Made Big Books*

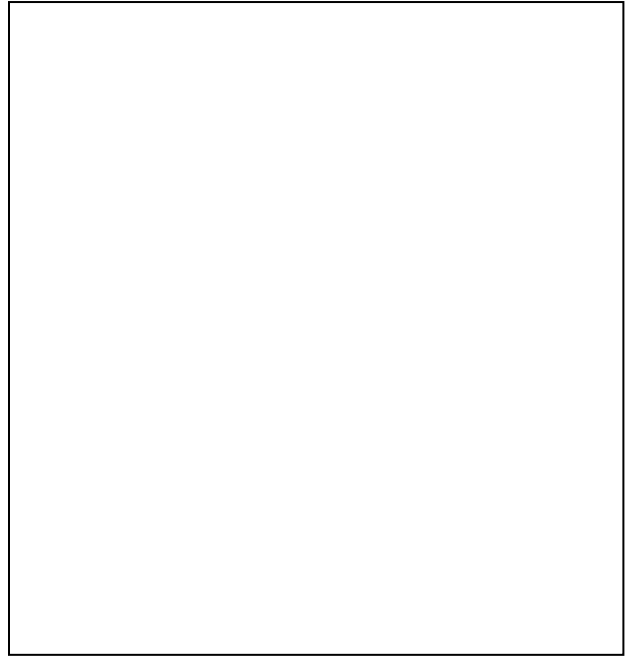
**Project GLAD™ strategies may move into different component areas depending on the teacher's purpose and learning objectives for students.*



FOCUS AND MOTIVATION STRATEGY:

Cognitive Content Dictionary

PHOTOGRAPH OR SKETCH:



RESEARCH:

- Ruddell and Shearer- Vocabulary Self-Collection Strategy
- Isabel Beck-Tiered Level Vocabulary
- Robert Marzano- Non-Linguistic Representations

RATIONALE:

KEY POINTS:

VARIATIONS:

- Picture Dictionary
- Personal Cognitive Content Dictionary

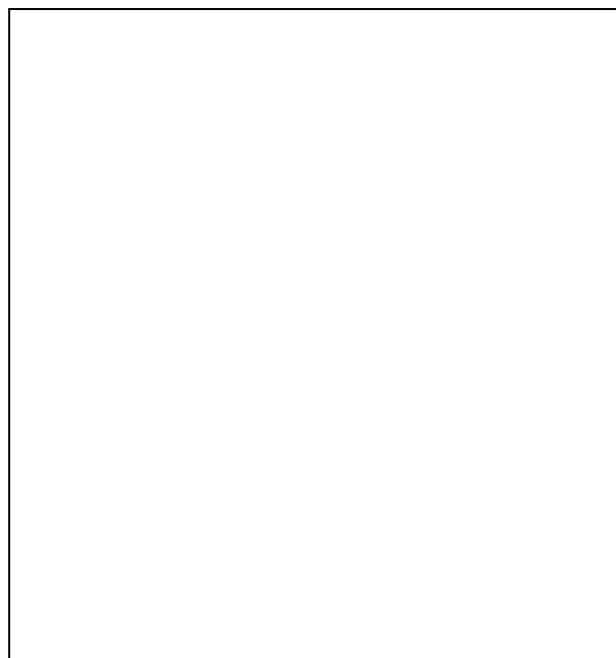
STANDARDS:



FOCUS AND MOTIVATION STRATEGY:

Teacher Made Big Books

PHOTOGRAPH OR SKETCH:



RESEARCH:

- Marcia Brechtel and Linnea Haley
- Leanna Trail
- Alma Flor Ada

RATIONALE:

KEY POINTS:

VARIATIONS:

STANDARDS:



Project GLAD™ Component Area-Input

Rationale:

- Provide direct instruction of skills, information and vocabulary
- Engage students in active participation
- Use graphic organizers for patterning
- Scaffold instruction with visuals and real items

Project GLAD™ Input Strategies

- *Pictorial Input Chart*
 - *10/2 Lecture with primary language groupings and support*
 - *ELD Review*
 - *Learning Log*



INPUT STRATEGY:

Pictorial Input Chart

RESEARCH:

- Marcia Brechtel and Linnea Haley
- Susan Kovalik-Brain Patterning: Visual and Aural/Oral
- John Shefelbine-Academic Language

RATIONALE:

KEY POINTS:

VARIATIONS:

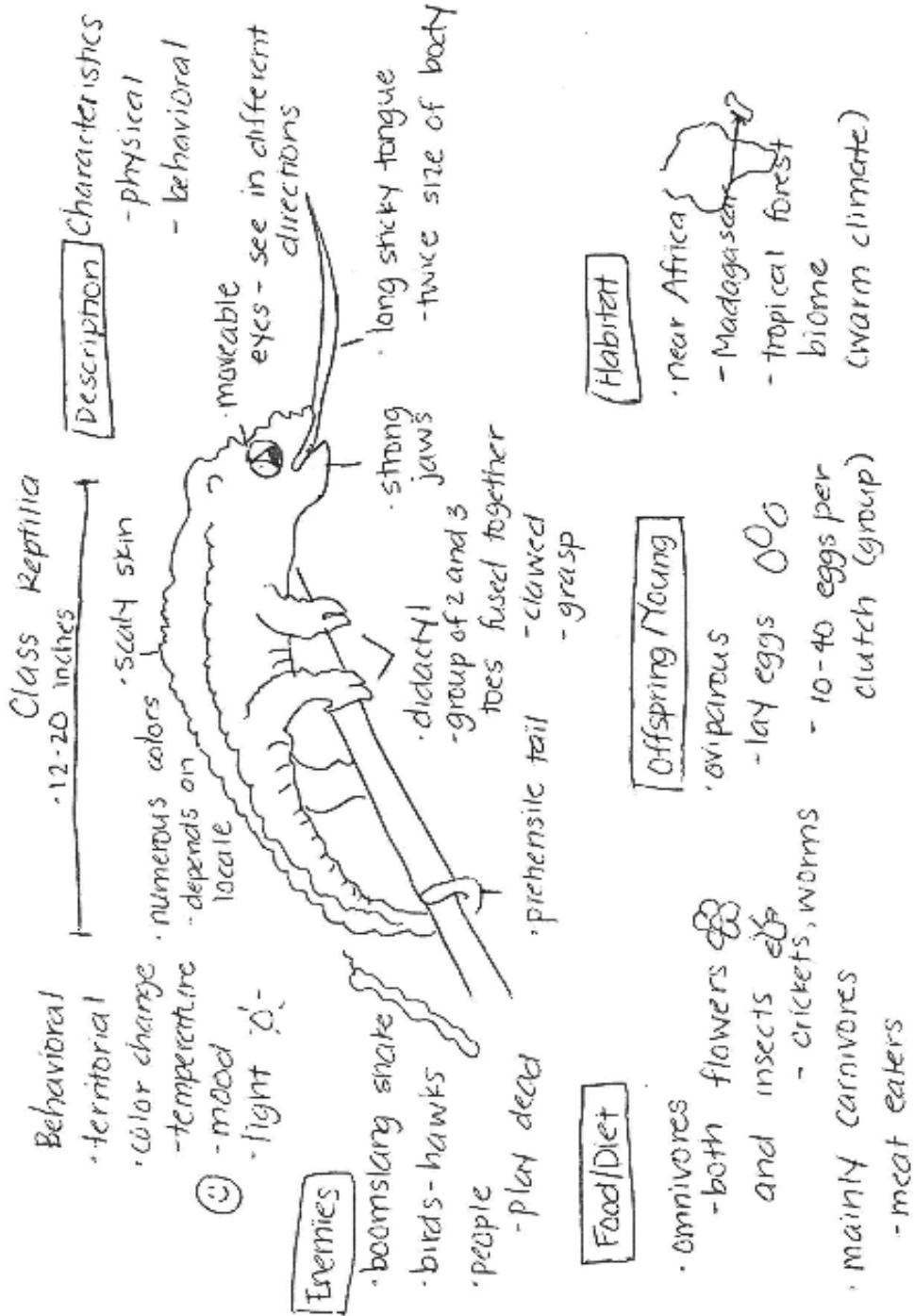
STANDARDS:

PHOTOGRAPH OR SKETCH:



Panther Chameleon

Kingdom Animalia
Phylum Chordata



(Stiebritz, Matthew. (n.d.) Citing websites. In Panther Chameleon, Retrieved Sept. 20, 2011 from <http://www.lizards.com>)



Circulatory System: (Cardiovascular)

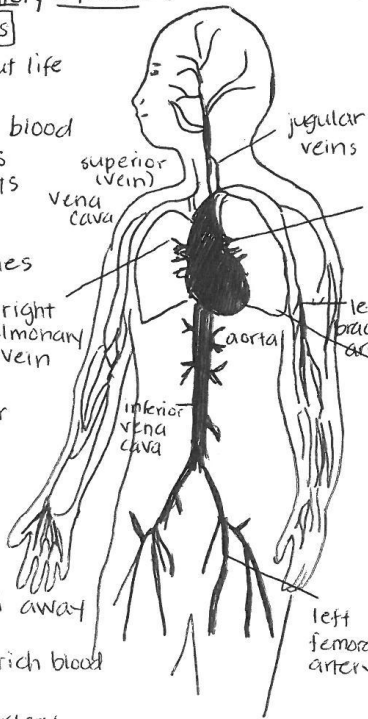
Major Roles

- carries out life processes
- circulates blood
- transports nutrients
- transports waste gases
- transports hormones

Major organs

- made up of different kinds of tissue
- have specific functions/jobs

front- anterior view



- Heart**
- hollow, 4 chambers
 - cardiac muscle
 - function: pumps blood

- Lungs**
- respiratory organ

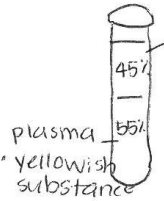
- veins** - blood vessel
- job - transport blood toward heart
 - mostly oxygen-poor blood
 - exception pulmonary vein
 - from lungs
 - oxygen rich blood

- Blood vessels**
- hollow muscular organs
 - 100,000 miles tube-like structures

- arteries**
- transport blood away from heart
 - mostly oxygen-rich blood
 - exceptions
 - pulmonary artery
 - to lungs
 - needs O_2

- Cells**
- basic unit of structure of all living things

- capillaries**
- tiny vessels
 - function: connect arteries & veins
 - exchange CO_2 & O_2 between blood & tissues



- erythrocytes** - red blood cells (45% of blood)
- disc-shaped
 - contain hemoglobin iron protein
 - function - transports CO_2 & O_2
- leukocytes** - white blood cells (1% of blood)
- function - fight disease
 - attack pathogens
- thrombocytes** - platelets
- function - blood clotting, coagulation

- Tissues**
- made of different kinds of specialized cells
 - perform same function
 - **blood** - 5 liters in adults
 - circulating tissue
 - connective tissue
 - made up of cells & plasma
 - function - transports respiratory gases
 - Oxygen O_2
 - Carbon dioxide CO_2

Health Problems

- cardiovascular disease
- myocardial infarction (heart attack)
- arteriosclerosis

- Preventions:**
- low fat diet
 - exercise
 - no smoking

Project GLAD™
Human Body Systems (7)



GUIDED ORAL PRACTICE STRATEGY:

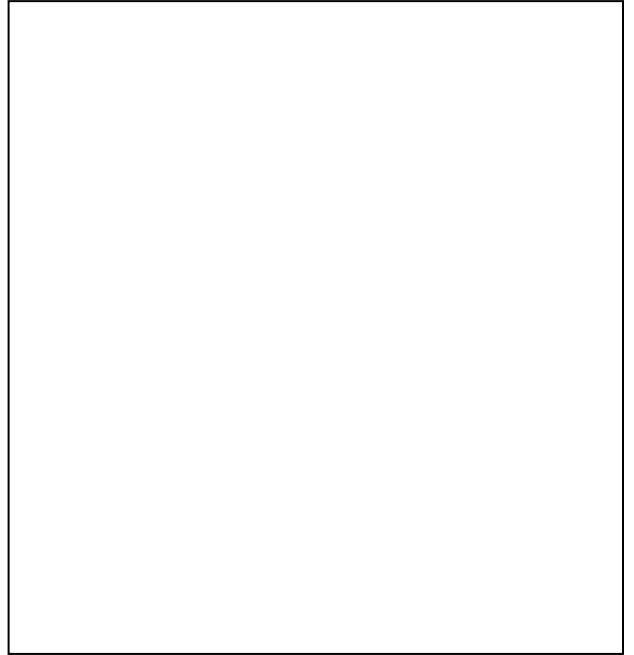
ELD Review

RESEARCH:

- Marica Brechtel and Linnea Haley

RATIONALE:

PHOTOGRAPH OR SKETCH:



KEY POINTS:

- Point to/Locate/Show/Find
- Yes/No
- Either/Or
- Open Ended

VARIATIONS:

STANDARDS:



READING AND WRITING STRATEGY:

Learning Log

RESEARCH:

- Dialectical Journals
- University of Irvine-UCI Writing Project

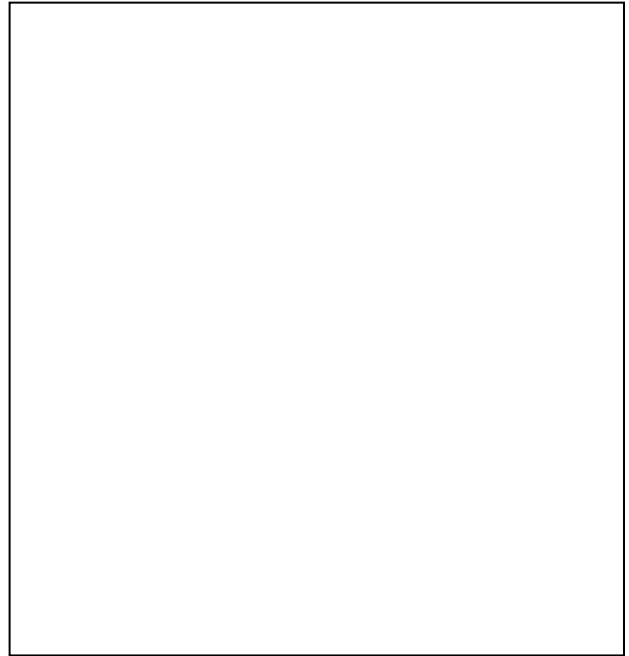
RATIONALE:

KEY POINTS:

VARIATIONS:

STANDARDS:

PHOTOGRAPH OR SKETCH:



Nombre: _____ Fecha: _____

El Texto

Tú
(Con esto me acuerdo de)



Project GLAD™ Component Area- Guided Oral Practice

Rationale:

- Promote academic discourse
- Provide time to negotiate for meaning
- Guide opportunities to interact with text
- Ensure ample time for processing and metacognition
- Build self-esteem
- Foster primary language support
- Develop phonemic awareness

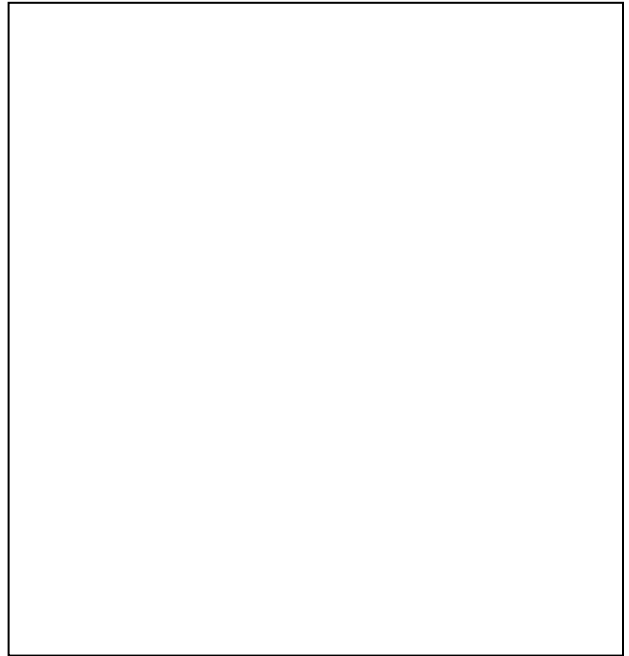
Project GLAD™ Guided Oral Practice Strategies

- *Chants/Poetry*
 - *Here/There Chant*
- *Sentence Patterning Chart*

GUIDED ORAL PRACTICE STRATEGY:

Chants/Poetry

PHOTOGRAPH OR SKETCH:



RESEARCH:

- Susan Kovalik- Brain-Patterning
- John Shefelbine-Academic Language
- Pat Wolfe-Brain and Oxygen
- University of Irvine, UCI Writing Project

RATIONALE:

KEY POINTS:

VARIATIONS:

STANDARDS:



**Educators Here-There
By Goossens & Menton**

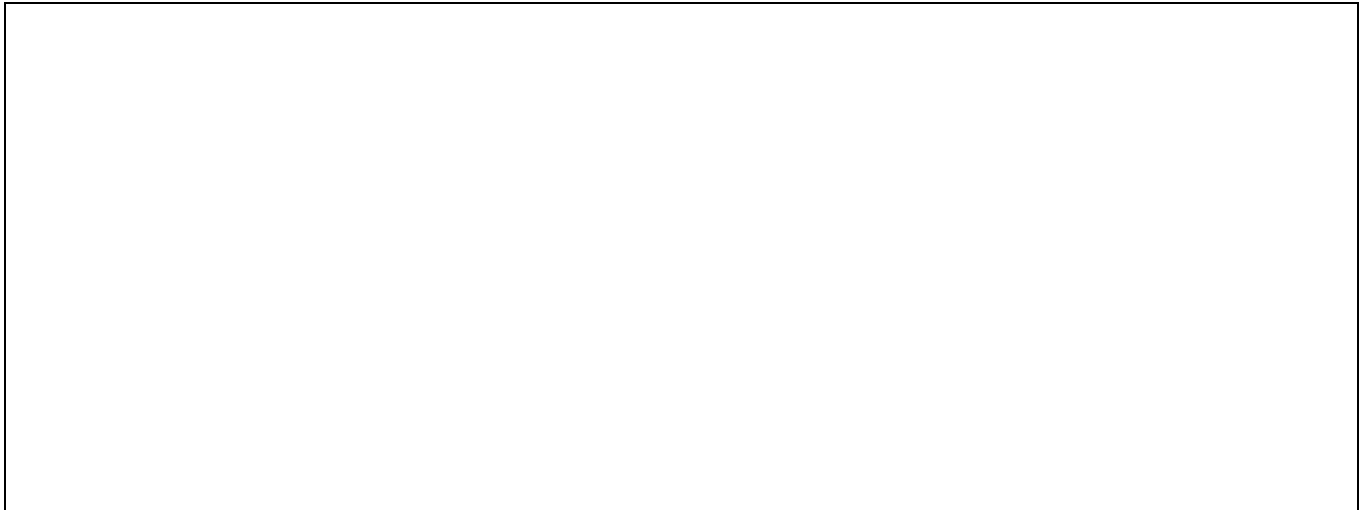
Educators here, educators there,
Educators, educators everywhere.

Collaborative educators teaching interdependently,
Crafty educators deciding flexibly,
Efficacious educators creating passionately,
And conscious educators inquiring constantly.

Educators throughout the world,
Educators within professional communities learning,
Educators beside energized students,
And educators inside language functional environments.

Educators here, educators there,
Educators, educators everywhere.
Educators! Educators! Educators!

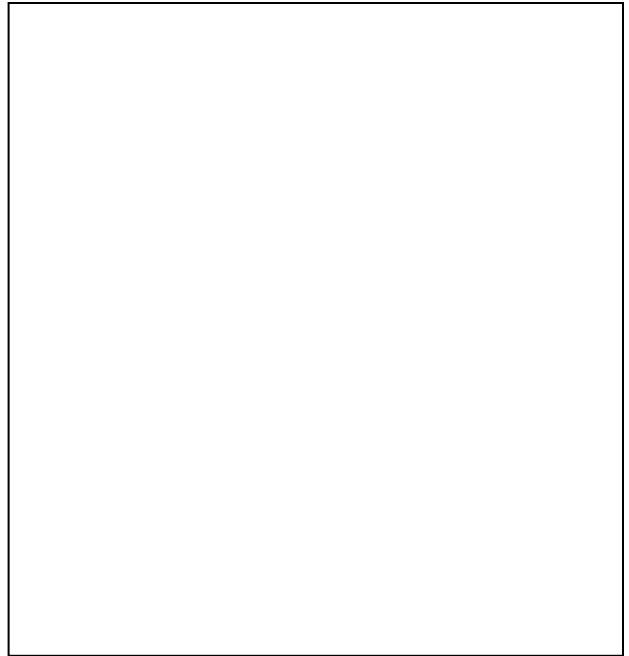
Date: 1/2011



GUIDED ORAL PRACTICE STRATEGY:

Sentence Patterning Chart

PHOTOGRAPH OR SKETCH:



RESEARCH:

- Marlene and Robert McCracken

RATIONALE:

KEY POINTS:

VARIATIONS:

STANDARDS:



Project GLAD™ Component Area-Reading and Writing

Rationale:

- Provide a print rich, language functional environment
- Integrate a variety of texts and media
- Model and teach text patterns
- Use interactively with oral activities
- Balance cooperative and individual groupings
- Implement whole to part, stress the joy and purpose
- Scaffold-whole class, small group practice, individual use

Project GLAD™ Reading and Writing Strategies

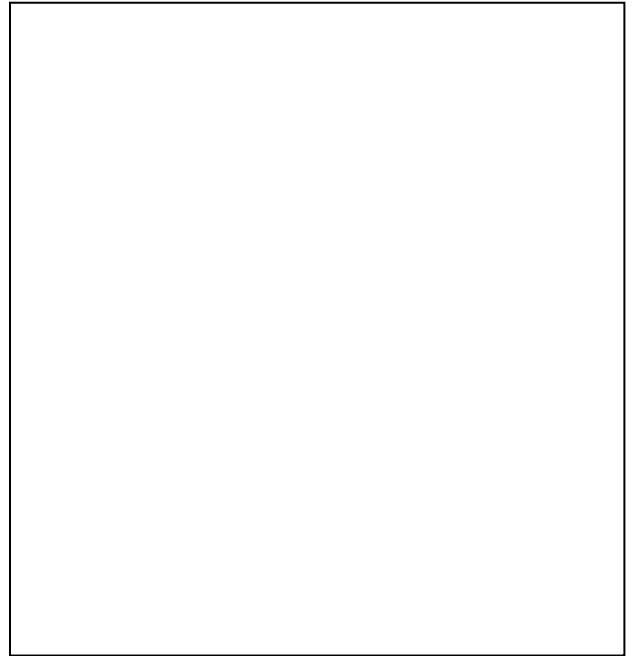
- *ELD Group Frame*



READING & WRITING STRATEGY:

ELD Group Frame

PHOTOGRAPH OR SKETCH:



RESEARCH:

- University of Irvine-UCI Writing Project
- Resources:
 - Side By Side
 - <http://store.sdcoe.net/>
 - ELD Matrix of Grammatical Forms & Functions
 - www.elachieve.org

RATIONALE:

KEY POINTS:

VARIATIONS:

STANDARDS:



Project GLAD™ Component Area- Extended Activities for Integration

Rationale:

- Validates multiple modalities of learners
- Promotes creativity
- Increases motivation

Project GLAD™ Extended Activities for Integration Strategies

Additional Strategies:

- Sketch and Write
- Role Playing and Drama
- Guided Imagery
- Cooking
- Science Explorations and Experiments
- Music/Movement
- Poetry
- Art
- Field Trips



Project GLAD™ Component Area-Closure

Rationale:

- Provide opportunities for metacognition
- Assess through personal exploration validating multiple intelligences
- Commit to alternative means of assessment

Project GLAD™ Closure

2-Day Strategies:

- Team Explorations
- Personal Exploration

Additional Strategies:

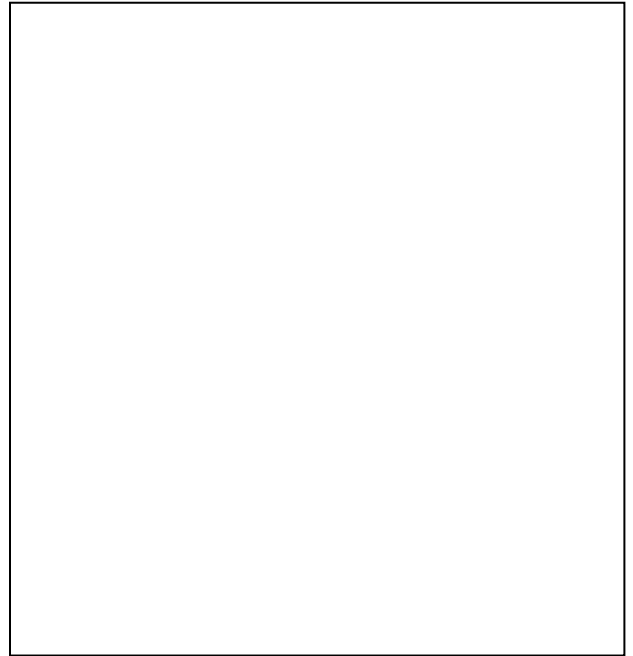
- Teacher and Student Made Rubrics
- Action Plan
- Home School Connections
- Team Presentations
- Graffiti Wall
- Jeopardy or Family Feud
- Where's My Answer
- Individual Tasks



CLOSURE STRATEGY:

Team Exploration

PHOTOGRAPH OR SKETCH:



RESEARCH:

- Marcia Brechtel and Linnea Haley

RATIONALE:

KEY POINTS:

VARIATIONS:

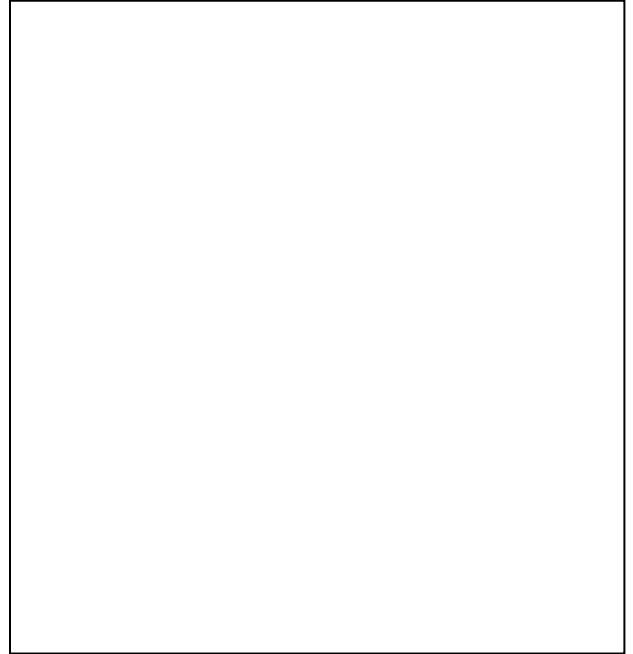
STANDARDS:



CLOSURE STRATEGY:

Personal Exploration

PHOTOGRAPH OR SKETCH:



RESEARCH:

- Marcia Brechtel and Linnea Haley

RATIONALE:

KEY POINTS:

VARIATIONS:

STANDARDS:

