Project GLAD™
(Guided Language Acquisition Design)
Awareness Presentation

Orange County Department of Education
National Training Center

Presenter: Nicole Chàvez
Project GLAD™
(Guided Language Acquisition Design)

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

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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

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

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
  o 10/2 Lecture with primary language groupings and support
  o ELD Review
  o Learning Log
INPUT STRATEGY:
Pictorial Input Chart

PHOTOGRAPH OR SKETCH:

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

RATIONALE:

KEY POINTS:

VARIATIONS:

STANDARDS:
Panther Chameleon
Kingdom Animalia
Phylum Chordata
Class Reptilia

Description/Characteristics
- physical
- behavioral

Behavioral
- territorial
- color change
- temperature
- mood
- light

12-20 inches

Description
- scaly skin
- numerous colors
- depend on local

Moveable eyes - see in different directions

Enemies
- boomslang snake
- birds - hawks
- people - play dead

Strong jaws

Food/Diet

Omnivores
- both flowers
- and insects
- crickets, worms

Mainly carnivores
- meat eaters

Pleasantsile tail - clawed - grasp

Didactyl - group of 2 and 3 toes fused together

Habitat
- near Africa
- Madagascar
- tropical forest biome (warm climate)

Lay eggs 000
- 10 - 40 eggs per clutch (group)

Offspring Young

**Circulatory System (Cardiovascular)**

**Major Roles**
- Carries out life processes
- Circulates blood
- Transports nutrients, waste gases, hormones

**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 O₂

**Capillaries**
- Tiny vessels
  - Function: connect arteries and veins
  - Exchange CO₂, O₂ between blood & tissues

**Tissues**
- Made up of different kinds of specialized cells
- Perform same function

**Blood 6 liters in adults**
- Circulating tissue
- Connective tissue
- Made up of cells & plasma
  - Function: transports respiratory gases
  - Oxygen O₂
  - Carbon dioxide CO₂

**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
        - Exceptions: pulmonary vein from lungs
  - Oxygen-rich blood

**Cells**
- Basic unit of structure of all living things
  - Red blood cells (45% of blood)
    - Contain hemoglobin
    - Function: transport O₂
  - Leukocytes: white blood cells (11% of blood)
    - Function: fight disease, attack pathogens

**Tissues**
- Made of different kinds of specialized cells
- Perform same function

**Health Problems**
- Cardiovascular disease
- Myocardial infarction (heart attack)
- Atherosclerosis

Preventions:
- Low fat diet
- Exercise
- No smoking

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Project GLAD™
Guided Language Acquisition Design

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GUIDED ORAL PRACTICE STRATEGY:
ELD Review

PHOTOGRAPH OR SKETCH:

RESEARCH:
- Marica Brechtel and Linnea Haley

RATIONALE:

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:
| Nombre: ___________________________________ Fecha: ______________________ |
| El Texto | Tú | (Con esto me acuerdo de) |

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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, 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
Teacher Instructions
Developing a Class Here/There Poem

Adapted from: Marlene and Robert McCracken
1. Review your grade level standards and curriculum. Identify key vocabulary, grammar, spelling patterns and reading comprehension skill and strategies.
2. Select a plural noun (living nouns are often easier in the beginning) Ex: geologists vs. rocks
3. Use the pattern below to create an original poem. (Use adverbs 2\textsuperscript{nd} and above).
4. Write poem on chart paper and post in classroom. Color-code the stanzas.
6. Remember the extensions: highlight, sketch, add picture file cards, develop Sentence Patterning Chart, Flip Chant, Team & Individual Tasks.

HERE – THERE Written By:_________________________

<table>
<thead>
<tr>
<th>Here,__________________</th>
<th>There,____________________</th>
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<tbody>
<tr>
<td>(Plural noun)</td>
<td>(Plural noun)</td>
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<tr>
<td>Adjective</td>
<td>Noun</td>
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<tr>
<td>(Verb -ing)</td>
<td>Adverb</td>
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<td>And____________________</td>
<td>________________________</td>
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<tr>
<td>(Adjective)</td>
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<td>(Verb -ing)</td>
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*This frame is designed for teachers. This is not designed as a worksheet for students. Thank you for honoring this request.
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

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: