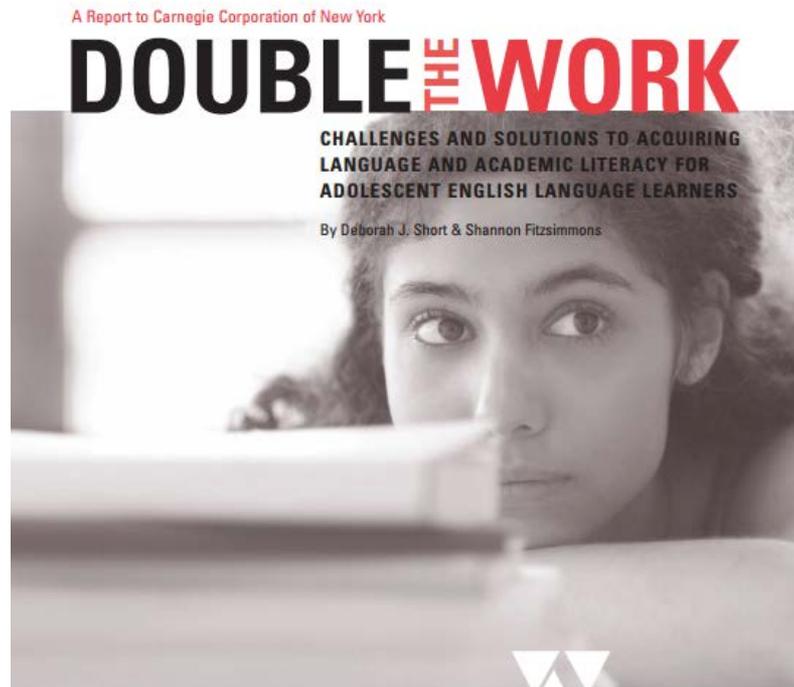




Professional development for
mainstream teachers of ELLs
Project GLAD[®] and Beyond

Theresa Deussen
March 10, 2014

The challenge



Today's Agenda

- Describe what ELLs in mainstream classrooms commonly receive
- Focus on one program—Project GLAD—and Year 1 results from our experimental study
- Take a closer look at what our findings mean for closing the achievement gap
- Raise some questions about what schools can do to have a bigger impact

Language *and* content

SIOP

Sheltered Instruction Observation Protocol

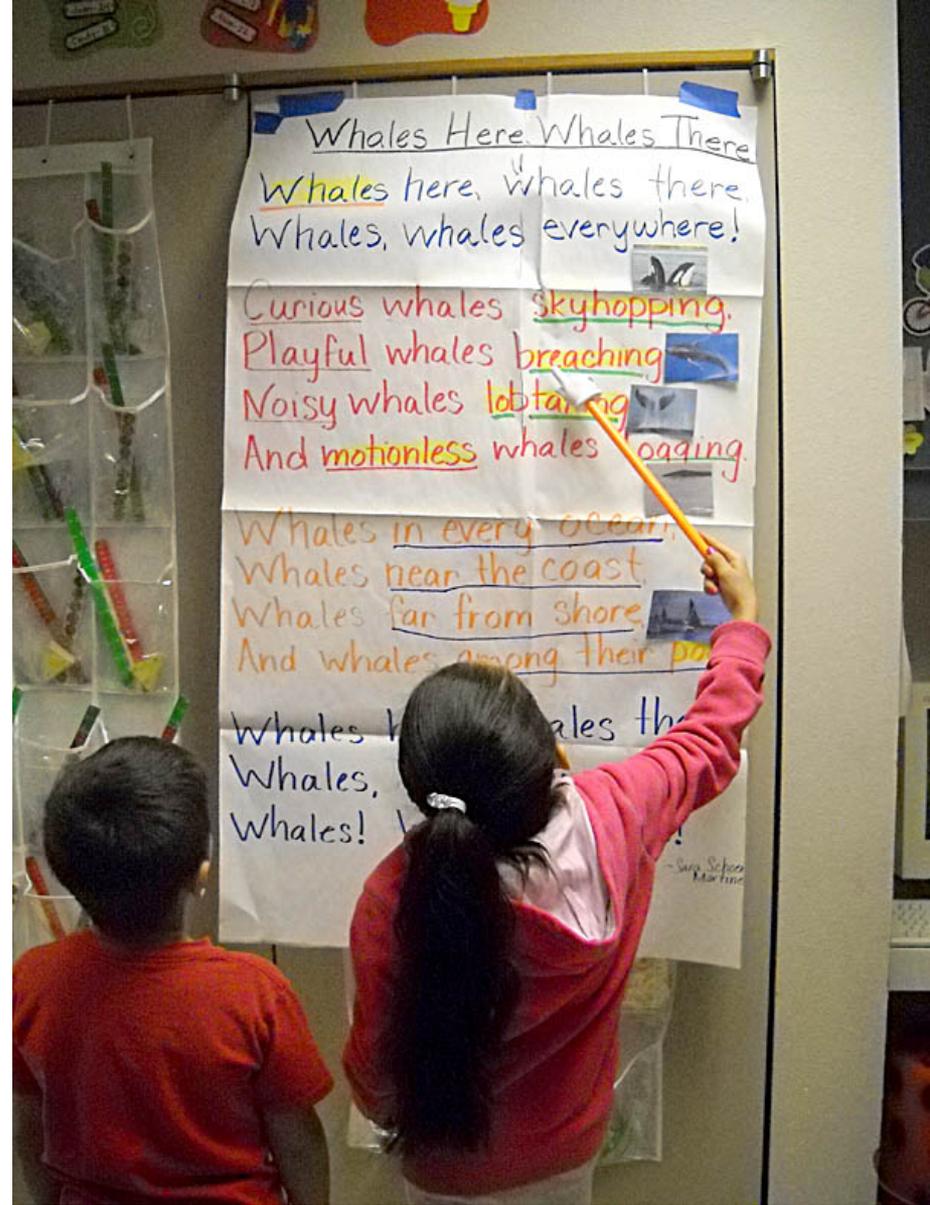
QuEST

Quality Science and English Teaching

Project GLAD

Guided Language Acquisition Design

Project GLAD®



- [3-minute video of Project GLAD strategies]

Granite - most abundant intrusive Igneous Rock

Igni "fire" minerals

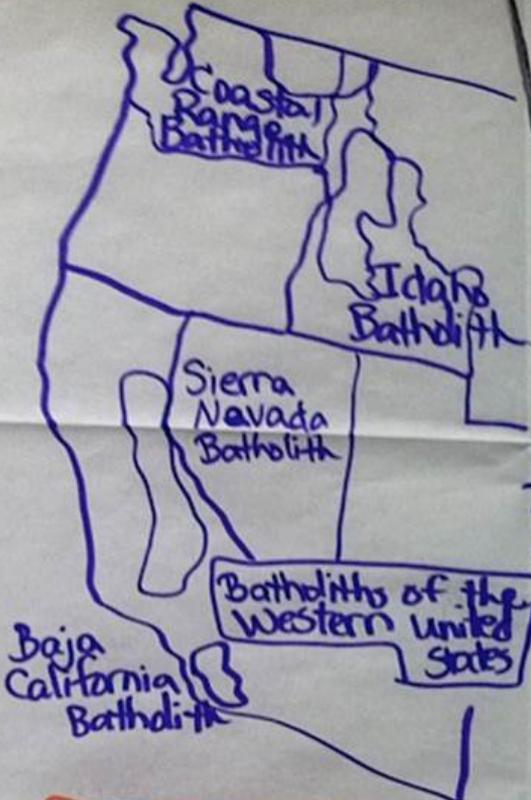
- - feldspar
- - quartz
- - mica
- - hornblende

Properties/Characteristics

- made of mineral crystals you can see
- different colors - minerals
- large crystals
- mechanical weathering - breaking rock into smaller bits
- chemical

Locations (where it is found)

- Deep in the earth
- where erosion occurs



Interesting Facts

- Very strong
- weathers slowly

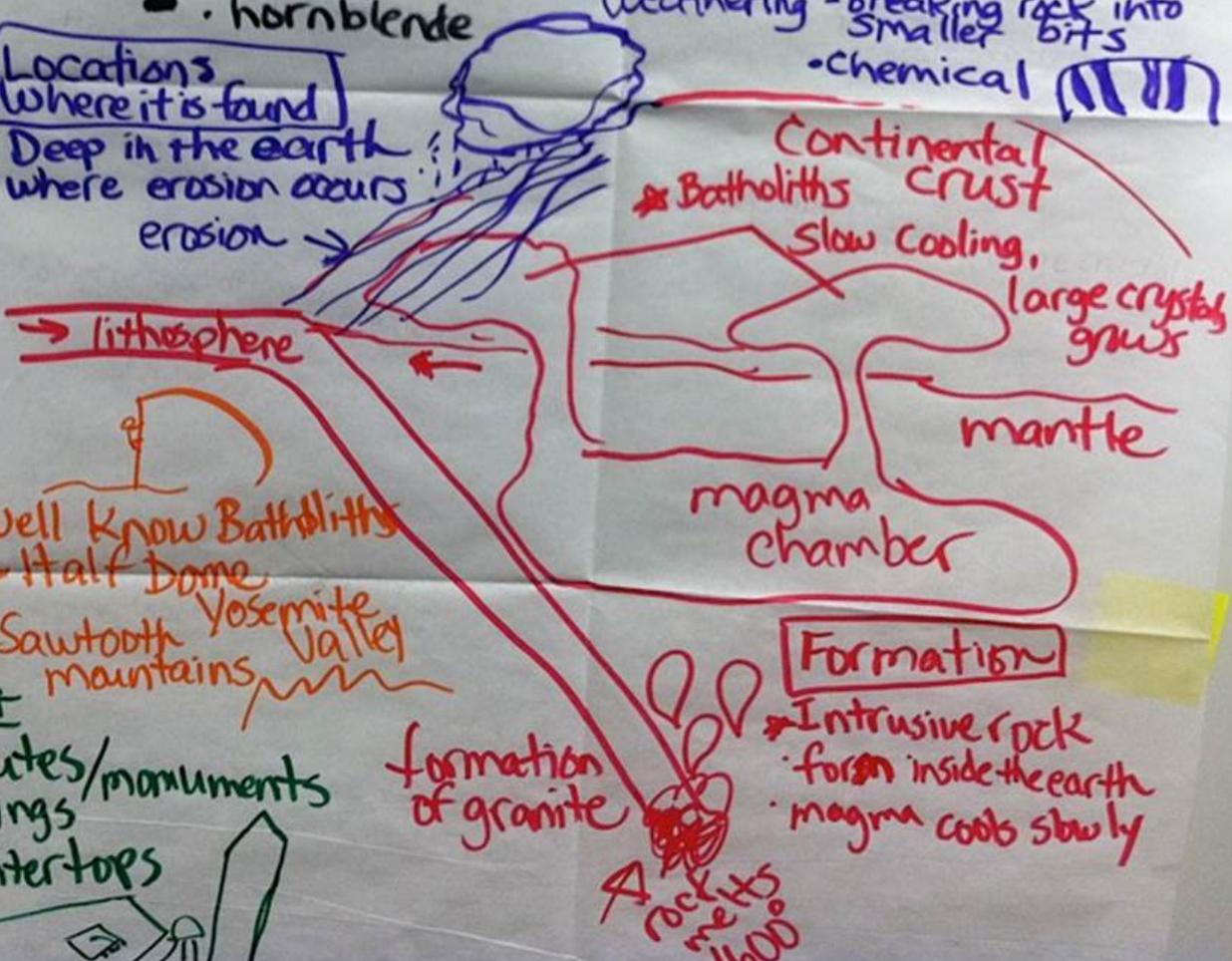
- Well known Batholiths
- Half Dome
- Sawtooth mountains
- Yosemite Valley

Uses

- Past
- arrowheads
 - tools

Present

- Statutes/monuments
- buildings
- countertops



Key program elements

35 instructional strategies

Usable with any curriculum

Intended as a coherent package that builds

- Readiness and motivation to learn
- Content knowledge
- Ability to converse at a high level about the topic
- Ability to read and write at a high level about the topic



Adjective
(Describes)

Noun
(Person, Place, Thing)

Verb
(Action)

Prepositional Phrase
(Where)

big
green
prickly
Smelly
important
yummy
strong
pretty

plants

grow s
photosynthesize
Sprout
germinate
pollinate
creep
bloom
wilt
die

at our school
in water
in the ground
under the soil
in my garden
around the world
over the fence



Questions?

Research Strategy

Cc Dd Ee Ff Gg Hh

Research Strategy

- Brain
- Walk the Walls
- Read
- Write
- Walk the Walls
- Evaluate
- Share

Tt Uu Vv Ww Xx Yy Zz

Standards

Social Studies

ELA/ELA

I would recommend Project GLAD to other teachers



I strongly believe in the philosophy and approach of Project GLAD



I enjoy teaching my students using Project GLAD strategies.



Project GLAD is an effective instructional model for all students.



I have never had training that has been this good!



Our research questions

What is the impact of Project GLAD[®] on students' reading, vocabulary, writing, and science achievement?

For ELLs?

For nonELLs?

Study population

30 schools

21 districts

50% located in rural communities

2250 students

65% Free/Reduced-Price Lunch

33% Latino

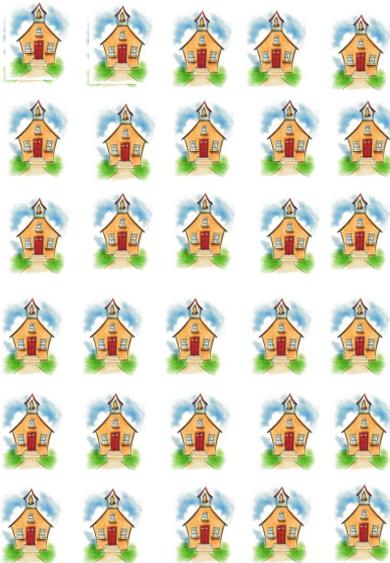
62% White

13% ELLs



Cluster Randomized Trial (CRT)

30 schools agreed to participate



15 received Project GLAD®



15 had “business as usual”



Outcome measures

English language arts

- Reading comprehension
- Vocabulary
- Essay writing

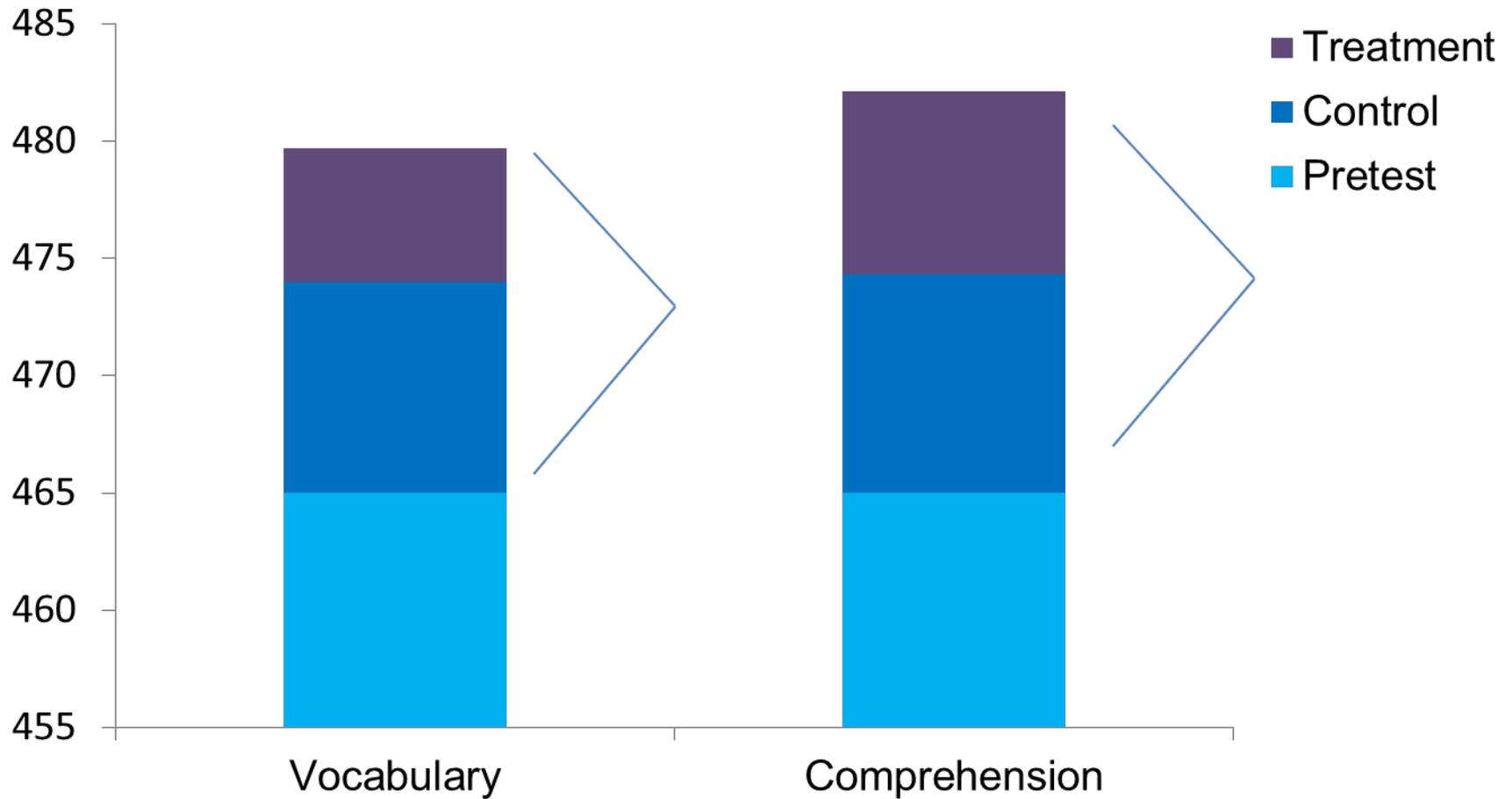
Science

- Rocks & minerals unit test
- State science assessment



Year 1 Literacy Outcomes

ELLs only



What's an effect size again?

Difference between the Tx and C
Standard deviation of the group

Measure	ELs	Non ELs
Vocabulary	.21~	.04
Comprehension	.24~	.04
Writing		
<i>Ideas</i>	.32~	.21~
<i>Organization</i>	.27~	.13
<i>Voice</i>	.05	.08
<i>Word Choice</i>	.22	.14
<i>Sent. Fluency</i>	.05	.12
<i>Conventions</i>	.02	.07
Rocks & Minerals	.19	.23
State Science	.12	.13

What's a good effect size?

Use empirical comparisons.

Literacy

Effect sizes for ELLs

	Reading		Writing	
	Reading	Vocabulary	Ideas	Organization
Project GLAD	0.24	0.21	0.32	0.27
SIOP	0.16*		0.19*	0.31**
QuEST		0.26		

* Small sample with developers involved in training.

** Estimated based on data provided in Echevarria, Short & Powers 2006.

Science

Effect sizes for ELLs

	“Project”	State Test	
Project GLAD	0.19	0.12	
QuEST*	0.16	(NA)	

* QuEST also had positive impacts for nonELLs.

Back to our research questions

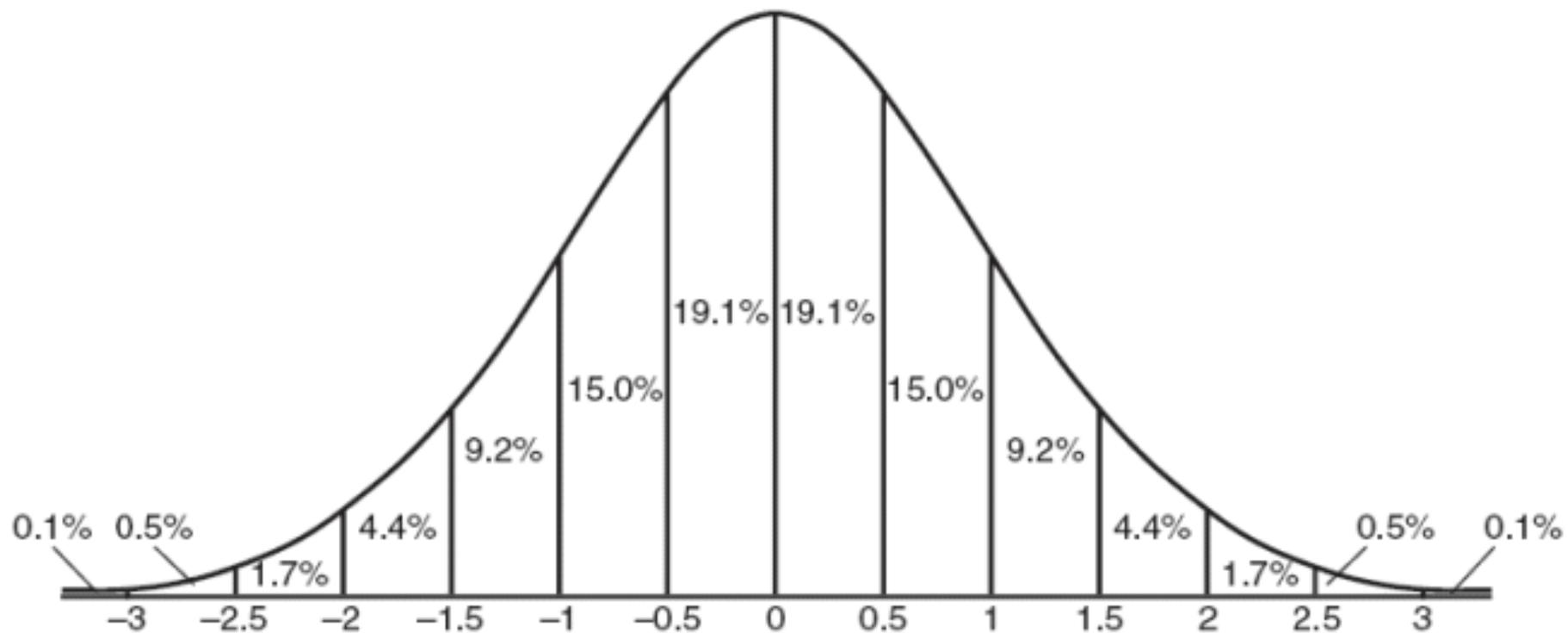
What is the impact on Project GLAD on students' reading, vocabulary, writing, and science achievement?

For ELLs?

For nonELLs?

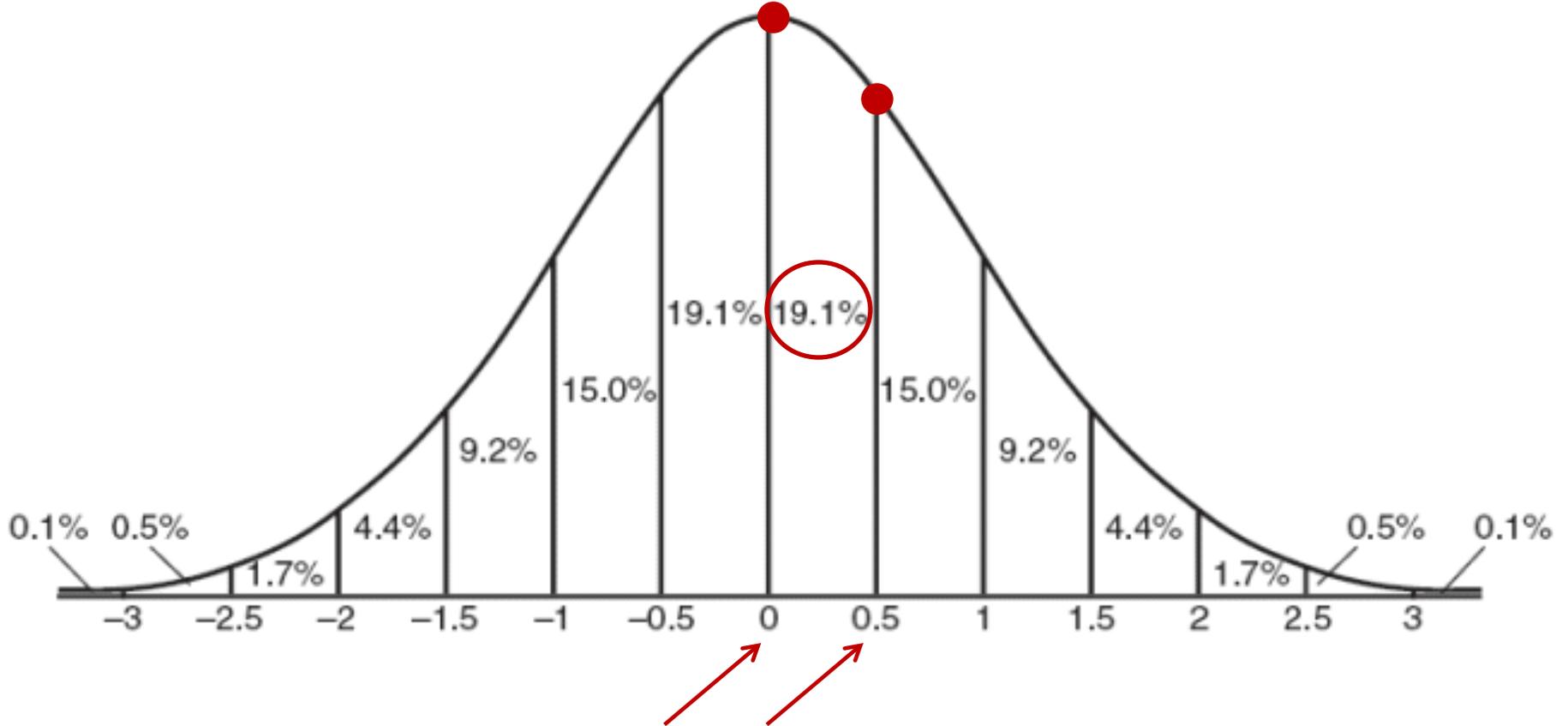
Normal Curve

Standard Deviation

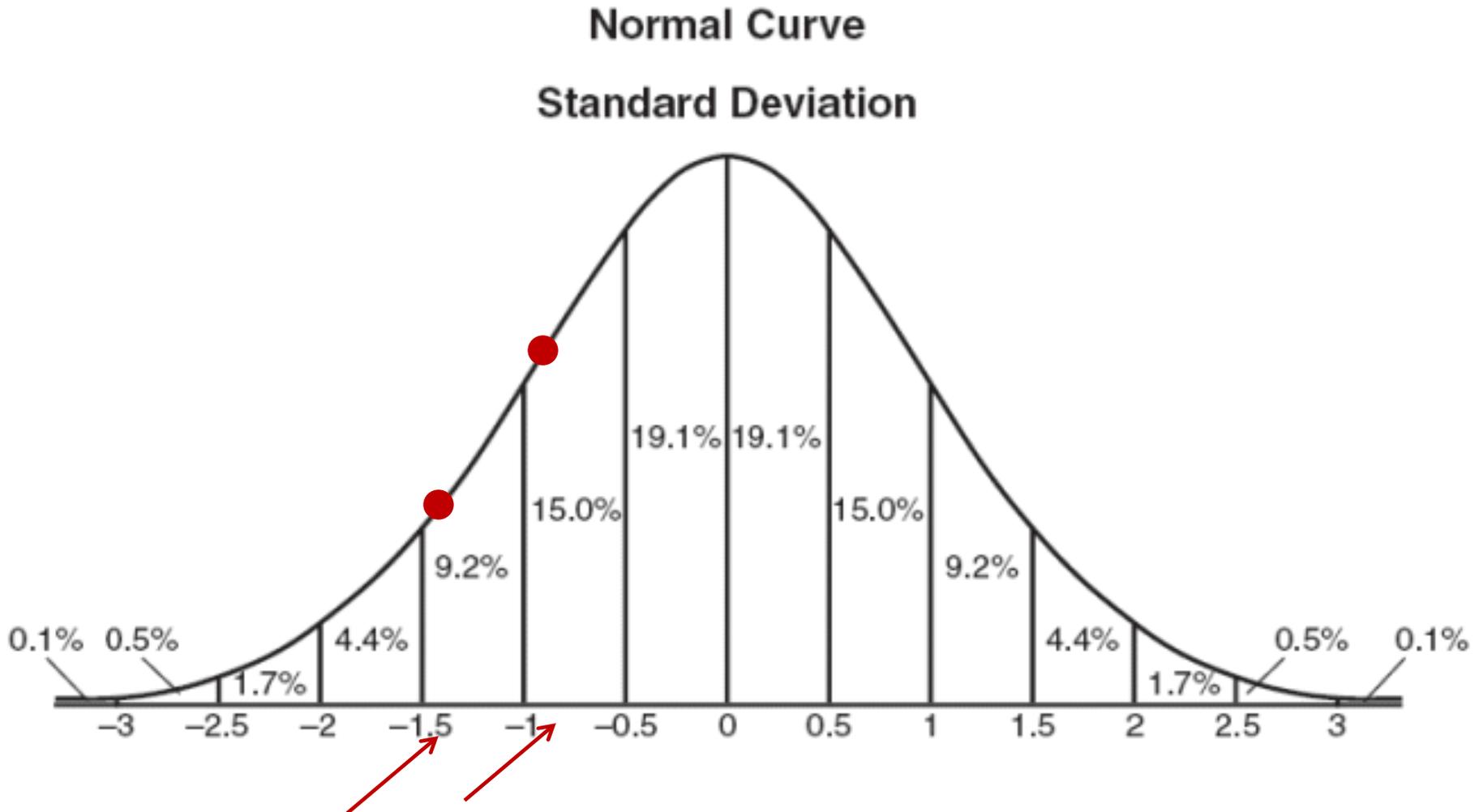


Normal Curve

Standard Deviation

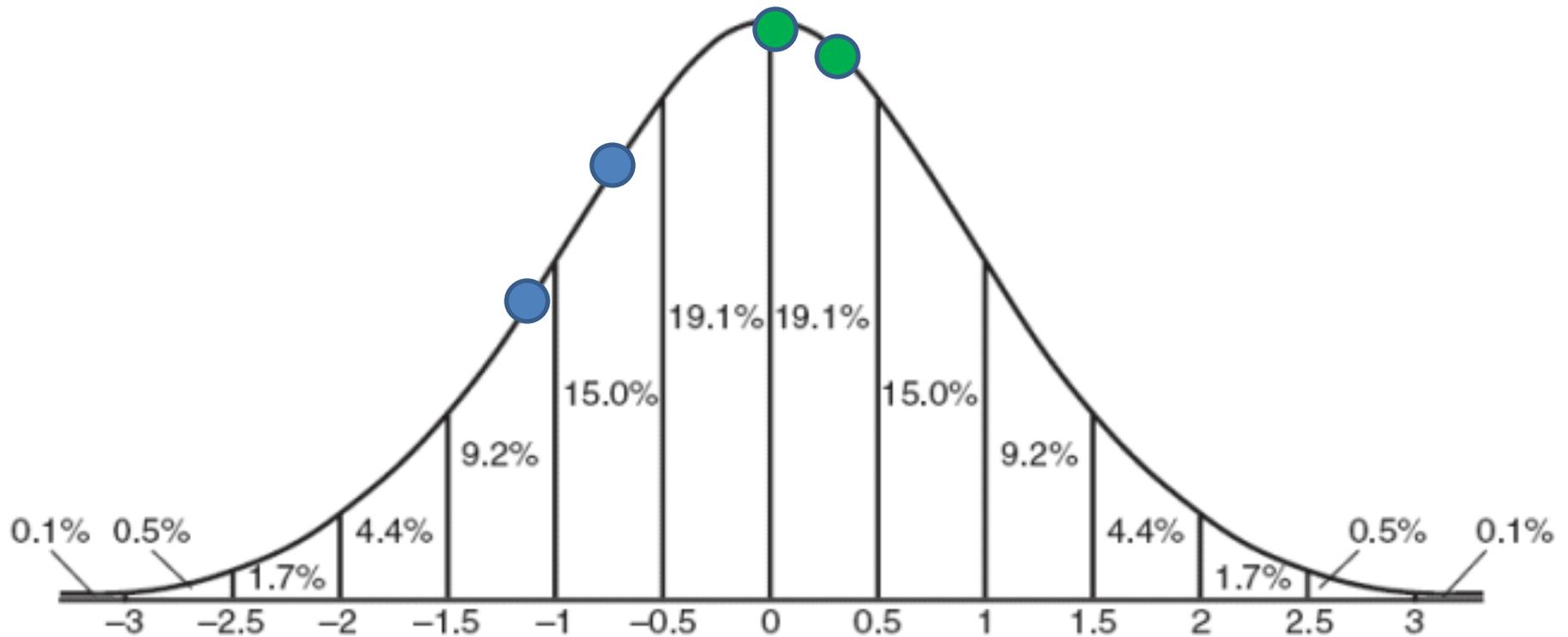


Starting lower means you need a bigger boost.



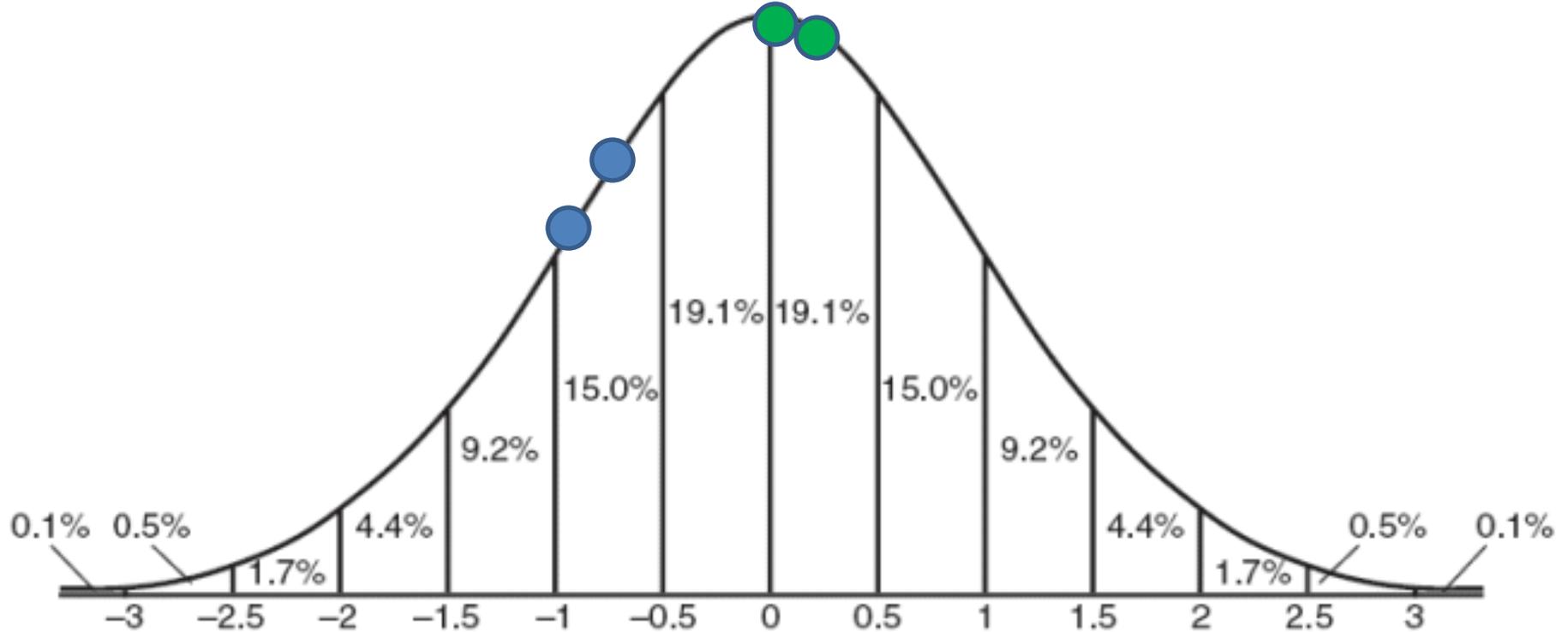
Vocabulary

Normal Curve
Standard Deviation

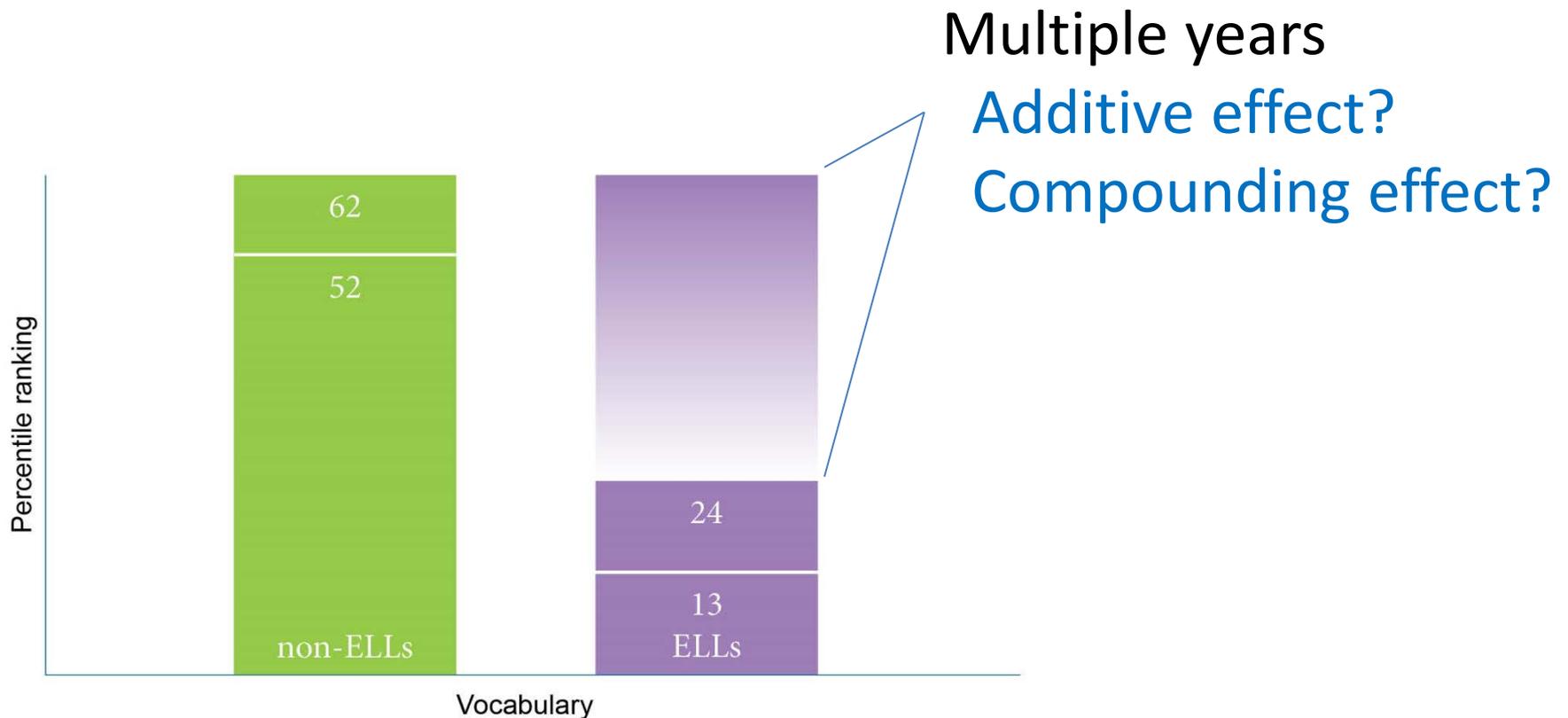


Comprehension

Normal Curve
Standard Deviation



Can Project GLAD close that gap?



Reflections

Content of the PD

Factors affecting implementation

Beyond the classroom

Content of the PD

Does it prepare teachers to make a difference?

- Multiple representations of concepts
- Structured interaction with academic focus
- Use of primary language
- Focus on academically useful words
- **Powerful science instruction**

Powerful science instruction

Inquiry-based
Evidence

- Collect
- Interpret
- Communicate

Scaffolding + FOSS kits

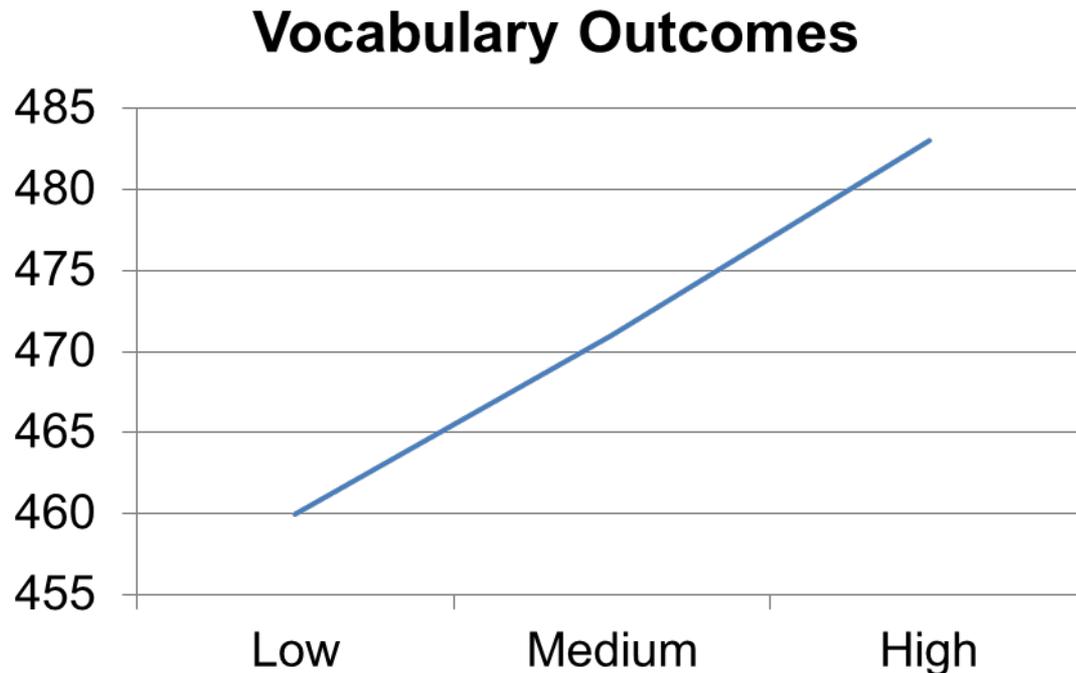
- (ES = +1.39)



Implementation

Do teachers do the things that make a difference?

Hypothesis: higher implementation is correlated to higher outcomes



Treatment classrooms used Project GLAD[®] while control classrooms did not.

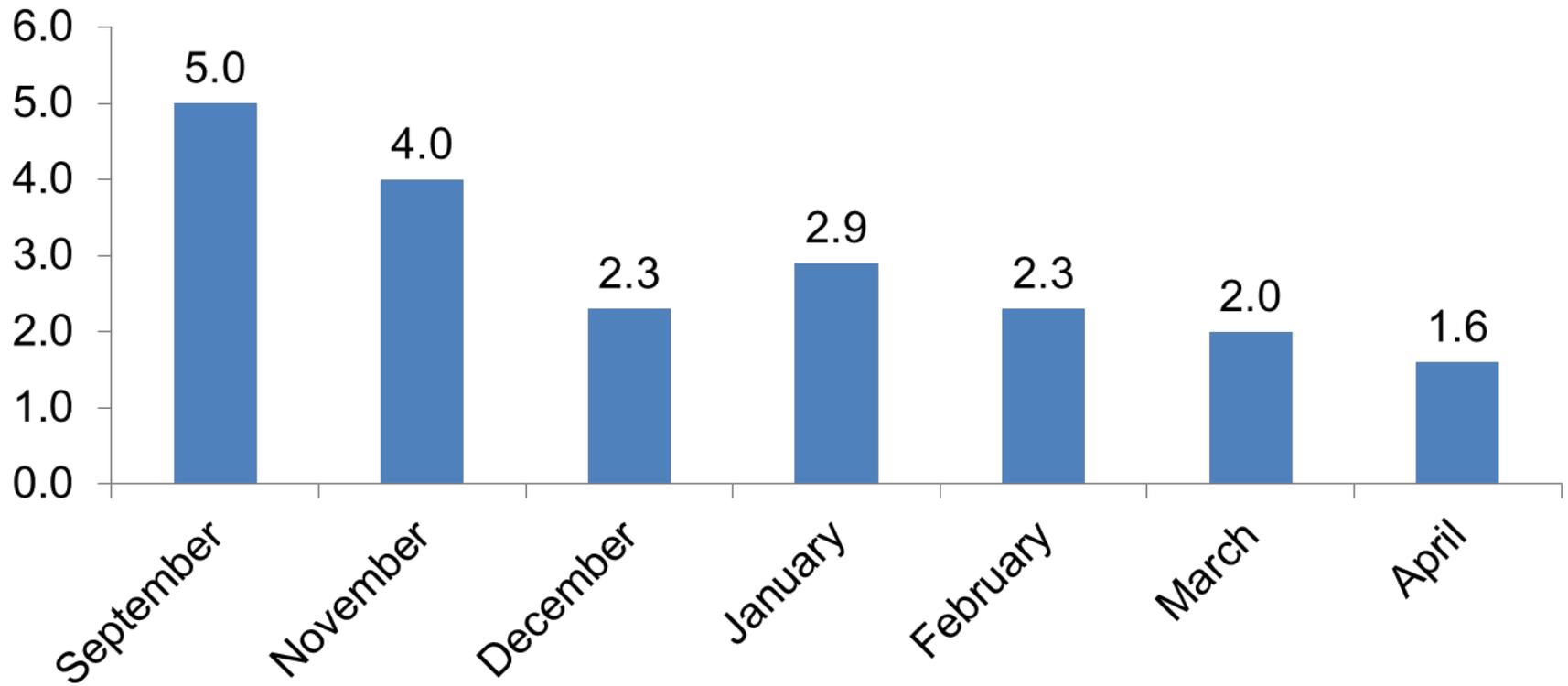
	Treatment	Control	
	Used Project GLAD [®]	Used Project GLAD [®]	Used something similar
Year 1	97%	5%	9%
Year 2	95%	0%	1%

The *frequency* and *quality* of implementation varied significantly across teachers.

	Average	Range
Average number of strategies per week (surveys)	12.5	0-22
Average quality rating (observations)	69%	19-100%

Factors affecting implementation

Hours/week spent preparing to use
Project GLAD strategies



Factors affecting implementation

- On-going
- Collective participation
- Collective participation
- “Coherence”/Buy-in from leadership
- Presence of coaches
- Explicit protocols
- Focus on solutions, not strategies

Beyond the classroom

- Culture and climate
- Connection to families
- Assessment and data use
- Interventions
- Social & emotional supports

I Have a Dream

"We hold these truths to be self-evident: that all men are created equal."



Mr. President, I HOPE For Peace
www.hopeforpeace.org

	Who	What	When	Where	Why	Books
Plessy vs. Ferguson						
Brown vs. Board of Ed						
Jim Crow laws						
Freedom Riders						
KKK						



Sheena



I think Civil Rights
I work for equal
Somehow I did it
Or I support
Segregation
Doing the Civil
I organize
I struggle for the rights
Let them live
Jim Crow laws of the
Professors lecture
Doing the Civil
I come from means
Economic struggle
There was a time when
but was involved in
Civil Rights history
Doing the Civil



More about the study

<http://projectgladstudy.educationnorthwest.org/>

Contact us

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