Project GLAD®

Guided Language Acquisition Design
Training Model

By

BE GLAD™ LLC &
Bay Area GLAD™ LLC

Awareness Presentation

For custom dates for trainings or training information:
Noshaba Afzal, Director of Trainings noshaba@projectglad.com
Phone: 1-888-GET-GLAD ext 701

To establish trainers or recertify trainers information:
Jabbar Beig, Executive GLAD Officer jabbar@projectglad.com
Phone: 1-888-GET-GLAD ext 700

www.projectGLAD.com
WHAT IS Project GLAD?

The Guided Language Acquisition Design Model

BE GLAD™ LLC and Bay Area GLAD™ LLC are official Project GLAD® model providers. The only agencies currently endorsed by Marcia Brechtel the co-creator of Project GLAD® to provide this professional development to educators in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. This model was developed and field tested for over 20 years and is based on years of experience with integrated approaches for teaching language, regardless of the students’ language background.

It is an instructional model with clear, practical strategies promoting effective interactions between students and students and teachers and students that develop metacognitive use of high level language and literacy. During the staff development, teachers are provided with the instructional strategies, together with the theory and research that support the model, and the curriculum model that brings these all together in the context of district and state frameworks and guidelines. This includes 21st Century Skills, Common Core State Standards, integrated with NGSS & state Social Studies Standards. The second part is a demonstration session in the classroom where the model is demonstrated with students using an integrated CCSS based unit.

This training results in teachers’ renewed commitment to high expectations and high standards for all students. The results for the students has been continued gains in standardized test scores as well as renewed involvement in a classroom that is student-centered.

Project GLAD is a United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program, and a Title I Achieving Schools Award Winner.

VISION STATEMENT

This training model stands for and promotes an educational setting that produces effective, literate citizens of a global society. It is a model of respect for diversity not only in language and ethnicity, but also in thinking, learning, and personal experiences. It provides support for teachers and students alike to face change and success effectively and confidently.
Teacher Training Model
Thematic Instruction

Why???

* “Language and concepts are acquired more effectively and efficiently when they are presented in a meaningful context. Integration across the curriculum areas provides meaningful context.” (Marcia Brechtel, Bringing the Whole Together)

* “People have enormous difficulty learning when either parts or wholes are neglected. Parts and wholes are conceptually interactive. They derive meaning from each other.” (Caine and Caine, Understanding a Brain-Based Approach to Learning and Teaching)

* **So what??** The implication for education is that the content and skills (the parts) are best understood in a meaningful context such as a theme (the whole). One cannot be effective without the other. This means educators must not teach skills and content in isolation from one another. Skills must be taught through an integrated content.

How???

* Find out **what** you are expected to teach at your grade level.
  - State frameworks
  - District curriculum guides
* Organize the grade level curriculum in such a way so that you have a visual representation of what to teach at your grade level.
  - Lists
  - Grids/Graphic Organizers
  - Clusters
  - Word Cards (These are great because you can physically manipulate them.)
* Look for content areas that seem to “go together”, and put these content areas into groups. This is a long process and it is different for every teacher. Teachers view curriculum very differently. Teachers may put the same curriculum together in different ways. No matter how the curriculum is put together, the end result will be the first step toward thematic instruction.
* Develop overlying themes to unify the content areas you have grouped together. For example, if you have grouped together weathering, erosion, landforms, earthquakes, and volcanoes, your theme might be “Our Changing Earth”.
* As you and your students evolve and change, so will your themes. You will always have the same basic content from the frameworks and curriculum guides, but how you teach this content will depend on the needs of your students.  

Susie Weston/95
STRATEGIES AND IMPLICATIONS

Based on the current areas of research, a brief summary of some strategies and classroom implications follows:

1. **Teach to the Highest**
   - A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).

2. **Brain Research - Metacognition**
   - A time to activate and focus prior knowledge; inquiry, brain-storming, and clustering (Costa, Rico, Kovalik).
   - An opportunity to insure a common base of understanding and scaffolding, direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).
   - Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
   - Metacognitive aspect of teacher and students and modeling of how an answer was arrived at, not merely what the correct answer was (Costa, Farr).

3. **Brain Research and Second Language Acquisition**
   - A student set purpose for learning; motivating, stated result or goal; student choices, inquiry (High Scope, Hunter).
   - Chances to negotiate for meaning from language and text; co-operative activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).
4. **Reading and Writing To, With and By Students**

- Reading that stresses the purpose and joy before the skills; beginning with writing and reading one’s own language; immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill).

- Direct teaching of concepts, vocabulary, or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).

- Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate places in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal experiences to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).

- Big Books, shared reading/writing experiences are only a few strategies for a language functional environment. The use of personal interaction values oral ideas and cross-cultural respect (Traill, Cummins).

5. **Active Participation** in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenberg).

6. **A theme and strategies** to foster respect, trust, identity, and voice (Cummins, Berman, Baron).

7. **Ongoing and closures to units using a variety of assessment tools to provide reflection on what has been learned**, how it was learned and what will be done with the information. Assessment, on-going and summative, based on strengths as well as needs (Costa, Wiggins, Farr, Treadway, Lazear).
Be GLAD!

Project GLAD®
(Guided Language Acquisition Design)
6-DAY TRAINING
(Late Spring 2015 dates)

Common Core directly applied to the classroom!  
Master the process over the product!  
OVER 80 teaching strategies!  
Practical classroom applications!

Practical teaching tools pulled directly out of research and field-tested for over 20 years.  
These techniques get students to be college and career ready!

It includes Gradual Release, Depth of  
Knowledge (DoK), Habits of Mind, and many  
more Common Core ideas.  It makes the vague  
and undoable into practical, easy, and  
MAGICAL!

It covers the works of educators across  
multiple disciplines: reading, writing, brain  
compatible teaching, language acquisition,  
neurolinguistics, UBD, primary language,  
gifted & talented, and ELD.

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<thead>
<tr>
<th>TWO-DAY WORKSHOP (8am-3pm)</th>
<th>CLASSROOM DEMONSTRATION (days 3-6)</th>
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<tbody>
<tr>
<td>April 20-21, Washington State</td>
<td>March 30-April 2, Minnesota State (K-5)</td>
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<tr>
<td>April 21-22, Los Angeles County, CA (K-2)</td>
<td>April 28-May 1, Los Angeles County, CA (K-5)</td>
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<td>April 23-24, Los Angeles County, CA (3-5)</td>
<td>May 4-7, Los Angeles County, CA (K-5)</td>
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<td>May 13-14, Monterey County, CA (K-8)</td>
<td>May 11-14, Los Angeles County, CA (K-5)</td>
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<td>June 1-2, Los Angeles County, CA (K-8)</td>
<td>May 11-14, Minnesota State (K-3 Spanish)</td>
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<td>June 3-4, Sacramento, CA Area (K-8)</td>
<td>May 18-21, Minnesota State (K-2)</td>
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<tr>
<td>June 8-9, Monterey County, CA (K-5)</td>
<td>May 18-21, Washington State (MS)</td>
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<td>June 11-12, Minnesota State (K-8)</td>
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* Custom training dates at your site can be scheduled by contacting the trainers listed below:

<table>
<thead>
<tr>
<th>Payment:</th>
<th>$1,075.00 (includes 2-Day Workshop &amp; 4-Day Demonstration)</th>
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<tbody>
<tr>
<td>Please Mail, Fax, or E-mail Registration and Payment To:</td>
<td></td>
</tr>
<tr>
<td>BE GLAD, LLC</td>
<td>OR Fax (510) 295-2405</td>
</tr>
<tr>
<td>1563 Solano Ave., Suite 213 Berkeley, CA 94707-2116</td>
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<tr>
<th>Questions:</th>
<th><a href="mailto:Jabbar@projectglad.com">Jabbar@projectglad.com</a></th>
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<tbody>
<tr>
<td>Phone 1-844-Get-GLAD or 1-844-438-4523 for a Be GLAD rep.</td>
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*Refunds only provided when cancellation notice has reached our office 14 days prior to workshop date*

Name, Grade, District:  
Contact Phone &/or Email:  
Check or PO #:  
2-Day Workshop Choice:  
Demo Choice:  

An independent organization not affiliated with any state, county, or district.

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rev 1/23/15
Do you need to renew your certificate as a Project GLAD® trainer?

BE GLAD!™
(Guided Language Acquisition Design)
This session is for you!

2-Day Recertification
- Get new data, research, and field testing results
- Update on strategies based on new data
- Collaborate & network with other GLADiators™
- Access to improved presentation materials:
  - 2-Day Workshop PPT
  - Master List of Strategy Notes
  - Administrator Tools
  - Surveys & Data Collection
  - Demonstration units
  - Revised Language & Literacy packet
  - Follow-up materials
  - Improved 2-Day Binder
  - Video Clip access via BloomBoard
  - Common Core based units via Aspicio

Registration Information:
Be GLAD Office
(844) get-GLAD ext. 700
jabbar@projectglad.com
training@projectglad.com

Train with the BEST
Coordinated by BE GLAD™ LLC/ Bay Area GLAD™ LLC

The only organizations endorsed by co-creators Marcía Brechtel & Linnea Haley

Payment: $450.00 (includes lunch both days and access to trainer materials)

Please Mail, Fax, E-mail Registration with PO to: BE GLAD™ LLC EIN 20-1373336
1563 Solano Ave, Suite 213, Berkeley, CA 94707-2116
Fax (510) 295-2405 or training@projectglad.com

Name, Grade, District: ____________________________________________
Contact Phone &/or Email: __________________________________________
PO/Check # _____________________________________________________* PO/check must be received 30 days prior to workshop

(Refunds provided only when written cancellation notice has reached BE GLAD™ 30 days prior to workshop date)

BE GLAD™ LLC is an independent organization not affiliated with any state, county, or district. Site & date subject to change.
BE GLAD / Bay Area GLAD present

Project GLAD® Trainer-in-Training (TnT) Model

“A Model of Academic Excellence”

Prerequisites:

- Project GLAD trained in the initial 6 or 7 day training by a qualified and authorized trainer
- Basic knowledge and usage of strategies
- Complete and submit TnT application
- Enjoy teaching and working with educators!

This 5 Day intensive workshop will focus on building internal capacity within your agency for Project GLAD training and follow-up support.

5 Day Training in San Jose, CA
June 15-19, 2015
(Dates subject to change)

Cost: $1,950.00 per participant (includes TnT binder and materials, please consult TnT application for more details)

*For more details please email training@projectglad.com
Or call 1-844-get-GLAD (1-844-438-4523) - BE GLAD!
BE GLAD / Bay Area GLAD present

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5 Day Training in Seattle, WA
March 23-27, 2015
(Dates subject to change)

Cost: $1,950.00 per participant (includes TnT binder and materials, please consult TnT application for more details)

*For more details please email training@projectglad.com
Or call 1-844-get-GLAD (438-4523) - BE GLAD!