Agenda and Outcomes

- Gain a deeper understanding of the Pictorial Input Chart and its extensions.
- Understand how to analyze any OCDE Project GLAD® strategy for levels of performance.

The frequency and quality of implementation varied significantly across teachers.

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of strategies</td>
<td>12.5</td>
<td>0-22</td>
</tr>
<tr>
<td>per week (surveys)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average quality rating</td>
<td>69%</td>
<td>19-100%</td>
</tr>
<tr>
<td>(observations)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Used with permission from Education Northwest
Learning Log
- Students individually process learning through sketching and writing
- Formative assessment
- Encourages metacognition
- Students' personal connection to the content

ELD Review
- Supports ELD
- Assesses ELD progress using content as a vehicle
- Uses intentional questioning strategies
- Provides data to drive instruction
- Do before and/or after word card review

Differentiate Word Card Review
- Word match
- Word and sketch
- Picture File Card
- Word Family
- Synonym
- Quote
- Blank
Language Form and Function

Form
- Labels for the building blocks of grammar
  - Words
  - Phrases
  - Clauses

Function
- The purpose of language
  - Stating a claim
  - Paraphrasing
  - Comparing
  - Justifying
  - Citing a source
Language Form and Function

Form
- Adding to a point
  - Furthermore: in addition; moreover; but also; not only;
- Introducing examples
  - For example, in other words; such as; in particular; mainly;
- Alternative viewpoint
  - However; in contrast; although; rather
- Introduce quotations
  - “According to…”; “…tells us”; “…argues that”; “…stated”

Function
- Construct an argument with evidence (SP7)
  - Claim and Argument
  - Support or Refute
  - Evidence and Develop
  - Counterclaim
  - Rebuttal

Standards 1-7: Function
Standards 8-10: Form
Differentiate Word Card Review

- Word match
- Word and sketch
- Picture File Card
- Word family
- Synonym
- Quote
- Blank

Different days for different purposes

10/24/7 method (distributive practice)

Learning with spaced out exposures and opportunities to practice with slight variations in context to add retention. (Hermann Ebbinghaus)

- 10 – lecture in 10 minute chunks. Review.
- 24 – Review within 24 hours
- 7 – Review within 7 days
1  2  3  4

Unpredictability
• Poorly designed Chart is
  shown in one color and has
  only one category/chunk of
colors.
• Chart is not followed up with a learning task
  and (L.O.) review after the lesson.
• Teacher does not ask for a word count
  review during a follow-up lesson.

Basic
• Students are in downward
  proximity to chart.
• Chart is poorly designed
  with too many words in one
  paragraph length.
• Teacher presents
  information in chunks, with
  little flow.
• Students are not asked
  or encouraged to
  academic vocabulary
  and students are prompted to
  write and talk the word.
• This is okay, the
  teacher introduces the
  chart with a visual aid
  (chart and selected word) but
  instead of an oral
  activity.

Produced exclusively Basic
• Teacher occasionally
  introduces words and
  phrases they said the
  chart to ensure all
  students can see it.
• Teacher defines or
  introduces vocabulary
  categories, commonly
  language support, and
  academic vocabulary
  • Teacher uses ESL
  review sheets and
  provides students
  process each sectionurally
  with a partner to change
  working.
• A learning log and ESL
  review follow the whole class.
• Teacher differentiates
  word card review with varying
  protocols.

Disadvantages in addition to Predictable
• Teacher’s protocols for
  ESL learners are pre-planned
  for content and ESL. When
  ELD, the learner is
  informed of chunks of
  language that incorporate
  language form and function in a
  coherent way, or is asked
  to summarize the
  conversation, which
  introduces words and
  phrases they
  said, the chart to
  ensure all students
  can see it.
• Teacher defines or
  introduces vocabulary
  categories, commonly
  language support, and
  academic vocabulary
  • Teacher uses ESL
  review sheets and
  provides students
  process each sectionurally
  with a partner to change
  working.
• A learning log and ESL
  review follow the whole class.
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  word card review with varying
  protocols.

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Intentional prompt related to the oral 10/2

I learned _____ , because______.
I know _____.

Language comes from the standards.

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ELD Instruction
Integrated AND Designated

Integrated: Key Features

• Effective instructional experiences for ELs throughout
  the day and across disciplines.
• Meaningful and relevant
• Intellectually challenging
• Appropriately scaffolded

How could this look in your classroom?

Designated: Key Features

• Protected time during the
  regular school day when
  teachers use ELP standards in
  ways that build into and from
  content instruction to
  develop English skills and
  knowledge.
• Academic English focus
• Focus on meaning and forms
• Corrective feedback

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Based on the indicators given, rate your level of proficiency on the Pictorial Input Chart.

Tell your neighbor one thing you will do to raise your level.

Rubric Basics

- Stay off the fence
- 4-point scale

Bookends
- Start with 1 or 4, then do the other
- Basic 2 – Newly trained teacher has got the basics down
- Proficient 3 – Experienced OCDE Project GLAD® teacher or trainer has all the pieces of the strategy
- Distinguished 4 – Incorporate 1 or more ELD considerations (scaffolds). Must include integrated/designated ELD goals. Have a deeper understanding of the strategy.

Specific and Descriptive Language
- Avoid “good” “excellent”
- Reading the possible teacher observables, you need knowledge of the strategies. You’re not going to get a GLAD® how-to from reading the rubric.
- Each description and each characteristic should be mutually exclusive, but can build on one another.

Thank you

More about OCDE Project GLAD® training and support
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OCDE Project GLAD® National Training Center
http://www.ocde.us/NTCProjectGLAD/Pages/default.aspx

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