

Project GLAD™ Year 1 Evaluation Report

Spring 2011 Survey Summary



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INTRODUCTION

Project GLAD™ (Guided Language Acquisition Design) is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills.¹ In July 2010, 43 teachers and 1 administrator participated in a Project GLAD™ Tier 1 training funded by The Oregon Community Foundation (OCF). The training included a 2-day workshop and two five-day classroom demonstrations. Participants also attended a Project GLAD™ refresher workshop in February or March 2011, and had a site visit or phone interview from OCF staff and volunteers during the 2010-2011 school year. Teachers were asked to complete an evaluation post-training, mid course and at the end of the school year. NPC Research worked with OCF to provide an analysis and summary of participants' experiences based on these surveys. The intent of the three surveys was to capture their experiences implementing GLAD curriculum, the perceived effect it had on students, goals met and to set, and several other content areas. Thirty-one teachers (70%) completed the final survey, but did not always respond to every question. This report focuses mostly on the year-end evaluation, although key themes from previous surveys are also included as highlights.

Changes in Teaching Practices

Participants were asked in an open-ended question to explain changes in their teaching practice this year that were thought to be a result of the GLAD training. Thirty participants responded to this question, all of them noting some type of change or integration of GLAD strategies into their teaching practice, ranging from the inclusion of just one strategy to the expansion and creation of six units meeting the Oregon Science/Social Studies standards.

All participants reported the integration of at least one GLAD strategy into their teaching practice. The most commonly reported strategy was team/group work and cooperative learning strategies. Thirteen participants (43%) said they had practiced this in some capacity throughout the year with very positive results, which will be discussed in the next section. The use of chants, songs and movement, which six (20%) participants reported incorporating, was the next most commonly integrated strategy, and five (17%) reported an increased use in visuals. Other implemented strategies include the use of informational poetry, informational charts, T-charts, student-generated charts, graphic organizers, picture file cards, signal words and the use of a book web with special education students.

Participants reflected on their approach to teaching prior to the GLAD training and what practices have changed since. Six participants (20%) reported being more open to student involvement in practice, letting them learn for themselves and problem-solve with each other, which has become an integral part of the classroom. Three participants (10%) reported an improvement in vocabulary and grammar instruction, two participants (7%) mentioned being able to reach students on “all ends of the learning



¹ See <http://www.projectglad.com> for more detailed information.

spectrum,” and two others reported that they taught more science units. Individual participants mentioned becoming a more positive teacher, incorporating more learning styles into their practice, teaching thematically, and using the “I do it, we do it, you do it” model so all students are successful. One teacher mentioned his/her strategies ultimately did not change as it was difficult to cover all standards while teaching mostly GLAD curriculum.

Perceived Effects of GLAD Strategies on Students

Twenty-nine participants responded to an open-ended question which asked to describe any effect they perceived GLAD strategies have had on their students. The table below documents responses when two or more participants reported effects.

Table 1. Perceived Effects of GLAD Strategies on Students

Perceived Effect	Number (%)
Students have more fun, are more engaged/inquisitive/interested in learning, giving students ownership over what they are learning. They dig deeper instead of relying solely on what the teacher has given them.	15 (52%)
Increased student retention of material	21 (72%)
Overall improvement in student success/comprehension/retention	6 (21%)
Meaning assigned to visual representation, aiding in retention	10 (35%)
Songs, chants and hand signals have improved retention	5 (17%)
Increase in team work/cooperative learning	9 (31%)
Improved vocabulary, communication, and writing skills	8 (28%)
Positive student response to “Teach to the highest, review to the lowest” model	3 (10%)
Use of signal words has improved classroom management and transitions	2 (7%)

In addition to the effects cited above, individual participants reported higher test/assessment scores and an improvement in self-esteem among students who began to participate in classroom activities as a result of the use of GLAD strategies.

Implementation Challenges

Teachers were asked to describe the types of challenges they were facing in implementing the GLAD strategies. All thirty-one respondents answered this open-ended question. Teacher responses were coded and grouped in themes, which are included here if they were mentioned by at least two respondents.

By far, the most common challenge cited was “time”—58% of teachers said they did not have enough planning time to create units and prepare materials. However, this percentage was lower than teachers reported during surveys earlier in the year, when up to 84% of respondents indicated time was a challenge for them. In addition, 48% said they did not have enough time during the school day to teach GLAD units due to the need to fulfill other requirements, short periods, irregular time with students or unspecified reasons. Other challenges mentioned by more

than one teacher included obtaining supplies/materials (13%) [which was also a challenge mentioned earlier in the year] and finding room on the walls to display charts and posters (7%).

Plans to Overcome Obstacles Next Year

The most commonly cited plan for overcoming obstacles next year was to continue to implement GLAD strategies, even by slowly incorporating new strategies when possible (19%). Other plans included building upon GLAD units created last school year and reusing materials (13%), implementing more strategies (13%), working on units and materials this summer (13%), and working with other teachers on a team (6%). Four teachers (13%) were unsure of resolutions as the issues seem irresolvable.

The substitute days given to teachers this year so they could have time to develop GLAD units were noted as being helpful and appreciated.



Supports and Resources Needed to Address Challenges

Twenty-nine participants responded when asked what supports or resources they needed to address the challenges they identified. The most commonly cited desired resource was time for preparing units and materials (28%). A couple offered appreciation and gratitude for the substitute day that was given this year, but someone also mentioned it would be nice to have a day for planning without having to prepare substitute materials as that creates more work. Earlier in the year, teachers had suggested additional substitute days as a way to help them with increased implementation (allowing them time to develop new units).

Material needs were reported by six (21%) teachers. Below is a list of specific materials needed:

- Social skills poems and songs
- Age appropriate books
- Social interaction games and activities
- Color printer/ink
- Large laminator
- Photos
- Chart paper
- Copy-able/Adaptable materials (so re-creation of materials does not occur)
- Examples of Big Books

Five (17%) participants desired review/refresher workshops, two (7%) would like more teachers to be trained and another two would like to be paid for the planning time they will spend over the summer.

Other needs that were identified by individuals were training in Special Education GLAD strategies, more room to display charts and more flexibility from administration. Earlier in the

year, many teachers (about a third) commented that they needed help educating administrators that the teachers need time to plan.

Additional Information or Access Needed During Year 1

Twenty-three teachers responded to the open-ended question asking if there was anything else they would have liked more information on or access to during the first year of implementation. Nearly half of the teachers (43%) reported there was not anything else they needed. They reported accessing additional GLAD units from the Internet, having plenty of support and contacts at other schools, serving as resources to each other, and having their needs met during refresher courses. Three people (13%) reported needing more time. Individual teachers mentioned needing a review of what was realistic to implement in the first year, more art units already built and networking opportunities with other teachers throughout the county or state.

Achievement of Year 1 Goals



Teachers were asked if they met their GLAD-related goals for the year and, if not, what hindered their ability to accomplish what they had envisioned. All 31 teachers responded to this open-ended question. Twenty-four teachers (77%) said “yes,” they had met the GLAD goals they had set for themselves. Some mentioned meeting and exceeding the goals they set while others mentioned they met their original goals, but had hoped to do more and are planning to make that happen next year. Eight people (26%) answered “no,” they did not meet their goals. The lack of goals

being met was attributed to needing more time to plan and money for materials, unfamiliarity with the curriculum, needing to meet other district requirements, and needing to see other teachers in the same grade incorporating GLAD strategies into their teaching. Some in the “no” group also mentioned planning to meet their goals in the upcoming year.

Creation and Implementation of GLAD Units

All participants responded when asked if they created and implemented any GLAD instructional units the 2010-2011 school year. The vast majority (90%) of teachers said they had, while only three (10%) teachers said they had not. Two of the three teachers noted that time was the reason they had not created or implemented a unit and one teacher noted s/he did not have a classroom.

Table 2 lists the number of units created by the teachers that responded “yes” to this question. Many teachers also commented that in addition to the GLAD units they created, strategies and partial units were also implemented during the year.

Table 2. GLAD Units Created and/or Implemented

Number of Units	Number (%) of Teachers
½ of a unit (incomplete)	1 (4%)
1	10 (40%)
2	8 (32%)
3	0
4	4 (16%)
5	1 (4%)
6	1 (4%)
7	1 (4%)

Note: percents do not add to 100% due to rounding

Many unit topics were listed and included:

- Animals/biology (Ants, Marine Mammals, Frogs, Butterfly Life Cycles, Animal Habitats, Comparing Plants and Animals, Living and Non-Living Things, Sea Creatures, Penguins, Forest, Fall Garden, Zoo, Nocturnal Animals, The Interdependence of Animals in an Ecosystem, The Life Cycle of the Pumpkin)
- Human biology (Skeletal System, The Five Senses, Respiratory System)
- Environmental science (Air and Weather, Weather, Fall, Space, Planets)
- Social studies (Heroes: Past and Present, Cultures Around the World, Behavior, America and its Symbols, Communities, Farming, Social Skills and Rules, Family Traditions, Latin American Countries, History of Astoria, Lewis and Clark, Government and Maps, Symbols, World Art, Art Genres, Lord of the Flies)
- Engineering (Balance and Motion, Simple Machines, Motion, Math Vocabulary, 3D Geometric Shapes)
- Smart Solutions, Classroom and Community Responsibilities
- Writing Expository Reports

Use of Pre-Existing GLAD Units

Twenty-two teachers responded to the open-ended question asking if they had used pre-existing GLAD instructional units in their classrooms that had been created by other teachers in their school. Fifteen (68%) people reported not using pre-existing units, while seven (32%) had used them. Three teachers noted they were able to adjust strategies or units to fit their classroom, two teachers reported sharing information and helping each other, and one teacher reported he/she used Desert, Space, and Volcano units created by a colleague. Two teachers who answered “no” to using pre-existing GLAD units created by other teachers commented they went online and found units to use.

Use of GLAD Strategies

A list of 20 GLAD strategies was provided on the survey. Respondents were asked if they a) regularly use the strategy—feel confident and could share tips with others, b) used a few times – but still need some practice, c) never tried—need coaching or other assistance before attempting or d) never tried—did not have time to attempt this strategy. Different numbers of participants responded about various strategies, so the total number of respondents (N) for each strategy is included in the first column of Table 3.

The strategies that the greatest proportion of teachers regularly used and felt most comfortable with using were Chants, T-graph for social skills, Picture File Cards and Input and Observation Charts. The two strategies that nearly 20% of teachers felt unprepared to implement were Graffiti Wall and Student Made Big Book. There were several that a large proportion of teachers reported not using due to time constraints (Student Made Big Book, Graffiti Wall, and Listen/Sketch).

Table 3. GLAD Strategies Used

GLAD Strategies	Regularly used – I feel confident and could share tips with others	Used a few times – but I still need some practice	Never tried – I need coaching or other assistance before attempting	Never tried – I did not have time to attempt this strategy
Big Book (teacher made) (N = 27)	11 (41%)	10 (37%)	2 (7%)	4 (15%)
Big Book (student made) (N = 27)	2 (7%)	6 (22%)	5 (19%)	14 (52%)
Cognitive Content Dictionary (N = 28)	12 (43%)	11 (39%)	1 (4%)	4 (14%)
Cooperative Strip Paragraph (N = 28)	5 (18%)	14 (50%)	1 (4%)	8 (29%)
Chants (N = 28)	16 (57%)	8 (29%)	1 (4%)	3 (11%)
Ear-to-Ear Reading (N = 27)	9 (33%)	9 (33%)	3 (11%)	6 (22%)
Graffiti Wall (N = 26)	4 (15%)	5 (19%)	5 (19%)	12 (46%)
Home/School Connection (N = 27)	8 (30%)	6 (22%)	2 (7%)	11 (41%)
Input Chart (N = 29)	16 (55%)	9 (31%)	2 (7%)	2 (7%)
Inquiry Chart (N = 28)	15 (54%)	6 (21%)	3 (11%)	4 (14%)
Journals or Writer's Workshop (N = 28)	12 (43%)	6 (21%)	3 (11%)	7 (25%)
Leveled Reading Groups (N = 27)	15 (56%)	6 (22%)	2 (7%)	4 (15%)
Listen/Sketch (N = 27)	4 (15%)	8 (30%)	3 (11%)	12 (44%)
Observation Chart (N = 29)	16 (55%)	7 (24%)	3 (10%)	3 (10%)
Process Grid (N = 27)	7 (26%)	11 (41%)	2 (7%)	7 (26%)
Picture File Cards (N = 29)	16 (55%)	8 (28%)	1 (3%)	4 (14%)
Sentence Patterning Chart (N = 28)	14 (50%)	4 (14%)	2 (7%)	8 (29%)
Story Map (N = 29)	7 (24%)	10 (35%)	3 (10%)	9 (31%)
T-Graph for Social Skills (N = 29)	18 (62%)	4 (14%)	1 (3%)	6 (21%)
Team Tasks (N = 29)	6 (21%)	14 (48%)	3 (10%)	6 (21%)

Trainings and Activities Ratings

Participants were asked to rate five training activities that took place from Summer 2010 to Spring 2011. All 31 participants responded unless otherwise noted.

Table 4. Trainings and Activities Ratings

Training/Activity	Not useful	Somewhat useful	Very useful	N/A (absent from activity or did not use)
Project GLAD™ 2-day overview (July 2010, Seaside)	0	3 (10%)	28 (90%)	0
Project GLAD™ 5-day demonstration (July 2010, Tillamook/Clatskanie)	0	0	31 (100%)	0
Site Visit at school (or via conference call) (Winter 2011) (N = 29)	2 (7%)	9 (31%)	12 (41%)	6 (21%)
Project GLAD™ Refresher Workshop (Feb/March 2011)	0	5 (16%)	24 (77%)	2 (7%)
Project GLAD™ provided substitute/work day (Spring 2011)	0	0	20 (65%)	11 (36%)

Goals for the Upcoming Year

Twenty-seven out of twenty-nine participants (93%) responding set goals to add more GLAD strategies into their lessons and/or learn and implement new units. Specific goals mentioned by one or more teachers are listed below:

- Create new units (e.g., volcano and earthquake units, rocks and minerals unit)
- Add to or enhance existing units (e.g., Life Cycle unit, Ocean Life unit, bird unit)
- Add strategies to their regular teaching work (e.g., Chants [to support math concepts], Cognitive Content Dictionary, Sentence Patterning Charts, Input charts, Integrated reading [process grids, writing, chunking and linking] to basal reading time, text to self journaling, use more picture cards)
- Work on implementation with special populations (e.g., writing with ELL students, implementation after adapting to special education student needs)
- Collaboration (e.g., work with entire grade level team on designing units we can share, use more collaborative team strategies)
- Considering implementing existing unit (e.g., corn unit on GLAD website)

OCF Help to Sustain Project GLAD™

Twenty-seven participants responded to the open-ended question asking how OCF staff and volunteers should sustain Project GLAD™ in the future. Sixteen (59%) suggested to continue to offer trainings and refresher courses to them. Five (19%) people requested that the funding for substitute days remain and that an additional day (or days) be added. Four (15%) also mentioned they would appreciate planning days not requiring a substitute, so the additional work of preparing substitute plans would not have to be done. Two people (7%) suggested funding summer hours for planning. Five (19%) suggested training more teachers and another five mentioned it would be helpful for OCF to communicate to their administration and/or districts. Some of the content teachers would like communicated to administration are:



- The need for uninterrupted time for planning units
- Newsletter for general support – make it a part of the school-wide atmosphere
- One school/district is already providing SIOP training; OCF could offer GLAD as an alternative
- Share the power of GLAD so there is buy-in

Additionally, five teachers requested support to observe another teacher implementing GLAD strategies in their classroom.

Comments From Participating Teachers

“Thank you for all the help. I believe these strategies help our students achieve and learn in a fun environment.”

“Thank you for bringing GLAD to our school district. It has driven my instruction and given me a goal to strive for.”

“Once again, thank you! Your foundation is stellar! You are showing the rest of Oregon that instruction/ teachers/ and support staff should be valued and respected. Without us, we wouldn't have a very educated society. Thanks for setting such a positive and supportive outlook!”

“This has been the most powerful instructional workshop I have taken in 20 years. It takes some of the best teaching strategies and practices and incorporates them into a powerful teaching structure.”

“Thanks for providing GLAD training. I feel I have been able to implement more content rich learning while better meeting the language needs of all of the children. Since having the GLAD training I feel I have created an atmosphere where the children have become more responsible and aware of their learning.”

“I really feel like utilizing GLAD strategies helps me cover science and social studies more effectively with all students. I really appreciate all the support since the training last summer. I hope it continues. I also appreciate the access to the GLAD website! It has been a life saver! I am trying to upload some of my own units as well! Thanks so very much for this training. I hope to perfect my strategies next year! What are some effective strategies to utilize GLAD response journals with young students?”

“I really wanted to use my provided sub/work day, but so busy at school I never felt I could find a day to take off.”

Conclusion

Overall, participating teachers reported the Project GLAD™ training as a valuable resource to them as professionals, as well as having a real impact on their students. They described strategies and units they implemented, and goals for the 2011-2012 school year. A survey conducted last fall with other teachers and administrators throughout the North Coast school districts indicated interest for other teachers to receive this training. A theme throughout this year was the appreciation of and request for further training and coaching for the Year 1 participants. Addressing the additional needs of participating teachers, particularly adequate time to plan and implement the strategies, as well as knowledgeable, supportive administrators, will be essential to achieve successful and sustainable Project GLAD™ implementation on the North Coast.