Title: An Efficacy Study of Project GLAD
English language learners, Goal 3

Purpose: The purpose is to test the efficacy of Project GLAD, an instructional model that integrates the development of academic English with content area instruction. The model is designed to benefit all students in a mainstream classroom with many English language learners (ELLs).

Setting: The research will take place in 30 elementary schools in Idaho.

Population: Fifth-grade students, both native English speakers and ELLs.

Intervention: Project GLAD is a K-12 instructional model consisting of 35 well-articulated strategies that teachers can use to help students develop academic English and learn grade-level academic content at the same time. The strategies help teachers provide differentiated instruction in classrooms that serve native speakers as well as ELLs at various levels of English proficiency, and they are designed to be incorporated with existing science or social science curricula. The 35 strategies fall across four broad components: motivation (setting behavior standards and building engagement), input (providing information in multiple formats), guided oral practice strategies (scaffolding student understanding, use of key vocabulary and language structures) and reading/writing (scaffolding student academic literacy). Project GLAD was developed in California in the 1980s and has been used as a fully developed model since 1991.

Research Design and Methods: The efficacy of Project GLAD will be tested using a cluster randomized design, with 75 teachers from 25 schools randomly assigned to treatment or control conditions. In the first year of implementation, the treatment group will receive standard GLAD training, consisting of a two-day workshop, five days of demonstration and lesson planning, following by three days of expert coaching spread over the school year. Training and coaching will be provided by certified GLAD trainers. Implementation and outcome data will be collected both during this first year of training as well as the following year (with a second cohort of fifth-grade students).

Control Condition: Teachers in comparison classrooms will receive the standard professional development provided by their district and teach using their standard instructional routines.

Key Measures: Implementation will be measured by monthly surveys of teachers in treatment classrooms and three classroom observations per year in treatment and control classrooms. Student outcomes will be measure by the Gates-MacGinitie vocabulary and reading comprehension assessments, a 6-Traits expository writing assessment, and the Idaho state assessment of science.

Data Analytic Strategy: Teacher levels of implementation will be summarized across and within GLAD strategies, to identify both the overall level of implementation as well as which strategies were fully implemented. Student outcomes will be analyzed using HLM to account for the nesting of students within classrooms.