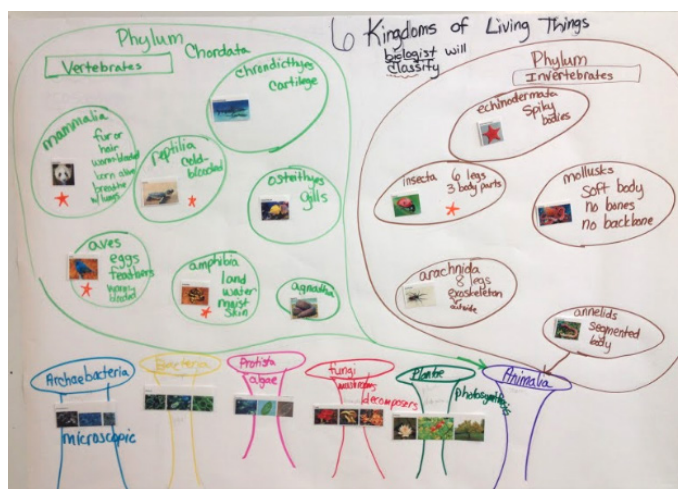


## Inclusionary Practices and Systems:

# PROJECT GLAD®

### WHAT IS IT?

PROJECT GLAD® (Guided Language Acquisition Design) is an instructional approach designed to support language acquisition and content-area learning. Grounded in sheltered instruction and other language acquisition, neuroscience, and literacy research, GLAD strategies support students in learning both academic content and academic language through scaffolded, cooperative, student-centered experiences. The strategies are organized into six instructional categories including Focus and Motivation, Input, Guided Oral Practice, Reading and Writing, Extended Activities for Integration, and Assessment and Feedback. Teachers utilizing GLAD strategies incorporate sketches, photographs, chants, and other media to bring content to life in meaningful ways.



### WHY IS PROJECT GLAD® IMPORTANT? WHAT ARE THE OUTCOMES?

PROJECT GLAD® was designed to support ELL students' understanding and language acquisition in content-areas. However, the strategies reflect universally strong instructional practices that contribute to the creation of an accessible and engaging learning environment for all students. Studies have shown that GLAD strategies contribute to significant growth in the areas of vocabulary, reading comprehension, and generating and organizing ideas in writing.

### IMPORTANT THINGS TO REMEMBER:

- GLAD strategies can be incorporated within classroom routines, individual lessons, or units as language supports.
- There are many GLAD resources (materials, unit plans, charts) shared online and within school communities. Creating materials can be time consuming so if that is a barrier to providing these supports to students, seek out people to collaborate with!
- GLAD strategies can be utilized to provide supports for students with disabilities as outlined in their IEP's.

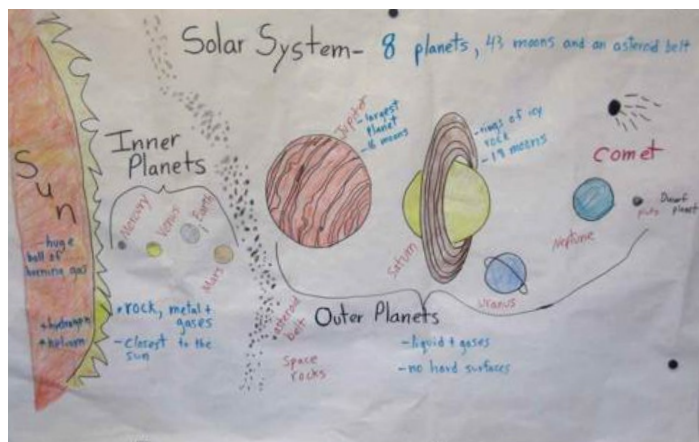
### CASE STUDY: MCMICKEN HEIGHTS ELEMENTARY SCHOOL

McMicken's inclusive education journey reflects their commitment to including all students in the general education classroom. GLAD strategies have been a key component of the strong, inclusive, instructional practices in McMicken's classrooms. Over the years, teachers have skillfully integrated these strategies into their everyday practice with the goals of increasing access to and engagement with content, developing language and communication, and prioritizing collaborative learning.

Every second year teacher in the Highline School District (the district in which McMicken is located) has the opportunity to receive GLAD training as part of the district’s induction plan. As a result, many of McMicken’s teachers have been GLAD trained at some point in their teaching career and these strategies have become truly ingrained in their teaching practices. Teachers work collaboratively in PLC’s to develop and implement content-rich science and social studies, as well as implementing cross-disciplinary literacy units utilizing GLAD strategies. McMicken staff also worked together to identify a few of the most high leverage GLAD strategies to support their learners and learning context and implemented these strategies school-wide across all subject-areas.

McMicken’s classrooms are truly engaging content and language rich spaces. GLAD strategies have been just one piece of what makes their classrooms inclusive for all students. The GLAD strategies they’ve implemented also align with the school’s emphasis on Visible Learning and Universal Design for Learning.

Ultimately, GLAD strategies can be used to support all students in flexible, context-specific ways, as we can see with the case of McMicken. Rather than being just one more initiative that teachers feel they have to implement, integrating GLAD strategies can strengthen any school community’s work towards becoming even more engaging, responsive, and inclusive.



## RESOURCES

<https://ntcprojectglad.com/>