

## The Impact of Project GLAD<sup>®</sup> on Literacy and Science Year 1 Results From a Cluster Randomized Trial

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Project GLAD is one of a number of approaches that combines instruction in grade-level content with the development of academic English and is often used in classrooms that teach English learners (ELs) side-by-side with their English-proficient peers. Project GLAD provides teachers with specific instructional strategies of four types:

Strategy type	Purpose
Readiness and motivation	Establish behavior norms for collaborative work Build student interest
Input	Teach content using oral and visual strategies Provide multiple representations of content
Guided oral language	Repeated exposure to vocabulary Practice complex sentences
Reading and writing	Support reading of grade-level text Scaffold writing

To date there has been little evidence that such approaches can help close the achievement gap between ELs and non-ELs (Goldenberg, 2013). Our study was a **cluster-randomized trial** conducted in **30 Idaho schools** with fifth-grade teachers.

Analytic sample n = 2,250 students	
Ethnicity	33% Latino 62% White
FRL eligibility	65% eligible
EL status	13% current LEP or exited LEP within 2 years (combined because of pretest similarity)

### Analytic model

Models were run separately for ELs and non-ELs.

Level 1 [Student]

$$Post_{ij} = \beta_{0j} + \beta_{1j} PRE_{ij} + e_{ij}$$

Level 2 [School]

$$\beta_{0j} = \gamma_{00} + \gamma_{01} TRT_j + u_{0j}$$

$$\beta_{1j} = \gamma_{10}$$

## Results

Measure	Effect sizes (Hedges' g)	
	ELs	Non-ELs
GM vocabulary	.21~	.04
GM comprehension	.24~	.04
Writing (science prompt)		
Ideas	.32*	.21~
Organization	.27~	.13
Voice	.05	.08
Word choice	.22	.14
Sentence fluency	.05	.12
Conventions	.02	.07
Rocks and minerals	.19	.23
State science	.12	.13

\*  $p \leq 0.05$

~  $p \leq 0.10$

## Limitations

We were underpowered for analysis of ELs' outcomes.

**Take away:** ELs whose teachers had received Project GLAD® professional development scored higher in vocabulary, comprehension, and two aspects of their writing, compared to ELs in control classrooms.

## Reference

Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know—about effective instruction. *American Educator*, 37(2), 4–11, 38. Retrieved from <http://www.aft.org/pdfs/americaneducator/summer2013/Goldenberg.pdf>

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