



Richland School District **Project G.L.A.D.** trainers are certified professional development trainers who have met the requirements of the OCDE Project GLAD National Training Center. We currently have 3 certified GLAD trainers in Richland School District.

Sally Mack- RSD ELL K-12 teacher

Erica Quiring- 2nd grade Jefferson Elementary

Kristina Beach- Kindergarten-Badger Elementary.

We have trained more than 450 RSD teachers in Project GLAD since 2006. Several teachers have seen so much value in the GLAD professional training model that they have had the opportunity to attend a second 7 day training when they change grade levels or want to collaborate with colleagues to design instructional strategies as a team. Each summer we invite all newly hired certificated teachers to attend the training to help them design their GLAD classroom with the highest academic expectations in mind.

OCDE Project GLAD® Richland School District initial GLAD trainings are provided each summer:

2-Day Research & Theory Workshop: Participants are introduced to the theoretical and research base of the model, engage in dialogue around current pedagogy and learn strategies that promote academic discourse and literacy success for all students.

Demonstration Lesson: Participants observe the magic as OCDE Project GLAD® NTC certified trainers deliver 4 to 5-days of classroom instruction with a classroom of 24 students demonstrating a complete 6-9 week GLAD unit of instruction in 4 to 5 morning sessions. Teachers are able to watch the GLAD powerful teaching strategies implemented with a genuine

classroom of students. Teacher participants spend afternoon sessions debriefing, collaborating, planning and preparing instructional strategies for immediate implementation.

Supports for Trained Teachers: OCDE Project GLAD® NTC trained teachers in Richland School District receive access to a variety of free resources: Richland follow up trainings and review of resources. Classroom support from RSD GLAD trainers through modeled teaching and continued support district wide. Trained teachers also have access to online professional learning communities facilitated by Orange County Department of Education's Project GLAD® National Training Center staff, our website, www.ntcprojectglad.com, with over 240 standards-based units and resources, and ongoing communication with OCDE Project GLAD® NTC trainers. Additional follow up and customized supports are available through the Orange County Department of Education's Project GLAD® National Training Center.

Implementation: The highest levels of implementation occur in schools where administrators support, monitor and celebrate teacher implementation, provide collaborative planning and reflection opportunities and access to resources. Developing OCDE Project GLAD® NTC Agency Trainers is highly effective in supporting ongoing follow-up, training and support.

OCDE Project GLAD® NTC is a model of professional development dedicated to building academic language and literacy for all students, especially English language learners. For over 20 years, OCDE Project GLAD® NTC has provided exemplary training for educators both nationally and internationally resulting in students' access to quality instruction and high-levels of success. The model enhances teachers' design and delivery of standards-based instruction through an integrated approach. OCDE Project GLAD® classrooms promote an environment that respects and honors each child's voice, personal life experience, beliefs and values their culture.

OCDE Project GLAD® NTC has been recognized as a model reform program by California Department of Education (CDE), identified as a training model for multiple Achieving Schools and Distinguished School award winners, recommended as a K-8 project by the California State Superintendent of Schools for teachers of English learners and highlighted as a "Best Practices" program for Title III professional development by CDE.

OCDE Project GLAD® Training Model Elements: The following elements make the OCDE Project GLAD® program promote successful, involved teachers and students:

- A unique blend of academic language and literacy that combines the research from many fields and organizes the strategies and classroom practices into a process.
- Firmly rooted in research and has been field tested for the past 18 years.
- Encourages a classroom environment that values the student, provides authentic opportunities for the use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity.
- Supports standards-based instruction through integrated approaches which include Project Based Learning, language immersion and language acquisition.