

Effective Strategies from Various Programs that Support ALL Students
Through Project Based Learning

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Introduction

Background and Need

There are many effective teaching strategies and many programs extract and compile those strategies to try and define and replicate effective teaching practices. However, when these strategies are shared with teachers, it is often with one type of learner in mind. If a teacher perceives that they are not teaching that type of student or if the strategies are compiled into a specific program that a teacher is not obligated to teach, the strategies are not shared and implemented systematically. We are then left with knowledge gaps and silos which lead to disjointed messages and uses of effective strategies. If our purpose is to get All Students College and Career Ready wouldn't it make sense to build a toolkit of effective strategies from various programs that could be used by all teachers? I believe the only way we can make our dream a reality is to create a system that has a message of how to support ALL learners. We can do this if we create a unified message; a toolkit of effective strategies that keep all of our students moving forward academically within a PBL framework.

Statement of the Problem

Categorical funding leads to departments working in silos. Many programs are adopted to meet the type of learner that is outlined by the funding source. Education is face paced and often under-resourced. We often do not have educators available to see the big picture and connections are missed because there are often not opportunities to collaborate. If a strategy is good for one type of learner, might it also be good for other learners? Class sizes are large and our students have complex needs. How can we create a unified message of how to support ALL of our learners?

Purpose of the Study

The purpose of this project is to analyze effective strategies from Guided Language Acquisition Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), and Advancement via Individual Determination (AVID), to find their commonalities and differences. The second purpose of this project is find alignment between thinking strategies. As we move toward implementing Common Core teachers will need to see how Blooms Taxonomy and Webb's Depth of Knowledge correlate. I have also always been curious about how a gifted best practice, Kaplan's Icons, would then align to Blooms Taxonomy and Webb's Depth of Knowledge. The goal is that this information can then be shared with district leadership so that an NVUSD effective strategy toolkit can be established to support all students in all content areas within a PBL classroom setting.

Research Questions

- 1) **Research Question** What research based strategies are used in the GLAD program?
- 2) **Research Question** What research based strategies are used in the AVID program?
- 3) **Research Question** What research based strategies are used in the SIOP model?
- 4) **Research Question** How do Webb's Depth of Knowledge, Blooms Taxonomy, and Sandra Kaplan's Icons align?

Review of the Literature

Introduction

The purpose of this project is to compile a toolkit of effective strategies for student learning that apply to all students in all content areas. We spend a lot of money in education adopting programs with effective strategies for specific types of learners. I believe that this keeps us working in silos. Often connections are missed. If a strategy is good for one type of

learner, might it also be good for other learners? Class sizes are large and our students have complex needs. How can we create a unified message of how to support ALL of our learners? This literature review will look at effective strategies from various programs. The first section will address research related effective strategies for student learning in education. The second section will focus on research about programs that have effective strategies. Finally, the third section will discuss how to compile a toolkit of effective strategies from various programs that apply to all students in all content areas.

Effective Strategies for Student Learning in Education

The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996). However, researchers continue working to untangle important aspects of these relationships, including the specific ways in which quality teaching operates, the degree to which it drives learning, and how effectiveness evolves as teachers progress through their careers. In addition, the field is still seeking clarity about how to develop, measure, and sustain teacher effectiveness. To identify key topics and studies, we first consulted with six individuals: two specialists in early childhood, two Education Week reporters who cover teaching and research, and two general experts on teaching quality. From these leads and independent, targeted literature searches, we identified approximately 50 research studies that became the foundation of our systematic review of the field. The vast majority of these contained summaries of the

research literature, and 15 were pure research syntheses. Harvard University's Richard Elmore (1996) suggests that scale-up is influenced by four conditions: 1. Developing strong external normative structures for practice; 2. Developing organizational structures that intensify and focus, rather than dissipate and scatter, intrinsic motivation to engage in challenging practice; 3. Creating intentional processes for reproduction of successes; and 4. Creating structures that promote learning of new practices and incentive systems that support them. Exemplary programs and strategies attempted to improve teacher quality through a variety of distinct approaches, including: teacher preparation and credentialing, financial and salary supplements, teacher evaluation, mentoring for new teachers, professional development, training for principals and school leaders, and efforts to improve school working conditions.

When learners *intentionally* use a certain approach to learning and remembering something, they are using a learning strategy. They identified several long-term memory storage processes: rehearsal, meaningful learning, organization, elaboration, and visual imagery. It was determined that as children grow older; they increasingly discover the benefits of these processes and use them more frequently. <http://www.education.com/partner/articles/pearson/> compiled research that supports the use of effective learning strategies and the impact they have on student comprehension and understanding. Many students of all ages (college students included!) seem relatively uninformed about effective learning strategies (Barnett, 2001; Pintrich & De Groot, 1990; Prawat, 1989; Schommer, 1994a). Rehearsal is usually *not* the best way to learn and remember new information. Truly effective learning and studying require thinking actively about and elaborating on classroom material. Some of the strategies, such as taking notes and making outlines, are behaviors we can actually *see*. Others, such as retrieving relevant prior knowledge and monitoring comprehension, are internal mental processes that we often *cannot* see. It is

probably the latter set of strategies—internal mental processes—that ultimately affect students’ learning (Kardash & Amlund, 1991). As we help students develop learning and study strategies, then, we must remember that behavioral strategies (e.g., taking notes) will be useful only to the extent that they promote more effective cognitive processing.

This publication is designed to assist school districts in the design implementation, and the evaluation of programs from English Learners over the coming years. Leading researchers Veronica Aguila Ed.D., Diane August, Ph.D, Susana Dutro, Jana Echevarria, Ph.D., Fred Genesee, Ph.D., Claude Goldenberg, Ph.D., Anne Katz, Ph.D., Kate Kinsella, Ed.D., Kathryn Lindholm-Leary, Ph.D., William Saunders, Ph.D., Timothy Shanahan, Ph.D., Deborah J. Short, Ph.D., and Marguerite Ann Snow, Ph.D wrote papers about their latest work addressing critical questions for educators about optimizing English Language Development, literacy development, and content instruction. Chapter 2 written by Snow and Katz outlines the best strategies and foundations needed for English Language Development in Kindergarten through 5th grade. Chapter 3 written by Kinsella and E.L. Achieve outlines the best strategies, issues, and implementation of English Language Development in grades six through 12.

Programs That Have Effective Strategies

The purpose of the AVID website is to explain the goals of AVID. It is a college readiness system for Elementary through higher education that is designed to increase school-wide learning and performance. The AVID college readiness system accelerates student learning, uses research based methods of effective instruction, provides meaningful motivational professional learning, and acts as a catalyst for systemic reform and change. The School-wide AVID Essentials address the need, and requirement for professional learning and action planning by a school team so that by the end of the third year following implementation, AVID would

become institutionalized as a school-wide system and a core function of the school's effort to meet the needs of all students. **AVID School-wide Leadership:** sets the vision and the tone that promotes college readiness and high expectations for all students in the school. **AVID School-wide Systems:** when systems are in place that support governance, curriculum & instruction, data collection & analysis, professional learning, and student & parent outreach to ensure college readiness. **AVID School-wide Instruction:** when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st Century tools to ensure college readiness for all students. **AVID School-wide Culture:** when the AVID philosophy progressively shifts the system of beliefs and behaviors thus increasing all students meeting college readiness requirements. While AVIDS goals are to become a system wide program that positively impacts school wide instruction and culture, the reality is that it is another silo. Taught as an elective at school-sites teachers that are responsible to for these classes use the AVID strategies in AVID classes but the strategies remain isolated and often do not leave these elective classes.

Project GLAD 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. Project GLAD was developed and field tested for nine years in the Fountain Valley School District and is based on years of experience with integrated approaches for teaching language. Project GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. Learn how Project GLAD is an instructional model designed to support diverse populations of learners to 1) Develop clear understandings about the instructional needs of English Learners 2) Discover the essential components of successful implementation and sustainability of the Project GLAD 3) Develop and design an initial implementation plan that

aligns district resources and professional development needs with student learning outcomes. Project GLAD develops metacognitive use of high level, academic language and literacy. During the staff development, teachers are provided with the instructional strategies, the theory and research that support the model and the curriculum model that brings these all together in the context of district and state frameworks and standards. It covers the works of educators across the disciplines: reading, writing, brain compatible teaching, language acquisition, cross-cultural respect, primary language, and coaching. Research is directly tied to specific classroom implications, strategies and organization. While GLAD'S goals are to become a system wide program that positively impacts school wide instruction and culture, the reality is that it is another silo. Taught as strategies to meet the needs of English Learners, schools or teachers that perceive that they do not have English learners do not learn or use these strategies consistently.

This book responds to frequent requests from elementary and secondary teachers for additional teaching ideas, activities, and approaches that can be used to effectively implement the Sheltered Instruction Observation Protocol, SIOP®Model . The ideas and activities, as well as other information within this book, are grouped within each of the eight SIOP® components. The eight components are: Preparation, Building Background, Comprehensible Input, Strategies/Interaction, Lesson Delivery, Practice/Application, Review/Assessment) These ideas and activities were selected according to the following criteria: They focus on providing English learners with practice and application of key content and language concepts; They promote students' interactions with each other and with the teacher; They provide opportunities for students to use English while reading, writing, listening, and speaking; They can be implemented with ease for nearly any subject area or grade level; They provide information for the teacher to use for review and assessment of content and language objectives. 99 Lesson ideas are listed as

activities and correlate to one of the eight components of the SIOP model. They then describe how the activity supports the SIOP model. This book has practical ideas that can be implemented immediately. They draw from Blooms Taxonomy and use strategies to break apart text and make it comprehensible.

Compiled Toolkit of Effective Strategies from Various Programs

Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and standardized assessments. The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. DOK is explained as four levels of complexity: 1) Recall and Reproduction, 2) Skills and Concepts, 3) Short-term Strategic Thinking, 4) Extended Thinking. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”. The guide breaks the down each Depth of Knowledge area. It defines it, lists possible products that students could make to show their comprehension, Roles of the teachers and students, and possible activities the class could engage in. This is a practical “how to” guide of how to integrate Depth of Knowledge into any classroom. Teachers could take this guide and implement these practices immediately with-out buying into a specific program.

Academic Language can be defined as 1) the language used in the classroom and workplace, 2) the language of text, 3) the language of assessments, 4) the language of academic success and 5) the language of power. The purpose of this guide is to identify and teach structures to enable students to internalize the patterns needed to express concepts, ideas, and thinking. Academic Language consists of academic vocabulary and is used in academic

discourse. Vocabulary is considered the bricks and the structure of the language is considered the mortar. The Academic Language is broken down into functions: 1) Inquiry and seeking Information 2) Summarizing and Informing 3) Comparing and Contrasting 4) Sequencing and Order 5) Classifying 6) Analyzing 7) Inferring, Predicting, and Hypothesizing 8) Justifying and Persuading 9) Problem Solving 10) Synthesizing 11) Evaluation 12) Cause and Effect. There is an observation tool that is provided to give feedback of successful academic language instruction. This is a practical “how to” guide of how to integrate teaching of Academic Language for all students in any content area. Teachers could take this guide and implement these practices immediately with-out buying into a specific program.

The author compiled strategies from various authors to reinforce and teach reading comprehension across the grades. The document has organized goals of reading comprehension, factors that influence comprehension, strategies readers use, comprehension skills readers use, what more capable readers use, research on what good readers do, Lori Oczkus, Super Six Comprehension Strategies, Judith Irwin’s comprehension process, Blooms Taxonomy, Question, Answer Relationships (QAR), Improving Reading Comprehension, Active Reading Strategies, Interpretive Strategies and The importance of Discussion. No results can be determined from the document. It simply compiles comprehension strategies from different authors. The document is organized into colorful pages of easy to read and implement reading comprehension strategies.

Summary

Based on the research above there are many effective teaching strategies and many programs extract and compile those strategies to try and define and replicate effective teaching practices. However, when these strategies are shared, it is often with one type of learner in mind.

If a teacher perceives that they are not teaching that type of student or if the strategies are compiled into a specific program that a teacher is not obligated to teach, the strategies are not shared and implemented systematically. We are then left with knowledge gaps and silos which lead to disjointed messages and uses of effective strategies. If our purpose is to get All Students College and Career Ready wouldn't it make sense to determine what effective strategies for ALL students can be used within a project based learning inquiry? I believe the only way we can make our dream a reality is to create a system of teachers that are armed to support ALL learners. We can do this if we create a unified message; a toolkit of effective strategies that keep all of our students moving forward academically.

Research Methods

Project Introduction

Some of our classrooms have been trained in one or more of the following programs: Guided Language Acquisition Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), Advancement Via Individual Determination (AVID). These programs assist students in developing academic language and becoming college and career ready through the use of various strategies. Some of our classrooms have also been trained in one or more of the following: Blooms Taxonomy and Sandra Kaplan's Depth and Complexity Icons. With the implementation of Common Core in 2013-2014 teachers will be expected to also have an understanding of Webb's Depth of Knowledge. These programs assist teachers to guide students through the thinking process and engage in projects that produce products that show their depth of understanding.

It is my desire to analyze GLAD, SIOP, and AVID to find the strategies they share. It is also my desire to compare the thinking process tools of Blooms Taxonomy, Kaplan's Icons, and Webb's Depth of Knowledge to find how they align.

My hope is to provide the background for a district leadership discussion of how we can develop a toolkit of effective strategies that can be used district-wide in a project based learning setting.

Materials

Wordles were used to draw out the common language that all of the programs share (Appendix A). All of the strategies from GLAD, SIOP, and AVID were put into an excel spreadsheet to find what strategies the programs share and what is unique to the particular program (Appendix B). A table was then created to analyze how Blooms Taxonomy, Kaplan's Icons, and Webb's Depth of Knowledge align (Appendix C). PowerPoint slides were created to summarize findings and share with district administration (Appendix D).

Data Analysis Plan

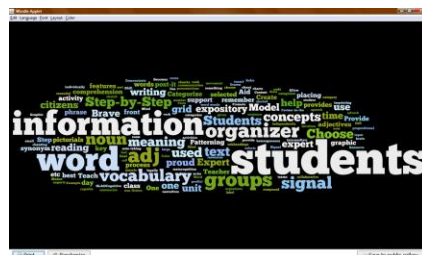
The data analysis plan that was used was The Constant Comparative Method which is a qualitative research design. The process included the collection of three types of data for analysis. Using Wordle, an excel spreadsheet and a table I looked for similarities, differences, and alignment between strategies.

Findings and Implications

Findings

- 1) **Research Question** What research based strategies are used in the GLAD program?

Classroom Manage/Personal Standards-GLAD	Observation Charts-GLAD
Class Management/Awards-GLAD	TPR Chants-GLAD
Classroom Management/T-Graph for Social Skills-GLAD	Reciprocal Teaching/Team Tasks-GLAD
Classroom management/Team Points-GLAD	Partner Reading/Ear to Ear Reading-GLAD
Dictionary Cognitive Content-GLAD	Visualization/Listen and Sketch-GLAD
Graphic Organizer/Comparative input-GLAD	Process Time-Ten/Two-GLAD
Graphic Organizers/Other-GLAD	Partner Sharing-GLAD
Graphic Organizer/Pictorial Input Chart-GLAD	Writing/Sentence Patterning Chart-GLAD
Graphic Organizer/Narrative Input Chart-GLAD	Writing/Cooperation Strip Paragraph-GLAD
Writing/Interactive Journals-GLAD	Lesson Design/Process Grid-GLAD

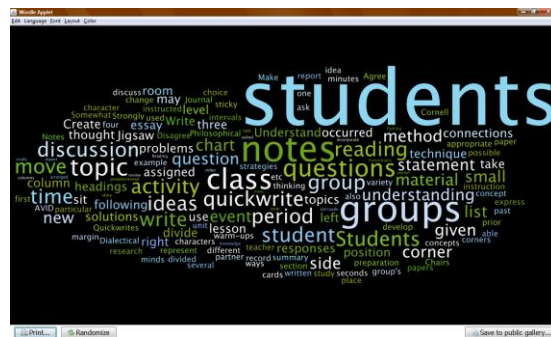


GLAD Wordle

The GLAD Wordle highlights students collaborating to process information using graphic organizers and to provide step-by step scaffolding to build academic vocabulary.

2) **Research Question** What research based strategies are used in the AVID program?

Gallery Walk-Brainstorming Carousel- AVID Concept Mapping-AVID Group Processing-Consultants-AVID Cornell Notes-AVID	Graphic Organizers-Dialectical Journal-AVID Group Processing/ Meetings of the Minds-AVID Partnering Pair Share-AVID KWL-Parking Lot-AVID Group Processing/ Philosophical Chairs-AVID Journal Problem-Solution-AVID
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AVID Wordle

The AVID Wordle highlights students working together in groups to process ideas and show their understanding through discussion and note-taking.

3) **Research Question** What research based strategies are used in the SIOP model?

Preparation-SIOP	Total Physical Response-SIOP
Building Background-SIOP	Graphic Organizer/ Survey, Question, Read,
KWL Charts -SIOP	Review Recite-SIOP
Pre-Reading Activities-SIOP	Gallery Walks-SIOP
Using Symbols-SIOP	
Journals Student-SIOP	
Dictionaries Personal-SIOP	
Vocabulary/ Four Squares-SIOP	
Vocabulary Comprehensible Input-SIOP	



SIOP Wordle

The SIOP Wordle highlights strategies for academic vocabulary development.

4) **Research Question** What strategies do GLAD, SIOP, and AVID share?

Strategy/Program

Why

Strategy overlap between specific programs organized and color-coded by strategy

Dictionary Cognitive Content-GLAD
Dictionaries Personal-SIOP

Builds vocabulary and word study skills in content areas of study

Cornell Notes/Split Page Note Taking-SIOP

Before reading, students write who, what, when, where, or why questions on the left side of the page and after reading, students write answers on the right side.

With Cornell Notes, students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a right-hand margin narrow left-hand margin. This helps students develop long-term retention and a deeper understanding of the material studied.

Coronel Notes-AVID

Gallery Walk-Brainstorming Carousel-AVID

Ideas gathered quickly, topic written as headings on chart paper. Students divided into groups and given different colored markers, move clockwise to brainstorm ideas. After all groups have written on each chart, they should do a gallery walk to see the ideas that were added. Good precursor to a formal essay.

Gallery Walks-SIOP

Students write or draw the most important ideas from a section of assigned text.

Concept Mapping-AVID

Allows for connections between new concepts and prior knowledge. Students should be given a list of related concepts and asked to make connections between them. Students can also create their own lists.

Venn Diagrams, sentence frames, writing organizers Compare and Contrast

Fishbone Diagram - used to identify causes and effect or main idea and supporting details

Concept Webs Using Inspiration software, Pizza Pieces - parts of stories or events over time are assigned o individuals or small groups which must write summaries of the assigned part of the story. Students or groups share their part as the pizza pieces are reassembled to make a whole.

Graphic Organizers-SIOP

Graphic Organizer/ Survey, Question, Read, Review Recite-SIOP

Graphic Organizer/Comparative input-GLAD	Is the process of identifying the similarities and differences between and among things and ideas. Uses high level academic language and concepts in a narrative format. Story format allows for increased comprehension of academic concepts, used to frontload key points in a story structure in a low stress environment
Graphic Organizer/Narrative Input Chart-GLAD	
Graphic Organizer/Pictorial Input Chart-GLAD	Is a strategy for direct instruction, brain imprinting, makes vocabulary comprehensible, used to illustrate a unit vocabulary and concepts, organizes info, becomes a resource for students
Graphic Organizers/Other-GLAD	give students a way to organize information
Graphic Organizers-Dialectical Journal-AVID	Dialectical Journals allow students to record their thought in preparation or a discussion with a partner, small group or entire class.

Group Consensus -SIOP Group Process Sufficient Wait Time-SIOP	the teacher asks specific review questions. Students seated in groups of 4 or 5 write their answers and share them with other group members. Groups must discuss until they reach consensus. The group answer is submitted to the teacher. Points can be scored if the teacher chooses to make the review competitive.
Group Processing/Simultaneous Roundtable-SIOP	students help each other review by writing their team number on a paper that is passed from one student to the next. Each student adds a fact about a given concept then passes it on to the next writer. Teams are given a short time frame to complete the task i.e. 2 minutes. With this activity, students should research diverse characters from a specific time period and then engage in a “meeting of the minds” (conversation) in small groups or in a fishbowl setting.
Group Processing/ Meetings of the Minds-AVID Group Processing/ Philosophical Chairs-AVID Group Processing/Table Discussion Groups-SIOP	Students discuss answer to questions similar to those that will be on the assessment. Designed for discussion several topics during a class period. Students divide into several groups according to particular topics and serve as consultants to each other. They can be instructed to report out briefly at the end of the period.
Group Processing-Consultants-AVID	

Writing/Interactive Journals-GLAD	Students engage in written dialogue with the teacher about issues meaningful to them. In this journal student record their thinking about possible solutions to problems being investigated. This strategy assists students in making connections between problems and solutions of the past and those of today. Students should divide into groups and separate their papers into three columns. The left column should represent the problems investigate; the middle column, a brainstorming of possible ideas; and the right
Journal Problem-Solution-AVID	

column, a list of realistic solutions.

Journals Student-SIOP

KWL Charts -SIOP
KWL-Parking Lot-AVID

Students chart what they KNOW, what they WANT to know, and what they LEARNED

Lesson Delivery-SIOP

Lesson Design/Process Grid-GLAD

Effective lessons clearly state for English Language Learners both the content standard and the language standard. Effective lessons are paced to accommodate the learner and keep the learner engaged for at least 90% of the lesson. It is a grid with categories across the top and down the side. Students acquire knowledge in a number of ways: prior knowledge, expert groups, or teacher input.

Partner Reading/Ear to Ear Reading-GLAD
Partner Sharing-GLAD

Partnering Pair Share-AVID

Partnering Sharing/Find a Person Who Knows-SIOP

Two students place their chairs by each other face to face in opposite direction. Students take turns reading to each other. Used to process information with a partner. Time period, research him or her, and then write three questions that the character would ask each of the other characters on an assigned topic. This activity is helpful when it is necessary to have small group discussions of individual issues. After completing an assigned reading, students should share their responses to issues. Open-ended questions with a partner. A whole-class discussion should follow. Students are given review sheets with as many questions as there are students in the class. Students move around the room finding someone who knows an answer. Students can receive only one answer from each person.

TPR Chants-GLAD

TPR/Total Physical Response-SIOP

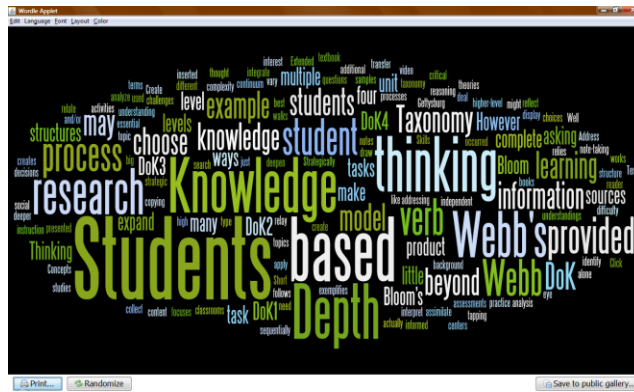
Help to embed key concepts and academic vocabulary. Provides auditory and visual language patterning. Provides low pressure opportunity to use academic vocabulary. Can be revisited multiple times for different purposes. Teachers use hand gestures, facial expressions, and whole body movement to illustrate concepts or vocabulary words. Students emulate the movements.

5) **Research Question** What is unique to GLAD, SIOP, or AVID?

Strategies unique to a specific program

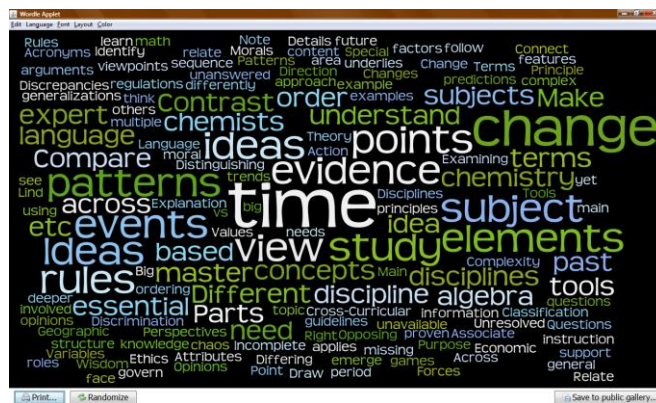
SIOP ONLY	GLAD ONLY	AVID ONLY
Preparation Building Background Pre-Reading Activities Practice / Application Interactions Using Symbols	Visualization/Listen and Sketch Observation Charts Process Time/Ten/Two Reciprocal Teaching/Team Tasks Class Management/Awards Classroom Management/Personal Standards Classroom management/Team Points Classroom Management/T-Graph for Social Skills Writing/Cooperation Strip Paragraph Writing/Sentence Patterning Chart	Focus on college and career ready

- 6) **Research Question** How do Webb’s Depth of Knowledge, Blooms Taxonomy, and Sandra Kaplan’s Icons align?



Blooms Taxonomy and Webb’s Depth of Knowledge Wordle






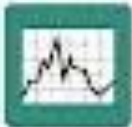





The Blooms and Webb’s Depth of Knowledge Wordle highlights the connection between thinking strategies and knowledge-based depth. It is all about taking students deeper and offering complexity to the learning process.



Kaplan’s Icons Wordle

The Kaplan’s Icons Wordle highlights all the ways students can explore learning through depth and complexity.

Webb's Depth of Knowledge, Blooms Taxonomy, Kaplan's Icons Alignment Chart

Webb's Depth of Knowledge	Level: 1 Recall	Level: 2 Basic application of skill/concept	Level: 3 Strategic thinking	Level: 4 Extended thinking
Blooms Taxonomy	Level: 1 Knowledge Comprehension	Level: 2 Application	Level: 3 Analysis	Level: 4 Synthesis & evaluation
Kaplan's Icons	 <p>Language of the discipline- specialized vocabulary, skills and tasks particular to people working within the discipline</p>	 <p>Details – parts, attributes, factors, elements, variables</p>  <p>Patterns – repetition, predictability</p>  <p>Unanswered questions – discrepancies, missing parts, unclear ideas, incomplete ideas</p>	 <p>Rules – structure, order, hierarchy, explanation</p>  <p>Trends – influence, force, direction, course of action</p>  <p>Ethics – points of view, different opinions, judging</p>  <p>Big ideas – generalizations, theory, principles, overarching ideas</p>	 <p>Overtime – relationship between past, present, future, or within a time period</p>  <p>Multiple perspectives – opposing viewpoints, differing roles and knowledge, different perspectives</p>  <p>Interdisciplinary relationships – within the discipline, between/across disciplines</p>

Conclusions/Implications

There were many strategies GLAD, SIOP, and AVID have in common which confirmed the predictions I made when formulating my initial question. All of the programs are designed to build academic vocabulary. All of the programs have research based strategies that are designed to increase student engagement.

There are some characteristics that are unique to each program. While AVID does focus on building academic vocabulary, its overarching goal is to prepare students for college and career. GLAD is unique in that it includes classroom management support routines while SIOP's main goal is to simply build academic vocabulary.

The second goal of this project was to show alignment between thinking strategies as we move toward implementation of Common Core in 2013-2014. I was able to develop a table to show how Blooms Taxonomy, Webb's Depth of Knowledge, and Kaplan's Icons align. This will be used with the information gathered from analyzing the effective strategies found in GLAD, SIOP, and AVID.

The purpose of my project was to analyze effective strategies from various programs, find commonalities that can be shared, highlight their unique characteristics, and find alignment between thinking strategies. I believe that this was accomplished as we now have data to glean from as we collaborate to build a NVUSD effective strategy toolkit that will support all students, in all content areas, within a PBL classroom setting.

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Appendix

Appendix A

<http://www.wordle.net/>

Wordle is a tool for generating “word clouds” from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text.

Appendix B

Excel File used to sort strategies by program

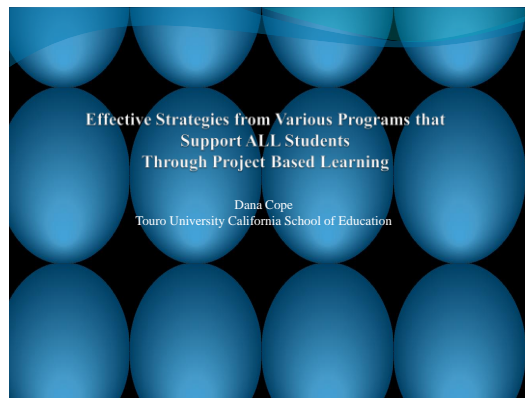
Strategy/Program	Why
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Appendix C

Webbs Depth of Knowledge, Blooms Taxonomy, Kaplan's Icons Alignment Chart

Webbs Depth of Knowledge	Level: 1	Level: 2	Level: 3	Level: 4
Blooms Taxonomy	Level: 1	Level: 2	Level: 3	Level: 4
Kaplan's Icons				

Appendix D



The Top 20 GLAD Strategies

Classroom Manage/Personal Standards-GLAD	Observation Charts-GLAD
Class Management/Awards-GLAD	TPR Chants-GLAD
Classroom Management/T-Graph for Social Skills-GLAD	Reciprocal Teaching/Team Tasks-GLAD
Classroom management/Team Points-GLAD	Partner Reading/Ear to Ear Reading-GLAD
Dictionary Cognitive Content-GLAD	Visualization/Listen and Sketch-GLAD
Graphic Organizer/Comparative input-GLAD	Process Time-Ten/Two-GLAD
Graphic Organizers/Other-GLAD	Partner Sharing-GLAD
Graphic Organizer/Pictorial Input Chart-GLAD	Writing/Sentence Patterning Chart-GLAD
Graphic Organizer/Narrative Input Chart-GLAD	Writing/Cooperation Strip Paragraph-GLAD
Writing/Interactive Journals-GLAD	Lesson Design/Process Grid-GLAD

The Top 10 AVID Strategies

Gallery Walk-Brainstorming Carousel-AVID	Graphic Organizers-Dialectical Journal-AVID
Concept Mapping-AVID	Group Processing/ Meetings of the Minds-AVID
Group Processing-Consultants-AVID	Partnering Pair Share-AVID
Cornell Notes-AVID	KWL-Parking Lot-AVID
	Group Processing/ Philosophical Chairs-AVID
	Journal Problem-Solution-AVID

The Top 12 SIOP Strategies

Preparation-SIOP	Total Physical Response-SIOP
Building Background-SIOP	Graphic Organizer/ Survey, Question, Read, Review
KWL Charts -SIOP	Recite-SIOP
Pre-Reading Activities-SIOP	Gallery Walks-SIOP
Using Symbols-SIOP	
Journals Student-SIOP	
Dictionaries Personal-SIOP	
Vocabulary/ Four Squares-SIOP	
Vocabulary Comprehensible Input-SIOP	

Strategies that Overlap between Programs

Use of Dictionaries:

- Dictionary Cognitive Content-GLAD
- Dictionaries Personal-SIOP

Cornell Notes:

- Cornell Notes/Split Page Note Taking-SIOP
- Cornell Notes-AVID

Gallery Walks:

- Gallery Walk-Brainstorming Carousel-AVID
- Gallery Walks-SIOP

Graphic Organizers:

- Concept Mapping-AVID
- Graphic Organizers-SIOP
- Graphic Organizer/ Survey, Question, Read, Review Recite-SIOP
- Graphic Organizer/Comparative input-GLAD
- Graphic Organizer/Narrative Input Chart-GLAD
- Graphic Organizer/Pictorial Input Chart-GLAD
- Graphic Organizers/Other-GLAD

Strategies that Overlap between Programs

Collaborative Group Structure:

- Group Consensus -SIOP
- Group Process Sufficient Wait Time-SIOP
- Group Processing/Table Discussion Groups-SIOP
- Group Processing/Simultaneous Roundtable-SIOP

- Group Processing/ Meetings of the Minds-AVID
- Group Processing/ Philosophical Chairs-AVID
- Group Processing-Consultants-AVID

Journals:

- Writing/Interactive Journals-GLAD

- Journal Problem-Solution-AVID
- Journal Dialectical-AVID

- Journals Student-SIOP

Strategies that Overlap between Programs

KWL Chart:

- KWL Charts -SIOP

- KWL-Parking Lot-AVID

Lesson Delivery:

- Lesson Delivery-SIOP

- Lesson Design/Process Grid-GLAD

Partnering:

- Partner Reading/Ear to Ear Reading-GLAD
- Partner Sharing-GLAD

- Partnering Pair Share-AVID

- Partnering Sharing/Find a Person Who Knows-SIOP

Total Physical Response:

- TPR Chants-GLAD

- TPR/Total Physical Response-SIOP

Strategies that are Unique to Programs

GLAD ONLY	SIOP ONLY	AVID ONLY
Writing Strategy Cooperation Strip Paragraph Sentence Patterning Chart	Vocabulary Routine Comprehensible Input Four Squares Review and Assessment	Focus on College and Career Ready
Process Time/Ten/Two Observation Charts Reciprocal Teaching/Team Tasks Class Management Awards Personal Standards Team Points T-Graph for Social Skills Visualization Listen and Sketch	Lesson Delivery Structure Preparation Building Background Pre-Reading Activities Practice / Application Interactions Using Symbols	