California State University, San Marcos FORM X (WHITE)

• Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies•

1. Desired Term: Fall 2006 **Year of implementation: 2006**

2a. Course abbreviation and Number:
EDUC E1050

2b. Abbreviated Title:
(No more than 25 characters, including spaces)
Preschool GLAD Training

4. Number of Units: 2

5. Billing Units: ~~0~~ 2

6. Allowed Student Levels: UG X GR X EE X (Default is to check all three levels)

7. Grading Method:
N Normal (N) *(Default is Letter Grade +/-. Students may request Credit/No Credit)*
____ Normal Plus Report-in-Progress (NP) *(As for Normal; also allows Report-in-Progress)*
____ Credit/No Credit Only (C)
____ Credit/No Credit or Report-in-Progress Only (CP)

8. Mode of Instruction:
(See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	02
Activity		
Lab		

9. Attributes: Course Requires Consent for Enrollment? ____ **Yes** X **No**
____ Faculty ____ Credential Analyst ____ Dean ____ Program/Department - Director/Chair

Prerequisties: ____ **Co-requisites:** ____

10. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* ____ Yes x No
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

____ Support ____ Oppose
Discipline Signature Date

____ Support ____ Oppose
Discipline Signature Date

Important : Please Complete

1. Instructor: Sandra Silverman

2. Please complete the **Extension Course Proposal Form**
http://www.csusm.edu/academic_programs/Curriculum_Forms/index.html

SIGNATURES: (COLLEGE LEVEL)

N/A
1. Program Director/Chair Date

9/13/06
2. College Dean (or Designee) Date

(UNIVERSITY LEVEL)

09/18/06
3. Dean of Extended Studies (or Designee) Date

9/26/06
4. Vice President for Academic Affairs (or Designee) Date

✓ Banner

Cal State San Marcos

OFFICE OF EXTENDED STUDIES
EXTENSION COURSE PROPOSAL FORM

In planning the components of our Extended Studies program at Cal State San Marcos, this office consults closely with the academic colleges and departments to determine the suitability of course content, teaching methods and instructor qualifications. To assist us in evaluating your proposed course for credit, please submit this completed form to our office as soon as possible. Questions before you submit? Call me at (760) 750-8713.

- **Course Title:**
  Preschool GLAD: Guided Language Acquisition Design

- **Course Description:**
  Preschool GLAD: Guided Language Acquisition Design is a class developed specifically to meet the needs of preschool educators and providers who work with young children learning English. These young learners have very unique needs, and Preschool GLAD provides strategies for scaffolding that learning. The course is divided into two sections: PEDAGOGY AND RESEARCH and STRATEGIES. The four-day demonstration portion takes place in an actual preschool classroom. In the morning, participants observe a GLAD trainer teaching the preschool class, using GLAD strategies. A second GLAD trainer narrates the process. In the afternoon, participants and trainers meet together to debrief the morning and to collaboratively develop new GLAD instructional units.

  (Specific strategies are listed below)

- Course Objectives: Students will be expected to learn the pedagogy and research related to Preschool English Learners. The course will be presented in two sections. The first section (one day) relates to pedagogy and research and will be presented through lecture, small group activities and large group investigations. The second section (four days) focuses on strategies and is presented through half-day narrated demonstration lessons and half-day group debriefing and small group project work.

SECTION I: PEDAGOGY AND RESEARCH

PEDAGOGY

Preschool GLAD is about creating a rich environment of language, ideas and concepts. Students engage in learning at their own entry points and are given multiple ways to respond. This model also develops and promotes strategies that scaffold the learning for English Learners (Vygotsky, others). It fosters a success-based, interactive environment that stresses cross-cultural respect and sensitivity and that values the family, community, and language of the child. At the preschool level it is not about "teaching reading" as a first grader or kindergartener, rather, it is about creating an environment where children absorb as much as they can about the sounds, patterns, and vocabulary of English while developing cognitively, which broadens their academic language.

RESEARCH

Dorothy Strickland notes that children from educated families get anywhere up to 2000 hours of "private tutoring". "Private tutoring" encompasses many things, among which are: being read to, being spoken to in adjusted register but not watered down, many trips and discussions, literacy modeled in the home, guided play, and kinesthetic opportunities to explore print. The importance of being immersed in print is mentioned by many researchers as an intervention to make up for the hours of "private tutoring" that were not received, (Pressley '98, Adams 91, Trail '85, Brechtel '91, Tabors '02). Hart & Risley, '95, as well as Dickerson & Tabors '01 state: "Children living in poverty show considerable lower vocabulary levels than do middle income children." Paine's work validates this finding.

Snow et al. (98) confirm that "between the ages of 3 and 4, children show rapid growth in literacy...There is a direct connection between pre-literacy experiences and the varied levels of reading achievement at the beginning of formal instruction!" Wolfe ('04) reinforces this concept.

The following learning opportunities are needed to promote this growth:

- to explore the various uses and functions of written language and to develop appreciation and command of them
- to develop and enhance language and metacognitive skills
- to experience contexts that promote enthusiasm and success in learning to read and write as well as learning by reading and writing (Burns, Midgette, Leong, and Bodrova)

Katz refers to a balance of "instructionist" and "constructivists" instruction. Pre-K programs and benchmarks must tread a fine line between setting expectations that are too high and not expecting enough from young children. We know now that prekindergarten children can possess quite a bit of knowledge on early literacy (Bowman, Donovan& Burns, 2001; Snow et al '98) and that prekindergarten children are able to form abstractions in areas in which they have accumulated a great deal of knowledge. IRA/NAEYC position papers states that a "failure to give literacy experiences until children are school age can severely limit reading and writing levels."

In Preschool GLAD, children-learn the culturally specific social routines in book reading of all genre (e.g. certain words and intonations are used with some books and not others). Students play with the sounds of words, getting knowledge of the phonological structures of language, how the written units connect with the spoken units, and importance of academic discourse. (Handbook of Reading Research, Vol III, 2000). In all GLAD trainings, teachers are trained to utilize metacognitive strategies and model their own metacognition in learning.

Project GLAD has always been known as an advocate for English learners (EL). NAEYC's position statement says "disruption of family communication patterns may lead to loss of intergenerational wisdom, damage to individual and community esteem and children's non-mastery of their home language." Also, in the Research Based Guiding Principles: Serving the Needs of English Learners in Preschool "School Readiness" Programs there are clear statements of the importance of connecting home, community and language. (2005, So. California Comprehensive Assistance Center, 6 counties-ECE researchers and professional support providers with expertise in English Learners). Preschool GLAD is a non-deficit, success-based program-and a major part of the training is training in cross-cultural respect and sensitivity.

SECTION II: STRATEGIES

FOCUSING AND MOTIVATION

Teacher Made Big Books provide authentic opportunities for Read Aloud, modeled and shared reading, plus comprehensible input. The IRA and NAEYC, in their position papers, address several ECE recommendations. They identify Read Aloud as the most important strategy for future successful reading because it includes patterned, rhythmic texts; linguistic and phonemic awareness (not explicitly taught ex. Elkins boxes); and wide exposure to print. (IRA, NAEYC, Beck, Adams, Krashen, Cummins, Shelfelbine, Pressely).

Observation Charts follow research on accessing background information and tying it to prior knowledge, done visually for ECE.

Inquiry Charts connect with research on accessing background information, tying it to prior knowledge, modeled writing, inventive spelling, and student generated text (Katz '99- Beneke's '98). It also uses the constructionists research on inquiry method for ECE (NCREL '92).

INPUT

Pictorial Input Charts with 10/2, Total Physical Response (TPR), and small group review: Preschool GLAD provides time for reflection and integration of new knowledge, though strategies such as 10/2. The use of 10/2 –chunking information with discussion and personal interactions (every 10 minutes of learning has 2 minutes of processing time built into interaction and in Pre-K this would be 5-1) provides students time to make sense of new learning and get prompt feed back about their thinking. This is reinforced by the brain research on patterning and neurological imprinting (Kovalik, Wolfe, Costa); language functional environment, immersion in print that is built in front of the students, fosters academic language and discourse, (see above cited)

INPUT (continued)

Comparative Input develops habits of comparing same and different using the same research as pictorial and widens cognitive abilities.

Narrative Input Charts uses the oral language tradition that many or our English learners come with to present a story telling model. It can be used to introduce different genre comprehensibly. It also connects to brain research combined with the kinesthetic-acting out stories.

Science Explorations/exploration Report uses realia, science experiments, etc to encourage exploration and questioning. (NAEYC and NCREL)

Research center: (same as above)

GUIDED ORAL PRACTICE

Songs, Chants, and Poems (with movement) teach phonemic awareness, pronunciation, chord, meter and intonation of target language. They combine a low affective filter with brain research on patterning and retrieval; practice of academic language; second language research on how often EL's need to hear and use a word before internalization occurs with the kinesthetic-use of gestures.

Sentence Patterning Chart (aka Farmer in the Dell) utilizes the brain research on patterning for an oral English sentence pattern; builds a common vocabulary; models writing; and builds phonemic awareness.

Picture File Cards develop motivation, comprehension, academic discourse and, connection to prior knowledge.

READING/WRITING

Group Frames are student generated text that make connections between the spoken and the written word. (UCI Writing Project, Roach Van Allen, Stouffer, IRA, NAEYC)

Pictorial Story Maps support comprehension, and the development of the concept of sequence.

Listen and Sketch applies reading and brain research on visualization and non-linguistic representation for retrieval. (Beck, Marzano, Kovalik)

Sketch and Write (see above)

Student Made Big Books, small books, morning messages and all forms of student generated text by dictation, in multiple languages, are crucial for emergent literacy. (Cunningham, Butler, Flor Ada, Adams, Guiding Principles)

Reading/Writing Choice includes time with a mini lesson and sharing chair and supports the idea that children need opportunities for free choice exploration of all aspects of reading and writing. (NAEYC, NCREL, Cunningham)

Language Functional Environment supports the research that young children need to be immersed in print. In Preschool GLAD, this environment is built with the students. (Pressley, Cunningham, Strickland, Traill)

VALIDATION OF FAMILY, CULTURE AND LANGUAGE

- **Strategies that promote cross-cultural respect and sensitivity** include personal interaction, Susie, cooperative learning. These are implemented with the **T graph for social skills,** and the three standards - making good decision, solving problems and showing respect. (Dishon, Kagen, High Scope, DARE.)

- **Evaluation:**
  Students will develop a GLAD unit of instruction based on the GLAD theories and strategies addressed in class. The units will be presented to the total group and written copies will be submitted for a grade.

- **Course Length:**
  - 8am-3pm x 4 days with 30 minute lunch 26 hours
  - 8am-3pm including a working lunch x 1 day 7 hours
    - total = 33 hours

- **Proposed Date(s):**
  San Diego County
  January 28, 2006 and one of the following:
  October 10-13, 2006
  October 24-27, 2006

  Orange County
  November 20, 2006 and one of the following
  November 27-30, 2006
  December 4-6, 2006 and December 8, 2006

  Imperial County
  February 10, 2007 and one of the following:
  March 6-9, 2007
  May 7-10, 2007

- **Location:**
  Courses to be held offsite in three counties:
  San Diego County
  January 28, 2006 and one of the following:
  October 10-13, 2006 Oceanside
  October 24-27, 2006 San Ysidro
  Orange County and Imperial County sites to be announced.

- **Support Needs:**
  All support needs will be provided by the instructor and/or host site

- **Comments:**
  This course was developed by Project GLAD, and was presented in all three counties during the 2005-06 academic year. Preschool teachers continue to identify instructional strategies for English Learners as a high priority for their own professional development, so that the teachers can provide higher quality learning environments for all young children.

When completed, please return this form, along with an up-to-date resume (with teaching references) to: Catherine Boyle Asker, Office of Extended Studies, Cal State San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096; FAX: (760)750-3138; E-mail: cboyle@csusm.edu

Sandra Lynn Silverman

Business: San Diego County Office of Education
6401 Linda Vista Road, Room 315
San Diego, CA 92111-7399
(858) 292-3620

Present Positions/Affiliations

Coordinator, Early Childhood Development	San Diego County Office of Education
Coordinator, Project MENTOR	San Diego County Office of Education
Educational Consultant	Topics include: elementary mathematics, portfolio assessment, developmental education, integrated curriculum, group consensus program assessment and planning
Conference Coordinator	Early Years Conference, Annual PreK-K Educational Conference

Previous Positions

Coordinator, Mathematics	San Diego County Office of Education
Lecturer/Instructor Teacher Education	San Diego State University & University of California, Irvine Chapman University (Math Methods Part-time)
Curriculum Implementation Facilitator	Ocean View School District, PreK-1
Administrator	Ocean View School District, Summer School
Administrative Assistant	College View School
Program Coordinator, School/Regional	School Improvement/Regional: TECC
Title I Site Coach	Ocean View School District (Early Childhood Education)
Mentor Teacher	Ocean View School District (Early Childhood Education/Math)
Classroom Teacher (K-5)	Ocean View School District (on leave)
Teacher Leader, State Initiative	California Department of Education, California Elementary Math Initiative

Publications

Author:

"Classroom Portfolio Applications." Portfolio Assessment. Video Journal Publications
"Classroom Portfolios." Assessment in the Learning Organization. ASCD Publications
"Developmental Rubric and Performance Assessment." Exemplars©. Exemplars Press
"Learning and Technology: Making the Connection, A Position Paper." SDCOE
"Lifelong Learning." San Diego Union Tribune Newspaper
Mathematical Learning, How Parents Can Help. SDCOE
"Mathematical Problem Solving with Young Children." Teacher Research. CAIP, UCLA
"The Power of the Blank Page." Mathematics Assessment: Cases and Discussion Questions. NCTM
Think About It, Mathematical Problem Solving©, school and home program. Private

Editor:

Mathematics Assessment Model K-3, Support Document for San Diego County Districts. SDCOE
Mathematics Education K-12, Standards Support Document for San Diego County Districts. SDCOE
Mathematical Learning: How Parents Can Help. SDCOE

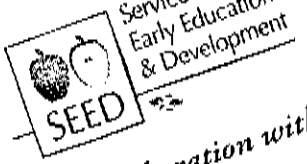
Reviewer:

"Brain Research and School Achievement and Parental Involvement." Notes From Research. SDCOE
Ladybugs, Prek Science/Math Study Unit. GEMS
Math to Learn, Prek-1 Mathematics Handbook. Great Source
Thematic Units. (variety of topics, assorted titles: Preschool-Kindergarten) Perfection Press

Education

Administrative Credential	University of California, Irvine
Elementary Credential	University of Southern California
MS, Curriculum and Instruction	University of Southern California
Post-Graduate Studies	University of California, Los Angeles

Services for Early Education & Development (SEED)



in collaboration with

Guided Language Acquisition Design Project GLAD

presents the

Preschool GLAD Teacher Training to Support English Language Learners

Sponsored by

San Diego County
Office of Education

California Preschool Instructional Networks

partment of Education
n & Development (SEED)

Services for
Early Education
& Development
SEED

WHAT IS GLAD?

The Guided Language Acquisition Design

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. **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.

GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. **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 guidelines. The second part of the training is a demonstration session in the classroom where the model is demonstrated with students.

GLAD training results in teachers' renewed commitment to high expectations and high standards for all students. The results for students has been continued gains in standardized test scores as well as renewed involvement in a classroom that is, not only student-centered, but also fosters a sense of identity and voice.

GLAD is a United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program, a model reform program for the Comprehensive School Reform Design, and training model for five Achieving Schools Award Winners.

WHAT IS PRESCHOOL GLAD?

Preschool GLAD builds on the foundations of **GLAD**. This professional development model uses the foundation of GLAD and applies it to early language and literacy acquisition for English Learners.

Preschool GLAD is about creating a rich environment of language, ideas and concepts. Students engage in learning at their own entry points and are given multiple ways to respond. This model also develops and promotes strategies that scaffold the learning for English Learners (Vygotsky, others). It fosters a success-based, interactive environment that stresses cross-cultural respect and sensitivity and that values the family, community, and language of the child. At the preschool level it is not about "teaching reading" as a first grader or kindergartener, rather, it is about creating an environment where children absorb as much as they can about the sounds, patterns, and vocabulary of English while developing cognitively, which broadens their academic language.

WILLIAM M. HAMERMEHL
County Superintendent of Schools