A. Cover Page: Teaching Allocation Grant

a. Applicant Information

Name:	Yen K. Pham	Address:	MSC05 3045
Rank:	Assistant Professor		1 University of New Mexico
Department:	Special Education		Albuquerque, NM 87131
Email:	ykp@unm.edu	Phone:	505-277-7967

Time at UNM: 5 years and 3 months

Previous TAG: 1 TAG awarded in Fall 2014

b. Title of Proposal: Guided Language Acquisition Design (GLAD) Training

c. Summary (96 words)

English learners with disabilities have unique learning assets and challenges that require systematic instruction to *get ahead* instead of merely *get by*. Guided Language Acquisition Design (GLAD) is a K-12 instructional model comprising 35 research-based strategies that teachers can use to integrate academic English instruction with content area instruction. This proposal will fund my training to learn GLAD strategies, which has the potential to enhance my teaching effectiveness in teacher preparation courses at UNM. In turn, student teachers in these courses have the potential to improve outcomes for the diverse K-12 student population in New Mexico.

d. Total Amount Requested: $4196

e. Itemized Budget

Item	Description	Cost
Training fee	This fee covers two separate workshops: a two-day workshop and a follow-up four-day workshop	$1200
Flight for two-day workshop	Round trip airfare from Albuquerque, NM to Sacramento, CA (training site) via Southwest Airline	$500
Flight for four-day workshop	Round trip airfare from Albuquerque, NM to Sacramento, CA (training site) via Southwest Airline	$500
Hotel	7 nights at the Holiday Inn 1.7 miles from training site (for the 6 total training days) for single occupancy	$1200
Ground transportation	Shuttle to/from home to airport to hotel to training site	$300
Per diem (federal rate)	Meals and incidentals in Sacramento, CA $64/day x 6	$384
Materials	Publications of GLAD-related materials	$100
TOTAL		**$4196**

f. Other Funding: None

g. Dissemination Plan: I plan to complete this training in Spring-Summer 2019, which would allow me to begin sharing these strategies in teacher-preparation courses starting in Fall 2019 and all subsequent semesters. This fall, I taught SPCD 503 (instructional design) and SPCD 509 (adolescent reading instruction), both are teacher-preparation courses. This semester, each course has 18 students, most are current teachers in Albuquerque Public Schools. I plan to upgrade these courses to incorporate relevant and innovative strategies that I learn from the GLAD training.

B. Letter of Support

Date: November 17, 2018

To: Teaching Allocation Grants Subcommittee

From: Ruth Luckasson, Department Chair of Special Education

Re: Yen Pham, TAG Applicant

Dear Teaching Allocation Grants Subcommittee,

I am writing this letter in support of Assistant Professor Yen Pham in her grant application to attend the Guided Language Acquisition Design (GLAD) training in Sacramento, CA.

GLAD strategies are designed for educators who work with English learners and can benefit students with special learning needs. University faculty members engaged in teacher education or committed to enhancing their practices can benefit from this training.

Dr. Pham is deeply committed to improving the educational outcomes of K-12 students in New Mexico. The Department of Special Education fully supports Dr. Pham's grant application as an important component of our collective effort to provide high quality teacher education to our students.

Sincerely,

Ruth Luckasson

C. Body of the Proposal

Impact of GLAD Training on Learning Enhancement

English Learners (ELs) are students who are not fully proficient in English as their second language. ELs comprise the fastest growing portion of the K-12 student population in the US (Goldenberg, 2008). Approximately 9% of public school students in the US are ELs (Kena et al., 2014); in Albuquerque Public Schools (APS), 16.6% are ELs (Albuquerque Public Schools, 2018). At the national level, 9% of students who receive special education services are dually identified as ELs (National Center on Educational Outcomes, 2011). Not all multilingual students need assistance, but those who do need research-based practices to help them *get ahead* instead of merely *get by* because these students have the same amount of time to learn as much content as native English speakers while simultaneously developing proficiency in English. Similarly, ELs with disabilities face multiple obstacles to achieving the same benchmarks of academic achievement set for all U.S. students, and need research-based practices to effectively meet their learning needs (Trainor, Murray, & Kim, 2016). Yet, knowing which practices are research-based, and which research-based practices to use are not clearly demonstrated to teachers.

Guided Language Acquisition Design (GLAD) is a K-12 instructional model comprising 35 research-based strategies that teachers can use to integrate the development of academic English with content area instruction. In other words, teachers can use these 35 strategies to differentiate instruction that help both native English speakers and English language learners to access content areas in existing science or social studies curricula. The 35 strategies are grouped into four broad domains: learner motivation, information input, guided oral language strategies, and reading/writing (Brechtel, 2001).

GLAD came out of California's Orange County Department of Education in the 1980s and has been implemented as a fully developed model since 1991. At present, GLAD is gaining popularity in New Mexico schools because of our growing ELs population in K-12 schools. As an assistant professor of an educator-preparation program in special education, I teach a reading method course and instructional design course for teachers who work with students with learning and behavioral exceptionalities. In recent years, I notice growing interests among my graduate students for strategies that they could use to teach ELs in general, and ELs with disabilities in particular.

Initial GLAD training consists of a two-day workshop that focuses on the theory and research behind GLAD strategies. This is a prerequisite for a follow-up four-day demonstration and lesson planning. Certified GLAD trainers lead these sessions. Getting the initial GLAD training (two-day and four-day workshops) has the potential to enhance my teaching effectives in the teacher preparation courses that I teach at UNM (SPCD 489, SPCD 440/540, SPCD 503, SPCD 504, SPCD 509). In turn, student teachers in these courses have the potential to improve outcomes for the diverse student population in New Mexico.

Benefits to Students

As an Assistant Professor of Special Education, I work with current and future special educators and related-service personnel (e.g., speech/language pathologists, reading specialists, behavior therapists). I plan to directly teach, model, and disseminate research-based strategies to students enrolling in my current and future classes, including: SPCD 489: *Teaching Students with Exceptionalities in General Education*, SPCD 440/540: *Introduction to Learning Disabilities*, SPCD 503: *Instructional and Curricular Planning for Students with Learning and Behavioral Exceptionalities*, SPCD 504: *Special Education Practicum*, and SPCD 509: *Adolescent Reading Instruction for Students with Behavioral and Learning Exceptionalities*.

Direct effect. The number of students enrolled in SPCD 489 ranged from 17 to 20 in the last three semesters that I taught this course ($M = 18$). SPCD 440/540's enrollment ranged from 23 to 28 in the last three semesters that I taught this course ($M = 25$). SPCD 503's enrollment ranged from 6 to 19 students in the last three semesters that I taught this course ($M = 11$). SPCD 504's enrollment ranged from 2 to 5 students in the last three semesters that I taught this course ($M = 4$). SPCD SPCD 509's enrollment ranged from 6 to 18 in the last three semesters that I taught this course ($M = 10$). In sum, approximately 64 to 68 students per academic year will benefit directly from this proposal. I intend to teach and share validated practices beyond the life of this grant with UNM students and colleagues.

Indirect effect. In addition to the UNM students who will directly benefit from this proposal, it is important to consider the potential indirect benefits experienced by the K-12 students of the special educators who take my courses. Approximately 16.6% of students in the APS district are ELs; another 17% of students have disabilities (Albuquerque Public Schools, 2018). APS continually relies on substitutes, educational aides, and parent volunteers to fill the void of a 70-special education teacher shortage (Springer, 2013). Some of these individuals will take one or more of these courses and will learn about these strategies.

Enhanced learning through direct modeling. I plan to incorporate and demonstrate GLAD strategies to students in my courses and provide them with multiple opportunities to observe explicit instruction on GLAD strategies in class. Students will have additional opportunities to learn about and practice these strategies through online-discussion, research project, mini-lesson demonstration, and peer review. In addition to course related demonstration and discussion, I often get questions from students after class on how to address specific instructional issues in their own K-12 classrooms. Having the GLAD strategies in my toolbox will enhance my effectiveness in advising students when these issues come up.

Benefits to Faculty

Enhanced quality of instruction. Completion of this training will enhance my credibility and confidence to train future educators who will work with diverse learners in general and special education.

Enhanced quality of future research. As an emerging researcher, I am committed to discovering innovative and effective practices. My enhanced knowledge of the research and

application of GLAD strategies will provide a firm foundation to generate ideas for new interventions that are appropriate for the unique and diverse population of students in New Mexico.

Enhanced support for colleagues. Ongoing peer dialogues and feedback on effective instructional strategies for diverse learners is a powerful way to renew our energy and improve our practice. Knowledge of GLAD strategies will improve my credibility to participate and contribute in a meaningful way to ongoing pedagogical discourse.

Outcome Assessment Plan

Two proximal outcomes of this project are measurable: (a) my completion of GLAD training, and (b) my dissemination of GLAD strategies in teacher-preparation courses at UNM. The first outcome requires a simple Yes/No response to whether I successfully completed the two separate workshops that make up the initial GLAD training (two-day and four-day). The second outcome can be tracked by recording the number of sessions when I demonstrated GLAD strategies in my courses and which of the 35 GLAD strategies I was able to share.

Simply demonstrating and teaching GLAD strategies does not guarantee enhanced student learning, so a third outcome is the extend to which UNM students' strategy toolbox were impacted by my dissemination of GLAD strategies in my courses. This outcome could be measured with a pre-post survey containing five to ten Likert-type questions asking students to rate their knowledge of instructional strategies that enhance both academic language and content knowledge for ELs with disabilities. A sample survey question is, "I can implement a variety of strategies aim to enhance academic language and content knowledge for English Learners with disabilities." Response options will range from 1 = *strongly disagree* to 5 = *strongly agree*. Another sample survey question that tailors to a specific GLAD strategy is, "I am confident in my ability to design a variety of graphic organizers to enhance students' access to academic content areas." I will ask students to complete this survey twice, one on the first week of class and one on the last week of class. Mean score differences on the two survey results (first and last week of class) will provide evidence of enhanced student learning.

In addition to completing the competency survey at the end of the course, I will also ask students to indicate their likelihood of adopting these strategies in the future (questionnaire), and names of specific GLAD strategies that they would implement (open-ended questions).

D. Final Page: Budget Justification

A total of $4196 is requested for:

1. **Training fee** ($1200). This fee is non-negotiable and there is no "early bird" price. It is set by the GLAD trainers. This fee covers both the two-day workshop and the four-day workshop. However, the two workshops are scheduled on separate weeks and months rather than together. Source: https://begladtraining.com/

2. **Airfare** ($1000). Because the training is split into two separate workshops that are offered on separate time of the year, two round trip flights are being requested for me to go to Sacramento, CA on two separate occasions to attend both of the workshops. Source: www.southwest.com

3. **Hotel** ($1200). Seven nights stay at the Holiday Inn in West Sacramento 1.7 miles from the training site is requested for single occupancy. This will cover the entire duration of the two workshops for me alone. This is a two-star hotel (i.e., cheap). Source: https://www.ihg.com/holidayinnexpress/hotels/us/en/west-sacramento/sacwe/hoteldetail?cm_mmc=GoogleMaps-_-EX-_-US-_-SACWE

4. **Ground transportation** ($300). I do not plan on renting a car for this trip in order to cut down expenses. I plan to utilize taxi, Lyft or Uber, and travelling on foot as much as possible.

5. **Per diem** ($396). The 2019 federal per diem rate for Sacramento, CA is $66/day for meals and incidentals. Since the training is six days, I multiple $66 by 6 days to get $396. Source: https://www.gsa.gov/travel/plan-book/per-diem-rates/per-diem-rates-lookup/?action=perdiems_report&state=CA&fiscal_year=2019&zip=&city=sacramento

6. **Materials** ($100). Marcia Brechtel, one of the co-creators of GLAD strategies, published a book about GLAD (Brechtel, 2001). The GLAD training does not include this book, so I have to purchase it separately. It retails for $43.09 on Amazon. I am asking for $100 in anticipation of additional materials that I may have to purchase.

TOTAL = 1200 + 1000 + 1200 + 300 + 396 + 100 = **$4196**

References

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Goldenberg, C. (2008). Teaching English language learners: What the research does – and does not – say. *American Educator, 32*, 8-23, 42-44.

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