



# **Project Moving Forward**

**US Department of Education NPD grant**

**Linda Ventriglia-Navarrette Ph.D.  
Associate Professor  
National University**



## **Project Moving Forward: NPD Grant**

**GOAL:** Address the challenge of moving forward English Learners to academic proficiency by enhancing professional development opportunities tied to academic achievement.





## **Project Moving Forward**

### **Cohorts in Northern and Southern California**

Schools chosen for the Project had at least 45% English learners and were low socioeconomic Title I schools.

**\*An inclusion model was used for students.**





## **Guiding Vision for Professional Development**

Professional development focused on the effective teaching of academic vocabulary, the ELD-CCSS standards, and differentiated instruction will result in higher levels of student performance.

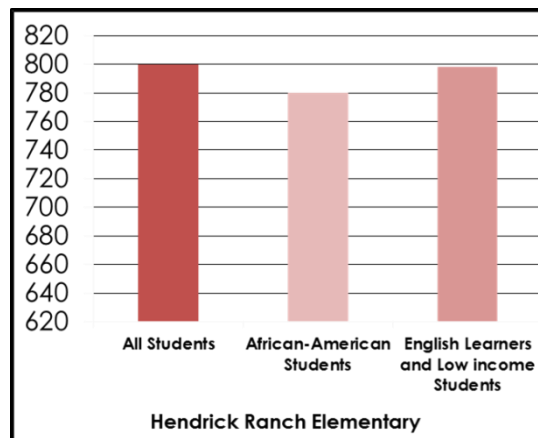
# How did we document quantitative outcomes for students?

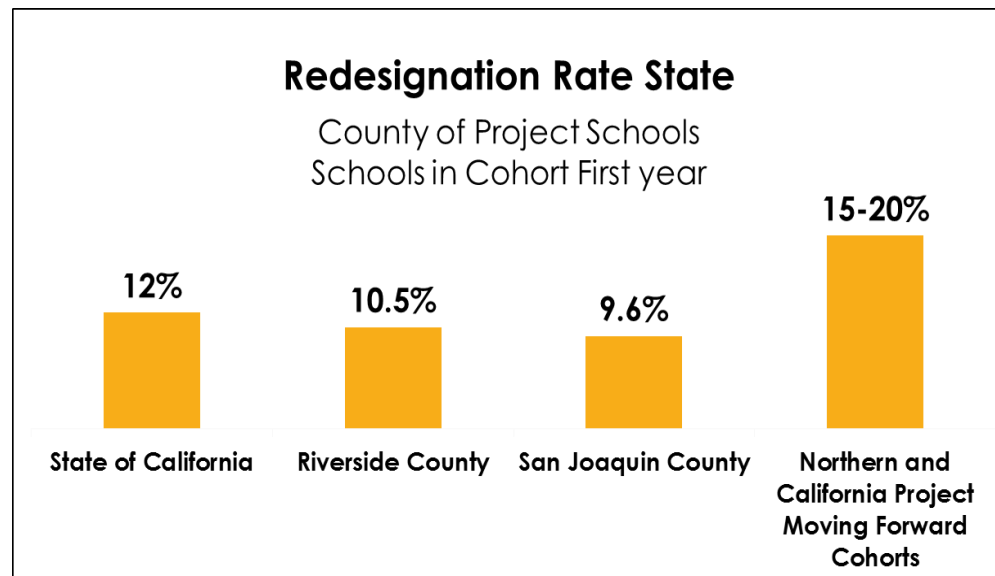
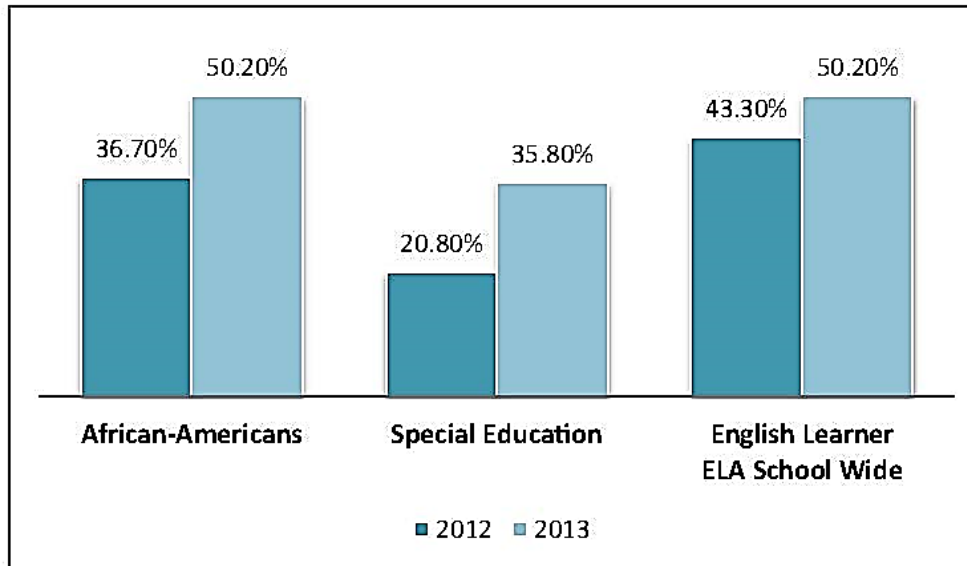
## **Data Collection to Measure Students' Academic Growth**

- Weekly language checklists
- 6 week language Benchmarks
- Pre-Post testing on the CELDT
- Standardized state testing
- Redesignation statistics

# Project Moving Forward Schools in the Moreno Valley Unified School District were the highest scoring schools of the 23 district schools.

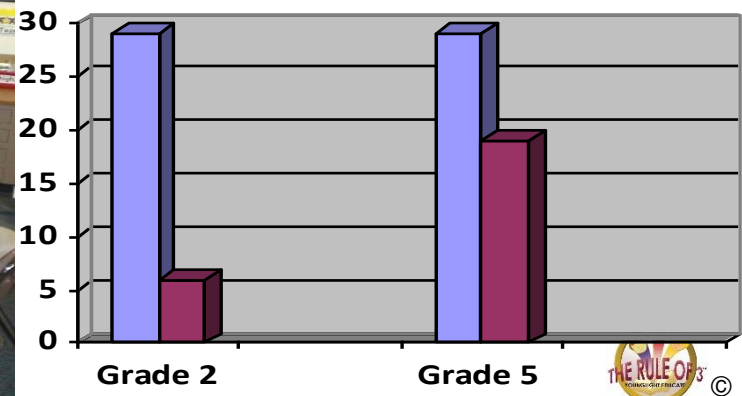
- 90% of English learners and other lower socioeconomic students had double digit API gains.
- African-American students met both ELA and Math AYP goals gaining 51 points on their API.
- Special Education English learners and other lower socioeconomic students gained 56 points.





# Closing the Achievement Gap

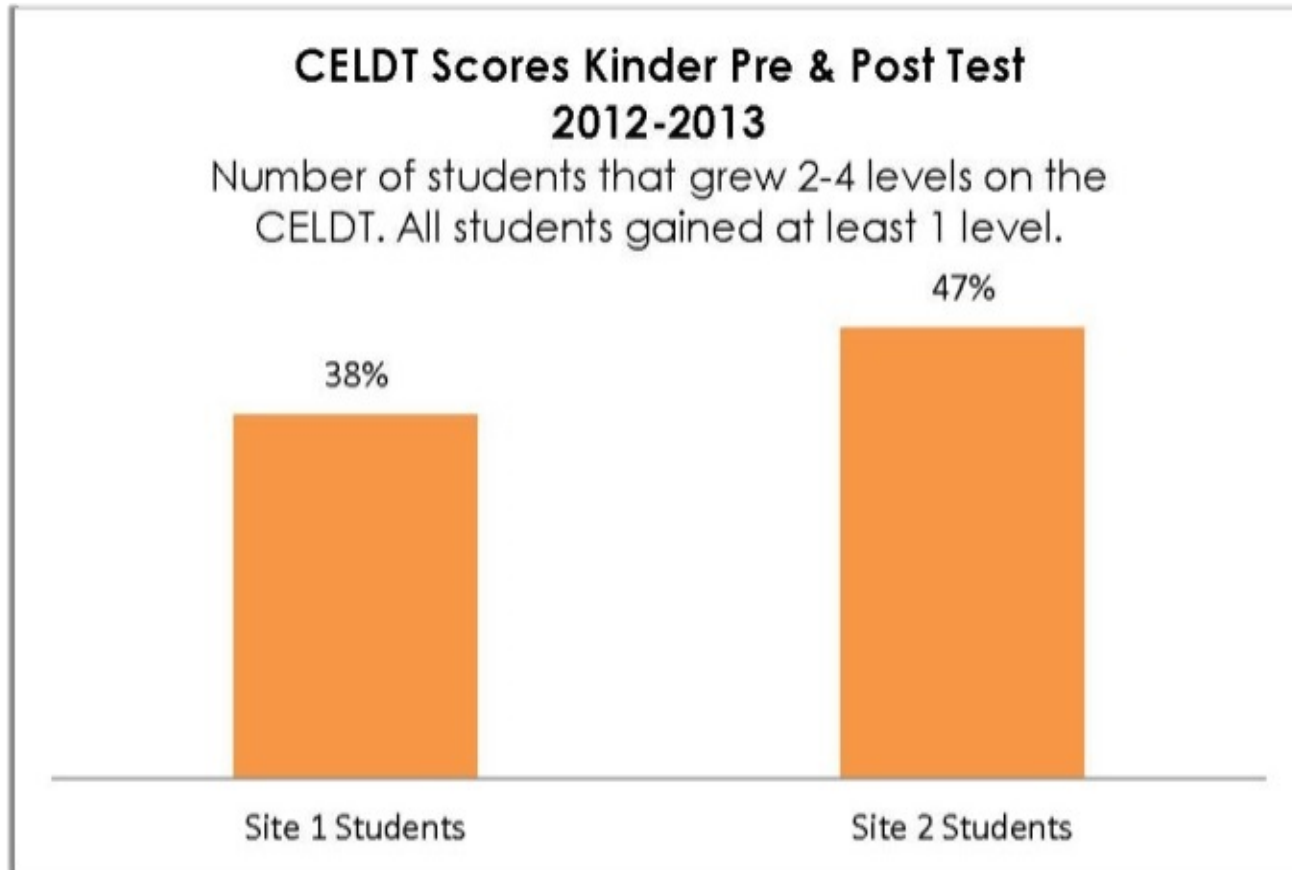
- *The achievement gap for English Learners and socioeconomically disadvantaged students at targeted schools was reduced from a gap of 12.2 % to 1.9 %.*
- Special Education English Learners and other socioeconomically disadvantaged students improved 56 API points at Hendrick Ranch Elementary School  
33 API points at Armada School.
- English Learners increased one to two levels on the STAR High stakes test.





# Closing the Achievement Gap

Reading at the end of kinder was on the first or 2<sup>nd</sup> grade level



# THE PRESS-ENTERPRISE

## EDUCATION: Vocabulary lessons boost learning



**Fast-paced, high-energy vocabulary lessons are credited with improving the test scores of English learners, African Americans and low-income students at two Moreno Valley schools.**

**Each school's Academic Performance Index jumped a whopping 51 points in 2013 for African-American students. Both schools also raised their overall APIs for English learners. Armada saw a 14-point boost to 700, while Hendrick Ranch climbed 17 points to 796.**



## **Research-Base for Professional Development**

Teacher expertise is the single most important predictor in producing student gains.

Teachers need training on how classroom practices can support students academic gains. (Darling- Hammond.2007)



## **Cognitive Task Analysis (CTA) Research-Based Professional Development**

CTA was used as a methodology to capture the cognitive processes, decision-making and judgments that underlie effective English language development teaching.

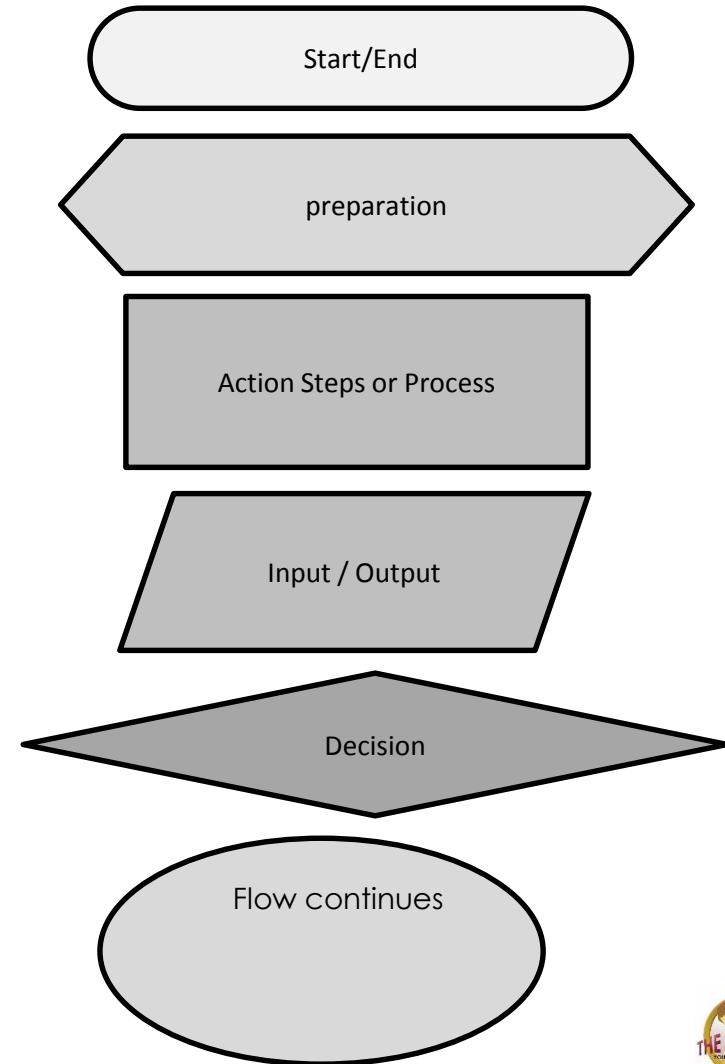




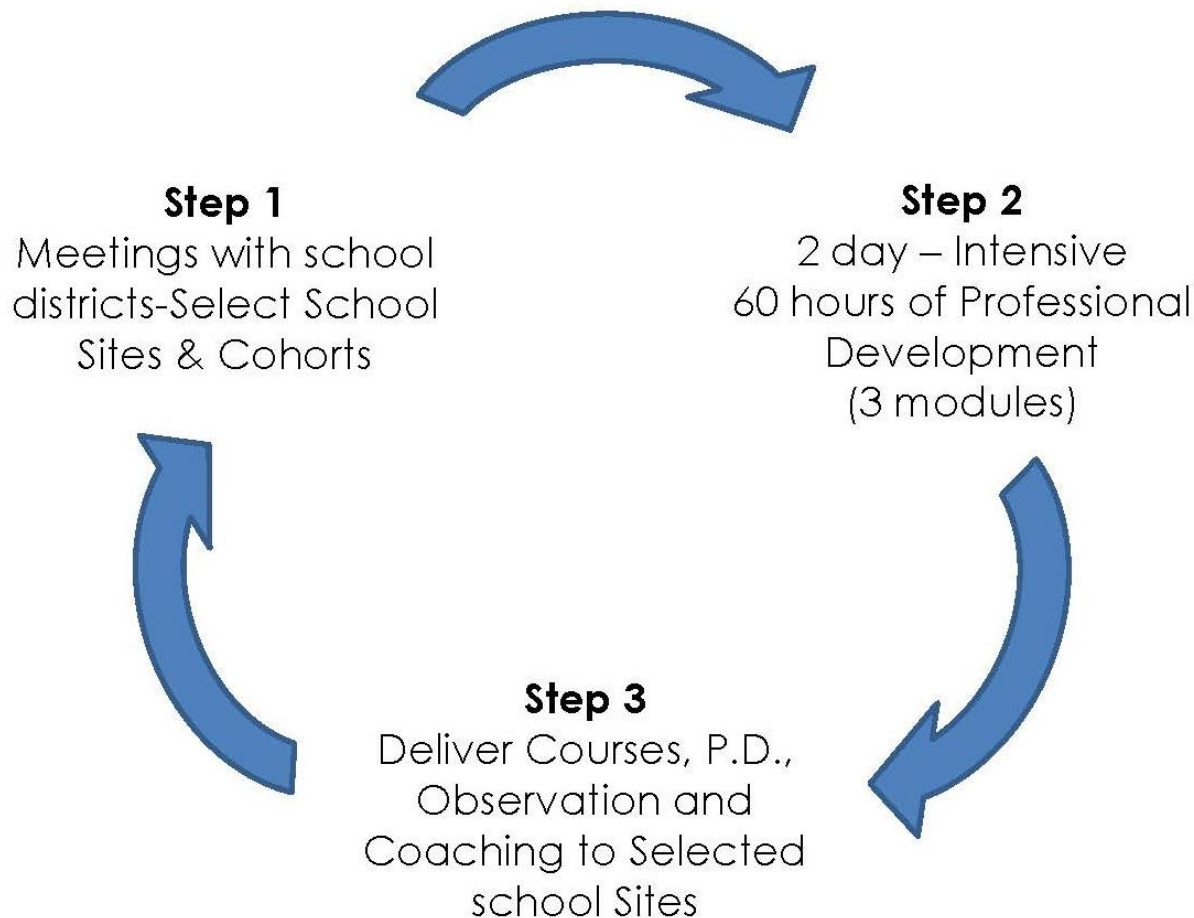
# CTA Professional Development Tied to Learning Outcomes

1. Identifying the essential language skills and content knowledge needed to meet the ELD and CCSS standards
2. Pedagogical Knowledge
3. Action steps (procedures) Use of Experts
4. Decision steps (check for understanding)
5. Ongoing assessment through language checklists and benchmarks

# Cognitive Analysis



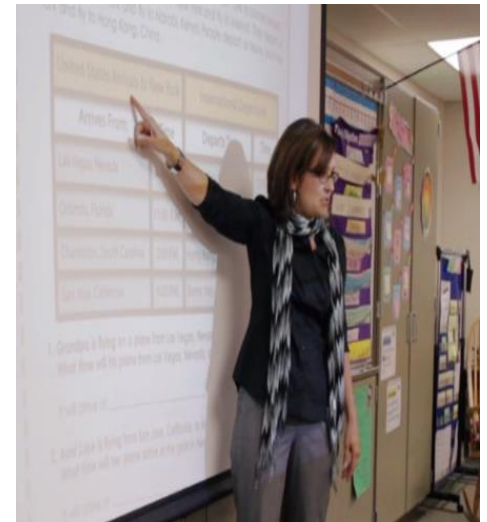
# Steps for Implementation of Professional Development



# **60 hours Professional Development and Classroom Coaching 3 Modules**

- 1. Vocabulary Development using the  
RULE of 3**
- 2. ELD Strategies**
- 3. Differentiated Instruction**

**DVDs with Expert teachers  
modeling at each grade level**







# Documenting Teacher Implementation

- Teacher Feedback Walk-Throughs
- Action Steps Implementation
- Videotaping of expert teachers
- Benchmark Feedback Meetings
- Continued collecting of Data on benchmarks of NPD completers

# Moving Forward Walk Through Form

Date: \_\_\_\_\_ School District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Time-in: \_\_\_\_\_ Time-out: \_\_\_\_\_ Lesson Observed: \_\_\_\_\_

This form is when walking through the Moving Forward classrooms. Minimum time allotted for walk through is (5) five to eight (8) minutes. This is not to be used as an evaluation but rather as a follow through instrument for the PMF evaluator.

Observation	Very Strong Evidence (5)	Strong Evidence (4)	Evident (3)	Not Evident (0)
Student engagement when teaching vocabulary and using the RULE of 3.				
Teacher is using higher level questioning strategies and focusing on the Common Core State Standards and ELD Standards.				
Students are having paired academic conversations when discussing meanings of words.				
Teacher is using the RULE of 3 or RAP strategies with the rhythm of the RAP when introducing vocabulary words. Teacher integrates standards-based reading and writing.				
Teacher facilitates. There is an emphasis on student led discussion. Students lead the ANALYZE discussion with the ANALYZE chart in K-1. Teacher differentiates instruction targeting language levels.				
<b>Total Points</b>				

Comments \_\_\_\_\_  
 \_\_\_\_\_

Observation Conducted by: \_\_\_\_\_



# CTA Module 1

## Vocabulary Development using the **RULE of 3**



### **Concept and Principle:**

- Unlike students from professional families who have had a rich language experience, English Learners and students from lower socioeconomic families often come to school with a less developed word base in their native language as well as English.

# The RULE of 3 Action Steps

## RAP

- **REHEARSE**
- **ANALYZE**
- **PRODUCE**





# RULE of 3 RAP Integrates the 6 Methods of Vocabulary Development

**REHEARSE**

## 1) Definitional

- Kinesthetic spelling
- Synonyms and Antonyms

**ANALYZE**

## 2) Spelling-Sound Patterns (ANALYZE Chart)

## 3) Categorization (word families, parts of speech)

## 4) Structural (prefixes and suffixes)

**PRODUCE**

## 5) Mnemonics

- Paired Academic Conversations

**Contextual**

## 6) Contextual- Reading and Writing

Common Core Passage in Grade-Level Vocabulary Text





# \*jam



off the mark.com by Mark Parisi



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**\*Label Multiple  
Meaning Words**



# Example - Kindergarten: First Grade

## **RULE of 3 RAP** *Action Steps*

The RULE of 3 develops vocabulary and intuitive grammar as well as reading and writing skills using the three modes of communication outlined in the ELD standards . The three modes of communication are Collaborative, Interpretative and Productive.

### **REHEARSE: Collaborative dialogue**

- Dialogues that develop Intuitive Grammar
- Metalinguistic Awareness
- Accuracy of Production

### **ANALYZE: Interpretative**

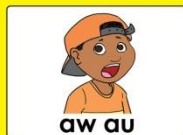
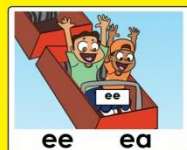
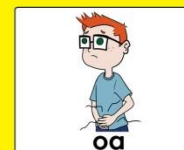
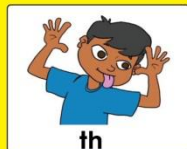
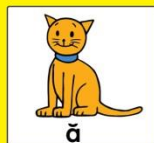
- Phonics, comprehension and analysis of spoken and written text.

### **PRODUCE: Collaborative**

- Engagement in academic conversations or dialogue with others.
- Creation of oral and written texts.



# ANALYZE



# **ELD-CCSS Standards**

## **Kindergarten**

### **Collaborative academic conversations**

- Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.

### **Phonological awareness**

- Demonstrate understanding of spoken words, syllables and sounds (phonemes)



# ANALYZE Link

# Pronto Goes to School

# Animation Multimedia Stories

## The Rule of 3 RAP

- 1. REHEARSE:** viewing multimedia to determine how meaning is conveyed explicitly and implicitly. Develop intuitive grammar and metalinguistic awareness.
- 2. ANALYZE:** collaborative dialogue about the story
- 3. PRODUCE:** retelling of the stories responding to the pictures standards-based reading and narrative writing activities.



# RULE of 3

# Teacher and Principal Feedback

- The thoroughness of the training was great. Thank you for taking the time to break everything down. Everything aligns perfectly with the Common Core Standards. -Teacher
- The training provided the framework to introduce and practice many of the skills students need to achieve academic proficiency. -Teacher
- Teachers are excited about how systematic word development enhances student achievement, and are eager to observe each other and work together to make the program as successful as possible. I have never seen such active student engagement before. -Principal
- Superintendent – “The schools look totally different. The teaching has improved immensely.”

