

# Project Moving Forward

## National Professional Development Grant

### composite video

*Keep your head pointed toward the sun and your feet moving forward*  
— Nelson Mandela

Project Moving Forward is a National Professional Development Grant awarded to National University under the directorship of Linda Ventriglia-Navarrette by the U.S. Department of Education's Office of English Language Acquisition. The grant is in the amount of \$1,967,265 to be distributed over the next five years.

The purpose of the grant, titled "Project Moving Forward," is to provide professional development for teachers so that they can improve their instruction of English Learners and other students in Title I schools. The grant will provide professional development on an ongoing basis targeting vocabulary development using the RULE of 3, Stoplight reading comprehension, differentiated instruction, 21st century thinking skills and STEM related activities written to the Common Core State Standards.

# Moving Forward

## **National University Awarded Grant of \$1,967,265 by U.S. Department of Education's Office of English Language Acquisition**

Dr. Linda Ventriglia-Navarette of National University's Department of Teacher Education will serve as the Project Director. Dr. Ventriglia-Navarette and National University will work with seven California school districts to provide professional development opportunities for their teachers and administrators.

The goal of the project is to improve the effectiveness of teachers and administrators who provide leadership at program improvement schools with 40 percent or more of English learners through the attainment of a Certificate in Best Practices with a specialization in Accelerated Academic English Learning. The project also will seek to improve the effectiveness of content area instruction for all teachers serving English learners, including those teaching Science, Technology, Engineering, and Mathematics (STEM).

# First Year Results

## THE PRESS-ENTERPRISE

### EDUCATION: Vocabulary lessons boost learning



KURT MILLER/STAFF PHOTOGRAPHER

Connor Ulate, 8, gives his third-grade teacher Tonna Dagenhart, thumbs up sign when he understands a vocabulary word at Moreno Valley's Hendrick Ranch Elementary School on Friday, Nov. 1. The campus and Armada Elementary School saw academic improvement among African-American students in the Project Moving Forward program to teach vocabulary. They are only schools using it in Southern California, district officials say.

[BY DAYNA STRAEHLEY](#)  
STAFF WRITER

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

These students often lag behind other groups in academic achievement. And creators of the federally funded Project Moving Forward believe they found the biggest reason: students' vocabularies aren't big enough.

Teachers at two campuses, Hendrick Ranch and Armada elementary schools, have been trained in what the program calls the Rule of 3 or RAP system. RAP stands for rehearse, analyze and produce. In the program, students learn 10 words each morning.

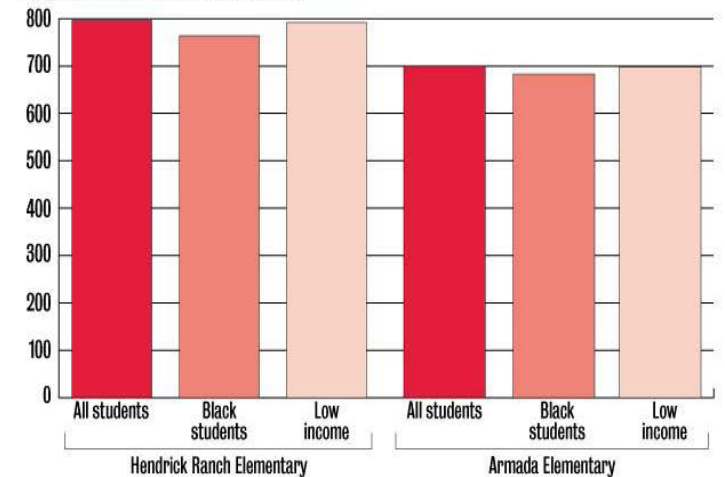
"I think it helps our education by knowing more words and what they mean," Hendrick Ranch fifth-grader Josephine Valdez said.

The Moreno Valley Unified School District campuses are the only two in Southern California to use the lessons, which began in 2012-13. Black students made up almost 15 percent of Hendrick Ranch students who took state tests in spring. Armada had about 17 percent.

Hover over the chart to view interactive content.

**MOVING UP:** The Project Moving Forward program is credited with helping African-American students and others improve in Moreno Valley schools. The chart shows how the Academic Performance Index has improved for two groups since 2012. The API ranges from 200 to 1,000 with a statewide goal of 800 or more. Most students at both schools are from low-income families.

#### Academic Performance Index results



SOURCE: CALIFORNIA DEPARTMENT OF EDUCATION

Each school's Academic Performance Index jumped a whopping 51 points in 2013 for African-American students. Both schools also raised their overall API. Armada saw a 14-point boost to 700, while Hendrick Ranch climbed 17 points to 796. The API, based on state standardized test scores, ranges from 200 to 1,000 with 800 as the statewide goal.

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Project Moving Forward (PMF), was designed to close the achievement gap through systematic vocabulary development using the innovative RULE of 3 or RAP. The premise of PMF was that the achievement gap can be attributed to a word gap which means knowledge gap because words give students access to the core curriculum.

RULE of 3 systematic vocabulary instruction written to the CCCS ELA standards for 30 minutes a day resulted in the Academic Performance Index (API) catapulting for two Title I Moreno Valley Unified School District schools. African American students jumped a sizable 51 points on the STAR. Students' 2013 scores increased from 36% proficient to 50.2% proficient. Students with disabilities gained 56 points. The achievement gap was reduced for Title I students from 12.2 percentage points to 1.9 points.





# Moving Forward

## RULE of 3 Schools

