



**Professional Development Module for:**  
**Best Practices**  
**Interdisciplinary Vocabulary Development**  
**The RULE of 3**

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## General Perspective

### Welcome to Best Practices for Interdisciplinary Vocabulary Development Using the Powerful RULE of 3

*Vocabulary has the highest correlation to school success across subject areas!  
Words, words and more words are important to learning across subject areas!*

**Research Base: The RULE of 3, a systematic approach to vocabulary development, is a proven approach on 12 years of research in urban and rural schools. This Best Practice for teaching vocabulary dramatically accelerates the academic achievement of English learners and other diverse learners across subject areas on high stakes testing.**

## Professional Development Goals

- Provide teachers with the Best Practices strategies for implementing Interdisciplinary Vocabulary Development using the RULE of 3.
- Provide teachers with a systematic approach to introducing the Vocabulary words and determine multiple meaning words.
- Provide teachers with the strategies to develop critical thinking questions.
- Provide teachers with a system of analyzing the vocabulary words.
- Provide teachers with ways to engage students in peer conversations and practice the functions of language.
- Provide teachers with the RULE of 3 RAP process.
- Provide teachers with individualized observations and coaching to support the professional development.

## Professional Development Module

The module provides a comprehensive package that includes professional development and individualized teacher observations and coaching.

The Professional Development Module includes a six-hour teacher workshop. This workshop will train teachers in the following areas:

- RULE of 3 RAP
- Developing critical thinking questions
- Usage of Power Points specially designed to introduce words, use pictures to define the word and multiple meaning words
- Strategies for word analyzation

The Professional Development Module includes a two-hour administrator workshop. This workshop will inform administrators about the following:

- How to implement the Best Practice Interdisciplinary Vocabulary Development
- Teacher Observation and Coaching Procedures
- Timeline for implementing the vocabulary units (pacing)
- Schedule of site visits

The individualized teacher observation includes three 20 minute classroom observation of the teachers implementing the RULE of 3.

The individualized teacher coaching session includes three 20 minute sessions after the completion of each observation.

## Professional Development Packages

Teacher Workshop	Time	Participants
<ul style="list-style-type: none"> <li>• RULE of 3 RAP</li> <li>• Development critical thinking questions</li> <li>• Usage of Power Points specially designed to introduce words, use pictures to define the words and multiple meaning words</li> <li>• Strategies for word analyzation</li> </ul>	6 hours	Teachers

Administrator Workshop	Time	Participants
<ul style="list-style-type: none"> <li>• How to implement the Best Practice Interdisciplinary Vocabulary Development</li> <li>• Teacher Observation and Coaching Procedures</li> <li>• Timeline for implementing the vocabulary units (pacing)</li> <li>• Schedule of site visits</li> </ul>	2 hours	Administrators and Coordinators

### Follow up – Individualized teacher observations and coaching

During the first year of implementation, support visits for teachers will be scheduled. These visits will be distributed over the course of the school year.

Initial Visit	Second Visit	Third Visit	Fourth Visit
Admin Workshop Teacher Workshop	Individual Observations Coaching Sessions	Individual Observations Coaching Sessions	Individual Observations Coaching Sessions

## Professional Development Pricing

Per School	Cost per teacher
<p style="text-align: center;"><b><u>Option A</u></b></p> <p>1 school of 25 teachers            1 Teacher PD Session totaling 6 hours            1 Admin PD Session Totaling 2 hours            3 five-day site visits with 20 minute observation and 20 minute coaching per teacher</p>	
<p style="text-align: center;"><b><u>Option B</u></b></p> <p>1 school of 25 teachers            1 Teacher PD Session totaling 6 hours            1 Admin PD Session Totaling 2 hours            2 five-day site visits with 20 minute observation and 20 minute coaching per teacher</p>	

## Professional Development Contract

1. The school must purchase the Best Practice Interdisciplinary Vocabulary Development series, student instructional books, and prior to the scheduling of the Professional Development Module.
2. The school must provide a meeting space with LCD Projector and screen for the teacher professional development workshop.
3. The school must designate a representative to assist the trainer/coach to assist when the coach is performing the teacher observation and coaching sessions.
4. The admin staff will be required to meet with the trainer/coach during each site visit in order to coordinate site visit and report findings
5. The trainer/coach will provide the admin staff with a report of the site visit 30 days after the conclusion of the visit
6. The school must provide the trainer/coach with a schedule of the teacher observation and coaching sessions once the site visit dates have been determined.
7. Contracts must be signed at least sixty days prior to initial training visit. Upon signing of contract, 20% of the total will be invoiced and due thirty days later.
8. The contract payment distribution is as follows:  
Twenty percent (20%) of the total will be due thirty days prior to each visit.
9. The school will have the option of requesting additional professional development each time that the trainer/coach conducts a scheduled visit.

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Author: L.D. Ventriglia, Ph.D. Date

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Local Education Agency City State

The Professional Development Component is comprised of (3) days of four-hour workshops. These workshops include topics related to methodology and strategies.

**Table 1.2: Implementation Activity Plan for Staff Year One**

Participants	Activity	Time
<b>Teachers and related support staff</b>	<ul style="list-style-type: none"> <li>• Activities differentiated standards-based strategies using the strategies of Teach, Practice and Apply               <ul style="list-style-type: none"> <li>Teach (content)</li> <li>Practice</li> <li>Apply (creative construction activities)</li> </ul> </li> <li>• Normal vs. the J Curve</li> <li>• Differentiated Grouping</li> <li>• Targeted teaching to the standards on Benchmark assessments</li> </ul>	<p style="text-align: center;">3 days 6 hours per day</p>
<b>Teachers and related support staff</b>	<ul style="list-style-type: none"> <li>• Motivation and Student Engagement Strategies</li> <li>• Interdisciplinary Vocabulary Development</li> <li>• Classroom Management</li> <li>• Self-Assessment Rubrics</li> <li>• Students' contracts</li> <li>• Strategies to target the standards using 10 practice activities for standard mastery</li> </ul>	<p style="text-align: center;">2 days 6 hours per day</p>
<b>Students</b>	<p>Multidimensional Approach to Students (Diagnostic Software Program)</p> <ul style="list-style-type: none"> <li>• Learning Styles</li> <li>• Creativity</li> <li>• Multiple Intelligence</li> <li>• Self-Nomination</li> <li>• Sociogram (peer)</li> <li>• Interest Survey</li> <li>• Leadership</li> </ul>	<p style="text-align: center;">3 days</p>
<b>Teachers</b>	<p>Teachers</p> <ul style="list-style-type: none"> <li>• Learning Style</li> <li>• Multiple Intelligence</li> <li>• Teaching Strengths and Needs</li> <li>• Flexibility Index               <ul style="list-style-type: none"> <li>▪ Provide teachers with results</li> <li>▪ Workshop-Learning Styles, Creativity, Multiple Intelligence (3 Hours)</li> <li>▪ Assisting teachers in planning activities and lesson plans that integrate strategies developed in workshop (via online)</li> </ul> </li> </ul>	<p style="text-align: center;">3 days</p>

## Family Workshop

Family involvement is an important aspect for students' academic success. Family members are provided with a workshop and a Resource Guide that contains information with regard to developing vocabulary and language through a conversational approach. The goal of this component is to establish a valuable link between home and school.

**Table 1.3: Implementation Activity Plan for Family Year One**

Activity	Time	Participants
<ul style="list-style-type: none"> <li>• Developing Vocabulary with your child</li> <li>• Factors that contributed to vocabulary development</li> <li>• The importance of conversations to vocabulary development</li> </ul>	<p style="text-align: center;">2 Hours September</p>	<p style="text-align: center;">Parents/Guardians</p>
<ul style="list-style-type: none"> <li>• How to guide my children to a Learning of words and understanding</li> </ul>	<p style="text-align: center;">2 Hours February</p>	<p style="text-align: center;">Parents/Guardians</p>
<ul style="list-style-type: none"> <li>• Learning about the results of the diagnostic</li> <li>• Understanding learning Styles and how it relates to daily routines and home life</li> </ul>	<p style="text-align: center;">2 Hours January</p>	<p style="text-align: center;">Parents/Guardians</p>



## Family Workshop

Family involvement is an important aspect for students' academic and emotional success. Parents are provided with a workshop and a Resource Guide that contains information with regard to raising gifted children and suggestions and activities to make the home a learning and loving environment. The goal of this component is to establish a valuable link between home and school.

**Table 2.3: Implementation Activity Plan for Family Year Two**

Activity	Time	Participants
<ul style="list-style-type: none"><li>• Call groups of family members according to related interest</li><li>• Provide professionals to talk parents/guardians in area of interest</li></ul>	2 Hours September	Parents/Guardians
<ul style="list-style-type: none"><li>• Call groups of family members according to related interest</li><li>• Provide professionals to talk parents/guardians in area of interests</li></ul>	2 Hours February	Parents/Guardians





# Moving Forward Walk Through Form

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

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

This form is to be used by administrators 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 evaluator of the Moving Forward Project.

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.				
Students are having paired conversations when discussing meanings of words.				
Teacher is using the RULE of 3 or RAP strategies when introducing vocabulary words.				
<b>Total Points</b>				

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

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