

Title of Best Practice: Vocabulary Professional Development

School: South Elementary School

District: Mt. Healthy City Schools

Submitter Name: Eugene Blalock

Position of the Submitter: Principal

Submitter Email Address: eblalock@mthcs.org

Submitter Phone: 513-728-4684

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice"? Yes (Yes or No)

1. **How many students did this Evidence-Based Best Practice impact?** 900
2. **Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.**

- Replaced the principal (all models)
- New evaluation system using student growth as a significant factor (transformation)
- Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
- Identify and reward staff increasing student outcomes (all models)
- Strategies to recruit, place, retain staff (all models)
- Select and implement instructional model based on student needs (all models)
- Job-embedded professional development (all models)
- Continuous use of data (all models)
- Increased learning time (all models)
- Social-emotional and community-oriented services and supports for students (all models)
- On-going mechanism for community and family engagement (transformation)
- Operating flexibility (transformation)
- New governance structure (turnaround)

3. **Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.**

Vocabulary development was identified as a school wide need in TBT meetings during the 2011-2012 school year. 72% of our students who took the OAA in the Spring of 2011 scored below 50%

on vocabulary acquisition. Concerns were noted across grade levels on short cycle assessments. The BLT discussed the issue and developed a professional development plan for the 2012-2013 school year.

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

March/April/May 2012: BLT identified need and how to incorporate the PD for the 2012-13 school year. The associate principal met with consultants from HCESC to see how vocabulary could be incorporated into the Japanese Lesson Study PD that was already in progress. It was decided that vocabulary would be the focus of the Japanese Lesson Studies for the 2012-13 school year.

Summer 2012: Associate principal and consultants developed a calendar of PD events for the upcoming school year.

September 2012 to May 2013: Teachers were given release time to plan lesson studies and whole grade levels were given release time to observe the lessons and give feedback. The 5E instructional model was used as a framework for developing lessons with a vocabulary focus based on Marzano's work. Teachers at each grade level created vocabulary word lists. Students 1st through 6th grade kept vocabulary notebooks. The following books were used by teachers: Building Academic Vocabulary (Marzano), Building Background Knowledge (Marzano), Bringin Words to Life (Beck), and Vocabulary Games for the Classroom (Marzano).

HCESC consultants surveyed teacher practice and beliefs before and after the professional development to the following questions rated 1 (lowest) to 5 (highest):

I understand that vocabulary instruction is important.

Before 57% responded with a 4 or 5

After 100% responded with a 4 or 5

I know many research-based strategies for teaching vocabulary effectively.

Before 5% responded with a 4 or 5

After 81% responded with a 4 or 5

Check the box that BEST fits how you teach vocabulary.

5 Possible responses:

No response; Words and definitions; Previewing words before lessons;

Introducing words, having students write, draw and rate their understanding; Playing games with words.

Data indicates a significant move from having students write definitions of words from the dictionary to researched methods of vocabulary instruction. Even though teachers were asked to pick the ONE they used the most, several indicated they use other strategies as well. This data indicates an increased use of Marzano's first 3 steps of the 6-step process and away from the word and definition method which has proven to be ineffective. Coach observations also indicate an increase in games being played to reinforce and solidify vocabulary.

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.
Based on short cycle assessment data, an average of 66% of the students are scoring 75% or better on vocabulary items. Hopefully, this will translate to better performance on the 2013 OAA vocabulary items.
6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.
Teachers will continue to use the Marzano strategies for vocabulary development. The BLT is discussing forming a teacher-based committee that would be in charge of overseeing the continuation of what was learned this school year.
7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.
The Marzano materials were very helpful. Guidance from the HCESC consultants helped to focus the learning and create consistency building wide.