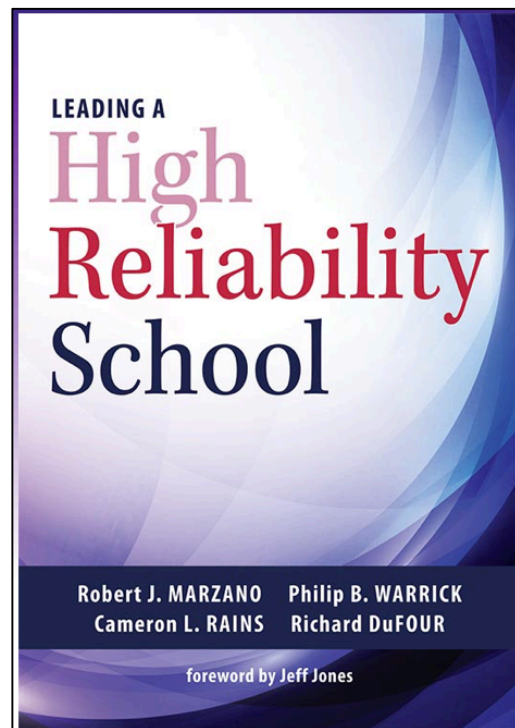
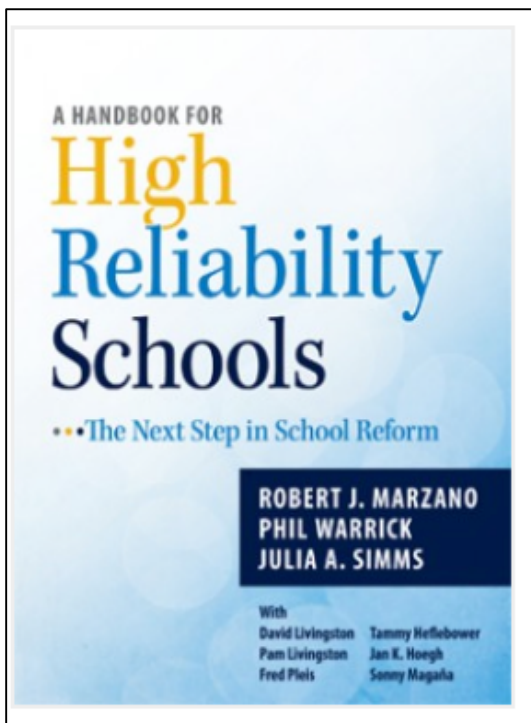


**IPLI**  
**High Reliability Schools**  
**Level 3**  
**January 26, 2021**



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## **Level 3**

### **A Guaranteed and Viable Curriculum**

#### **Leading Indicators**

- 3.1 The school curriculum and accompanying assessments adhere to state and/or national standards.
- 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
- 3.3 All students have the opportunity to learn the critical content of the curriculum.
- 3.4 Clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
- 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

#### **Critical Commitments for Level 3:**

- **A Comprehensive Vocabulary Program**
- **Continually Monitoring the Viability of the Curriculum**
- **Direct Instruction in the Application and Meta-cognitive Skills**

# Thinking About Your Current Curriculum Practices and Protocols:

*Intended* curriculum:

*Implemented* curriculum:

*Attained* curriculum:

What is the intended curriculum in your school currently?  
How do teachers know what this is specifically?

What systems or protocols do you have in place to make sure the Intended Curriculum is also the Implemented Curriculum?

What specific data could you examine to determine the Attained Curriculum for each specific grade level or content area?

To begin the prioritization process, leaders first help teachers by explaining criteria that should be considered when evaluating standards to decide if they should be prioritized or not. Second, leaders allocate time and space for the work to happen. Finally, leaders use a four-step process to help teachers navigate the actual prioritization of the standards.

### Criteria for Prioritized Standards

Before teams begin to identify prioritized standards, they must understand the criteria for determining which standards should be prioritized. According to Larry Ainsworth (2003), there are three criteria to consider when determining which standards to prioritize:

1. **Endurance**—Knowledge and skills that will last beyond a class period or course
2. **Leverage**—Knowledge and skills that cross over into many domains of learning
3. **Readiness**—Knowledge and skills important to subsequent content or courses

Our experience has indicated that two additional criteria should also be considered:

1. **Teacher judgment**—Knowledge of content area and ability to identify more- and less-important content
2. **Assessment**—Student opportunity to learn content that will be assessed

As an example of how teachers can evaluate a specific standard for these five criteria, consider the following ELA standard from the Common Core State Standards (CCSS):

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7; National Governors Association Center for Best Practices & Council of Chief State School Officers [NGA & CCSSO], 2010a, p. 14)

This standard demonstrates endurance, leverage, and readiness—students will use these skills long after the test, in multiple disciplines, and in other content areas or courses. It also has strong teacher judgment and assessment connections. In contrast, consider a Common Core standard related to speaking and listening:

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5; NGA & CCSSO, 2010a, p. 24)

While this standard may have some measure of endurance and leverage, it contains fewer readiness skills than the first standard. When asked to use their judgment, many teachers indicate that SL.4.5 should be a subordinate standard that is connected to and



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# ***Increasing Student Achievement Through Vocabulary Instruction***

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***Level 3 Critical Commitment: Establish A Comprehensive Vocabulary Program***

***Why should we teach vocabulary?***

**LEADING VOCABULARY INSTRUCTION**

***What vocabulary should we teach?***

***How do we teach vocabulary?***

## A Comprehensive Vocabulary Program

Taken at face value, it might seem that a comprehensive vocabulary program is not a critical aspect of a guaranteed and viable curriculum that enhances student learning. However, both research and common sense indicate that vocabulary development is critical to enhancing student learning. Stated differently, vocabulary knowledge is so foundational to content knowledge that it should be a focal point of the curriculum.

Numerous studies have documented the relationship between vocabulary knowledge and academic achievement. As described by Marzano and Simms (2013b):

The relationship between vocabulary and academic achievement has been acknowledged for decades. In 1941, Mary Katherine Smith estimated that students scoring in the 50<sup>th</sup> percentile on standardized tests knew 6,000 more words than those scoring in the 25<sup>th</sup> percentile. William Nagy and Patricia Herman (1984) calculated the same gap to be between 4,500 and 5,400 words, adding that “the distance between the median and the bottom of the range is more than twice that large” (p. 7). A number of researchers (Baumann and Kame’enui, 1991; Becker, 1977; Stanovich, 1986) have found evidence that vocabulary is a key factor affecting academic achievement and Richard Anderson and William Nagy (1993) stated that “one of the most consistent findings of educational research is that having a small vocabulary portends poor school performance and, conversely, that having a large vocabulary is associated with school success” (p. 2). As noted previously, the importance of students’ vocabulary knowledge cannot be stated too strongly. (pp. 6–7)

A question that immediately surfaces in any discussion of vocabulary instruction is: Which vocabulary terms should be the subject of direct instruction? Certainly, not all terms students encounter should be taught directly. There are a variety of perspectives on this issue, and some have proposed that formally identifying vocabulary that will be taught directly is so problematic as to be not worth the effort (for a discussion, see Marzano, 2004, 2010c). Fortunately, viable solutions have been proposed.

Beck and McKeown (1985) explain that vocabulary terms can be thought of in three tiers. The first tier includes those terms that are very frequent in the English language—the most basic terms in the language which are encountered frequently enough that students commonly learn them in context. Tier 2 terms are those that are important to understanding a language but appear infrequently enough in general language usage that they will probably not be learned in context.

### Three Tiers of Words

Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2002, 2008) have outlined a useful model for conceptualizing categories of words readers encounter in texts and for understanding the instructional and learning challenges that words in each category present. They describe three levels, or *tiers*, of words in terms of the words' commonality (more to less frequently occurring) and applicability (broader to narrower).

While the term *tier* may connote a hierarchy, a ranking of words from least to most important, the reality is that all three tiers of words are vital to comprehension and vocabulary development, although learning tier two and three words typically requires more deliberate effort (at least for students whose first language is English) than does learning tier one words.

- **Tier One words** are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.
- **Tier Two words** (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative*, *vary*, *formulate*, *specificity*, and *accumulate*), technical texts (*calibrate*, *itemize*, *periphery*), and literary texts (*misfortune*, *dignified*, *faltered*, *unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.
- **Tier Three words** (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava*, *carburetor*, *legislature*, *circumference*, *aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

<b>Academic Vocabulary</b> <b>Subject: Math</b> <b>Grade: 2<sup>nd</sup> Grade</b>			
<b>Guaranteed:</b>			
Digit	Whole	Word Problem	Polygon
Numeral	Fractional Parts	Algorithm	Octagon
Place Value	Equal Parts	Estimate	Nonagon
Thousands	Halves		Decagon
Word Form	Fourths		<del>Duodecagon</del>
Measure	Eighths		Geometric Shape
Inch	A.M.		
Foot	P.M.		
Yard			
Centimeter			
Meter			
Pictograph			
Interval			
<b>Cognitive Verbs:</b>			
Determine, identify, use, generate, explain, locate, classify, sort, read, write			

<b>Academic Vocabulary</b> <b>Subject: Math</b> <b>Grade: 3rd</b>				
<b>Guaranteed:</b>				
<del>compose</del>	rhombuses	parallelogram	bar graph	
<del>decompose</del>	multiplication	trapezoid	dot plot	
<del>equivalent</del>	division	congruent		
<del>denominator</del>	quotient	area		
<del>numerator</del>	product	perimeter		
<del>arrays</del>	factors	pictograph		
<b>Cognitive Verbs</b>				
<del>represent</del>	compare	describe	decompose	display
<del>justify</del>	reasoning	classify	communicate	
<del>solve</del>	recall	summarize	create	
<del>order</del>	determine	compose	analyze	

<b>Academic Vocabulary</b> <b>Subject: English and Reading</b> <b>Grade: 7th</b>	
<b>Guaranteed</b> <b>Mythology, Rhetorical Fallacies, Ad Hominem, Appeal, Logical Fallacies, Ethical Fallacies, Explicit Message, Implicit Message, Topic Sentence, Internal/External Conflict, Stereotyping, counter argument, cross reference, infinitive, Gerund, Participles, Pronoun Antecedent, factual claim, common place assertion, loaded terms, parallelism (writing), symbolism, abstract, and concrete, point of view- limited omniscient, third person reporter,</b>	
<b>Cognitive Verbs</b> <b>Identify</b> <b>Explain</b> <b>Paraphrase</b> <b>Evaluate</b> <b>Recognize</b> <b>Constructs</b> <b>Summarize</b> <b>Analyze</b>	

<b>Academic Vocabulary</b> <b>Subject- English and Reading</b> <b>Grade- 8th</b>	
<b>Guaranteed</b>  <u>linear</u> plot, aphorism, epigraph, caricature, leading question, false assumption, logos, pathos, ethos, adjectival and adverbial clauses, parentheses, brackets, ellipses, diction, extended metaphor, objective and subjective point of view, lyric poem, ballad poem, epic poem	
<b>Cognitive Verbs</b>  <u>analyze</u> , interpret, evaluate, infer, recognize, summarize, develop, synthesize, convey, compose, revise, edit, derived, clarify, paraphrase	



## Six Steps To Teaching Vocabulary

### **A Six-Step Process for Teaching Vocabulary**

***Steps 1, 2, and 3 occur when words are initially taught. These work well in conjunction with a vocabulary notebook.***

*Step 1: Provide a description, explanation, or example of the new term.*

*Step 2: Ask students to restate the description, explanation, or example in their own words.*

*Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.*

***Steps 4, 5, and 6 are used to review and spiral specific vocabulary terms. These do not need to occur in any specific order.***

*Step 4: Engage students periodically in activities that help add to their knowledge of vocabulary terms. (Such as compare and contrast activities for terms students often mix up)*

*Step 5: Periodically ask students to discuss the terms with one another.*

*Step 6: Involve students periodically in games that allow them to play with terms.*



Re-test

## What I Know about Government

Write Ms. Nielsen a letter telling her what you know about the Government. Please use all of the words below and underline each word used to make it stand out. Please do not look up information on the internet, this is not a grade. Instead, think of where you have maybe heard these terms before. The point of this is just to see what you know at the beginning as opposed to the end of this class.

Senato	Legislative branch	bicamera	Judicial Branch
Representative	civi	make laws	nterpret Laws
enforce laws	Constitution	Bill of Rights	Amendments
Nationa	Federa	rights	axes
Cabine	political party	mayor	ury
citizenship	ballo	governor	
Crimina	election	the Found	
Unicamera	Executive Branch		

Ms. Nielsen,

Every four years we have an election. In November everybody 18 and over get to vote on a new President. They go to some place and write who they are voting for on a ballot. A bicameral president is the newest president. A unicameral president is a person who ran but did not win. Sometimes people vote for a mayor too. Other things people vote for are, the governor, city council, and a senator.

When you have a president they have a Representative, a political party, and a Cabinet. The president is not the only one to make laws. There are three branches of Government that the law goes through. First, the Legislative branch makes the law. Then it goes through and the Judicial branch interprets the law. Finally the Executive branch enforces the law.

Along with laws we have documents that give us rules, freedom, and say in the things that happen in America. The Bill of Rights is a document the states civil rights. Although Americans have rights, we still have to pay taxes. That is American citizenship when you pay taxes. The Constitution is a National document with 27 Amendments. A federal crime would be if a criminal tried to steal any of these documents. They would have to go to the court where a jury would decide their punishment. The Constitution is kept in Pennsylvania and was signed on July 4th. This is what I know about the government.

This is what I know about government,  
Makayla

# What I Know about Government

Write Ms. Nielsen a letter telling her what you know about the Government. Please use all of the words below and underline each word used to make it stand out. Please do not look up information on the internet, this is not a grade. Instead, think of where you have maybe heard these terms before. The point of this is just to see what you know at the beginning as opposed to the end of this class.

Senator	Legislative branch	bicameral	Judicial Branch
Representative	civil	make laws	interpret Laws
enforce laws	Constitution	Bill of Rights	Amendments
National	Federal	rights	taxes
Cabine	political party	mayor	jury
citizenship	ballot	governor	
Criminal	election	city council	
Unicameral	Executive Branch		

Ms. Neilson,

In the last semester I have learned a lot about government. We learned about the branches of Government and what Articles create them, what the President's role in Government is and how the Judicial branch works through courts and trials. I know that the Legislative branch is created by Article 1 of the U.S. Constitution, one of America's most loved documents, they also make laws. In the Constitution there is a Bill Of Rights, and 27 Amendments, amendments are rules and rights for Americans. (The Bill of Rights is the first ten Amendments to the Constitution.) The Constitution is a National document in the U.S meaning that it only concerns Amricans.

In Congress, there is a Senate with Senators and A House of Representatives with Representatives from each state. Every 2 years we elect new Senators and every 6 years Representatives are elected. When a state only has one house in the state that state is a unicameral. If they have more than one it is a bicameral. Nebraska is unicameral. An election is when Americans vote on who they believe will be the best person to run America. Every 4 years we have a presidential election, and Americans ages 18 and older get to participate in choosing a new president. Depending on where they live, citizens can go to a variety of places and can cast a ballot. A ballot is a slip of paper that you write who you are voting for on and then it will be counted. There are other things that you can vote for. States vote for governors such as Nebraska's, Pete Ricketts. Towns can elect a mayor, a leader for their town. They also will usually elect a city council along with a mayor. Taxes are a required extra fee that Americans



pay. Paying these taxes is citizenship. Citizenship is when Americans participate in things that make them American, such as paying taxes.

The Executive Branch enforces laws or executes them. The president has many jobs as the head of the Executive Branch but he is not the only one who has a role in it. The president has people who assist him called the Cabinet. The Cabinet is made up of 15 people, the department secretaries and one Attorney General. Donald Trump is currently in the Republican party. Our two main political parties are Republicans and Democrats. Political Parties are organized groups of people who share the same beliefs about how the government should work.

The final branch of Government is the Judicial Branch and they interpret laws. The judicial branch deals with trials and courts. The two different court cases that you could be put into are either a Federal Court case or a State Court case. When you have a federal court case, it means that two states are in disagreement or you did something regarding the U.S. Constitution. Federal means that you have done something that involves the whole country. If you are put into a State Court system then those cases are usually about family relations and in-state matters. There are also two different cases, criminal or civil. Criminal cases are when someone is accused of a crime. Civil cases are when there is a disagreement between two people. In trial court there is one judge and a few juries. A jury is a group of people who help decide the verdict. They will look at the evidence and decide who is guilty or innocent. A judge is also someone who decides the verdict but in different levels of court there are a different amount of judges. Juries are only involved in trial courts. The Supreme Court is the highest court and it can say whether or not a law is constitutional. This is called judicial review. If you lose in the Supreme court it is over for you, but the likeness of getting chosen is slim, they only select a few cases per year.

This is what I know about the government.

Makayla

## Leading Indicator 3.4

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor a schoolwide focus on and progress toward the established goals, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has established clear and measurable goals with specific timelines focused on critical needs regarding improving student achievement at the school level, and it can produce lagging indicators to show the desired effects of these actions.	The school has established clear and measurable goals with specific timelines focused on critical needs regarding improving student achievement at the school level.	The school is in the beginning, yet incomplete, stages of establishing clear and measurable goals with specific timelines focused on critical needs regarding improving student achievement at the school level.	The school has not attempted to establish clear and measurable goals with specific timelines focused on critical needs regarding improving student achievement at the school level.

### Goal Focus:

Degree to which teachers have clarity, acceptance, support, and advocacy for school wide goals.

Enhancing  
Leadership  
Effectiveness

Fairman and  
McLean  
2003.

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### School Achievement Goals

**S**pecific  
**M**easurable  
**A**ttainable  
**R**esults oriented  
**T**ime bound



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### SMART Goal Alignment

- School Goal: **(The Whole Pie)**
- By the end of the year, 70% of students will score proficient or above on the state assessments for math.
- Team or Teacher Goal: **(One Slice of The Pie)**
- By the end of the first semester, 70% of 3<sup>rd</sup> grade students will score at scale level 3 or above on priority standards taught in math.

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**Leading Indicator 3.5: Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.**

*Examples:*

- Overall student achievement is regularly analyzed.
- Student achievement is examined from the perspective of value-added results.
- Results from multiple types of assessments are regularly reported and used (for example, benchmark assessments, common assessments).
- When asked, faculty and staff can describe the different types of reports available to them.
- Reports, graphs, and charts are regularly updated to track growth in student achievement.
- School leadership teams regularly analyze school growth data.
- Data briefings are conducted at faculty meetings.

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to ensure data are used regularly to monitor progress toward school achievement goals, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has established systems and practices for monitoring progress toward school achievement goals, and it can produce lagging indicators to show the desired effects of these actions.	The school has established systems and practices for monitoring progress toward school achievement goals.	The school is in the beginning, yet incomplete, stages of establishing systems and practices for monitoring progress toward school achievement goals.	The school has not attempted to establish systems and practices for monitoring progress toward school achievement goals.

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
At or Above Grade Level (Growth)					
(No Growth)					
On Watch					
Intervention					
Severe Intervention					

## Leading Indicator 3.6

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor that appropriate schoolwide and classroom intervention programs and practices are used to help students meet individual achievement goals, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has protocols and practices in place to ensure that appropriate schoolwide and classroom intervention programs and practices are used to help students meet individual achievement goals when data indicate interventions are needed, and it can produce lagging indicators to show the desired effects of these actions.	The school has protocols and practices in place to ensure that appropriate schoolwide and classroom intervention programs and practices are used to help students meet individual achievement goals when data indicate interventions are needed.	The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that appropriate schoolwide and classroom intervention programs and practices are used to help students meet individual achievement goals when data indicate interventions are needed.	The school has not attempted to ensure that appropriate schoolwide and classroom intervention programs and practices are used to help students meet individual achievement goals when data indicate interventions are needed.

	Red	Yellow	Blue	Green
9:10–9:40 a.m.	Schoolwide Mustang Stampede Tuesday, Wednesday, and Thursday			
9:45–10:25 a.m.	Parker/Whiting Third	McCollum/Whiting Third	Boeckman/Whiting Third	Clayton/Whiting Third
10:25–11:05 a.m.	Musselman Fourth	Perry Fourth	Klick Fourth	Piersall Fourth
11:05–11:45 a.m.	Bennett Fifth	Rodney Fifth	Woodard Fifth	Cox Fifth
12:35–1:15 p.m.	PreK	PreK	PreK	PreK
1:20–2:00 p.m.	Harris Kindergarten	Tolman Kindergarten	Fleshman Kindergarten	White Kindergarten
2:05–2:45 p.m.	Branton First	Shaw First	Stults First	Matthews First
2:50–3:30 p.m.	C. Phillips Second	Stoddard Second	Stringfellow Second	Brathwaite Second

Source: Epperly Heights Elementary, circa 2015.

**Period 1 and period 5: 9:05–10:25 a.m.**  
**Period 2 and period 6: 10:31–11:51 a.m.**  
**Period 3 and period 7**

- **First lunch: 11:57 a.m.–12:27 p.m.**
- **Second lunch: 12:38–1:14 p.m.**
- **Third lunch: 1:25–2:02 p.m.**

**WOW period: 2:07–2:42 p.m.**  
**Period 4 and period 8: 2:48–4:08 p.m.**

### Tuesday Through Friday Schedule

**First period: 8:10–8:53 a.m.**  
**Second period: 8:57–9:40 a.m.**  
**Third period: 9:44–10:27 a.m.**  
**Fourth period: 10:31–11:14 a.m.**  
**Fifth and sixth period: 11:18 a.m.–1:19 p.m.**

#### Lunch Groups

**Group 1: 11:15–11:50 a.m.**      **Group 4: 11:30 a.m.–12:05 p.m.**      **Group 7: 11:50 a.m.–12:25 p.m.**  
**Group 2: 11:20–11:55 a.m.**      **Group 5: 11:35 a.m.–12:10 p.m.**      **Group 8: 11:55 a.m.–12:30 p.m.**  
**Group 3: 11:25 a.m.–12:00 p.m.**      **Group 6: 11:40 a.m.–12:15 p.m.**      **Group 9: 12:00–12:35 p.m.**

**Seventh period: 1:23–1:51 p.m. (WIN time)**  
**Eighth period: 1:55–2:38 p.m.**  
**Ninth period: 2:42–3:25 p.m.**

Source: South Sioux City, NE, Middle School, 2017.

## Notes Page