

The Lion Playbook

Lost Creek Elementary

Linda Biggs: ljb3@vigoschools.org

Ashlee Tanoos: ashlee.tanoos@vigoschools.org

Team Members: Kyle Kirchner
Jill Youngblood



Background Information

Marzano High Ability School Report Surveys revealed teachers need extra support tools in curriculum materials, teaching methods and homework assignments.

What is our purpose?



Invite collaboration.



Strengthen classroom instruction.



Provide innovative ideas
and resources at each
grade level.



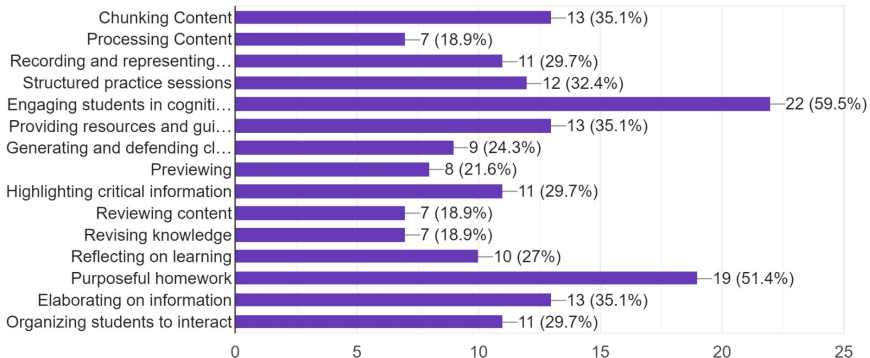
Our Wondering...

How will working with teachers to find common language put our building on the same path with a similar focus?

Art and Science of Teaching Survey

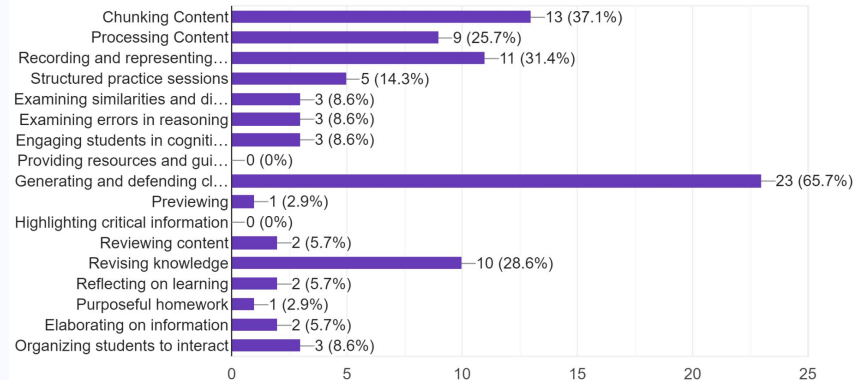
I would like to see example of...

37 responses



The following topics are unclear....

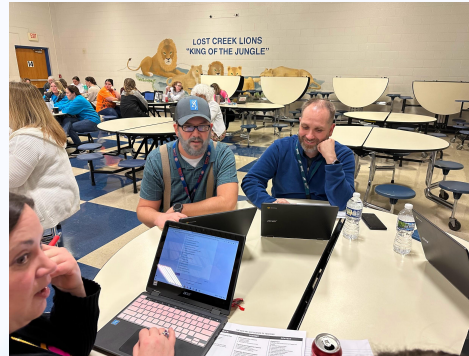
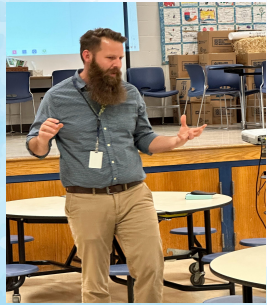
35 responses



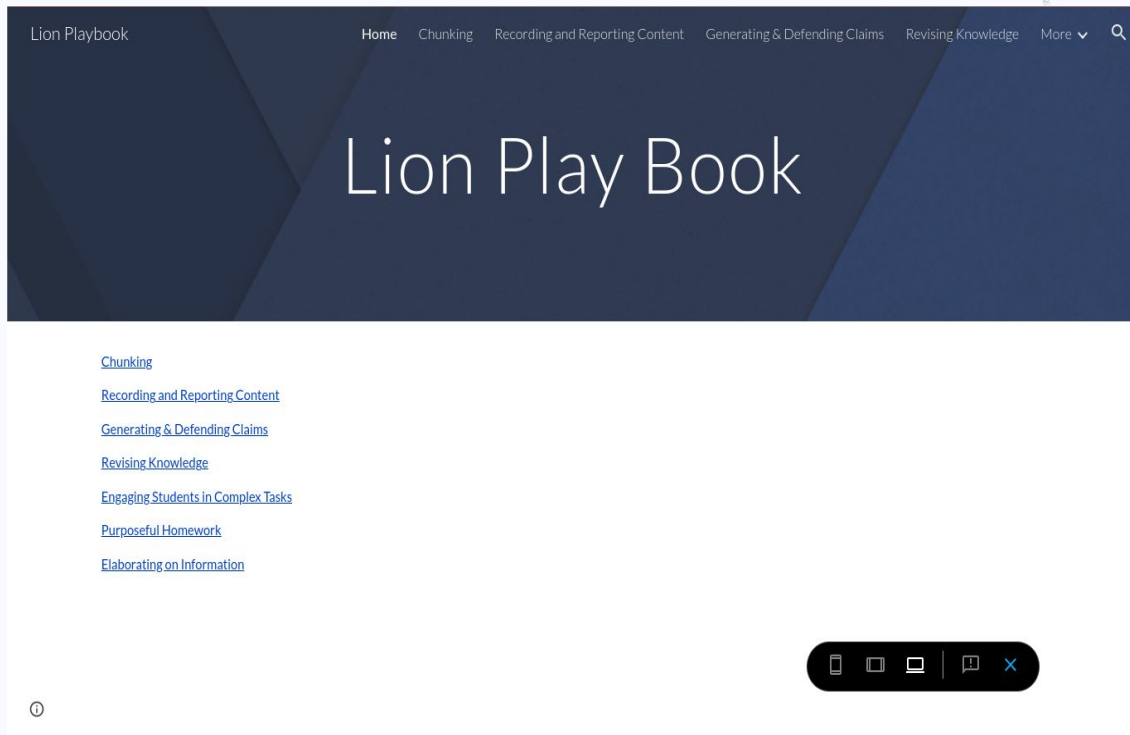
Creating the Playbook



As part of a project with the IPLI, a digital "playbook" is being created by our educators at Lost Creek Elementary. This digital document will be a resource for all teachers at Lost Creek to help assist in daily instructions with a "tips and tricks" list of techniques and ideas to implement in your classroom.



The Lion Playbook



The Lion Playbook

01

Lion Playbook

Home Chunking Recording and Reporting Content Generating & Defending Claims Revising Knowledge More ▾

Engaging Students in Complex Tasks

Engaging students in cognitively complex tasks
Students use knowledge and skills of a standard to extend their learning (enhance the understanding of content)

- Projects based on classroom concept
- Multi step real world problems
- Self guided stations
- Math projects aligned with curriculum

📄 🖨️ 📱 🗨️ ✕

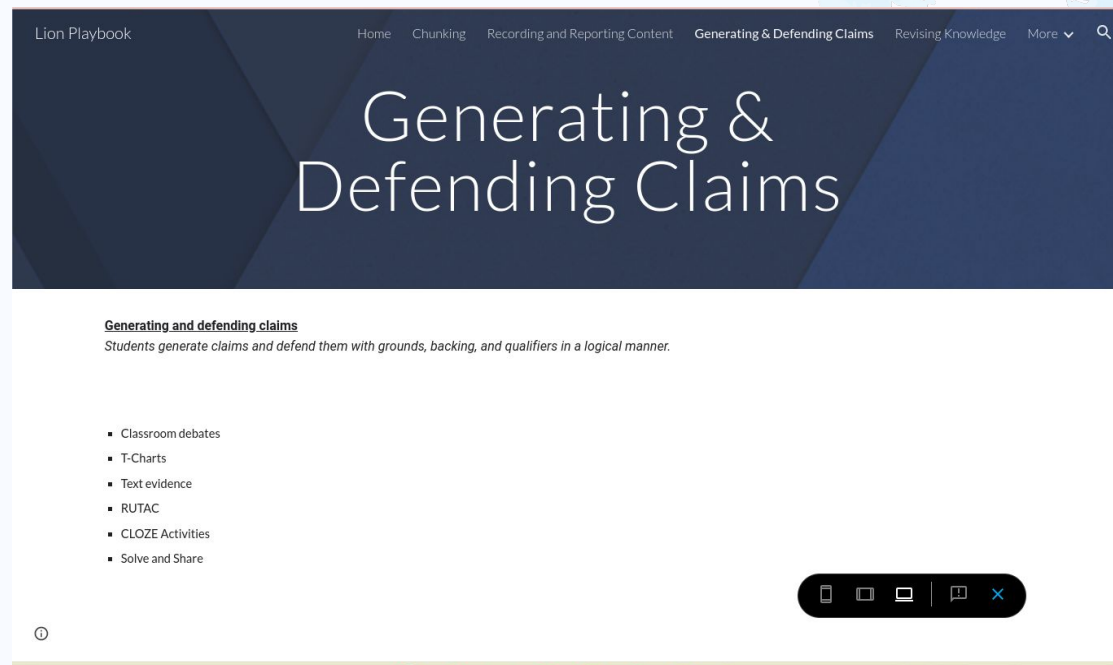
🔍

🔍 🌐 📁 📄 📅 📌 📎 📏 📐 📊 📈 📉 📊 📈 📉 📊 📈 📉

Mar 21 10:43

The Lion Playbook

02



The screenshot shows a web page with a dark blue header. The header contains the text 'Lion Playbook' on the left and a navigation menu on the right with links: 'Home', 'Chunking', 'Recording and Reporting Content', 'Generating & Defending Claims' (which is highlighted), 'Revising Knowledge', and 'More' with a dropdown arrow. A search icon is also present. Below the header, the main content area has a large title 'Generating & Defending Claims' in white text on a dark blue background. Below this, there is a section titled 'Generating and defending claims' with a subtitle 'Students generate claims and defend them with grounds, backing, and qualifiers in a logical manner.' followed by a bulleted list of activities: 'Classroom debates', 'T-Charts', 'Text evidence', 'RUTAC', 'CLOZE Activities', and 'Solve and Share'. At the bottom of the page, there is a footer with a small icon and a row of social media icons (Facebook, Twitter, YouTube, Instagram, and a close button).

Lion Playbook

Home Chunking Recording and Reporting Content **Generating & Defending Claims** Revising Knowledge More ▾

Generating & Defending Claims

Generating and defending claims
Students generate claims and defend them with grounds, backing, and qualifiers in a logical manner.

- Classroom debates
- T-Charts
- Text evidence
- RUTAC
- CLOZE Activities
- Solve and Share

①

The Lion Playbook

03

The screenshot displays the 'Lion Playbook' website. The top navigation bar includes links for 'Home', 'Chunking' (which is highlighted), 'Recording and Reporting Content', 'Generating & Defending Claims', 'Revising Knowledge', and a 'More' dropdown menu. The main header area has a dark blue background with the word 'Chunking' in large white text. Below this, the 'Chunking Content' section is titled and described as 'Breaking the concept into smaller pieces'. A bulleted list follows: 'Letter of the week', 'Sound boxes for sight words', 'Solving simpler problems', and 'CVC before CVC+e'. At the bottom of the page, there is a mobile navigation bar with icons for home, list, search, and other functions. The browser's address bar shows a Google Sites URL, and the system tray at the very bottom indicates the date as 'Mar 21' and the time as '10:42'.

Lion Playbook

Home **Chunking** Recording and Reporting Content Generating & Defending Claims Revising Knowledge More ▾

Chunking

Chunking Content
Breaking the concept into smaller pieces

- Letter of the week
- Sound boxes for sight words
- Solving simpler problems
- CVC before CVC+e

①

https://sites.google.com/u/0/d/1mleFSTbsBQ6kEjJI-2y98DaQLqQpY8/p/1PZDqbE9rHKlrb8dogrUP_GdJmHQvDK/preview

Mar 21 10:42

Our Discoveries



Champion Teachers

Our teachers have a wealth of knowledge just waiting to be shared.



Collaboration Time

Giving teachers the time and space to collaborate is priceless and will benefit the whole school.



720+

The number of students that will benefit from the Lion Playbook each year.

Where are we going next?

We hope to take our “playbook” one step further with the following ideas:

- Add links to resources for each idea
- Expand the playbook past content to feedback and context.

“The most valuable resource that ***teachers*** have is each other. Without ***collaboration*** our growth is limited to our own perspectives”.

—Robert John Meehan

Bibliography

- Marzano, R. J., Warrick, P. B., Rains, C. L., & DuFour, R. (2018). *Leading a High Reliability School: (Use Data-Driven Instruction and Collaborative Teaching Strategies to Boost Academic Achievement)*. Solution Tree.
- Marzano, R. J., Warrick, P., Simms, J. A., Livingston, D., Livingston, P., Pleis, F., Heflebower, T., Hoegh, J. K., & Magaña, S. (2011). *A Handbook for High Reliability Schools: The Next Step in School Reform*. Marzano Resources.





Principal Name: Linda Bigg, Ashlee Tanoos
School Name: Lost Creek Elementary
Team Members' Names:
Kyle Kirchner, Jill Youngblood
Principal's Email Contact:
Linda Biggs- ljb3@vigoschools.org
AshleeTanoos-ashlee.tanoos@vigoschools.org



The Lion Playbook

Background Leading to Inquiry (Slide 1)

Marzano High Ability School Report surveys revealed teachers would like extra support tools in curriculum materials, teaching methods and homework assignments.

The Purpose of Our Inquiry (Slide 3)

Invite collaboration.

Strengthen classroom instruction.

Provide innovative ideas and resources at each grade level.

Our Wondering (Slide 4)

How will working with teachers to find common language put our building on the same path with a similar focus?

Our Actions (Slide 5 & 6)

At our January faculty meeting, the IPLI team members educated the Lost Creek teachers on the foundation of our project, results from the The Art and Science of Teaching and began to discuss our goals for our project.

During our February faculty meeting, the IPLI team split teachers into homogenous groups with each grade level represented. Within each group teachers were asked to look at the survey results and determine areas of need that would be beneficial within their classroom. With the data collected from each group the IPLI team evaluated the areas, methods and resources with the greatest common need.

As part of a project with the IPLI, a digital "playbook" is being created by our educators at Lost Creek Elementary. This digital document will be a resource for all teachers at Lost Creek to help assist in daily instructions with a "tips and tricks" list of techniques and ideas to implement in your classroom.

Data Collection (Slide 5)

Our IPLI team used the data collected from our survey's the last two years to represent useful data from our teachers.

*Marzano High Ability School Report- Level 1

*Marzano High Ability School Report- Level 2

*Marzano High Ability School Report- Level 3

Our Discoveries (11)

Our IPLI team learned that our teachers have a wealth of knowledge to be shared. As our surveys showed that teachers had a need for additional knowledge in a variety of areas, other teachers provided methods and materials to support those needs. The following are three of the highest percentages of the 15 areas.

Engaging students in cognitive learning- 59%

Purposeful Homework- 51%

Chunking context- 35%

Giving teachers the time and place to collaborate is priceless and will benefit the whole school. As the Lion Playbook continues to evolve and grow, teachers will have an additional technology resource that can be accessed and utilized at any time.

Where We Are Headed Next (Slide 13)

Any school building buy-in can be a tricky unique process. Every teacher has their own philosophy, experiences and methods that they feel work. The part of the buy-in that plays a foundational role is the willingness to participate. The teachers at Lost Creek took the first steps by being willing to answer three surveys about our building. Then participated in several professional development sessions identifying the needs within themselves, as a grade level and a total building. Coming together as a school to effectively move forward in our findings and provide materials that will be usually tools now becomes the winning recipe. As we move into the future our goals will remain the same with continued review and teacher input. Without active input and teachers using the materials loaded the Lion Playbook becomes a skeleton of hard work.

We hope to take our “playbook” one step further with the following ideas:

- Add links to resources for each idea
- Expand the playbook past content to feedback and context.

Bibliography (Slide 15)

- Marzano, R. J., Warrick, P. B., Rains, C. L., & DuFour, R. (2018). *Leading a High Reliability School: (Use Data-Driven Instruction and Collaborative Teaching Strategies to Boost Academic Achievement)*. Solution Tree.
- Marzano, R. J., Warrick, P., Simms, J. A., Livingston, D., Livingston, P., Pleis, F., Heflebower, T., Hoegh, J. K., & Magaña, S. (2011). *A Handbook for High Reliability Schools: The Next Step in School Reform*. Marzano Resources.