

# Motivating and Instructing Students with Loving Boundaries

Ethel R. Jones Elementary  
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## Background Leading to this Inquiry

### Challenges:

- Lack of Structure due to Covid 19
- Motivation of students
- Student engagement in classroom
- Positive interactions with peers and adults
- Lack of staff cohesiveness and focus (common language)
- New staff members
- Our Instructional Assistants, who supervise and work with students daily, communicated their frustrations over student behaviors during unstructured times.

Our staff reported more frequent behavior incidents, less motivation, and a greater need for ways to emotionally support our kids (who returned to us with more anxiety and depression).

## Purpose of This Inquiry


Element 32 from Marzano's Compendium of Instructional Strategies  
[Motivating and Inspiring Students](#)

- **Healthy school environment with common language**
- **Togetherness that motivates and inspires student learning**
- **Need for firm consistency and a balanced, loving approach.**
- **Trying different practices to increase student engagement and achievement**


## Our Wondering

How might implementing Instructional Rounds and applying Love & Logic strategies as a staff increase student motivation and achievement?

## Our Actions

- Trained our Instructional Assistants in Love & Logic Strategies
  - Utilized our PLC times to allow teachers to take the Love and Logic course together.
  - Parent Love and Logic nights
  - Prioritized our focus and expectations
  - Every teacher completed an Instructional Round with engagement focus
  - PBIS incentive system for student behavior
  - Common language development for behavior and expectations
  - Recognition of positive behavior
  - Recognition of attendance
  - Ice cream with the principal
- 


## Action: Love and Logic

- **Assistants--**
    - Weekly Reflections
    - Open Discussion
    - Try out techniques
    - Create regulations as a group
  - **Teachers--**
    - Reflective stories
    - Idea Sharing
    - Open Discussion
    - Review weekly
    - Try out new techniques and report back
  - **Parents--**
    - Choice of in-person or virtual classes
    - Monthly videos sent
    - Access to revisit online resources
    - Discussion of their own parental views
- 


## Action: Instructional Rounds

- All teachers in the building completed two 15 minute observational rounds.
- During observations, teachers were encouraged to focus on student engagement to gain ideas for implementation in their own classroom.
- After rounds, teachers met together to discuss positive engagement strategies.

Focused on three basic questions:

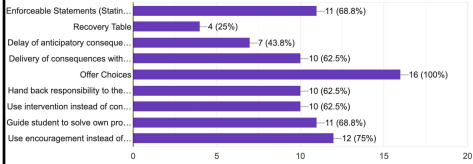
- What did you see that reaffirms something you do?
  - What did you see that you would like to know more about?
  - What did you see that you would like to add to your own practice?
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## Data Collection

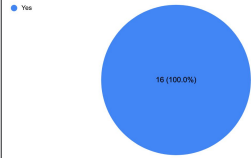
- Collect survey data from teachers and assistants on Love & Logic course.
  - Collect survey data from teachers on Instructional Rounds.
  - Track student achievement and growth on NWEA from Fall to Winter.
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## Our Data- Survey on Love and Logic

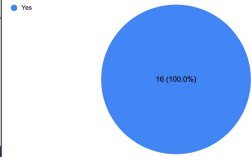
Have you used or do you plan to use Love and Logic techniques from the modules we viewed from our PLC's?  
16 responses



Do you feel Love and Logic was a positive course for our school?  
16 (100.0%)

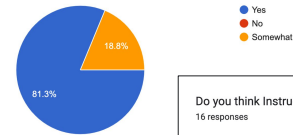


Do you feel Love and Logic was a positive course for your classroom?  
16 (100.0%)

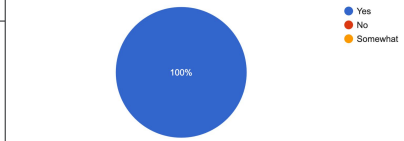


## Our Data- Survey on Instructional Rounds

Do you feel that Instructional Rounds gave you positive ideas for your classroom instruction?  
16 responses



Do you think Instructional Rounds was a positive experience for the climate of our school?  
16 responses



## Our Data

### NWEA READING

Grade	Winter 2023 Achievement Percentile	Growth Percentile	% Students Who Met Growth Projections	Median Growth Percentile
K	88th	99th	67%	74th
1	61st	85th	61%	56th
2	50th	73rd	46%	44th
3	63rd	90th	61%	59th
4	64th	76th	54%	52nd
5	41st	50th	53%	51st

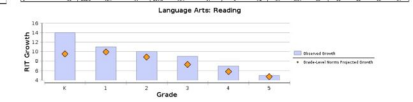
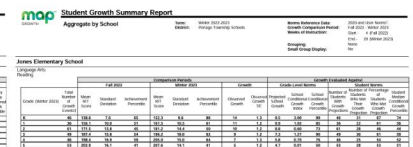
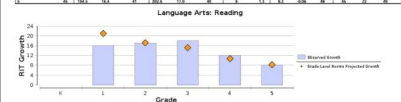
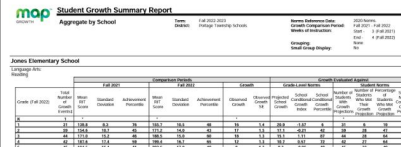
### NWEA MATH

Grade	Winter 2023 Achievement Percentile	Growth Percentile	% Students Who Met Growth Projections	Median Growth Percentile
K	77th	98th	67%	75th
1	88th	99th	86%	95th
2	46th	95th	61%	64th
3	89th	99th	94%	99th
4	55th	99th	72%	68th
5	48th	99th	75%	79th

## NWEA READING

FALL, 2022

WINTER, 2023



# NWEA MATH

FALL, 2022

WINTER, 2023

**mop Student Growth Summary Report**  
Aggregate by School

Term: Fall 2022 (2022)  
School: Jones Elementary School  
Grade: Math K-12  
Report Date: 11/14/2022

Term: Winter 2023 (2023)  
School: Jones Elementary School  
Grade: Math K-12  
Report Date: 2/14/2023

Grouping: Small Group (100%)

Grade	Fall 2022			Winter 2023			Growth		
	Score	Standard Exceeded	Standard Exceeded or Approaching	Score	Standard Exceeded	Standard Exceeded or Approaching	Score	Standard Exceeded	Standard Exceeded or Approaching
K	1014	83	21	1084	83	45	70	13	24
1	1014	83	21	1074	83	21	60	13	24
2	1014	83	21	1074	83	21	60	13	24
3	1014	83	21	1074	83	21	60	13	24
4	1014	83	21	1074	83	21	60	13	24
5	1014	83	21	1074	83	21	60	13	24

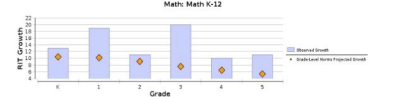
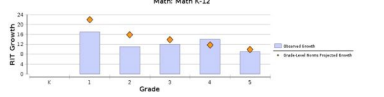
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5	1014	83	21	1074	83	21	60	13	24



## Our Discoveries


Love and Logic created a positive school culture where teachers developed better ways of working with children.

Instructional Rounds motivated teachers through positive collaboration and reflection on effective teaching practices for their own classrooms.

Positive school culture = higher test scores



## Where We Are Heading Next

- Professional Book Club PLC's Road to Responsibility
  - Instructional Rounds Part Two: summarizing and including observed teacher
  - Love and Logic: Supporting Youth with Special Needs
  - Counseling for the the struggling teacher on Love and Logic practice
  - Re-emphasizing the importance of relationships
  - PLCs that incorporate behavior and environment with SEL focus
  - Monthly all-school PLC to revisit Love & Logic strategies, read related articles, or Behavior PLC where we brainstorm strategies to help students
  - Slow and steady wins the race
  - Consistency of core beliefs of how to help kids
- 

## Bibliography


Fay, Jim. Fay, Charles (2002). *9 Essential Skills for the Love and Logic Classroom*. Colorado: Love and Logic Institute.

Fay, Jim (2011). *Creating a Love and Logic School Culture*. Colorado: Love and Logic Institute.

Fay, Jim. Fay, Charles (2012). *Parenting the Love and Logic Way*. Colorado: Love and Logic Institute.

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Marzano, Robert J (2016). *Collaborative Teams that Transform Schools: The Next Step in PLCs*. Indiana: Marzano Resources.





**Principal Name:** Jenna Blech

**School Name:** Ethel Jones Elementary

**Team Members' Names:** Julie Whitten & Sarah Funston

**Principal's Email Contact:** jenna.blech@portage.k12.in.us

**Background Leading to Our Inquiry (Slide 2)**

**Context:** Our staff reported more frequent behavior incidents, less motivation, and a greater need for ways to emotionally support our kids (who returned to us with more anxiety and depression).

**Problem:** We faced the following conditions that presented challenges in keeping students engaged and motivated:

- Lack of structure due to Covid 19
- Lower motivation in students
- Decreased student engagement in classrooms
- Student challenges with positive interactions with peers and adults
- Lack of staff cohesiveness and focus (common language)
- New staff members
- Instructional Assistants' frustrations grew as a result of challenging behaviors in unstructured environments (lunch and recess)

These factors were challenges that impacted our school culture. Our staff was frustrated, stressed, and overwhelmed. Our student scores reflected that we had a lot of work to do to help students achieve in Reading and Math. Professional Development was lacking and we as a staff needed more focus and direction to align where we were headed to help students meet success.

**The Purpose of Our Inquiry (Slide 3)**

Based on our Level 2 survey data, our staff identified Element 32 from Marzano's Compendium of Instructional Strategies (Motivating and Inspiring Students) as a growth area.

Therefore, the purpose of our action inquiry was to have a healthy school environment with common language and togetherness that motivates and inspires students. We want to give our staff, students, and parents a menu of techniques to make this possible. If students want to be at school and feel loved while at school, they are motivated.

#### **Our Wondering (Slide 4)**

With this purpose we wondered: How might implementing Instructional Rounds and applying Love & Logic strategies as a staff increase student motivation and achievement?

#### **Our Actions (Slide 5, 6, & 7).**

Using the data from our Level 2 Survey, our building's leadership team determined that Student Engagement was an "Area of Growth." Our Instructional Assistants had been struggling all year with student behavior and how to consistently address unexpected behaviors in the less-structured environments of lunch and recess. Two of our 5th grade teachers who had been trained in Love & Logic Strategies volunteered their plan time to train our Instructional Assistants and take them through the modules. All assistants reflected what did and did not work weekly. Then the next week, open discussion was had over techniques and common language without teacher presence. After each module, they were given a technique to try weekly. Assistants were able to speak freely and came up with regulations for common areas together. At the Assistants' suggestion, they and the Principal then created a list of behavior expectations/rules for the cafeteria and playground, so everyone was on the same page. These were published onto posters, reviewed with all students, and put up in the cafeteria and at the playground.

Our building's leadership team saw the success of implementing these strategies and decided we would train the whole staff the following year (2022-23). Beginning in August, our building used several of our PLC days to go through the modules of Love & Logic. Teachers were reflective and bonded with stories and ideas. Veteran teachers shared struggles and allowed for open discussion. We wanted this to be rolled out slowly, so that no one felt that they were there for rehabilitation. Everyone's voice was heard. We reviewed weekly why certain techniques might not work and which ones were interesting to try. Doing this helped build a common language among the staff when building relationships and addressing challenging behaviors.

In addition to training staff, we invited parents to attend the Love & Logic Parent modules one evening per month. Dinner and free childcare were provided. All parents were invited to attend in-person or virtual classes. Monthly, parents met to discuss the classes, their own parental views, and their child's behaviors.

From there, our two teacher leaders presented information to the staff about instructional rounds (what they are, what they are not, and what is involved). They created a document to be used before, during, and after rounds. They also built a schedule (making sure teachers did not lose plan time) and provided coverage for classrooms so teachers could participate in rounds. In the beginning, teachers were hesitant, not knowing what to expect. However, after the first round, we had an extremely positive response. Teachers shared in staff meetings how positive the experience was for not only the observers, but the observed. This has led to greater collaboration amongst the staff, overall.

### **Data Collection (Slide 8)**

- Collect survey data from teachers and assistants on the Love & Logic course (using Google Forms).
- Collect survey data from teachers on Instructional Rounds (using Google Forms).
- Track student achievement and growth on NWEA from Fall to Winter.

### **Our Data (Slides 9-13)**

Using Google Forms, we sent out a survey to Teachers and Instructional Assistants on whether they felt the Love & Logic training was a positive course for our staff. 100% of our staff felt it was positive training. Some commented that it was the best professional development we had gotten in a long time.

We also used Google Forms to survey teachers about instructional rounds. It asked teachers if they felt that instructional rounds gave them positive ideas for their classroom instruction. 81.3% said, "yes" and 18.8% said, "somewhat." No teachers responded, "no" to the statement. The second question asked if teachers felt instructional rounds were a positive experience for the climate of our school. 100% of teachers responded, "yes."

Finally, we tracked our NWEA data from Fall to Winter. By Winter, all grades but one were at or above the 50th percentile in achievement on NWEA Reading and all grades were at or above the 50th percentile for growth in Reading. For Math, our grade levels ranged from the 46th to the 89th percentile for achievement. Every grade level was at the 95th to 99th percentile in growth.



Our students made growth in Reading and tremendous growth in Math. We will analyze our Spring data when it becomes available in May.

### **Our Discoveries (Slide 14)**

Love and Logic created a positive school culture where teachers developed better ways of working with children. Every staff member (100%, which includes Teachers and Instructional Assistants) agreed that the Love & Logic course was positive for our building. It created a common vocabulary for our staff to discuss situations openly and give and take feedback to brainstorm possible solutions. This has fostered more collaborative and positive relationships amongst staff members. Love & Logic has just released a new component called, "Love & Logic for the Special Needs Child" that we will purchase and use to provide more training next year. This will be especially helpful for our SPED students, including our Developmental Pre-K children. We will keep having periodic "refreshers" as part of our PLC meetings by devoting one PLC per month to the use of Love & Logic strategies for real-life situations in our school.

Instructional Rounds motivated teachers through positive collaboration and reflection on effective teaching practices for their own classrooms. Our staff survey asked teachers if they felt that instructional rounds gave them positive ideas for their classroom instruction. 81.3% said, "yes" and 18.8% said, "somewhat." No teachers responded, "no" to the statement. The second question asked if teachers felt instructional rounds were a positive experience for the climate of our school. 100% of teachers responded, "yes." We discussed the implementation of instructional rounds at a staff meeting, and there was an overwhelmingly positive discussion about the value of the experiences. This is a practice that we plan to continue moving forward.

One of the biggest impacts of our actions this year has been the improved positive school culture. These experiences have given the time and space for all staff members to communicate, collaborate, and support each other in ways that were meaningful and needed. We saw the impact of this positive culture impact our student achievement in a positive way. Our students' achievement was good, but their growth was substantial in a short amount of time (especially in math, an area where our students really struggled, post-pandemic). By Winter, all grades but one were at or above the 50th percentile in achievement on NWEA Reading and all grades were at or above the 50th percentile for growth in Reading. For Math, our grade levels ranged from the 46th to the 89th percentile for achievement. Every grade level was at the 95th to 99th percentile in growth. We are excited to see the effect of our efforts as students take ILEARN and NWEA at the end of the school year.

### **Where We Are Headed Next (Slide 15)**

We are planning to hold a book club next year, using Roadmap to Responsibility, which provides steps to improve schools in the long-term, help educators feel less stressed, and positively influence their students' lives. This will be part of our PLC time next year.

We will continue to participate in Instructional Rounds. Feedback we received from our survey was teachers were asking if the observed teacher could be involved in the post-observation discussion with the group, to allow them to ask questions and get clarification on practices. We will be adding this to our procedure moving forward.

The principal has reached out to our Director of Grants and Assessments, and we will be ordering the next step of Love & Logic Courses- "Supporting Youth with Special Needs." This will also be done during our PLCs at the beginning of next school year. In addition, we plan to have teachers submit difficult student behavior situations they are dealing with. We will discuss (anonymously) the scenario and brainstorm ways to address these behaviors as a group. We predict this will not only help the teacher who is struggling, but others as well, since this collaboration will foster ideas for everyone to use in their classrooms. This is another great way for us to continue to support each other in a positive way.

We will have monthly all-school PLCs to revisit Love & Logic strategies, read and discuss articles, brainstorm ideas for addressing real-life behavior scenarios, all while re-emphasizing the importance of positive relationships. We feel this will continue our forward trend of promoting a positive school culture, which will maximize student achievement. Slow and steady wins the race!

### **Bibliography (Slide 16)**

Fay, Jim. Fay, Charles (2002). *9 Essential Skills for the Love and Logic Classroom*. Colorado: Love and Logic Institute.

Fay, Jim (2011). *Creating a Love and Logic School Culture*. Colorado: Love and Logic Institute.

Fay, Jim. Fay, Charles (2012). *Parenting the Love and Logic Way*. Colorado: Love and Logic Institute.

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