

# Launching Into Level 2

## Becoming a High Reliability School

CSA Lincoln Elementary

Brett Findley

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Team: Delaney George, Clarissa Cook

# Background Leading to this Inquiry



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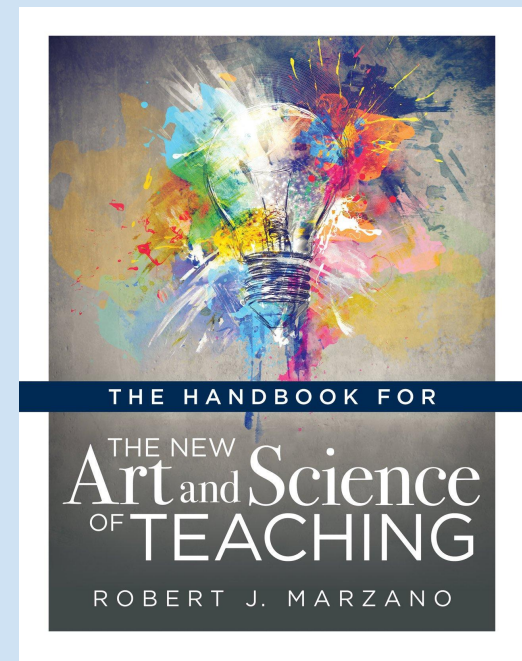
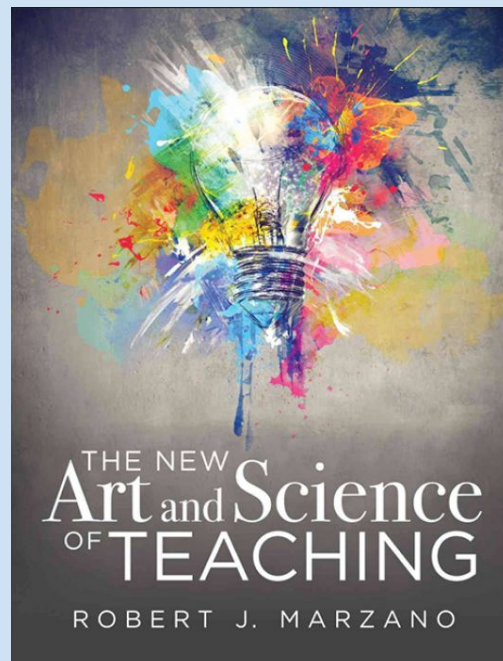
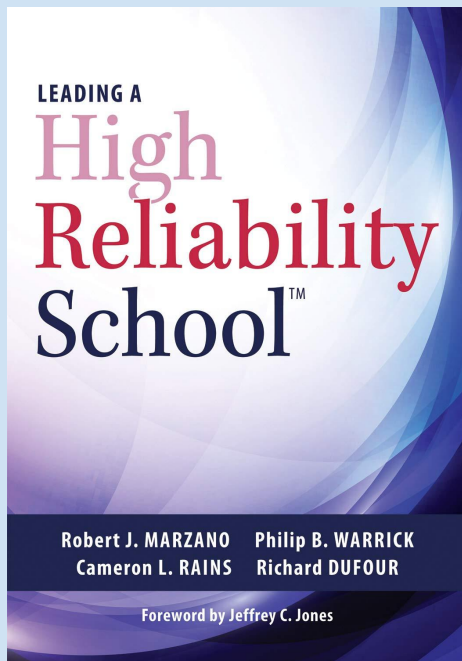
# Purpose of This Inquiry



**Develop Standards of Excellence**

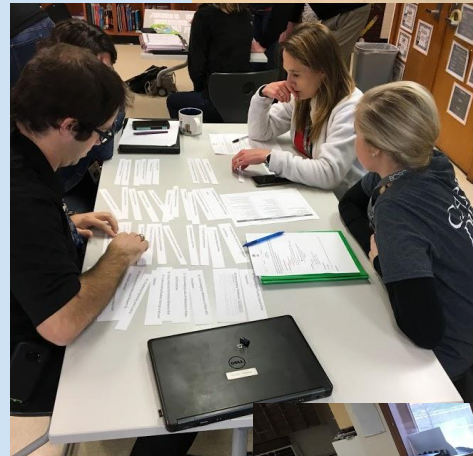
# Our Wondering

How can we utilize Marzano's *New Art and Science of Teaching* elements to develop a systems approach to education excellence at CSA Lincoln Elementary?



# Our Actions

- Two teachers led staff through an exercise to identify the top 15-20 components of Marzano's New Art and Science of Teaching at the December 2018 staff meeting.
- 11 components were identified by at least 4 of the 5 groups as most critical.
- Administrator shared Marzano scales, definitions, and rubrics with staff to review.



THE NEW ART AND SCIENCE OF TEACHING

FEEDBACK	CONTENT	CONTEXT
<p><b>Providing and Communicating Clear Learning Goals</b></p> <ol style="list-style-type: none"> <li>1. Providing Scales and Rubrics 2</li> <li>2. Tracking Student Progress 4</li> <li>3. Celebrating Success 4</li> </ol> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>4. Informal Assessments of the Whole Class 2</li> <li>5. Formal Assessments of Individual Students 3</li> </ol>	<p><b>Direct Instruction Lessons</b></p> <ol style="list-style-type: none"> <li>6. Chunking Content 2</li> <li>7. Processing Content 1</li> <li>8. Recording and Representing Content</li> </ol> <p><b>Practicing and Deepening Lessons</b></p> <ol style="list-style-type: none"> <li>9. Structured Practice Sessions 4</li> <li>10. Examining Similarities and Differences</li> <li>11. Examining Errors in Reasoning 4</li> </ol> <p><b>Knowledge Application Lessons</b></p> <ol style="list-style-type: none"> <li>12. Engaging Students in Cognitively Complex Tasks 3</li> <li>13. Providing Resources and Guidance 2</li> <li>14. Generating and Defending Claims 2</li> </ol> <p><b>Strategies That Appear in All Types of Lessons</b></p> <ol style="list-style-type: none"> <li>15. Previewing 2</li> <li>16. Highlighting Critical Information 2</li> <li>17. Reviewing Content 1</li> <li>18. Revising Knowledge 2</li> <li>19. Reflecting on Learning 3 4</li> <li>20. Purposeful Homework</li> <li>21. Elaborating on Information</li> <li>22. Organizing Students to Interact 2</li> </ol>	<p><b>Engagement</b></p> <ol style="list-style-type: none"> <li>23. Noticing When Students Are Not Engaged and Reacting 4</li> <li>24. Increasing Response Rates 1</li> <li>25. Using Physical Movement 2</li> <li>26. Maintaining a Lively Pace</li> <li>27. Demonstrating Intensity and Enthusiasm 5 ←</li> <li>28. Presenting Unusual Information</li> <li>29. Using Friendly Controversy 1</li> <li>30. Using Academic Games</li> <li>31. Providing Opportunities for Students to Talk About Themselves 2</li> <li>32. Motivating and Inspiring Students 5 ←</li> </ol> <p><b>Rules and Procedures</b></p> <ol style="list-style-type: none"> <li>33. Establishing Rules and Procedures 4</li> <li>34. Organizing the Physical Layout of the Classroom 3</li> <li>35. Demonstrating "Withitness" 4</li> <li>36. Acknowledging Adherence to Rules and Procedures 4</li> <li>37. Acknowledging Lack of Adherence to Rules and Procedures</li> </ol> <p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 3</li> <li>39. Understanding Students' Backgrounds and Interests 3</li> <li>40. Displaying Objectivity and Control 1</li> </ol> <p><b>Communicating High Expectations</b></p> <ol style="list-style-type: none"> <li>41. Demonstrating Value and Respect for Reluctant Learners 3</li> <li>42. Asking In-Depth Questions of Reluctant Learners 1</li> <li>43. Probing Incorrect Answers with Reluctant Learners 1</li> </ol>

# Data Collection

## January Staff Meeting-

- All certified staff took anonymous baseline surveys and rated themselves on all 11 elements (Innovating, Applying, Developing, Beginning, Not Using).

## Art & Science of Teaching- Survey

Anonymous Survey- This will be used as a baseline to guide us in our professional growth moving forward. Please complete this self-reflection of your abilities.

### 2- Tracking Student Progress \*

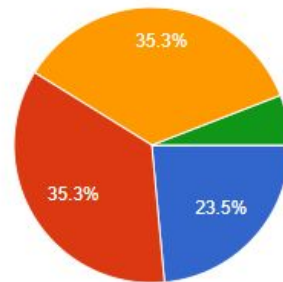
- 4: Innovating- I adapt behaviors and create new behaviors and strategies for unique student needs and situations.
- 3: Applying- I track student progress, and I monitor the extent to which my actions affect student learning.
- 2: Developing- I track student progress, but I do not monitor the effect on student learning.
- 1: Beginning- I use the strategies and behaviors associated with this element incorrectly or with parts missing.
- 0: Not Using- I am unaware of strategies and behaviors associated with this element.



# Our Data

## 2- Tracking Student Progress

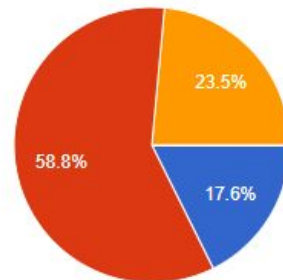
17 responses



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- 3: Applying- I track student progress, and I monitor the extent to which m...
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- 1: Beginning- I use the strategies and behaviors associated with this elem...
- 0: Not Using- I am unaware of strategies and behaviors associated...

## 3- Celebrating Success

17 responses



- 4: Innovating- I adapt behaviors and create new strategies for unique stu...
- 3: Applying- I celebrate success, and I monitor the extent to which my actio...
- 2: Developing- I celebrate success, but I do not monitor the effect on st...
- 1: Beginning- I use the strategies and behaviors associated with this elem...
- 0: Not Using- I am unaware of strategies and behaviors associated...

# Our Data

		Scale for Evaluation						
Indicator	Description	Innovating	Applying	Innovating/Applying % Total	Developing	Beginning	Not Used	Developing/Beg/NU % Total
2	Tracking Student Progress	23.50%	35.30%	58.80%	35.30%	5.90%	0.00%	41.20%
3	Celebrating Success	17.60%	58.80%	76.40%	23.50%	0.00%	0.00%	23.50%
9	Structured Practice Sessions	17.60%	35.30%	52.90%	47.10%	0.00%	0.00%	47.10%
11	Examining Errors in Reasoning	11.80%	23.50%	35.30%	58.80%	5.90%	0.00%	64.70%
19	Reflecting on Learning	5.90%	41.20%	47.10%	52.90%	0.00%	0.00%	52.90%
23	Noticing When Students Are Not Engaged and Reacting	29.40%	58.80%	88.20%	11.80%	0.00%	0.00%	11.80%
27	Demonstrating Intensity and Enthusiasm	35.30%	35.30%	70.60%	29.40%	0.00%	0.00%	29.40%
32	Motivating and Inspiring Students	29.40%	35.30%	64.70%	35.30%	0.00%	0.00%	35.30%
33	Establishing Rules and Procedures	29.40%	52.90%	82.30%	17.60%	0.00%	0.00%	17.60%
35	Demonstrating "Withitness"	23.50%	64.70%	88.20%	11.80%	0.00%	0.00%	11.80%
36	Acknowledging Adherence to Rules and Procedures	11.80%	82.40%	94.20%	5.90%	0.00%	0.00%	5.90%

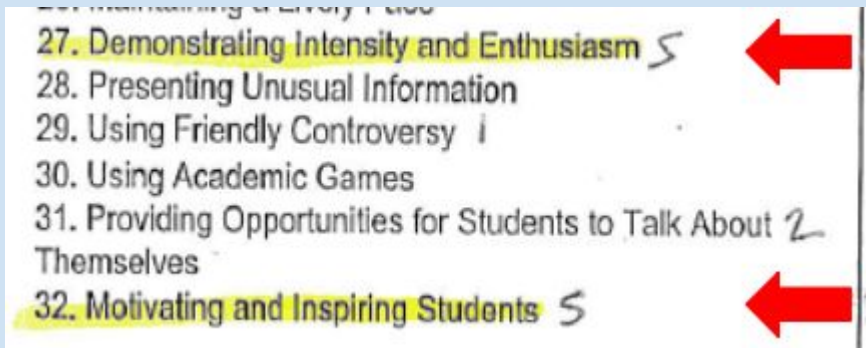
## Highest % Components with Developing/Beginner responses

11. Examining Errors in Reasoning 64.7% (58.8% Developing, 5.9% Beginner)

19. Reflecting on Learning 52.9 % Developing

# Our Discoveries

**Learning Statement One:** The two elements that had 100% agreement from the groups that were most critical were not the highest rated elements on the anonymous survey. This means our staff is honest about what is important and where they need to improve. They have the right kind of mindset to move this process forward.



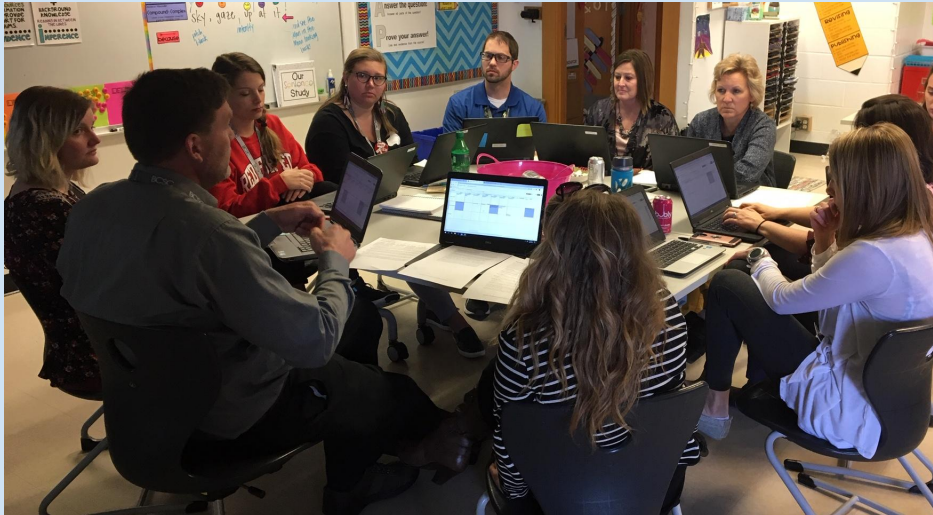
23	Noticing When Students Are Not Engaged and Reacting	29.40%	58.80%	88.20%	11.80%
27	Demonstrating Intensity and Enthusiasm	35.30%	35.30%	70.60%	29.40%
32	Motivating and Inspiring Students	29.40%	35.30%	64.70%	35.30%
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36	Acknowledging Adherence to Rules and Procedures	11.80%	82.40%	94.20%	5.90%

# Our Discoveries

**Learning Statement Two:** When considering the task of Level 2: Effective Teaching in Every Classroom, we (CSA Lincoln) are capable of achieving certification by the end of the 2019-2020 school year. We just need to tighten up a few things.

## #3- Celebrating Success

- Knowledge Gain Celebration
- Final Status Celebration
- Verbal Feedback
- Flowchart



# Our Discoveries

Celebrating Success							
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Final Status Celebration	Gold and Silver Honor Roll PBL Culminating Event Paw Parties	Gold and Silver Honor Roll PBL Culminating Event AR Store Paw Parties	Gold and Silver Honor Roll PBL Culminating Event	Gold and Silver Honor Roll PBL Culminating Event Class Dojo Store	Gold and Silver Honor Roll PBL Culminating Event	Gold and Silver Honor Roll PBL Culminating Event	Gold and Silver Honor Roll PBL Culminating Event
Knowledge Gain Celebration	Critical Standard Goal Posters Author's Chair GMRC Assessments	GMRC Assessments	Sight Word Goal Posters GMRC Assessments	Math Fact Goal Posters GMRC Assessments Portfolio on Class Dojo	Students track their progress for each critical standard on bar graphs in their data binders. STAR Reading score progress is celebrated using line graph for each student. Students add a star to "AR STARS" classroom whiteboard when they make their AR goal for the quarter. Students add their name to the math fact posters as they master multiplication facts.	IXL Certificate/tracking overall scores Student data charts and binders Growth slip wall GMRC Assessments	STAR Scores GMRC Assessments
Verbal Feedback	Morning Greetings	Morning Greetings	Morning Greetings	Morning Greetings	Morning Greetings	Morning Greetings	Weekly Conferences Morning Greetings

- Align celebrations K-6
- Create a common language K-6



# CSA Lincoln Recognition

## Classroom

PBIS Rewards  
Husky Grams  
Paws

Final Status  
Celebration

Knowledge Gain  
Celebration

Verbal Feedback

## Certificate

Gold/Silver  
Recognition

Attendance  
Recognition

Husky Citizenship

Kindergarten, Sixth  
Grade Graduation

Mayor's Work Ethic  
Certificate

Athletic  
Recognition

## Celebrations

EBL Basketball  
Final Four

Perfect  
Attendance

Leader  
of the Pack

LEGO Robotics  
Regional Trophy  
Winner

## Small Banner

EBL Cheer, Basketball  
Runner-Up

Spell Bowl/Math Bowl  
Regional  
First Place

LEGO Robotics  
State Qualifier

## Large Banner

EBL Cheer,  
Basketball  
Champions

Spell Bowl/  
Math Bowl  
State Top Ten

LEGO  
Robotics  
State Top Ten/State  
Award Winner

School Grade  
"A"

Marzano High  
Reliability School  
Level Certifications

# Where We Are Heading Next

Logistically speaking, our school leadership team has started to create a timeline for professional development and setting standards for the eleven elements.

<b>Indicator</b>	<b>Description</b>	<b>Timeline for PD/Setting Standards</b>	<b>When/How</b>
2	Tracking Student Progress		
3	Celebrating Success	March 2019	Staff Meeting
9	Structured Practice Sessions		
11	Examining Errors in Reasoning		
19	Reflecting on Learning		
23	Noticing When Students Are Not Engaged and Reacting		
27	Demonstrating Intensity and Enthusiasm		
32	Motivating and Inspiring Students	April 2019	Staff Meeting
33	Establishing Rules and Procedures	May 2019	Staff Meeting
35	Demonstrating "Withitness"		
36	Acknowledging Adherence to Rules and Procedures	May 2019	Staff Meeting

# Where We Are Heading Next







## Launching Into Level 2: Becoming a High-Reliability School

**Principal Name:** Brett Findley

**School Name:** CSA Lincoln Elementary

**Team Members' Names:** Clarissa Cook, Delaney George

**Principal's Email Contact:** findleyb@bcsc.k12.in.us

### **Background Leading to Our Inquiry (Slide 2-3)**

Outline what led your team to this particular inquiry. Include the following:

- Our school recently received our Level 1 HRS certification from the Marzano Institute.

### **The Purpose of Our Inquiry (Slide 4)**

Therefore, the purpose of our action inquiry was to . . . develop standards of excellence so that we can ensure that effective teaching is happening in every classroom.

### **Our Wondering (Slide 5)**

How can we utilize Marzano's *New Art and Science of Teaching* elements to develop a systems approach to education excellence at CSA Lincoln Elementary?

### **Our Actions (Slide 6-7)**

- Two teachers led staff through an exercise to identify the top 15-20 components of Marzano's New Art and Science of Teaching at the December 2018 staff meeting.
- 11 components were identified by at least 4 of the 5 groups as most critical.
- Administrator shared Marzano scales, definitions, and rubrics with staff to review.

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

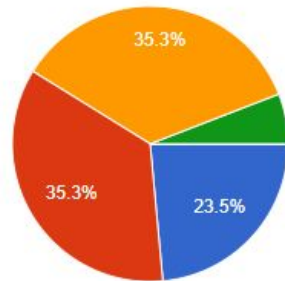
January Staff Meeting-

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### **Our Data (Slides 9-10)**

## 2- Tracking Student Progress

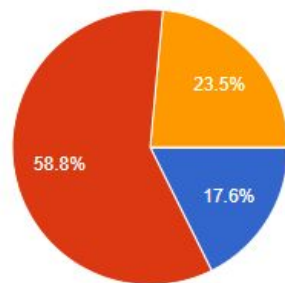
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### **Our Discoveries (Slide 11-13)**

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our staff is honest about what is important and where they need to improve. They have the right kind of mindset to move this process forward.

**Learning Statement Two:** When considering the task of Level 2: Effective Teaching in Every Classroom, we (CSA Lincoln) are capable of achieving certification by the end of the 2019-2020 school year. We just need to tighten up a few things.

**Where We Are Headed Next (Slide 15-16)**

- Logistically speaking, our school leadership team has started to create a timeline for professional development and setting standards for the eleven elements.

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