

**Book Study Application  
AAMU/UAH Regional Inservice Center**

School/System: Buckhorn Middle School, Madison County

School Shipping Address: 4185 Winchester Road City: New Market, AL

Zip: 35761

Book/Author: The New Art and Science of Teaching / Robert Marzano

ISBN: 9781943874965 Website: solutiontree.com/new-art-science-teaching.html

**What student achievement data are driving the request for this book study?**

Trends in Aspire Math and Reading and Scantron Performance Series data indicate achievement gaps between subgroups.

**Goal(s)/Outcome(s):**

Teachers will implement elements of the Art and Science of Teaching to ensure that every student learns at high levels.

Name of Facilitator: Amanda Lemons

Email Address: amlemons@mcsc12.org


The facilitator agrees to the following responsibilities:


1. Publish the meeting schedule (dates; times; topics) and distribute it to each participant before the **first** meeting;
2. Remind participants **of the meetings**;
3. At each meeting have participants register on a sign-in sheet provided by the In-Service Center;
4. Make sure there is a discussion leader and agenda for each meeting;
5. Distribute evaluation forms provided by the In-Service Center at the last scheduled meeting;
6. Return to the In-Service Center the following **within two weeks of final meeting**: a final copy of meeting dates and times; the sign-in sheets for each meeting; **an agenda for each meeting**; the evaluation forms.

**What method will be used for conducting book study?**

Conventional (face to face)     Moodle     Blogging     Other \_\_\_\_\_

Meeting Date	Begin Time	End Time
July 24	10 a.m.	11 a.m.
September 4	10 a.m.	11 a.m.
October (TBD by teacher teams)		
November (TBS by teacher teams)		
January 4	10 a.m.	11 a.m.

Principal Signature:  Date 4/27/18 Table 1

Facilitator Signature:  Date 4/27/2018

## Buckhorn Middle School Book Study Proposal

### *The New Art and Science of Teaching*

#### **Executive Summary**

For the past several years, BMS has been developing professional learning communities focused on the creation of common formative assessments and response to classroom data. In the past year, our professional learning initiative at the district level has also turned toward the PLC concept. Through the district, we have been fortunate to receive training from Solution Tree on the work of teacher teams, which has created a focus within our building on the four essential questions of a PLC: 1- What do we want our students to learn?, 2- How will we know they have learned it?, 3- What will we do if they didn't learn it?, and 4- What will we do if they already know it?

In addition to this learning, our teachers will receive updated training from A+ College Ready this summer. The training is designed to help teachers increase rigor and depth of knowledge, preparing students to succeed with college-level work. This year, A+ College Ready is using *The New Art and Science of Teaching* as an integral part of its training program.

We selected this book for our study because it ties these initiatives together. Teacher teams will hone their craft by examining 43 elements related to these areas of effective teaching: goal-setting, assessment, effective instruction, classroom management, building relationships, and communicating high expectations. This study, in conjunction with our continued growth in PLCs and updated A+ College Ready training, will help us to address all four essential questions of the PLC, thereby increasing equity, rigor, and achievement for all BMS students.

## **Need**

As a result of their learning related to PLCs, teacher teams report an area for improvement is in responding to classroom data by creating a plan for students who do not obtain objectives while providing enrichment for those who do. Our school's assessment data validate this claim. While our overall achievement is consistently at or above the state and district average, gaps in achievement are present as well, most significantly with our impoverished and special education populations. This suggests there is a need to evaluate our teaching practice as it relates to setting high and worthwhile goals for all students, implementing instructional strategies that engage and inspire even reluctant learners, effectively monitoring and assessing student learning, and cultivating positive learning environments.

## **Objective**

The objective of the study is to use the 43 elements outlined in this book as a framework for change at both the classroom and the school-wide level. Teachers will examine the 43 elements to reflect on and improve their own practice, and school leaders will use them as a lens for evaluating school-wide systems, policies, and procedures. Our overall goal is to ensure that we have high expectations for every student and that every student learns at high levels.

## **Method**

The study will use a blend of face-to-face and online learning involving the entire faculty. Teacher teams will cover one section of the book each month through regular meetings, either online or face-to-face, and the whole faculty will meet to share the learning at the beginning and the end of the study.

**Budget**

The paperback version of the book can be purchased from Solution Tree for \$29.95 at <https://www.solutiontree.com/new-art-science-teaching.html>. Because we believe the book will continue to be a valuable resource for both novice and veteran classroom teachers after the study is completed, we are requesting a copy for each member of the faculty and administration – that is 40 copies of the book for a total of \$1,198.

**Evaluation**

Attainment of the study's objectives will be evident in teacher lesson plans, classroom observations, PLC action plans, and ultimately in common formative assessment results and Scantron Performance Series data.

## Timetable

Meeting Date	Topic	Begin Time	End Time
July 24	Introduction and Chapters 8-10 (Establishing Rules/Procedures, Building Relationships, and Communicating High Expectations)	10 a.m.	11 a.m.
September 4	Chapters 1 & 2 (Providing Clear Learning Goals and Using Assessments)	10 a.m.	11 a.m.
October*	Chapters 3-5 (Three Types of Lessons)	TBD by teams	
November*	Chapters 6-7 (All Purpose Strategies and Engagement Strategies)	TBD by teams	
January 4	Whole Faculty Debrief and Reflection	10 a.m.	11 a.m.

\* For these sessions, teacher teams will have flexibility to meet in person or online at a time that is convenient for them.