Laboratory Classrooms

Rock Valley Community School District
Part of TLC

- Last Spring meeting about TLC positions
- 2 Model Teachers (out of 5)
- 2 Instructional Coaches (out of 3)
- 2 purposes
  - Create model classrooms for teachers to observe district initiatives and new instructional practices
  - Enhance the buy-in and implementation of our district initiatives
Create Model Classrooms

- Meet the needs of varying teachers
- It is on-time PD
- Waiting until the next PD day can be too long to wait
- Peer-to-Peer learning
  - Safety - no fear of evaluation
  - Immediate feedback
  - See it, not just hear about it
- Gives integrationist a chance to try things out before rolling it out to staff
New Strategy Examples

- Math Fact Spies
  - Math facts and their tests are rote and not “fun” by nature ...created innovative way for kids to be excited about math fact tests
  - Developed a "Mission Possible" game with spy badges with secret agent names, music, etc.
  - Teachers can come see how a typically mundane, but necessary, learning session can be made interesting and fun
  - Students ask to go on another mission!

- Enrichment Strategies
What did coaches do?

- Planned with the end in mind
  - In an ideal world, what would our teachers be able to do? What would a great classroom look like?
- Encouraged model teachers...built confidence
  - No problems with other teachers asked to go watch
- Do not be afraid to fail
- Met weekly...after 2 months met with each model teacher individually
- Constant feedback from coaches
- No endpoint - process of continuous learning - always ways to get better
District Initiatives

- SIOP - Sheltered Instruction Observation Protocol
  - 8 components - researched based practices for ELLs
- Technology - TIM (Technology Integration Matrix)
  - looks at how students are engaging with technology (rather than the focus on what the teachers are doing)
# The Technology Integration Matrix (TIM) Table of Summary Descriptors

The Technology Integration Matrix (TIM) provides a framework for describing and targeting the use of technology to enhance learning. The TIM recognizes the interplay between technology and other dimensions of meaningful learning experiences, such as active, collaborative, constructive, and goal-directed approaches. These characteristics are associated with the levels of technology integration. Additionally, the TIM emphasizes the alignment of meaningful learning environments and levels of technology integration, creating a matrix of 36 cells, as illustrated below.

## Levels of Technology Integration

<table>
<thead>
<tr>
<th>Levels of Technology Integration</th>
<th>Entry Level</th>
<th>Adoption Level</th>
<th>Adaptation Level</th>
<th>Infusion Level</th>
<th>Transformation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics of the Learning Environment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Active Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructive Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal-Directed Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaborative Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructive Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal-Directed Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Constructive Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructive Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal-Directed Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Authentic Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal-Directed Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal-Directed Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal-Directed Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Authentic Transformation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic Transformation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal-Directed Transformation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida, College of Education, for more information, example videos, and related professional development resources, visit http://fcte.usf.edu. This page may be reproduced by schools and districts for professional development and pre-service instruction. All other uses require written permission from FCTE. © 2005-2017, University of South Florida.
### The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2009)

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Class/Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Lesson: (check one)</td>
</tr>
<tr>
<td>Date:</td>
<td>Multiday</td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>ESL Level:</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Check the box that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under Comments specific examples of the behaviors observed.

<table>
<thead>
<tr>
<th>Lesson Preparation</th>
<th>Highly Evident</th>
<th>Somewhat Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content objectives clearly defined, displayed, and reviewed with students</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Language objectives clearly defined, displayed, and reviewed with students</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. Content concepts appropriate for age and educational background level of students</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. Adaptation of content (e.g., test, assignment) to all levels of student proficiency</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**Comments:**

- Building background
  - Concepts explicitly linked to students' background experiences
  - Links explicitly made between past learning and new concepts
  - Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

**Comprehensible Input**

- Speech appropriate for students' proficiency level (e.g., slower rate, pronunciation, and simple sentence structure for beginners)
- Clear explanation of academic tasks
- A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

**Strategies**

- Ample opportunities provided for students to use learning strategies
- Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-aloud)

15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)

**Interaction**

- Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
- Grouping configurations support language and content objectives of the lesson
- Sufficient wait time for student responses consistently provided
- Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text

**Practice and Application**

- Hands-on materials and/or manipulatives provided for students to practice using new content knowledge
- Activities provided for students to apply content and language knowledge in the classroom
- Activities integrate all language skills (i.e., reading, writing, listening, and speaking)

**Lesson Delivery**

- Content objectives clearly supported by lesson delivery
- Language objectives clearly supported by lesson delivery
- Students engaged approximately 90% to 100% of the period
- Pacing of the lesson appropriate to students' ability level

**Review and Assessment**

- Comprehensive review of key vocabulary
- Comprehensive review of key content concepts
- Regular feedback provided to students on their output (e.g., language, content, work)
- Assessment of student comprehension and learning of all lesson objectives (e.g., spot-checking, group response) throughout the lesson

**Comments:**

- Total Points Possible: 120 (Subtract 4 for each NA given)
- Total Points Earned: __________________________
- Percentage Score: ____________________________
Class for credit

- Topics are district initiatives
  - Individual teachers focused on one or two areas of SIOP
  - Focused on merging tech integration and SIOP
- More in-depth learning
- Scored using rubrics and provided immediate feedback
- As part of class - expected to visit model classrooms
- Real Peer-to-Peer feedback
- 11 teachers (out of 67)
Model Teachers

- Model teachers were 2 of the 11 participants
- Increased expectations
- Co-planning to build instructional capacity
- Scored Rubrics
- Videotaping:
  - Teacher scored themselves - discussion with instructional coach
  - Instruction and reflection was videotaped to use in our district's repertoire of instructional practice
Results

- Increased awareness and ownership of district initiatives
- Increased understanding of district initiatives
- Increased participation in district initiatives
- Personal reflection - teachers were not doing it as in-depth as they thought
- Teachers asking for feedback
- Teachers asking the right kinds of questions
- Trust: doors opened for more instructional coaching
Resources

- **INSTRUCTIONAL COACH LINKS:**
  - TIM link: [https://fcit.usf.edu/matrix/matrix/](https://fcit.usf.edu/matrix/matrix/)

**Contacts:**
- Chad Janzen, Supt - cjanzen@rvcsd.org 712-470-0228
- Janice Luevano, Instr. Coach *(SIOP)* - jluevano@rvcsd.org 712-476-2701
- Rachel Langenhorst, Instr. Coach *(Tech)* - rlangenh@rvcsd.org 712-476-2701