Leveraging TLC to Grow District Initiatives
Rock Valley Community Schools
Rock Valley Leadership Pathway

- **Initial Teacher**: 1st or 2nd year teacher, 93% Classroom, additional 2 days*.
  - 100% Classroom, no additional days.

- **Career Teacher**: Experienced teacher not holding additional leadership roles.
- **Mentor Teacher**: Experienced teacher serving in advisory role to Initial Teacher, 93% Classroom, additional 2 days*.
  - 100% Classroom, no additional days.

- **Model Teacher**: Experienced teacher providing expertise in district-defined area of need. This teacher demonstrates exemplary teaching skills and is able to guide other teachers, 100% Classroom, additional 5 days.

- **Coach**: Experienced teacher leading district in classroom instruction, student achievement data, and professional development, 100% Coaching, additional 10/15 days.

* only applies to year 1 of mentor program.
Evolution of Rock Valley TLC

**Instructional Coaches**
*Static positions for each of the following district initiatives:
  - SIOP
  - Technology Integration
  - Data

**Model Teachers**
*Annual position*
*Include specialty areas*
*Select model teachers run Lab Classrooms and Co-Teaching*

**Mentor Teachers**
*Annual positions based on new hires*
Purpose: Data-driven instruction is a district goal. Our data coach is tasked with overseeing and maintaining the administration and analysis of testing data throughout the district.

Structure: We believe that testing should be done by classroom teachers whenever possible. Continuity is ensured by having a data coach to oversee this process. All 3 instructional coaches assist where needed.

Expectation: All teachers administer assessments to their students with assistance from coaches and support staff as needed and appropriate. Review and analysis of data is done regularly with coach(es).
Purpose: As a 1:1 district (grades 1-12), integrating our technology with sound, researched-based practice is of utmost importance.

Structure: An instructional coach is dedicated to this practice and works with teachers and students (including a student tech group) to inform, instruct, and implement with fidelity.

Expectation: Our district has adopted the SAMR and TIM Frameworks with which to operate. Each teacher meets multiple times each year with the instructional coach for guidance in this.
Purpose: Implement research-based methodology throughout the district to make content accessible and comprehensible for all ELLs regardless of language level.

Structure: Ongoing PD around SIOP components and best practices. Observations and debriefing around individual teacher’s focus area and goals.

Expectations: Evolving as we learn and become more proficient but intentional focus around Component 1 and its features for 2018-19 school year.
Laboratory & Co-Teaching Classrooms

**Purpose:** Provide district teachers with a way to see excellent strategies being put into effect

**Structure:** a “business as usual” design which allows other teachers and coaches to visit and experience various district initiatives and researched-based practices in action

**Expectations:** Be open and willing to try new practices, keep careful data on student achievement, and take part in numerous coaching cycles. Be a proponent for TLC.
Problem: Disengaged students and low test scores in math

Solution: Mission Possible, Classcraft (gamification), Focus on Language Objectives, Soar to Success for reteaching, Nearpod for lesson delivery and individualization

3rd Grade Lab Classroom
## Results

### Grade 3 Lab Classroom Compared to 4-Year Average

<table>
<thead>
<tr>
<th>STAR Math</th>
<th>Fall GE</th>
<th>Spring GE</th>
<th>Percentile Rank</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Year Average</strong></td>
<td>3.2</td>
<td>4.05</td>
<td>61%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>+.85</td>
<td></td>
<td>+4%</td>
<td></td>
</tr>
<tr>
<td><strong>Lab Classroom</strong></td>
<td>3.1</td>
<td>4.4</td>
<td>57%</td>
<td>79%</td>
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<tr>
<td><strong>Growth</strong></td>
<td>+1.3</td>
<td></td>
<td>+22%</td>
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</tbody>
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District Initiative Class Offering

Purpose: Educate staff on ways to further their knowledge and implement district initiatives with fidelity

Structure: Google Classroom LMS, in-person class sessions, and independent structured coaching cycles

Expectations: 1 grad credit = 15 hours, implementation assignments, observations, coaching sessions
Clearly defined goals, strategic meeting topics, and easy access to resources
So what did the teachers say?

You get credit for basically learning (& getting help from coaches) to better do your job! The in-class time is super manageable, and the out-of-class work is all stuff we should be doing for SIOP/SAMR anyway! ---Kindergarten Teacher

This course has really challenged me to push the envelope on using technology. Also, it has forced me to stop and think about my ELL students and how to structure my lessons better. Using technology and SIOP strategies in my lessons have now become a habit for me! ---Grade 6 Teacher

The best part about this course is that it hardly even feels like a 'course'! Implementing district initiatives is a part of our profession and a part of our classroom. This provides collaboration time and direction for improving our craft and honing in on what our district finds important for the success of our specific student body! ---Grade 3 Teacher

As a newer teacher to the district, this coaching for our district initiative course allows me to develop my lesson plans to support SIOP and TIMS. Doing a class to help direct these initiatives has helped greatly benefited my lesson planning and focusing on new curriculum. ---HS Science Teacher
ESL Meetings: ESL team meets regularly with teachers to strategize, review programming or changes that need to be made to maximize student learning and provide support.

ESL Program: Ensure proper notifications and information regarding current levels and programming of ELLs is shared with all stakeholders.

MTSS Meetings: MTSS team meets regularly with teachers to review progress, analyze data, and strategize appropriate interventions for implementation with struggling learners and facilitation of the RTI process.

Account creation and updating: Update and maintain various accounts to support learning for teachers and students

District assessments: Assist in administering assessments, collecting, organizing and sharing data with stakeholders.
Have additional questions?

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