



**we
are**



self-directed,
lifelong learners



effective
communicators



complex, creative
& adaptive
thinkers



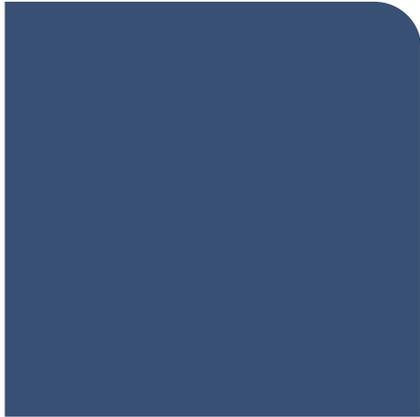
collaborative
& productive
citizens



Instructional Coaches: Supporting Learning and Teaching

Board Goal:

Leverage the Work of Instructional Coaches to maximize outcomes for Staff and Students



GENEVA
A TRADITION OF EXCELLENCE

we are

- self-directed, lifelong learners
- effective communicators
- complex, creative & adaptive thinkers
- collaborative & productive citizens

GENEVA
INNOVATION FOR EXCELLENCE

An Organic and Evolving System

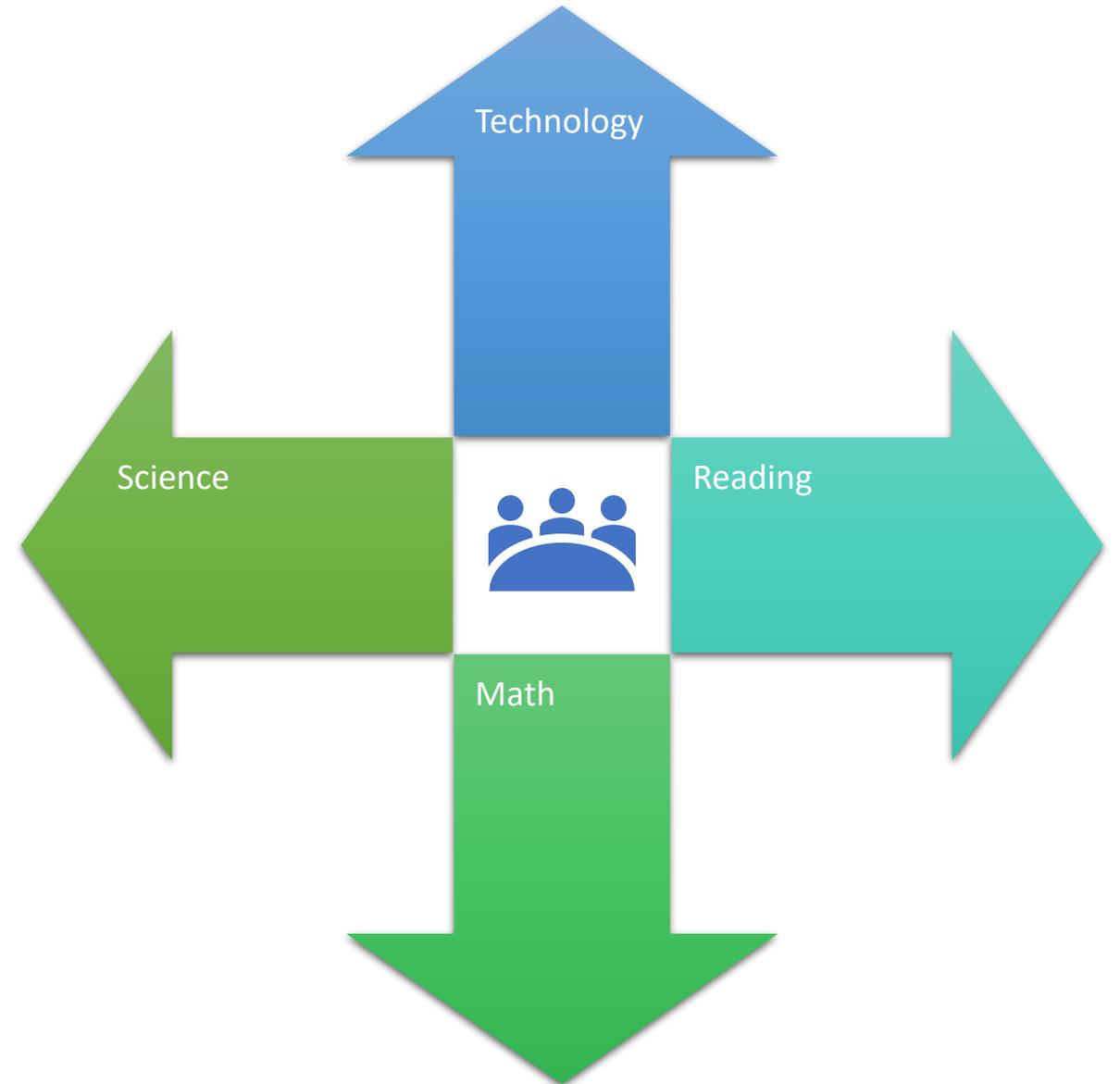


Authentic Needs

Unique Roles

Evolving Responsibilities

Content Focus



Shared Experiences and Roles





3 Important Responsibilities

PD

Resource Development and Implementation

Supporting Students



Professional Development

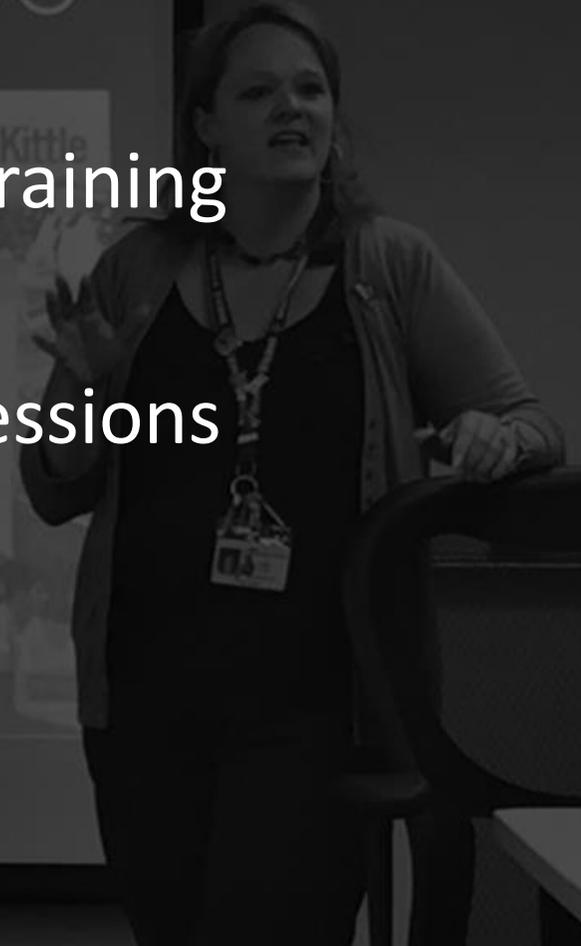
We have amazing leaders in Geneva school district. Jill Marsh - Mystery Science, Donna Potas - Eureka Math, and Tina Huffman & Christy Valyou - Fountas & Pinnell assessment! They organized, presented, & give continual support to teachers! @Williamsburg304 @Geneva304 #GameChanger304



2018 from Geneva, IL

Professional Development

- Institute Day Training
- Targeted PD Sessions



#WatchLearnCreateShare304

Professional Development

- Site Visits
- Optional Sessions



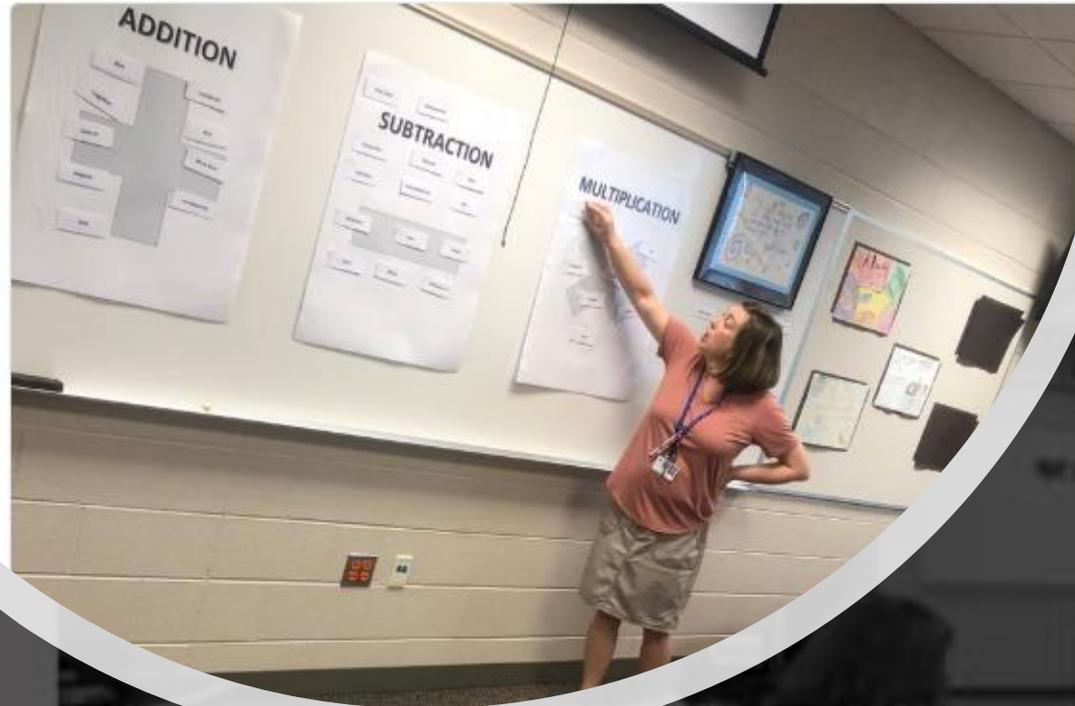


Ashley Falkos

@AshleyFalkosRS

Following

Creating meaningful learning experiences through language arts and mathematical connections. Language + Math, we don't discriminate between disciplines! [@khrspecial](#) [@MrsGainMath](#) [@jsnodgrass15](#)

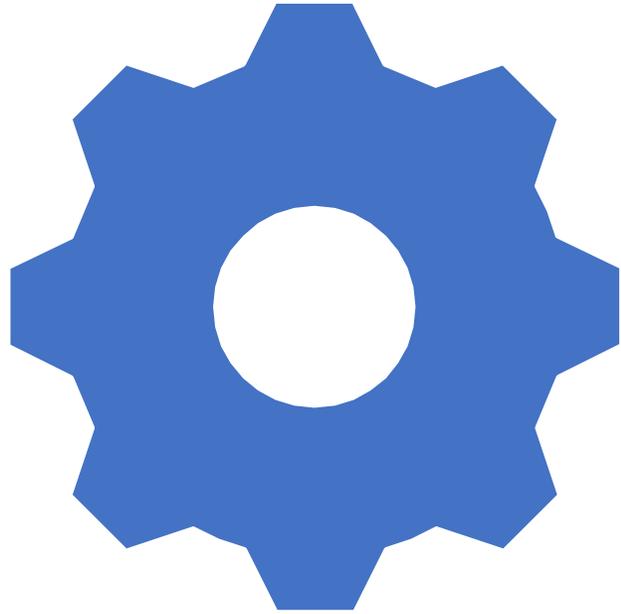


facilitating!

Sharp304 #Geneva304

Professional Development

- Supporting Teachers and PLCs
- Inter-District Collaboration
- Coaching/Collaboration



Resource Development and Implementation



Insert Draw View Class Notebook

alibri Light 16 B I U A A

Heading 1 Dictate

5_Fifth Grade Eureka Math

L4: Use place value ch...

Warm Up

Application Problem

Metric Conversion Graph

Problem Set Key

Problem Set Key-M

Exit Ticket Key

Exit Ticket Key-M

Homework Key

Homework Key-M

Extras

Intervention

L4: Use place value charts for metric conversions

Tuesday, March 6, 2018 8:51 PM

G5 M1 L4 Tutorial

1. Use three steps to convert using place value charts.

Step One: Write the beginning number in the chart so that the ones digit is in the unit name column (Problem "a": for 3 meters, the 3 would be in the meter column)

Step Two: Put a decimal point on the right hand side of the target unit (Problem "a": the decimal would be on the right side of the cm column)

Step Three: Fill in appropriate spaces with zeros (Problem "a": put zeros in the two spaces between the 3 and the decimal point)

Length

Beginning Unit	Target Unit
a. 3 meters to centimeters	3 m = 300 cm
b. 900 centimeters to meters	900 cm = 9 m
c. 9.5 kilometers to meters	9.5 km = _____ m
d. 23 meters to kilometers	23 m = _____ km

	Kilometer	Meter	Centimeter	Millimeter
a.		3	0	0.
b.		9.	0	0

COMMON CORE MATHEMATICS CURRICULUM Lesson 4

Lesson 4

Objective: Use place value charts for metric conversions.

Suggested Lesson Structure

- Fluency Practice (12 minutes)
- Application Problem (8 minutes)

Resource Development and Implementation

Core Curriculum, Intervention support, Improved User Experiences

Supporting Student Intervention



Supporting Students

- Classroom Push-In and Co-Teaching
- Supporting Student Intervention
- Co-Developed Learning and Enrichment Opportunities
- Seeking Student Feedback and Insights

There's no such thing as a kid who hates reading. There are kids who love reading, and kids who are reading the wrong books.

James Patterson. Helping Ss find the right book. #GameChanger304 #literateforlife @GMSS304Library @AshleyFalkosRS



Looking
Ahead

Ongoing Presentations and Sharing
Throughout the Year

A Focus on the Impact for Students
and Teachers

Building an Appreciation for the
Value and Evolution of These
Important Roles



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