

Curriculum and Instruction Committee

FEBRUARY 21, 2018

Agenda

Approval of minutes

Project Based Learning, Performance Based Assessment, and Personalized Learning

Monroe Advanced Technical Academy

Policy Review

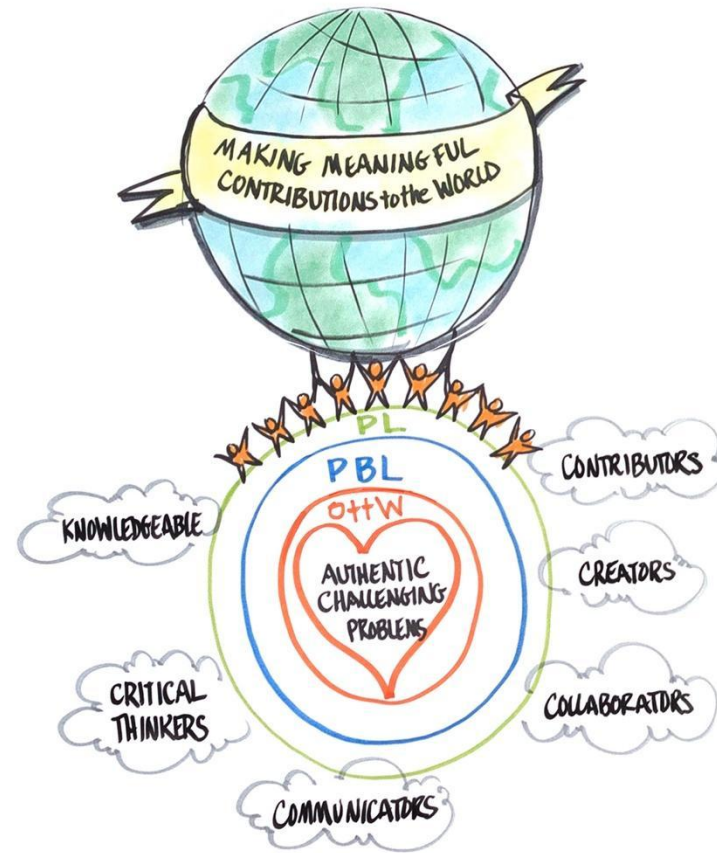
Personalized & Project Based Learning

DR. ASHLEY ELLIS, ASSISTANT SUPERINTENDENT, INSTRUCTION

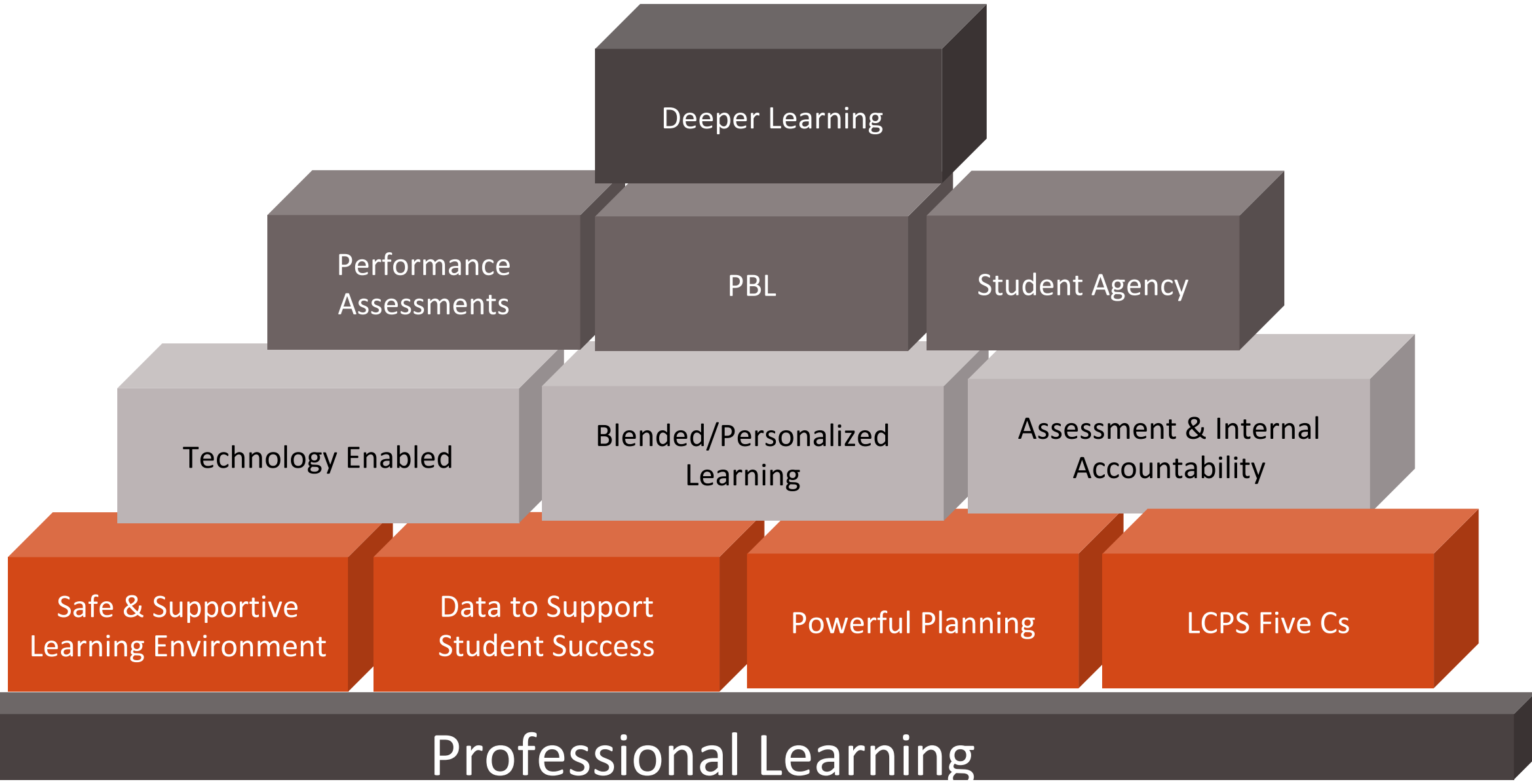
JAMES E. DALLAS, DIRECTOR, TEACHING AND LEARNING

TINA LANE, DIRECTOR, INSTRUCTIONAL PROGRAMS

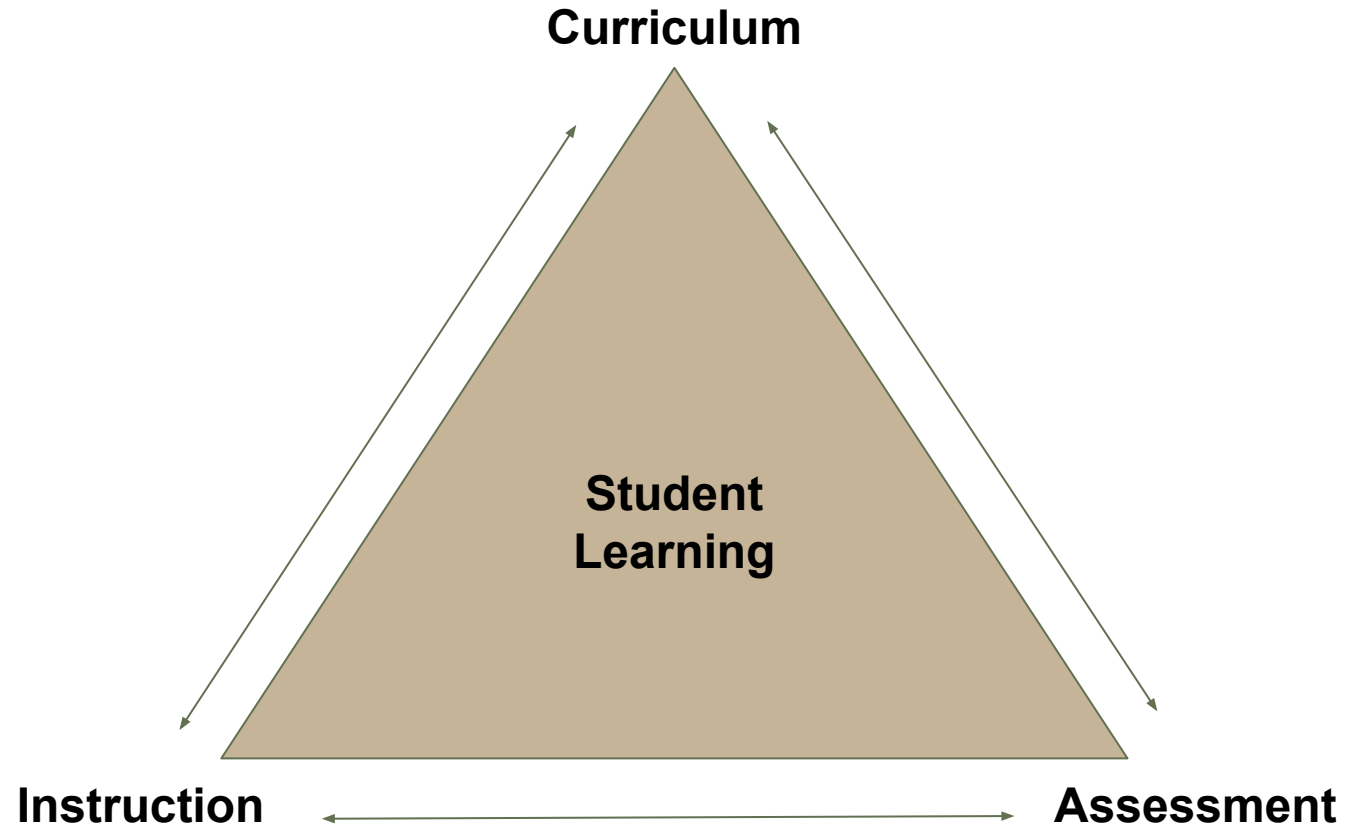
Empowering All Students to Make Meaningful Contributions to the World



Building Blocks toward Deeper Learning

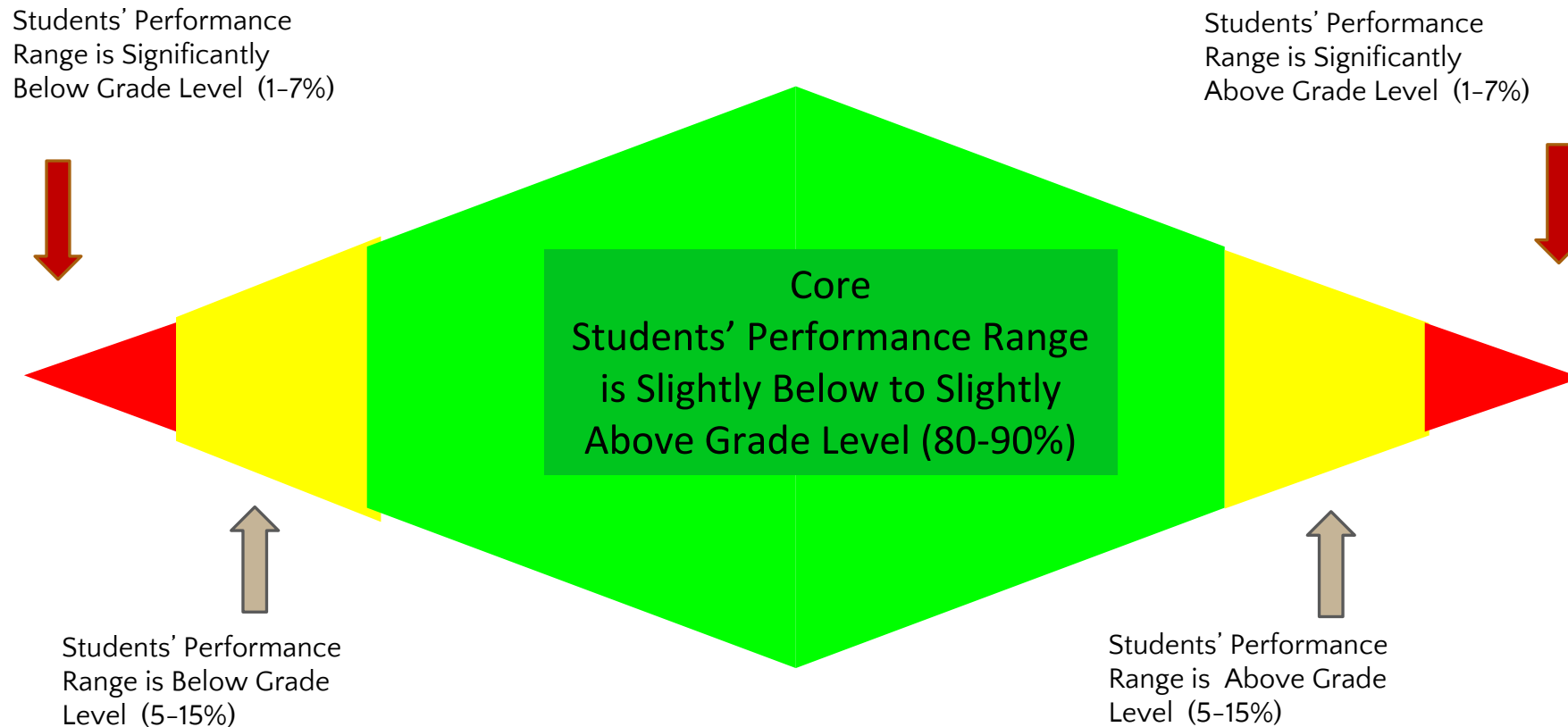


Curriculum Instruction Assessment



Contextual Information– Differentiating Instruction

Strong Core Curriculum + Differentiation



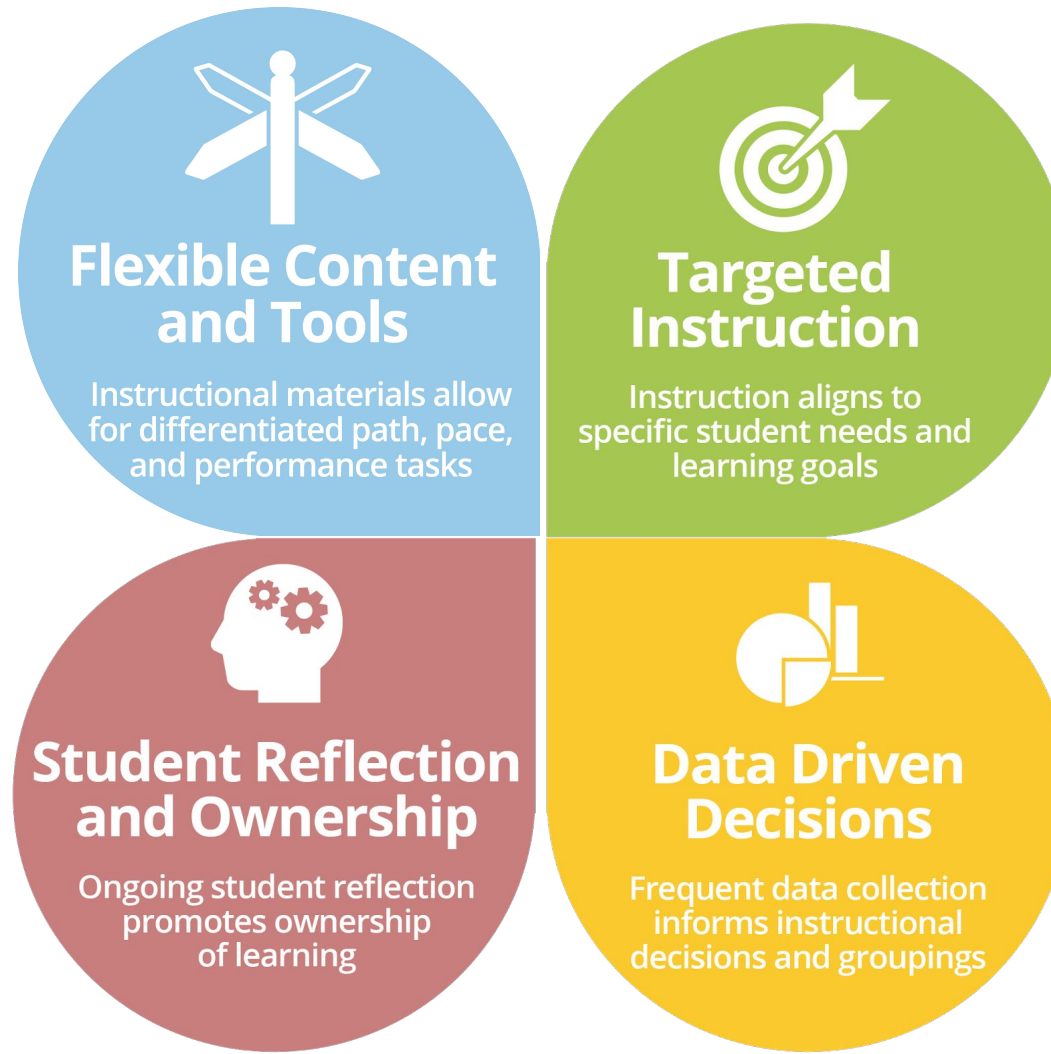
What is Personalized Learning?

“Personalized learning is tailoring learning for each student’s strengths, needs and interests-- including enabling student voice and choice in what, how, when, and where they learn-- to provide flexibility and supports to ensure mastery at the highest standards possible.”

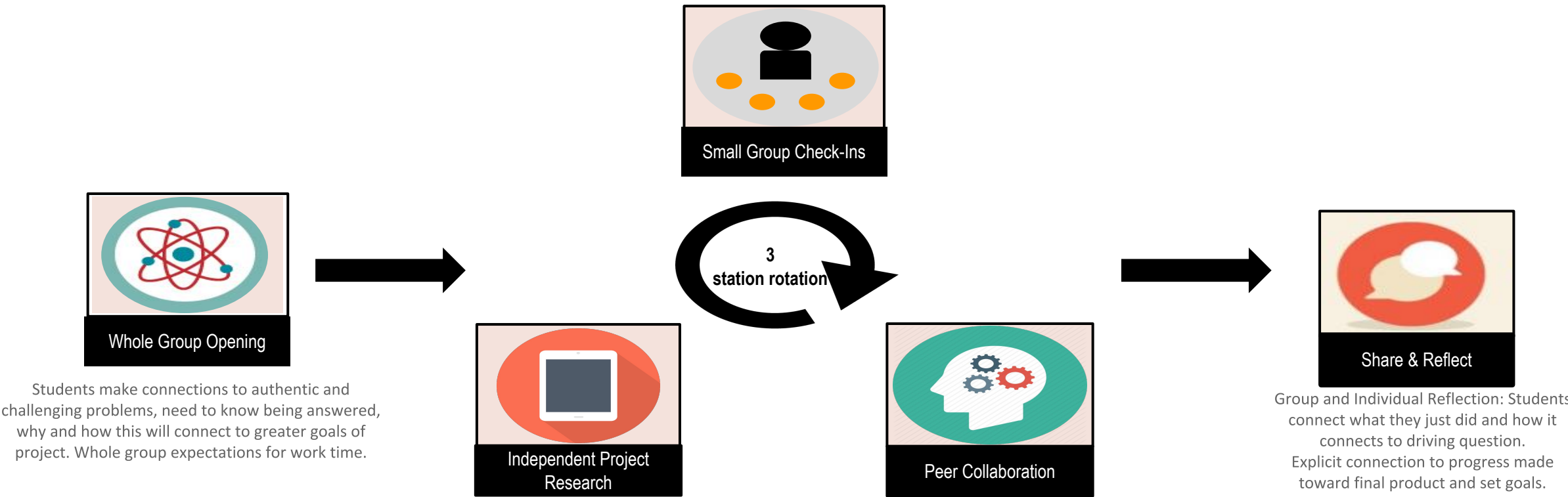
Mean What You Say: Integrating Personalized, Blended and Competency Education Patrick, Kennedy, Powell, iNACOL 2013



Personalized Learning Core Four

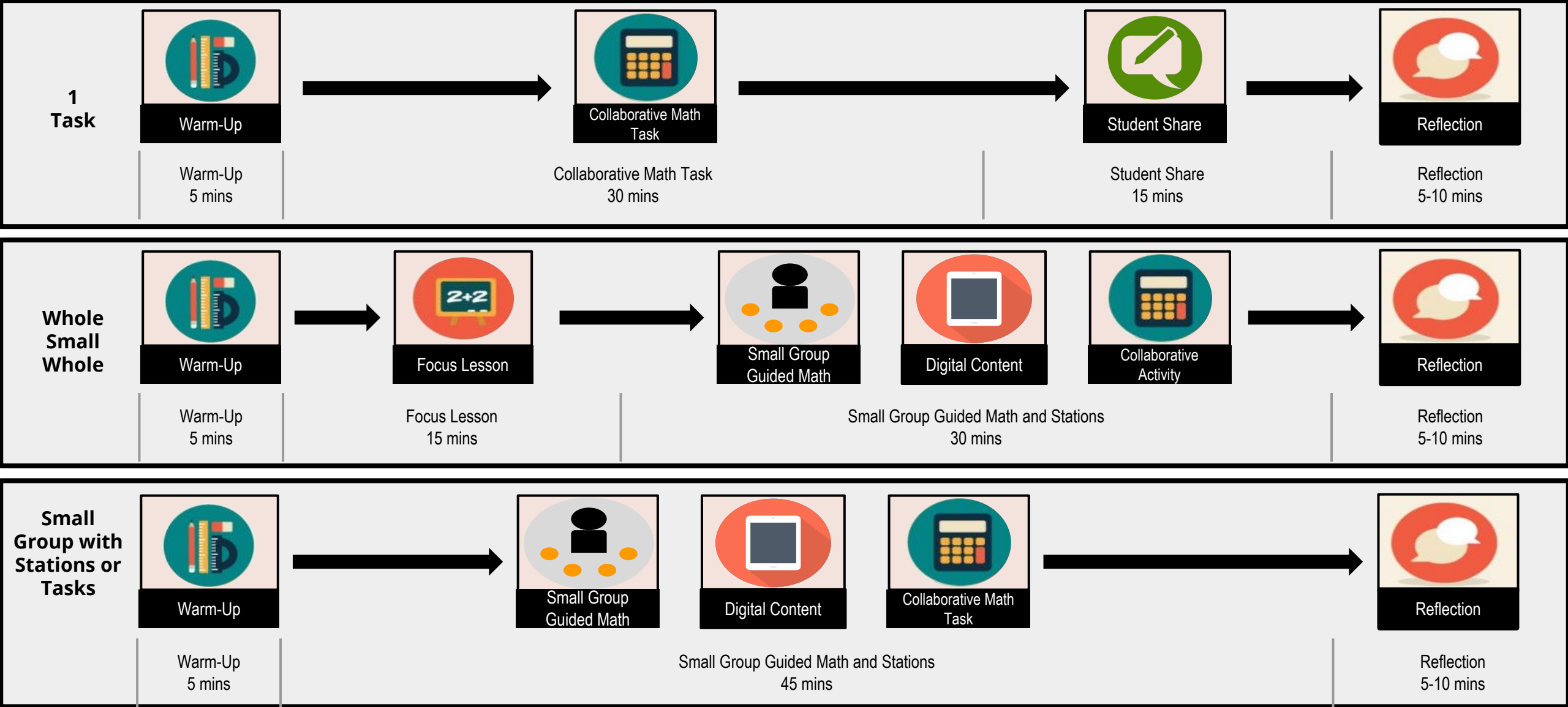


Station Rotation and Project Based Learning



If you have...	Whole Group Opening	Station Rotation	Closing: Check for Understanding
90 mins	10-20 mins	20 minute Rotations x 3 = 60 minutes (5-10 mins to rotate)	5-15 mins
120 mins	10-20 mins	30 minute Rotations x 3 = 90 minutes (5-10 mins to rotate)	5-15 mins

Math Workshop Models



Minimum of 60 minutes suggested for each Workshop Model

Personalized Learning in Our Schools

2016-2017

Wave 1 Schools Elementary Schools

Belmont Station ES
Catoctin ES
Discovery ES
Forest Grove ES
John W. Tolbert ES
Rolling Ridge ES
Rosa Lee Carter ES
Sterling ES
Sully ES
Waterford ES

Wave 1 Middle Schools

Belmont Ridge MS
Farmwell MS
J. Michael Lunsford MS
Trailside MS
River Bend MS

Wave 1 High Schools (select classrooms)

Dominion HS
Potomac Falls HS
Heritage HS
Park View HS
Tuscarora HS

Personalized Learning in Our Schools 2017-2018

Wave 2 Schools Elementary Schools

Emerick ES
Evergreen Mill ES
Frederick Douglass ES
Guilford ES
Madison's Trust ES
Sanders Corner ES

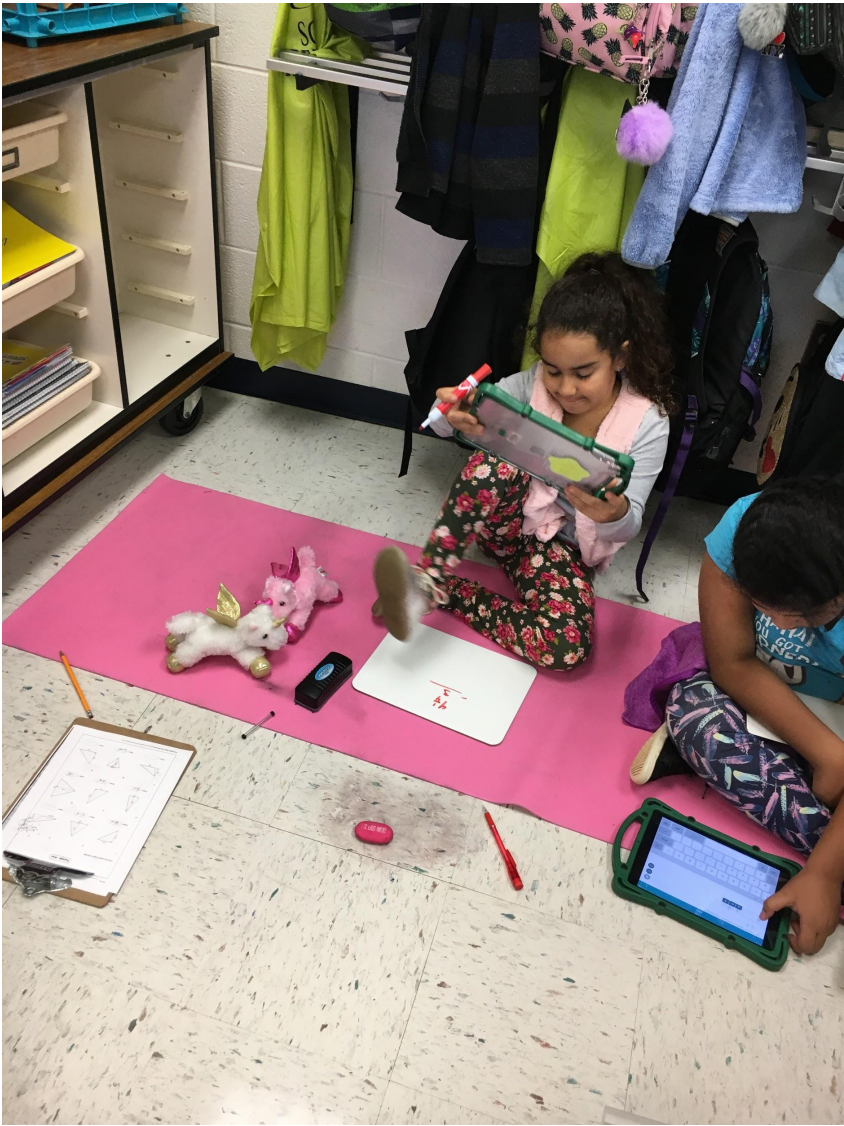
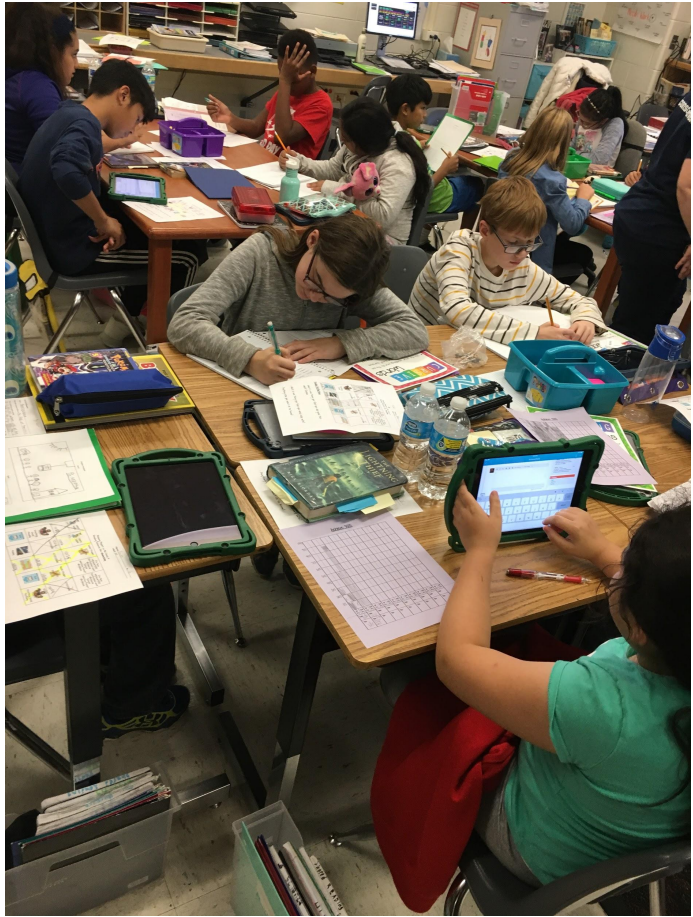
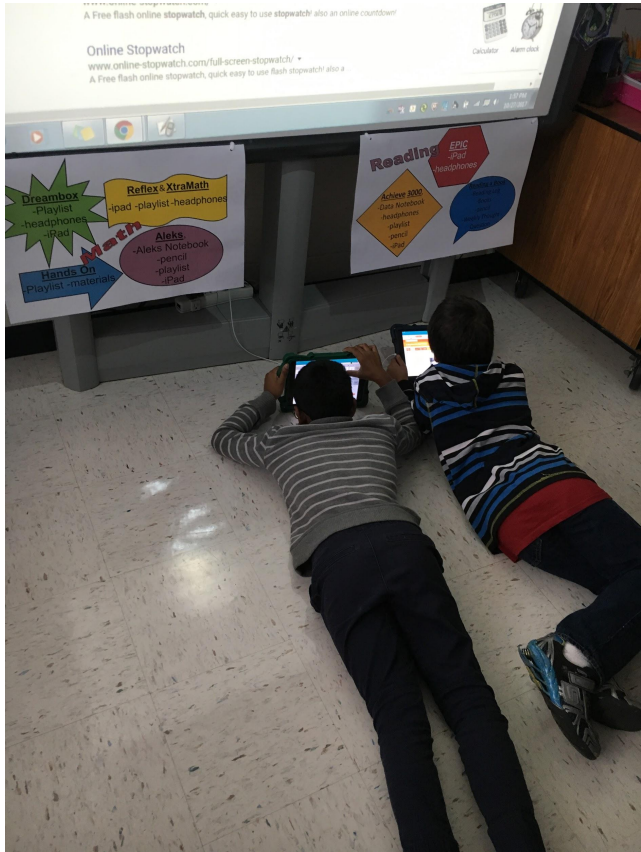
Wave 2 Middle Schools

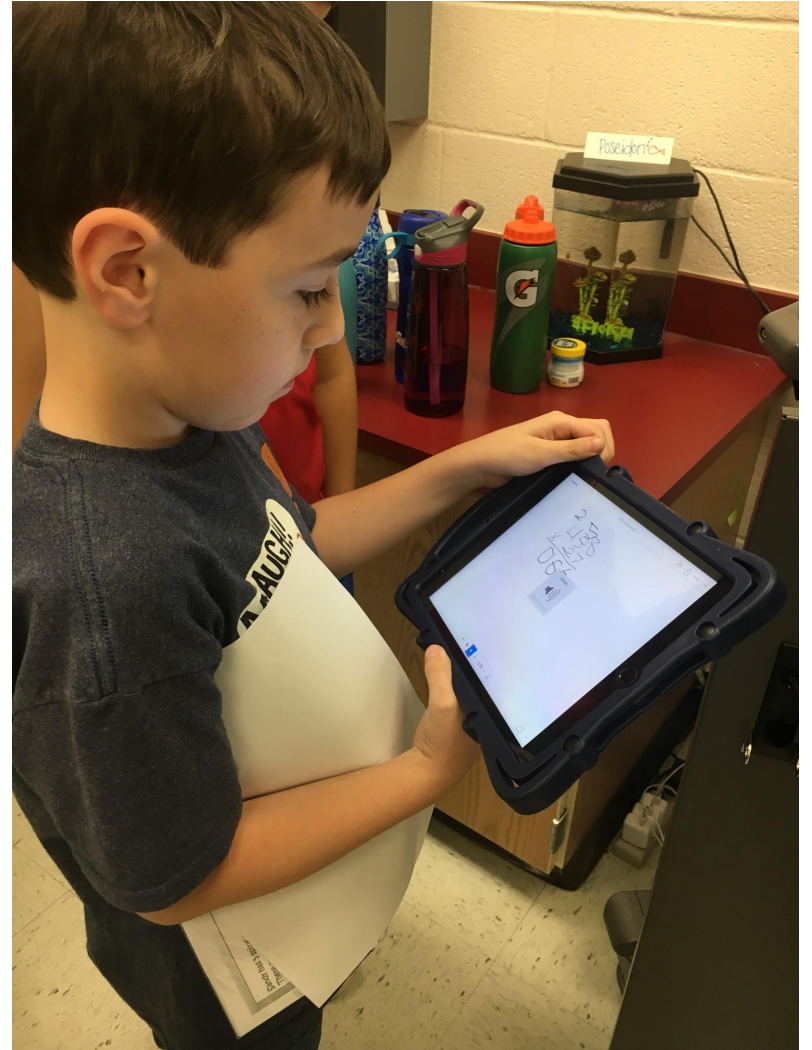
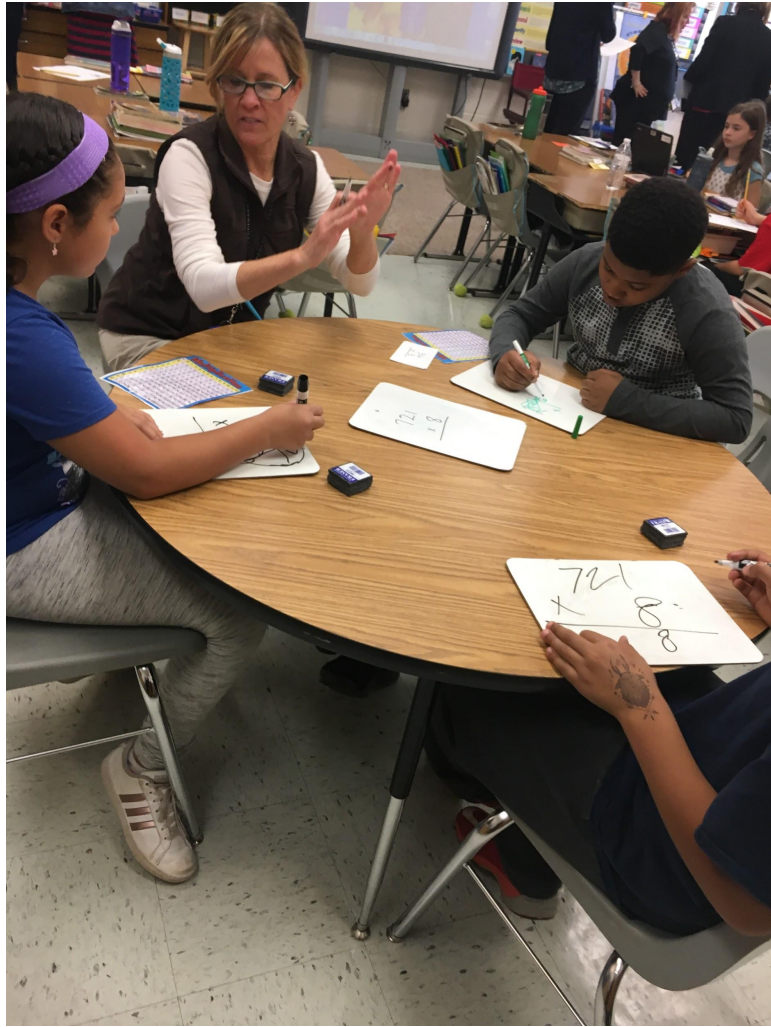
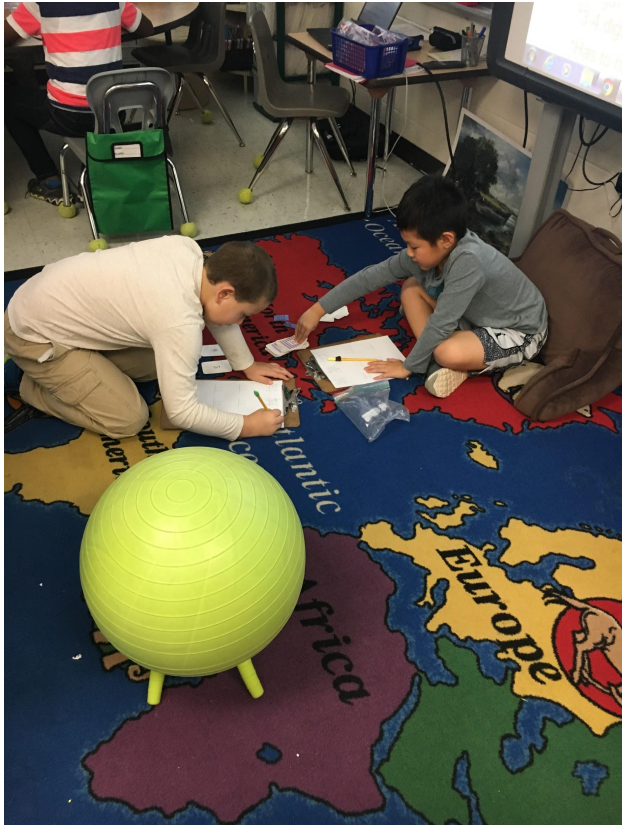
Eagle Ridge MS
Seneca Ridge MS
Smarts Mill MS
Stone Hill MS

Personalized Learning in Our Schools

2018-2019

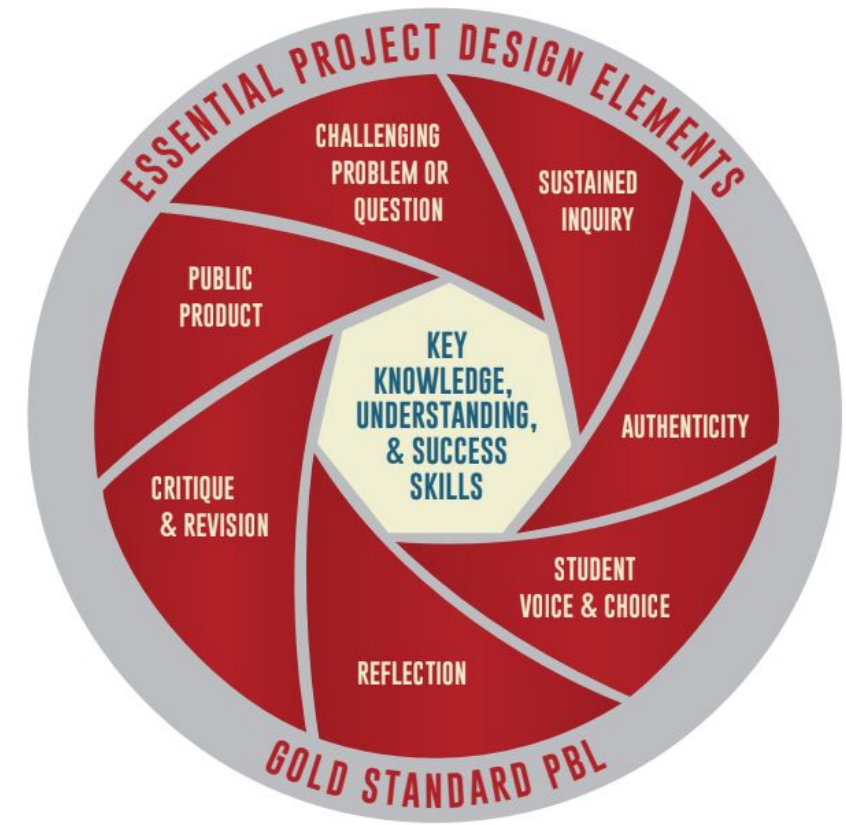
- Wave 3 to include 15 additional schools with a focus on high school
- Continue to align work with project-based learning and authentic challenging problems
- Train PL Champions to build internal capacity
- Continue to support Wave 1 and 2 schools
- Conduct digital content review (*ALEKS, Achieve 3000, Discovery Education*)





What is Project Based Learning?

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.



Why Project-Based Learning?

Empowers students to make meaningful contributions to the world

- Creates an engaging learning community
- Leads to deeper learning
- Builds success skills necessary for college, career and life
- Helps students connect with experts and resources beyond the classroom

<https://vimeo.com/177113786>

Project Based Learning in our Schools

- 2,514 participants in PBL 101 to date
- 373 participants in a half-day SSV offered in February 2017
- 173 participants in a half-day SSV offered in Oct/Nov 2017
- Anticipated PBL Participants between February - May: 385

Project-Based Learning in our Schools

Building Capacity

- 8 certified Workshop Facilitators as of August 2017
- 1 Workshop Facilitator in progress, complete by fall 2018

LCPS Workshop Facilitator to begin Spring 2018

- 6 Division Instructional Facilitators
- 3 Department of Pupil Services Staff
- Recruiting school based staff to begin in the fall 2018

A PBA is an assessment that allows students to demonstrate what they can do with what they know.



Sources used for creation of LCPS PBA ROLL-OUT PLAN

2REVOLUTIONS

**HANOVER
RESEARCH**

**LCPS
PBA PLAN**

BIE-PBL

**JAY MCTIGHE
CHRIS GAREIS
VDOE**





A Common Understanding → A Consistent Message

1

PBL
Performance Assessment

2

Classroom
Performance Assessment

3

SOL Replacement
Performance
Assessment





SUSTAINING PBL IN LCPS: Becoming a Workshop Facilitator



DRIVING QUESTION: How can we, as a school division committed to helping students make meaningful contributions to the world, assure that our LCPS professional educators have the learning opportunities and support they need to empower our students?

Are you interested in helping to address this DRIVING QUESTION?




Then **YOU** should become a PBL Workshop Facilitator!

PROGRAM OVERVIEW

The process for becoming a Loudoun County PBL Workshop Facilitator is a structured apprenticeship modeled after the Buck Institute for Education's process. It builds the capacity of candidates to play a strong role in sustaining PBL in the division. The process develops candidates to effectively facilitate Gold Standard PBL 101 workshops in LCPS. The process, from start to finish, will likely take a year to complete.



Beginning Summer 2018 – New PBL participants

- PBL 101 PD will include PBA (4-day PD)
 - 1-day PBA Sustained Support (Fall/Spring)
 - Additional PBL Sustained Support Opportunities
- 




Summer PBL/PBA 101

- June 19–22
- June 25–28
- June 26–29
- July 10–13
- July 17–20
- July 24–27
- Aug 7–10





Beginning Summer 2018 – PBL Alumni

- 1-day PBA PD (Summer)
 - 1-day PBA Sustained Support (Fall/Spring)
 - Additional PBL Sustained Support Opportunities
- 



Summer PBL/PBA 101

- July 9
- July 12
- July 16
- July 19
- July 23






Additional Fall/Spring
PBL/PBA Dates to be
scheduled





PBL/PBA Essentials for Administrators

- April 12 (8:30 – 3:30)
 - April 24 (8:30 – 3:30)
 - July 30 (8:30 – 3:30)
 - Registration on MLP
- 

Continuing the Journey

Expand Wave 3 Personalized Learning Schools

Increased number of PBL/PBA workshops available during the summer and school year

Develop PL Champions and PBL/PBA Workshop Facilitators

Utilize Instructional Facilitators for ongoing support

Program review of PBL implementation

Measuring outcomes and reporting on Balanced Scorecard

Analyze and align curriculum and resources

Questions?

Monroe Advanced Technical Academy

Program Highlights

Monroe Advanced Technical Academy

Transition from C.S. Monroe to the Monroe Advanced Technical Academy (MATA) in the Academies of Loudoun

Began transitions in January 2017

Opportunity to revise programs, increase offerings, and provide more opportunities to students

CTE Pathways in MATA

Results of course trend data indicated that many programs had less than 50% of students returning for the Year II course

Many existing CTE courses were not in compliance with Standards of Quality (sequential elective course offerings and minimum number of hours)

Timeline for updating courses to be in compliance was developed

Course updates were communicated to MTC faculty in spring 2017

All program changes were included in admissions information posted on AOL website as well as provided to high school counseling departments and students and families in spring 2017

Policy Review
