Deeper Learning in LCPS - 2020-2021

Authentic Challenging Problems

Why Deeper Learning?

The mission of Loudoun County Public Schools is to empower all students to make meaningful contributions to the world. When engaged in deeper learning, students develop the traits of the LCPS Profile of a Graduate: a knowledgeable, critical thinker, communicator, collaborator, creator, and contributor, thus fulfilling our mission. The implementation of integrated project based learning experiences (PBL), performance assessments (PA), and personalized learning (PL) results in increased deeper learning and student engagement. Deeper Learning prepares learners to adapt to change, innovate, create solutions and make meaningful contributions to the world. The heart of this process is engaging students in solving authentic, challenging problems.

What is Deeper Learning?

	Deeper Learning is the process through which the learner becomes capable of applying what is learned in one situation to new situations. (National Research Council, 2012) The heart of this process is engaging students in solving authentic, challenging problems. (Deeper Learning One Pager)

Role of the Teacher
 	
(Role of a Teacher Narratives)
	In order to support deeper learning, teachers ask:
	- Environment
	  - How will we foster meaningful relationships with each student?
	  - How will we collaborate with colleagues consistently for a variety of purposes?
	- Curriculum, Instruction, and Assessment
	  - How will we ensure that learning is meaningful and authentic to each student's identity?
	  - How will be design lessons based on data collection and analysis?
	  - How will we develop lessons designed with the 5Cs embedded?
	- Instruction
	  - How will we design learning experiences with authentic challenging problems or questions at their heart?
	  - How will we engage every student in sustained inquiry?
	  - How will we give all students voice and choice?
	  - How will we utilize flexible content and tools to allow for differentiated path, place, and performance tasks?
	- Assessment
	  - How will we provide consistent, ongoing, and meaningful feedback to students?
	  - How will we provide opportunities for student reflection?

	- How will we align instruction to specific student needs and learning goals by assessing learning both formatively and summatively - How will we ensure opportunities for all students to share their work publicly and beyond the classroom?
Role of the Student	In a deeper learning environment students are: - fostering meaningful relationships with each other - defining and describing an authentic challenging problem or question - engaging in sustained inquiry - thinking critically and solving complex problems - communicating effectively - working collaboratively - engaging in work to impact the community (local, regional, global) - generating innovative approaches to solutions and challenges - engaging in work that is authentic to them - taking ownership over their learning - reflecting and seeking feedback frequently - engaging in critique and revision - utilizing flexible content and tools - setting goals and monitoring progress - demonstrating academic and social growth mindset - sharing their work publicly and beyond the classroom - learning how to learn
Actualizing Deeper Learning	**Performance Assessment (PA) -** An assessment that allows students to demonstrate what they can do with what they know.
	Personalized Learning (PL) - A teaching method that dynamically tailors learning experiences to students' strengths, needs and/or interests. Core 4 Look For Guide (Connections with Gold Standard PBL Teaching Practices/Model)
	Project Based Learning (PBL) - A teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Gold Standard Teaching Practices/Project Design Elements(Connections with Core 4 Look Fors/Model)

How will Deeper Learning be measured?

 The LCPS school board Deeper Learning strategic action (Adopted December, 2019) articulates performance measures and has established steps related to increasing integrated school implementation of project based learning, performance assessment, and personalized learning in support of deeper learning. The performance measures below were articulated in the strategic action and will be reported upon annually to the board.

Deeper Learning Performance Measures
Student performance, across each student group (English learners (EL,) Students with IEP(SWD,) White, Asian, Black, Hispanic, Multi-Racial, Economically Disadvantaged), on all achievement accreditation indicators (Math, Reading, and Science Standards of Learning assessments)
Conditional growth of students, across all student groups, on the NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) assessment in Math and Reading in grades 2-8 and select high schools
Student performance, across all student groups, on the rubrics used to evaluate learning on the SOL-replacement performance assessments
Student, parent, and teacher perceptual data on learning and engagement related to deeper learning.
School implementation of project based learning, performance assessment, and personalized learning supported and monitored through learning walks, the work of collaborative learning teams, and the state of the schools process

How will Deeper Learning be supported?

LCPS Professional Learning and Coaching	Professional Learning in LCPS is personalized, motivating, relevant, respectful, collaborative and sustainable. Professional learning provided within LCPS will have clear alignment to the LCPS Strategic Framework. - Professional learning will be flexible based on Return to School planning. Schools will receive a summary of offerings for professional learning including the countywide Professional Learning Days (August 24, October 30, and March 2). Click Here to access the most updated Professional Learning Program. - Professional Learning Exchange Days 2020-2021

	Coaching Supports - The capacity of all educators in moving towards deeper learning is supported by an array of coaching support.
	
	 This includes:
	   - DOI Leadership Team
	   - DOI Supervisors/Specialists (Contacts/SALTs/Department Chairs)
	   - Instructional Facilitators - 2020-2021 Guide
	   - External partners (Education Elements, PBL Works)
	
	The development of coaching support is available through PBL Coaching Academies, Cognitive Coaching, Adaptive Schools , and Fierce Conversations.

	Learning Cohorts- Cohorts facilitated by internal staff and external partners, are a key way to deliver content and support the further development of knowledge and skills. The length of these cohorts will vary and

	involve a mix of face to face sessions, virtual learning and virtual and in person support. Learning cohorts planned in 2020-2021 include: - PBL Leadership Series Cohort - PBL Works (Select schools) - Wave 5 Personalized Learning Supports Cohort - EE (Elementary/Secondary) - Wave 3/4 Personalized Learning Supports Cohorts - EE - Content Specific PBL/PA Cohort (TBD, Application Pending) - Community Connections PBL Cohort (TBD, Application Pending)
Tools	**Schoology -** Schoology provides access to teachers who are engaging in professional learning, whether that learning is an extension of a face-to-face workshop, a blended learning opportunity, or a fully online learning experience. (Schoology Teacher Tips)
	Collaborative Learning Teams (CLTs) - The purpose of CLTs in relation to professional learning is to provide a format for educators to engage with colleagues in an authentic context. The dialogue is meant to push the collective group's thinking on topics related to their shared purpose. The CLTs will allow educators to share and review high-leverage strategies in a job-embedded environment and to increase their levels of collaboration with their colleagues. CLTs are the primary structure for the delivery of professional learning within a school context.
Guiding Resources	**Profile of a Graduate -** Articulates our shared vision for the students who leave our school system and move toward college, career, or civic life. (Reimagining Return to School: The 5 C's)
	Culturally Responsive Instructional Framework - The purpose of the framework is to create and guide support of student centered learning environments with a critical focus on culturally and linguistically diverse students that have been marginalized. (One Pager)
	LCPS Building Blocks for Deeper Learning - Articulate the components around which a school leadership teams can develop appropriate goals and supports within their school context to move toward Deeper Learning
	Curriculum (Elementary/Secondary) - Developed to support teachers in designing authentic, equitable, and culturally responsive learning experiences through project based learning, performance assessment, and personalized learning. (LCPS Curriculum Definitions/LCPS Program of Studies) Elementary Scope and Sequence for Fall 2020 Secondary Scope and Sequence for Fall 2020

What are our aligned supports for Deeper Learning?

Computational Thinking	Much like critical thinking, computational thinking is complex problem solving with and without coding. Computational thinking has seven components: Collect data, analyze data, find patterns, decompose problems, abstract, build models, develop algorithms
MTSS	An evidence-based instructional framework comprised of practices and interventions aimed at supporting the needs of all students.(MTSS Website/MTSS Library)
	Social Emotional Learning- Social and emotional learning focuses on the five competencies of self-awareness, social awareness, self-regulation, relationships, and responsible decision making. Through a deeper understanding and application of these skills, students are more available for learning in both independent and group situations both within and outside of the learning environment.
	PBIS - Safe and supportive learning environments that are built upon relationships and connection, explicit and consistently reinforced expectations, and ongoing feedback provides the opportunity for learners to engage more deeply in their instructional programming. Under these conditions, learners are encouraged to take academic risks to deepen their understanding and application of content.
	RTI - Through the delivery of instruction that is high-quality and differentiated to meet the needs of all learners, students acquire content knowledge that has appropriate rigor and is authentically applied. Through an iterative process of application and feedback, students are able to use the knowledge gained to solve real world problems.
Math Workshop	Math Workshop is an effective instructional model that supports communication, collaboration, critical thinking, creativity, contribution, and data driven differentiated instruction (Personalized Learning) in the mathematics classroom. This model incorporates and promotes the implementation of Performance Assessments and Project Based Learning experiences. The LCPS Mathematics Curriculum Guides support the implementation of Math Workshop and can be found at https://bit.ly/LCPSGuides
Readers/Writers Workshop	An instructional structure that prepares students for any reading and writing task they will face and aims to turn them into life-long, confident readers and writers who display agency and independence. Students are taught to read and write across genres and concepts which allows them to transfer and apply this to new situations.
Work Based Learning	Work-based learning (WBL) is comprised of school-coordinated workplace experiences that are related to students' career goals and/or interests, are integrated with classroom instruction, and are performed in partnership with local businesses and organizations. WBL experiences enable students to apply classroom instruction in a real-world business or service-oriented work environment. Work Based Learning Website

NWEA MAP	MAP® Growth measures what students know and informs what they're ready to learn next. MAP Growth is an adaptive assessment that dynamically adjusts to each student's responses, creating a personalized assessment experience that accurately measures student readiness. Teachers use the results to differentiate instruction and pinpoint individual student needs. Having accurate measures of student readiness helps teachers to plan for deeper learning experiences that support students in applying what they have learned to new situations and problems. Guidance for Goal Setting