Strategic Action Update: One to the World & Professional Learning Plan

Department of Instruction
March 12, 2019
# LCPS Strategic Plan

**Goal 1:** Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors.

## Topic: One to the World

<table>
<thead>
<tr>
<th>STRATEGIC ACTION</th>
<th>PERFORMANCE MEASURE</th>
<th>DESIRED OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage students in learning experiences that exhibit the four key elements of the <em>One to the World</em> instructional framework (significant content &amp; competencies; authentic challenging problems in the world; public product for the world; connected with the world).</td>
<td>Teachers will provide learning experiences that reflect each of the four key elements of <em>One to the World</em>. Teachers will participate in professional learning related to <em>One to the World</em>, including professional learning pertaining to project-based learning, student-created digital content, and personalized learning. Teachers will design PBL experiences for their students. Teachers will design personalized learning experiences for students.</td>
<td>FY16 Baseline All K-12 teachers implemented at least two <em>One to the World</em> experiences for their students, each of which exhibited three or four key elements. All K-12 teachers completed a <em>One to the World</em> introductory workshop. 800 teachers completed a three-day <em>One to the World</em> Project-Based Learning (PBL) workshop with the expectation of implementing two <em>One to the World</em> PBL units Leadership teams from every school completed three days of leadership training related to <em>One to the World</em>.</td>
</tr>
</tbody>
</table>
**LCPS Strategic Plan**

**Goal 2:** Cultivate a high-performing team of professionals focused on our mission and goals.

**Topic: Division Professional Learning Plan**

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| LCPS will develop and implement a five-year division professional learning plan to provide high quality, ongoing, and job-embedded professional development pertaining to teaching and learning to meet the goals of the LCPS Strategic Plan. | - Completed professional learning plan that is aligned to LCPS Strategic Plan and includes  
  o Leadership development  
  o One to the World (including personalized learning, project-based learning, Loudoun Creates, and knowledge, competencies and dispositions)  
  o Instructional technology  
  o Cultural competency  
 - School-based professional learning plans aligned to division professional learning plan  
 - Plan and report out on evaluation of professional learning activities | FY16 Baseline  
Complete landscape analysis of existing initiatives and professional learning opportunities.  
FY17  
Identify long and short term professional learning goals and incorporate into comprehensive plan.  
FY18  
Implement professional learning plan and engage in ongoing process of monitoring and revising.  
FY19  
Implement professional learning plan and engage in ongoing process of monitoring and revising.  
FY20  
Implement professional learning plan and engage in ongoing process of monitoring and revising. |
Professional Learning Focused on Mission and Strategic Goals
Safe & Supportive Learning Environment
Performance Assessments
Technology Enabled
Deeper Learning
PBL
Blended/Personalized Learning
Assessment & Internal Accountability
Powerful Planning
LCPS Five Cs
Professional Learning
Data to Support Student Success
Student Agency
Building Blocks toward Deeper Learning
Destination: LCPS Profile of a Graduate

**LCPS Profile of a Graduate**

- Knowledgeable
- Critical Thinker
- Communicator
- Collaborator
- Creator
- Contributor
The Road Map for Our Journey

Professional Learning

The LCPS Five Cs

- Safe & Supportive Learning Environment
- Data to Support Student Success
- Powerful Planning
- Assessment & Internal Accountability
- Blended/Learning
- PBL
- Student Agency
- Technology Enabled
- Performance Assessments
- Deeper Learning
- Student Agency
- 5 Cs
- Tech Enabled
- Powerful Planning
- Safe, Supportive Learning Environment

Performance Assessments

- Student Agency
- Assessment and Internal Accountability
- Tech Enabled
- Data to Support Student Success
- 5 Cs

Blended/Personalized Learning

- Student Agency
- Tech Enabled
- Powerful Planning
- 5 Cs
- Safe, Supportive Learning Environment
Since June 2018, we have trained an additional 1,206 teachers for a total of 4,080 teachers.

Continued offerings of PBL 101

Developing internal capacity with more workshop facilitators

Wall-to-Wall PBL Schools (3)
A Performance Based Assessment (PBA) is an assessment that allows students to demonstrate what they can do with what they know.
Performance Based Assessment

- Seamlessly integrated with PBL 101
- 1,640 teachers trained in PBA and Rubric Design
- Ready as an access point to Deeper Learning with a 2-part professional learning program
- Continuing in certain grade levels and subjects as SOL replacement assessments
**Personalized Learning**

<table>
<thead>
<tr>
<th>Wave 1:</th>
<th>Wave 2:</th>
<th>Wave 3:</th>
<th>Wave 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont Station Elementary</td>
<td>Eagle Ridge MS</td>
<td>Algonkian ES</td>
<td>Ashburn ES</td>
</tr>
<tr>
<td>Catoctin Elementary School</td>
<td>Emerick ES</td>
<td>Ball’s Bluff ES</td>
<td>Banneker ES</td>
</tr>
<tr>
<td>Discovery Elementary</td>
<td>Evergreen Mill ES</td>
<td>Dominion Trail ES</td>
<td>Cardinal Ridge ES</td>
</tr>
<tr>
<td>Forest Grove Elementary School</td>
<td>Frederick Douglass ES</td>
<td>Potomack ES</td>
<td>Cool Spring ES</td>
</tr>
<tr>
<td>John W. Tolbert Elementary</td>
<td>Guilford ES</td>
<td>Sugarland ES</td>
<td>Hamilton ES</td>
</tr>
<tr>
<td>Rolling Ridge Elementary</td>
<td>Madison’s Trust ES</td>
<td>Sycolin Creek ES</td>
<td>K.W. Culbert ES</td>
</tr>
<tr>
<td>Rosa Lee Carter ES</td>
<td>Sanders Corner ES</td>
<td>Blue Ridge MS</td>
<td>Lincoln ES</td>
</tr>
<tr>
<td>Sterling Elementary School</td>
<td>Seneca Ridge MS</td>
<td>Brambleton MS</td>
<td>Little River ES</td>
</tr>
<tr>
<td>Sully Elementary</td>
<td>Smart’s Mill MS</td>
<td>Harper Park MS</td>
<td>Lovettsville ES</td>
</tr>
<tr>
<td>Waterford Elementary</td>
<td>Stone Hill MS</td>
<td>JL Simpson MS</td>
<td>Pinebrook ES</td>
</tr>
<tr>
<td>Belmont Ridge Middle</td>
<td></td>
<td>Sterling MS</td>
<td>Seldens Landing ES</td>
</tr>
<tr>
<td>Farmwell Station Middle</td>
<td></td>
<td>Heritage MS</td>
<td>Mercer Middle</td>
</tr>
<tr>
<td>J. Michael Lunsford Middle</td>
<td></td>
<td>Park View HS</td>
<td>Willard Intermediate</td>
</tr>
<tr>
<td>Trailside Middle</td>
<td></td>
<td>Tuscarora HS</td>
<td>Douglass School</td>
</tr>
<tr>
<td>River Bend Middle</td>
<td></td>
<td>Loudoun Valley HS</td>
<td>Stone Bridge HS</td>
</tr>
</tbody>
</table>
Wave 4 consists of 15 schools
Continued sustained professional learning for Waves 1-3 (40 Schools)
Education Elements continues to partner with LCPS (Waves 1-4)
Capacity building for LCPS staff to continue PL professional learning (PL Champs)
Continued professional learning around PL as a support for project based learning and performance assessments
Perceptual Data
Teacher Feedback on Professional Learning
The workshop provided me with knowledge and/or skills I can use in my role.

- 79% Strongly Agree
- 20% Agree
- 1% Disagree
- 0% Strongly Disagree
PBL and PBA Training

The facilitators were responsive and advanced my understanding of PBL through their coaching.

- 88% Strongly Agree
- 11% Agree
- 0% Disagree
- 1% Strongly Disagree
I can explain authenticity to a colleague.

82% Strongly Agree
18% Agree
0% Disagree
0% Strongly Disagree
## Personalized Learning Teacher Practices

<table>
<thead>
<tr>
<th>PL Wave</th>
<th>Teacher Response Count</th>
<th>How often do you target instruction to address groups of students or individual needs within lessons? (% responding often)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wave 1</td>
<td>421</td>
<td>86%</td>
</tr>
<tr>
<td>Wave 2</td>
<td>218</td>
<td>80%</td>
</tr>
<tr>
<td>Wave 3</td>
<td>693</td>
<td>83%</td>
</tr>
</tbody>
</table>

Wave 3 schools were completing the survey as a pre-assessment.
## Personalized Learning Teacher Practices

<table>
<thead>
<tr>
<th>PL Wave</th>
<th>School Leader Response Count</th>
<th>How well does your school's current professional learning plan address the strategies teachers need to implement personalized learning? (% responding favorably)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wave 1</td>
<td>70</td>
<td>72%</td>
</tr>
<tr>
<td>Wave 2</td>
<td>43</td>
<td>70%</td>
</tr>
<tr>
<td>Wave 3</td>
<td>73</td>
<td>42%</td>
</tr>
</tbody>
</table>

Wave 3 schools were completing the survey as a pre-assessment.
## Personalized Learning Teacher Support

<table>
<thead>
<tr>
<th>PL Wave</th>
<th>Teacher Response Count</th>
<th>How well do you feel you are supported to implement personalized learning in your classroom? (% responding favorably)</th>
</tr>
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<tbody>
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<td>Wave 1</td>
<td>421</td>
<td>66%</td>
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<td>693</td>
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*Wave 3 schools were completing the survey as a pre-assessment.*
Teachers see the value of PBL and PBA in their role.

Teachers’ understanding of authenticity, PBL, and how to design PBL experiences increased.

Participants who engaged in PBA professional learning gained understanding of comprehensive assessments within PBL.

Teachers felt supported after participating in a PL Wave.
Supporting Technology Innovation in Schools

Educational Technology **Enables** and **Deepens** Instruction and Learning

Enabling Instruction and Learning
- Foundational Skills for 1:1 Learning
  - Device basics
  - Personal Productivity
  - Classroom Management
- Designing Effective Digital Learning Experiences

Deepening Instruction and Learning
- Increasing Authenticity and Agency through Technology

Digital Citizenship and Data Privacy
Empowering Meaningful Contributions through Student-Created Digital Content

- Over the past four years, Loudoun Creates has helped teachers to see the power of student-created content.
- Hundreds of videos created by students have been published for the world to view on school Youtube channels and LoudounCreates.org.
- Program has evolved from focusing on cohorts of teachers to building capacity of Instructional Facilitators for Technology to support teachers in schools.
Additional Professional Learning to Support Deeper Learning

**Cognitive Coaching**
- Increased communication skills to build capacity in others

**Fierce Conversations**
- How to have productive conversations

**Adaptive Schools**
- How to support teams in becoming high functioning
Division Instructional Facilitators

- Support individual schools
- Team Leader Institute
- 2 Cognitive Coaching Facilitators
- 1 Adaptive Schools Facilitator
- 2 Fierce Conversations Facilitators
- 9 PL Champs
- 5 Facilitators as PBL 101 Presenters
DOI Supervisors and Specialists

- 3 PBL 101 Workshop Facilitators
- 3 PBA Facilitators
- 5 Equity Professional Learning Facilitators
- Deeper Learning in curriculum development for authentic challenging problems (all Teaching & Learning)
Our focus on authenticity and the needs of students compel us to put learning of equity and cultural competence at the center of our learning community.

The Department of Instruction is currently constructing a professional learning program for all licensed staff in equity and cultural competence.

All school teams will participate in Module 1: Equity at the Center during the 2019-2020 school year.
State of the Schools meetings with principals and directors are aimed at learning about school needs for authentic instruction and deeper learning--for the purpose of designing and implementing appropriate professional development workshops.
Loudoun County Public Schools
Pipeline to the Principalship

Educational Leadership Information Events
- Build awareness of potential career paths

Cohorts
- Offer accessible avenues for Leadership Certification
- GMU Master’s and GW Post Master’s Admin Certificate
- Coming 2019-20 School Year – Partnership with William & Mary (M.ED. In K-12 Administration)
Future Leaders
- These sessions provide an opportunity for networking and continued professional learning in the area of leadership

New Administrator Summer Onboarding
- Two day orientation providing an in-depth overview of LCPS departments, LCPS policies and the evaluation process

New Dean and New Assistant Principal Support
- Course on Building Instructional Leadership
- Educational Leadership Simulations Program
Lead Loudoun Aspiring Principal Academy
- Provides participants an in-depth look at the personal human resources and skills necessary to be a Principal
- Participants interact and learn from experienced Principals and district leaders and partake in mock interviews

New Principal Support
- Quality support for new principals through New Principal Cohort and Principal Mentoring
- New Principal Cohort topics based on New Principal needs assessment and PSEL standards
In the 2016-17 school year the first Support Services Leadership Academy was held. To date, eight additional sessions have been conducted, with over 160 participants.

Year One sessions focused on:
- Communication
- Conflict Resolution
- Team Building
- Cultural Competency
- Employee Relations

An alumni focus group was hosted in the fall of 2018 to develop year two of the program, which is scheduled to begin in the 2019-20 School Year.
Program Impact - July 2016 to Present

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools Served with New Principals</td>
<td>36</td>
</tr>
<tr>
<td>Future Leaders (Fall and Spring)</td>
<td>50 at each session; 20 in book study</td>
</tr>
<tr>
<td>New Administrator Summer Onboarding</td>
<td>71</td>
</tr>
<tr>
<td>New Deans and New Assistant Principals Course</td>
<td>71</td>
</tr>
<tr>
<td>Lead Loudoun Aspiring Principals</td>
<td>54</td>
</tr>
<tr>
<td>Support Services Academy Graduates</td>
<td>164</td>
</tr>
<tr>
<td>Principal Mentors</td>
<td>31</td>
</tr>
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Next Steps

FY20 and beyond
Since learning is a continuous process, the calendar-embedded days are being developed to support ongoing learning of the Building Blocks for Deeper Learning.

A central focus for the 2019-2020 school year will be *Equity at the Center.*
Feedback, Reflection & Planning for the Future of Professional Learning

- In Spring 2019, the Research Office will implement surveys to measure short and long term impact of multi-day professional learning.

- By Summer 2019, the Department of Instruction will have created rubrics for the 5 Cs so that measurement of student progress in these areas can be evaluated and used to enhance instruction and assessment.

- Develop and implement coherent and programmatic professional learning course of workshops in *equity and cultural competence* for all teachers and administrators.
Continue to develop the expertise and build the capacity of Instructional Facilitators, Supervisors, Specialists, and others as they work with stakeholders at every school to expand Authentic Instruction for Deeper Learning.

Continue to offer professional learning focused on the Building Blocks toward Deeper Learning.

Continue to use the State of the Schools model to ensure the alignment of school needs and division wide professional learning.
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