

Instructional Resources for Imagine Tomorrow



Chesterfield County Public Schools

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Presented to Citizens Budget Advisory on 4/11/19



Historical Context and Updates

- Complete Presentations: [Blended Learning Transition presented to CBAC 1/10/17](#)
[Instructional Resources for Anytime, Anywhere Learning 5/10/18](#)
- Summary of content discussed with CBAC on 5/10/18:
 - Current spending from textbook and digital content budgets
 - Process for instructional resource evaluation and acquisition
 - Introduction to the district learning management system
 - Leadership role in #GoOpenVA effort





Instructional Resources for Imagine Tomorrow

Strategies & Tactics

The following strategies support how the school division will achieve the goals and objectives. The tactics that are embedded within each strategy are not exhaustive and serve as a guide to teachers, leaders, and staff members to support their work. The following tactics are supported centrally and may change over time. Additional tactics can be added by schools and departments as needed.

Strategic Priority Areas:

Priority Area #1: Personalized Learning and Development of the Whole Student

1. Facilitate the development of the *Infinite Learner* knowledge, skills, and dispositions

- Foster integrity, equity, teamwork, and ingenuity core values teaching and recognition
- Utilize personalized learning opportunities - anytime, anywhere, any path, any pace
- Provide learning opportunities that focus on communication, collaboration, creativity, critical thinking, and citizenship
- Build environments that support the development of habits maintaining high levels of social, emotional, and physical health
- Create relevant personal growth, career, and entrepreneurial opportunities that build a continuum of experiences and link learning to life
- Use learners' interests, culture, and community to support learning that is personalized, relevant, and contextualized
- Utilize Capstone opportunities (HS) for student-led assessments
- Model integrity, equity, teamwork, and ingenuity among all CCPS staff
- Develop professional learning that models communication, collaboration, creativity, critical thinking, and citizenship

2. Align curriculum, assessment, instruction, and professional development

- Construct tables of specifications to align assessments to curriculum and instruction
- Develop assessment and data literacy
- Apply blueprints in the Learning Management System to align to the curriculum and personalize learning
- Implement observations focused on alignment of what is written, taught, and assessed
- Utilize performance assessments that are relevant to career experiences
- Rebrand project-based learning to support a focus on pedagogy
- Leverage technology to support communication, collaboration, content delivery, diagnosis of progress, and equitable access to resources
- Deepen teachers' knowledge and skills in online course development and delivery

The personalized learning and student agency instructional goals of Imagine Tomorrow are dependent on

- High quality, modular, portable content
- A variety of assessment and data analysis tools
- Functionality that supports productivity, creativity and collaboration
- Intuitive and efficient student and teacher workflows



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3. Facilitate an environment of student choice in their learning

- Create ongoing opportunities for students to learn through self-directed discovery with adult and peer support
- Foster student ownership in designing their own learning experiences to include having opportunities for choice
- Implement elements of competency-based instruction through the use of technology resources
- Develop learning pathways reflective of student interests and experiences that support progression toward career choices
- Revise elective sequences at comprehensive schools through an academy model option leading directly to career
- Align career and technical education options based on current workforce development demand
- Work with Chesterfield Technical Education programs to develop/enhance internship opportunities

4. Balance assessments to inform instruction

- Vary assessment types that support the development of the *Infinite Learner* knowledge, skills, and dispositions
- Utilize the three primary types of assessment -- assessment of, assessment for, and assessment as learning
- Incorporate interdisciplinary performance assessments
- Utilize performance assessments in all K-12 content areas with common rubrics
- Provide opportunities for mastery-based progression
- Assess content mastery through standards-based grading
- Provide ongoing reflection and goal setting opportunities that give students the ability to work in partnerships with peers, school staff, parents and community members
- Utilize portfolios to archive student performance and college, career, and civic readiness

5. Incorporate literacy strategies across all disciplines

- Develop and monitor assessment literacy across all disciplines
- Offer integrated courses
- Utilize literature that is culturally responsive using multiple perspectives
- Develop writing portfolios K-12
- Incorporate writing assignments that reflect real-world writing experiences
- Embed literacy components into project-based learning practices
- Strengthen communication and presentation experiences with public audiences for students
- Enhance ongoing professional learning opportunities to improve the delivery of academic interventions (e.g. multisensory reading)

Important to consider is, not only the content of the instructional resources, but also

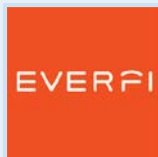
- The degree to which they can be edited, mixed and shared
- The ability to present content in varied modalities
- The degree to which they integrate with other applications and LMS tools



Instructional Resources for Imagine Tomorrow

CCPS Digital Curriculum is a Blend of:

Free Resources



Subscriptions



OER and Teacher Created Content





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Acquisition of Instructional Resources

- District funding sources: textbook budget, digital content budget
- Through formal competition with oversight by the County Purchasing Department
- Curricular, technical and legal factors are considered
- Multi-vendor requirements contracts are established
- Stakeholder input is part of the process through:
 - Focus groups that develop a scope of work
 - Evaluation committee members that are representative of all interests
 - Subject matter experts attend contractor demonstrations of products





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FY 19 textbook budget funding was used to:

- Pay for rebinding and repairs to existing textbooks
- Pay for additional copies of textbooks when sections are added
- Provide e-texts for AP European History and AP Psychology resources
- Provide web application and e-text for all world languages
- Provide Latin textbooks
- Provide a 6-12 web-based mathematics application (Aleks)





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FY 19 digital content budget funding was used to:

- Provide a 6-12 vocabulary building application (Vocabulary.com)
- Provide a digital curriculum for Carver College and Career Academy (Edmentum)
- Provide an assessment system grades 2-end of course (Powerschool)
- Provide Discovery Education K-12
- Provide adaptive mathematics application K-5 (Dreambox)
- Provide world languages application (This is Language)
- Pay teacher stipends to curate content for the district learning management system (Canvas)





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Current and future efforts

- Revise policy 3030 (Selection and Disposal of Textbooks, Selection of Instructional Materials, Selection of Library Materials) to capture current practice
- Auditing TipWeb inventory system
- Creating visibility into district wide allocation of instructional resources
- Concluding acquisition of elementary mathematics application (currently Dreambox)
- Transitioning from Powerschool assessment to Canvas and acquiring item banks
- Integrating existing applications into Canvas
- Developing “blueprint” courses in Canvas
- Providing leadership in #GoOpenVA initiative



CCPS
Blueprint Course

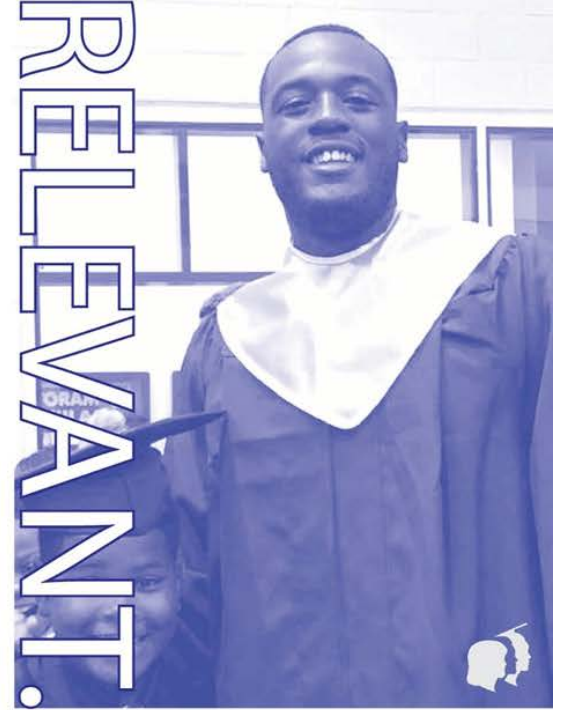
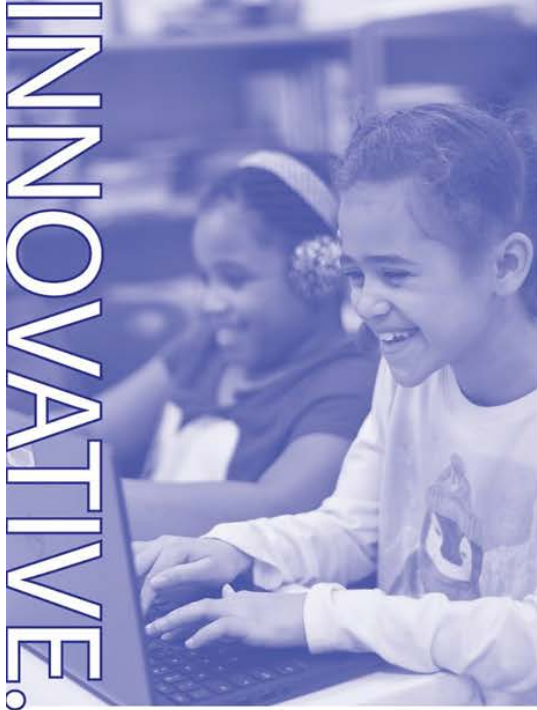
Teacher
Created
Course

Fully
Online
Course



Pre-populated with:

- Scope and sequence
- Student facing resources
- Essential knowledge and skills
- Common assessments
- Model lessons
- PBL
- Rubrics
- Opportunities for student choice in learning modality
- Opportunities for mastery based progression
- Opportunities for student choice in products that demonstrate learning



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