PURSUIT OF EXCELLENCE

Department of Curriculum and Instruction

A Message from Dr. Terri H. Mozingo, Chief Academic Officer

Welcome to the sixteenth edition of the *Pursuit of Excellence Newsletter* for 2018. This version will update you on the latest developments in a variety of key areas including: (1) trends, focus areas, and high-priority projects involving the Department of Curriculum and Instruction; (2) an insight into Project Based Learning; (3) information regarding Data Literacy; (4) POE on Canvas alert; and (5) information regarding the Solution Tree Global Library.

Thank you for your continued support! Have a wonderful week!

Closing the Loop: Giving Students Effective Feedback

This issue covers the final view of feedback - **long**. To recap once again, feedback is information about a student's learning that helps the student take the next steps in the learning process.

The Long View: Improving Learning

A Telescope Lens

What next steps should the teacher and student take to use this feedback for learning? Were those steps taken? Did learning improve?

Closing the feedback loop - using the feedback to make work better or deepen understanding while the student is still aiming toward the learning target - is the effective way to help feedback make a difference in student learning. Think of the proverb, *"strike while the iron is hot."* Please see suggestions below for giving students opportunities to use feedback. These ways can also help you plan something that works in your classroom.

If the feedback is…	Consider this kind of opportunity….
On written work produced following a writing process On other written work (i.e., reports of various kinds, document or content text analysis, creative writing such as skits based on historical events, etc.)	In-class opportunities for students to use the feedback to revise. This can include one or more of the following: • Turning in both the first draft and the revision with an explanation of how the feedback was used • Peer work where students review a partner's first draft and revision, helping their partner describe what is better about the second draft • Keeping a portfolio with first drafts and revisions of more than one piece of writing, with periodic reflections on the process
On projects requiring drawing, construction, manipulating materials, and so on (i.e., maps, posters, dioramas, science projects, displays, etc.)	In-class opportunities to revise work: to rebuild, redraw, rearrange, or add or subtract materials. Revision of written aspects of the work can proceed as above.
On drill and practice work, especially for basic skills (i.e., solving math or science problem sets; practicing handwriting or spelling; practicing the usage of appropriate capitalization, punctuation, and grammar)	In-class opportunities for students to correct incorrect work or to apply their new skills to different questions or tasks tapping the same skills: • Circle or flag incorrect problems or usage and ask the student to find the error and fix it • Ask students to explain what they did wrong and then give a brief exercise to showcase newly learned skills

*By Susan Brookhart

1. **Academic Excellence and Educational Equity:** Every child will be academically successful and prepared for college, work and life.
2. **Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth.
3. **An Exemplary Staff:** ACPS will recruit, develop, support, and retain a staff that is best for Alexandria's students.
4. **Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments.
5. **Health and Wellness:** ACPS will provide access and support that enables students to be healthy and ready to learn.
6. **Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations.

ACPS 2020 Strategic Plan Goals

Project Based Learning (PBL)

In project based learning (PBL), students work on an extended project that engages them in addressing a real-world problem or answering a complex question. Students demonstrate their knowledge and skills by developing a product or presentation, which they make public to people beyond the classroom. As a result, they develop deep content knowledge as well as 21st century success skills. Here are seven reasons to use PBL:

1	PBL builds success skills for college, career, and life.
2	PBL makes school more engaging for students.
3	PBL improves learning.
4	PBL connects students and schools with communities and the real world.
5	PBL provides opportunities for students to use technology.
6	PBL promotes educational equity.
7	PBL makes teaching more enjoyable and rewarding.

*By John Larmer (ASCD)

Data Literacy

In an effort to continually support schools in the area of data literacy, we are asking schools to: a) **share** template(s) being used to collect and analyze data to make instructional decisions.

In addition, please b) **review** the data sources listed below and **send** any additional data sources your team is using during data analysis. Below you will find a list of some data sources being used:

| Data Sources		
ACCESS for ELLs 2.0 (WIDA)	ACPS Curriculum Performance Tasks and Alternative Assessment (required for specific grades and subjects)	Benchmark Assessments (Q1 and Q2 only)
Fountas and Pinnell (F&P)	Imagine Math (IM) grades 30 Algebra 1, required fall only, available to assess two more times per year)	Math Diagnostic Assessment (MDA) (grades 1 and 2 beginning of the year only)
Phonological Awareness Literacy Screening (PALS)	Reading Inventory (RI)	Standards of Learning (SOLs)
Student Data by Question (SOL SDBQ)	Virginia Kindergarten Readiness Program (VKRP) (KG Fall only)	Writing Benchmark (WIDA)

Email or send via Google Docs your templates by Friday, November 2, 2018 to sahar.wiltshire@acps.k12.va.us.

If you have any questions, please contact Dr. Terri H. Mozingo via email (terri.mozingo@acps.k12.va.us) or at 703-619-8185.

Pursuit of Excellence Newsletters Available on Canvas

By popular demand, all of Dr. Mozingo's *Pursuit of Excellence Newsletters* are available to all staff on Canvas. Please follow directions below.

1. Log into your **Canvas** account.
2. On your dashboard, click on **ACPS Curriculum**.
3. Under the Curriculum templates tab (on left hand side), click on **Tips for Teachers & Pursuit of Excellence**.
4. Click on **Pursuit of Excellence newsletters** - which will take you to the Google Drive with all the newsletters from SY 2017-18 and 2018-19.
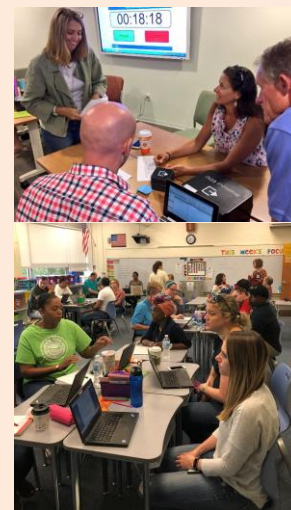
If you have any questions or cannot access these newsletters, please contact Sahar Wiltshire via email (sahar.wiltshire@acps.k12.va.us) or at 703-619-8185.

Solution Tree Global Library

The Solution Tree Global Library features renowned thought leaders and offers in-depth coverage on topics you care about the most. Perfect for professional development days or staff meetings, the short videos, books, articles, and templates will help align entire teams and improve school-wide practices to drive student achievement. There is information on assessments, data collection, dealing with resistors, building consensus, various subject information, and much more.

Each principal has an account for their school and may share their account with a leadership team member, course leads, instructional coaches, and other administrators.

For more information on Solution Tree Library or to get started with accessing your account, please click on this link: https://www.globalpd.com/getstarted

If you have any questions or concerns, please contact Debra Lane via email at (debra.lane@acps.k12.va.us) or at 703-619-8313.

The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things

- Ronald Reagan -