



Tactical PBL Implementation Plan: Chesterfield County Public Schools

The following plan has been developed to support Chesterfield County Public Schools (CCPS) with its systemic implementation of Project Based Learning (PBL) K-12 across the district. This tactical plan details the actions necessary to support the district in implementing and sustaining a PBL initiative which serves as one of the key instructional methodologies identified in the district's broader strategic plan, *Design for Excellence 2020*. This tactical plan for PBL is based upon BIE's 4D approach to systemic implementation and sustainability of PBL and the work conducted by the administrative team during our strategic planning session. BIE's 4D approach includes the following four steps: 1) design an implementation plan 2) develop leadership capacity 3) deploy training and sustained support and 4) determine quality and effectiveness. The following plan serves as a flexible and adaptive guide for CCPS as it moves forward with PBL implementation to support their *Design for Excellence 2020*. The plan is focused on CCPS building its own internal capacity to support the long-term sustainability of the PBL initiative in the over the next five years.

Vision and Goals for PBL in CCPS

CCPS's Design for Excellence Vision: Chesterfield County Public Schools will provide an engaging and relevant education that prepares every student to adapt and thrive in a rapidly changing world.

Project Based Learning is one of CCPS' instructional approaches for actualizing this vision and supporting the following goals in the district's *Design for Excellence 2020*:

Goal #1: All learners will acquire, analyze, synthesize and evaluate information to solve meaningful problems and to achieve success as productive, thriving global citizens.

Goal #2: All learners will demonstrate the 21st-century learning and technology skills and knowledge that will prepare them for success in school, postsecondary education, work and life in a global society.

In order to meet these strategic goals through PBL, CCPS will create project based learning experiences for students to apply core knowledge, concepts, and 21st skills, within and across disciplines, to solve real world problems.

The *Design for Excellence 2020* Strategic Plan actions and timelines addressed in this document include the following:

- Develop a Project Based Learning communication plan for staff, parents, administrators and community; include research on how project-based learning improves student achievement outcomes, 2012-13
- Train central office and school-based administrators to lead and monitor effective implementation of PBL, 2013-14
- Conduct Project Based Learning school readiness assessments to determine a multiyear implementation and professional development plan, including the identification of early adopter, model demonstration sites and/or classrooms, 2013-14
- Develop a set of tools, exemplars, resources and rubrics that support teachers and students in mastering

and measuring progress in core content standards, communication, collaboration and critical thinking through Project Based Learning, 2014-15

- Provide professional development for teacher leaders on project-based learning, 2014-15
- Provide teachers with sustained professional development in project-based learning and technology integration with special emphasis on developing an ongoing, sustainable coaching model to build training capacity, 2015-20

Goals for PBL Implementation:

For students: When fully implemented, PBL will:

- Enhance engagement
- Provide a systematic framework for learning 21st century skills and mastering standards defined within CCPS curriculum frameworks
- Provide a relevant application of learning

For staff: When fully implemented, PBL will:

- Enhance opportunities for student engagement
- Provide a tool as a systematic framework for teaching 21st century skills and rigorous content
- Provide opportunity to evaluate student understanding of relevance

For community: When fully implemented, PBL will:

- Prepare students for real-world, problem solving experiences
- Equip our students with 21st century skills necessary for success in workforce
- Engage business community in public education through CCPS’ Resource Bank

Implementation Expectations by Year

The following implementation expectations have been established to inform leaders and teachers of their next steps after they receive professional development in the PBL 101 and PBL Lead Workshops. Year 1 begins after a teacher has received the PBL 101 Workshop.

District wide Classroom Implementation Expectations by Year	
Year	Implementation Expectation for Elementary, Middle School & High School
2015-2016 Year 1	All levels: Implement 1 project
2016-2017 Year 2	Elementary: Implement 2 or more integrated projects Middle School & High School: Each student will experience 2 or more projects; these projects can be integrated across disciplines
2016-2017 Year 3	Elementary: Implement 2 or more integrated projects Middle School & High School: Each student will experience 2 or more projects; these projects can be integrated across disciplines

Professional Learning Timeline:

The following table highlights the key actions required to develop leadership capacity and deploy training and sustained support by implementation year.

Professional Learning: Developing Leadership Capacity & Deploying Training and Sustained Support			
2012-2013			
Action/Training	When	Who	Purpose
1. Provide central office & site principals a vision and professional opportunities to define 21 st century teaching, learning & leading; implement protocols during management meetings	In principals' meetings throughout the school year	Central office management and site principals	To establish readiness for PBL implementation; to begin institutionalizing protocols with leadership
2. Deliver PD on Blended Learning	Sessions throughout the year	Instructional Technology	To establish readiness for integrating technology into the PBL approach
3. Select cohort 1 and cohort 2 early adopter schools using a readiness rubric; inform schools and organization of selection	January	Central office management team use readiness survey	To create demonstration sites and develop PBL capacity for launching the initiative district wide
4. PBL 101T	February-March	Early adopter principals & APs, consultants, specialists & integrators 105 participants	To build central office capacity for PBL and to develop early adopter principals' PBL knowledge
5. Design sample projects; deploy project if possible	April-June	Consultants, specialists & integrators	To develop internal central office capacity in designing projects
6. Principals hold faculty meetings introducing the PBL initiative to their staff	May	Site Principals	To communicate the organization's rational and plan for adopting PBL; to establish readiness and buy in for launching the initiative
2013-2014			
Action/Training	When	Who	Purpose
1. PBL 101 Tech for Cohort 1 early adopter schools and early adopter	August	5 elementary schools: 195 participants 4 middle schools: 239	To build the capacity of early adopter leaders & teachers; to create success models for the district; to

math classrooms		participants 2 high schools: 239 participants 673 total participants	model technology integration
2. PBL Lead for Cohort 1, Cohort 2 early adopter administrators & central office management	Summer	Cohort 1 & cohort 2 principals, APs & central office leadership Up to 50 participants	To develop the leadership capacity of administrators to effectively support & monitor PBL implementation
3. Cohort 1 early adopter schools and math classrooms implement Year 1 expectation	Ongoing 2013-2014	Cohort 1 early adopter site principal, assistant principals & teachers	To begin PBL implementation & create success models
4. Sustained support visits with BIE faculty at cohort 1 early adopter schools and math classrooms	One in fall One in spring	Cohort 1 early adopter teachers; Identified consultants, specialists & integrators observe visits	To support PBL implementation & sustainability
5. Assign internal support to early adopter sites and classrooms	Ongoing 2013-2014	Consultants, specialists & integrators support early adopter teachers & leaders	To support PBL implementation & sustainability; to develop internal capacity for PBL
6. Engage in virtual collaboration and provide virtual feedback via Edmodo	Ongoing 2013-2014	Early adopter staff; consultants, specialists & integrators	To support PBL implementation & sustainability; to model technology integration
7. Introduce PBL elements at principals' meetings; continue to use protocols	2-3 times in 2013-2014 during leadership meetings	Rosanna Mucetti-BIE Central office management team & site principals	To establish readiness for PBL implementation; to develop PBL leadership capacity; to begin institutionalizing protocols with leadership
8. Cohort 2 teams visit Cohort 1 schools/classrooms	Spring 2014	Early adopter staff	To build the capacity of early adopter leaders & teachers; to create success models for the district
9. Central Office provides feedback using BIE PBL implementation rubrics	During project deployment	Central office management; early adopter principals and staff	To create a culture of continuous improvement (not of compliance); to provide constructive feedback on implementation
10. Design projects & create an initial centralized project library at the 3 levels	Ongoing	Identified consultants, specialists & integrators	To support PBL implementation & sustainability
11. Develop Capacity Building Program (CBP) Cohort	Spring 2014	Central office management team selects 25 CBP candidates	To build the internal capacity for PBL implementation & sustainability
2014-2015			
Action/Training	When	Who	Purpose
1. PBL 101 Tech for Cohort	August	5 elementary schools: 175	To build the capacity of

2 early adopter schools		participants 3 middle schools: 209 participants 2 high schools: 225 participants 609 participants	early adopter leaders & teachers; to create success models for the district; to model technology integration
2. PBL & Expeditionary Learning Integration 1 day workshop for EL schools	Fall 2013	EL Schools 209 participants	To create success models for the district and integrate the expertise of EL schools into the early adoption of the PBL initiative
3. CBP begin observing and co-facilitating at PBL 101Ts	August	CBP	To build the internal capacity for PBL implementation & sustainability
4. District wide PBL Lead by level; early adopter cohort 1 principals/APs support BIE Lead faculty during facilitation	August	All administrators	To develop the leadership capacity of administrators to effectively support & monitor PBL implementation
5. Ongoing PBL Leadership development; use the 8 elements to plan sessions	4 times in 2014-2015 during leadership meetings	Rosanna Mucetti-BIE Central office management team & site principals	To develop PBL leadership capacity
6. Cohort 2 early adopter schools implement Year 1 expectation	Ongoing 2014-2015	Cohort 2 early adopter site principal, assistant principals & teachers	To begin PBL implementation & create success models
7. Cohort 1 early adopter schools and classrooms implement Year 2 expectation	Ongoing 2014-2015	Cohort 1 early adopter site principal, assistant principals & teachers	To begin PBL implementation & create success models
8. Sustained support visits with BIE faculty at cohort 2 early adopter schools; CBP candidates shadow	One in fall One in spring	Cohort 1 early adopter teachers; CBP candidates & identified consultants, specialists & integrators observe visits	To support PBL implementation & sustainability
9. Provide internal implementation support to cohort 1 and cohort 2 sites/classrooms	Ongoing 2014-2015	CBP candidates, assigned consultants, specialists & integrators support early adopter teachers & leaders	To support PBL implementation & sustainability; to develop internal capacity for PBL
10. Continue virtual collaboration and provide virtual feedback via Edmodo	Ongoing 2014-2015	Early adopter staff; consultants, specialists & integrators	To support PBL implementation & sustainability; to model technology integration
11. Arrange learning walks at early adopter schools	Ongoing 2014-2015 for Cohort 1 site visits Spring 2015 for Cohort 2 site visits	Site principals Cross site teachers	To establish readiness for district wide PBL implementation; to observe success models & calibrate expectations

2015-2016			
Action/Training	When	Who	Purpose
1. District wide PBL 101T training	June-August	CBP candidates to deliver to schools that have not received training	To implement PBL district wide
2. Newly trained schools implement Year 1 implementation	Ongoing 2015-2016	Newly trained schools across district	To implement PBL district wide
3. Offer PBL 201 Advanced Practices	Fall 2015 Spring 2016	CBP candidates Cohort 1 & cohort 2 staff	To support PBL implementation & sustainability; to develop internal capacity for PBL advanced practices
4. Cohort 1 early adopter schools implement Year 3 expectation	Ongoing 2015-2016	Cohort 1 early adopter site principal, assistant principals & teachers	To deepen PBL implementation & create success models
5. Cohort 2 early adopter schools implement Year 2 expectation	Ongoing 2015-2016	Cohort 2 early adopter site principal, assistant principals & teachers	To deepen PBL implementation & create success models
6. Provide internal implementation support to all sites	Ongoing 2015-2016	CBP candidates, assigned consultants, specialists & integrators support early adopter teachers & leaders	To support PBL implementation & sustainability; to develop internal capacity for PBL
7. Provide ongoing PBL Leadership development; use the 8 elements to plan sessions	Ongoing 2015-2016	Central office management team & site principals	To strengthen PBL leadership capacity & engaged in shared learning district wide
8. Using the 8 elements for staff meetings & professional learning	Ongoing 2015-2016	Central office management team & site principals	To model PBL Leadership and to create an optimal culture for PBL
9. Continue virtual collaboration and provide virtual feedback via Edmodo	Ongoing 2015-2016	All school staff; consultants, specialists & integrators	To support PBL implementation & sustainability; to model technology integration
10. Arrange learning walks at early adopter schools	Ongoing 2015-2016	Site principals Cross site teachers	To observe success models & calibrate expectations; to engage in organizational learning

Systems Alignment

As CCPS moves forward with K-12 systemic implementation of PBL, central office departments need to support the organization with the paradigm shift. This section highlights the high leverage actions each department will take to support the implementation and sustainability of PBL as classroom teachers adopt the approach.

Action/Process	Department/Process Owner	Timeline: By when
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1. Allocate fiscal resources	CAO and Grants	September-December 2012
2. Assign human resources to support PBL initiative	Assistant Sup of HR, Executive Director of Technology, Director of Curriculum & Instruction, Director of Professional Development	Spring 2013
3. Develop centralized K-12 project examples	Director of Curriculum & Instruction	Fall 2014
4. Adjust pacing/curriculum guides	Director of Curriculum & Instruction	Summer 2014
5. Identify and pilot K-12 assessments that align with PBL	Director of Curriculum & Instruction	Summer 2014
6. Adjustments to teacher evaluation guidelines to integrate PBL /21 st century teaching & learning behaviors	Assistant Superintendent of HR, Director of Curriculum & Instruction	2014-2015
7. Integrate 8 elements and Edmodo into all meetings and professional learning	Executive Director of School Administration & School Level Directors	Summer 2015

Areas of Sustained Support

The table below identifies the focus areas and organizational segments within CCPS that will be committed to providing instructional coaching and deploying internal sustained support to practitioners implementing PBL.

Areas of Sustained Support & Instructional Coaching by CCPS Human Resources		
Areas	By whom	Purpose/Action
School Level	Principal & assistant principals	For leaders to provide continuous, constructive feedback to teachers onsite
Technology Support	Technology integrators upon request	To provide teachers with support on how to enhance PBL using technology
Content Specific Support	Consultants & specialists upon request	To support advanced practices that support PBL implementation with content specific material
Peer Coaching	High performing, emerging classroom teachers	To provide peer to peer coaching on project design and delivery
Virtual	Edmodo & PBLU	To continuously access feedback & collaboration on PBL implementation
PBL Leadership	CBP & Central Office Management	To support principals in the monitoring and ongoing sustainability of PBL across schools

Determining Effectiveness and Quality through Evaluation and Monitoring

The table below highlights major actions that will support the evaluation and monitoring of the implementation of the PBL initiative.

Evaluation & Monitoring			
Action/Process	Process Owner	Timeline: By when	Purpose
1. Administrators' observations of entry events, exhibitions to public audiences, & project products	Executive Director of School Administration School Level Directors	2015-2016 district wide 2014-2015 early adopter sites	To calibrate leaders on the quality of projects; to assess implementations levels according to the implementation expectations by year
2. Teachers submit videos of project implementation for feedback & review	School Administrators, Executive Director of Technology	2014-2015 Cohort 1 2015-2016 Cohort 2 2016-2017 district wide	To assess and provide constructive feedback on the quality of project design & delivery
3. Establishing PBL as part of the teacher's professional growth goal	Director of PD, Assistant Sup of Human Resources	Begins in teachers' Year 1 of implementation	For site leaders to provide feedback and assess PBL implementation for quality & effectiveness
4. Conduct focus groups	CAO, Executive Director of School Administration	After every Year 1, Year 2, Year 3 expectation is implemented for early adopter groups and district wide groups	To engage in organizational learning as to how to improve the conditions for PBL implementation
5. External evaluation of the initiative	Director of Research and Evaluation	Round 1 Spring 2015 Round 2 Spring 2017	To engage in organizational learning as to how to improve the conditions for PBL implementation

Suggested Practices for Celebrating Success of PBL implementation

- PBL exhibition nights hosted by central office and various school sites
- Principals and teachers are consistently provided opportunities to showcase successes to the rest of the system
- Blogs and press releases highlight successes to the community
- Presentations by central office staff and site staff to the school board
- Showcase PBL work from at conferences across the nation