



The **APL** project works with teachers to implement math instruction in K-4 that is **active, engaged, and meaningful, collaborative, iterative, and joyful**.

This pedagogical approach works with the district's math curriculum to support educators as they develop teaching practices that support math achievement and build dynamic skills students need to be successful in school and in life:

Collaboration

Communication

Content

Critical Thinking

Creative innovation

Confidence

How does it work?

Schools partner with APL for one year of implementation. Each school has a full-time APL coach who collaborates with K-4 teachers to offer **APL planning support + resources**. Specifically:

- In one CLT per month, each grade level receives an APL lesson exemplar that aligns with VA math SOLs and LCPS pacing and core instructional resource.
- APL provides lesson materials for every classroom (\$8,000 of classroom materials per school).
- Teachers have multiple opportunities to select additional materials for their classrooms.

A subset of teachers in each grade level also participate in **bi-weekly coaching**. Coaches use a strengths-based approach and follow the teachers' lead regarding goals they set for themselves - student skills they would like to improve through the following APL practices:

Hands On,
Minds On

Meaningful
Connections

Small and
paired groups

Students
contributions

Voice and
choice

Enthusiasm &
Positivity

APL coaches are teacher-centered, collaborative professionals who each have over a decade of experience teaching in schools in Northern Virginia. [Learn more about our coaches here.](#)

"I provide opportunities for students to engage and collaborate with other students using APL-provided lesson plans and materials to enhance instruction and student discussion."

LCPS Teacher

"We have learned so much through our monthly training meetings (our very best CLTs)... we've used all of the lessons and materials shared! Our students are so engaged, and we love watching them think through and talk while solving problems."

LCPS Teacher

"Utilizing APL Practices and The 6cs, I was able to add deeper rigor and engagement to my lessons. APL also taught me how I could use resources I already have in another way that enhanced active play. My classroom continues to be active, engaged, social, iterative, joyful, and meaningful...just on a new level!"

LCPS Teacher

[More LCPS Teacher Testimonials](#)

[APL in the classroom](#)

What to expect:

What we offer:

All **K-4 teachers** will be invited to participate in the APL project and receive:

- Monthly lesson planning support (APL PD and lesson plans in CLTs)
- Classroom materials to boost their implementation of APL
- Access to digital resources that connect your curriculum to the APL pedagogy
- 30 PD credits

A subset of teachers in each grade level (14 total), will receive additional support through:

- Bi-weekly coaching
- Additional classroom materials
- + 60 PD credits (90 total)



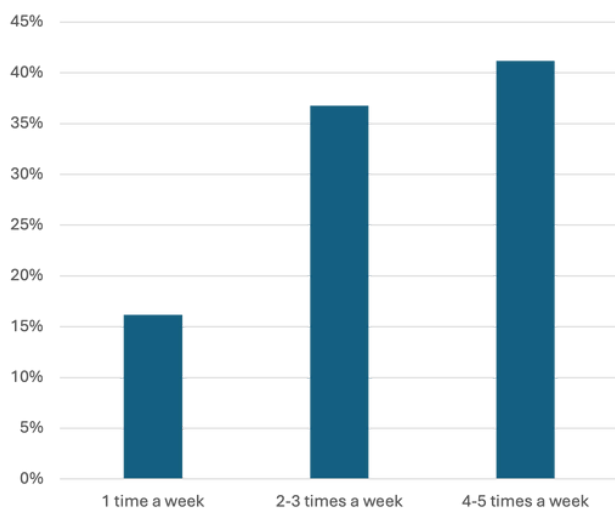
What we request:

- School leader support for APL PD activities:
 - Project launch (1 hour working lunch in August)
 - Monthly grade-level CLTs (~35 min. monthly)
- Teachers:
 - Help distribute and collect parent consent
 - Complete 3-4 surveys (during APL PD time when possible)
- Some teachers schedule research visits (Fall and Spring)
- Teachers receiving bi-weekly coaching provide feedback about coaching

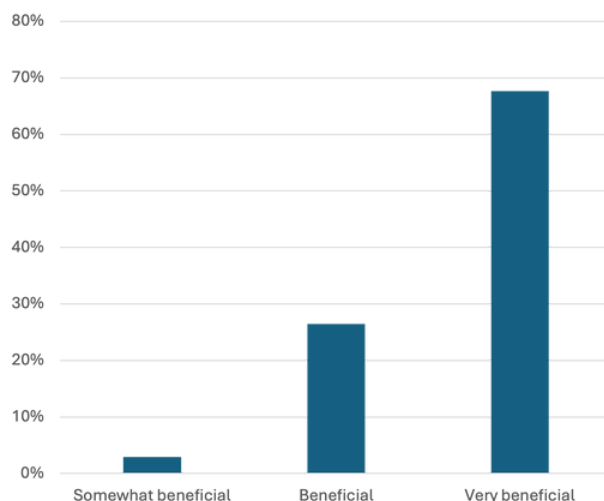
What teachers said:

From one recent survey (Jan-Feb, 2025) 82% of teachers reported feeling optimistic/very optimistic and comfortable/very comfortable integrating APL in their classroom.

How often teachers use APL



How beneficial teachers find APL



The *University of Virginia*, with the approval of LCPS Research office is inviting elementary schools to work in partnership towards the LCPS strategic goals of empowering students, support staff development, enrich the division and engage the community through the Active Playful Learning (APL) approach.