



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.

"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

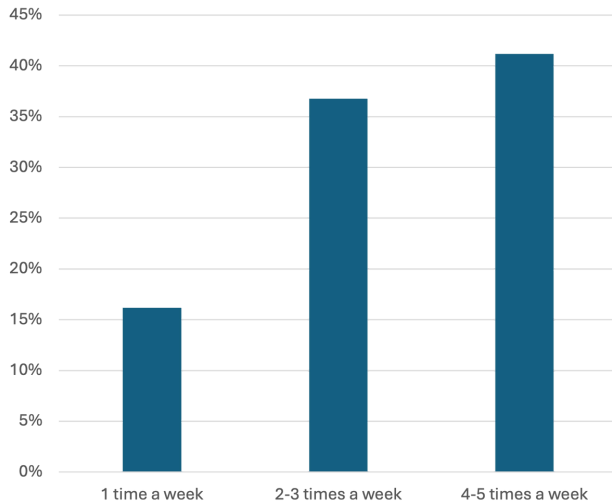
"Utilizing APL Practices and The 6cs, I was able to add deeper rigor and engagement to my lessons. APL also taught me how I could use resources I already have in another way that enhanced active play. My classroom continues to be active, engaged, social, iterative, joyful, and meaningful...just on a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

LCPS Teacher

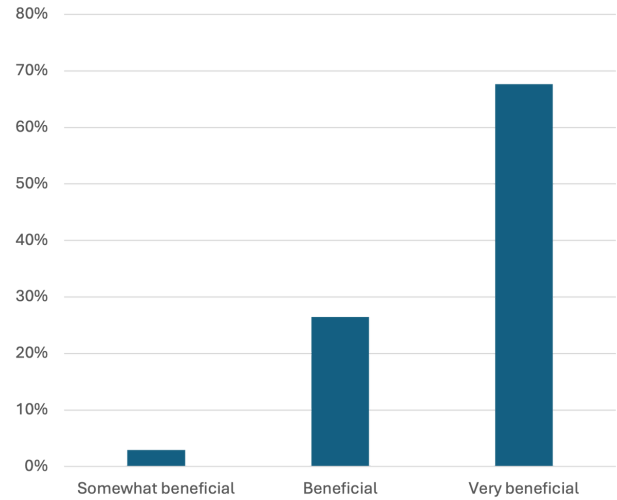
What teachers said:

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



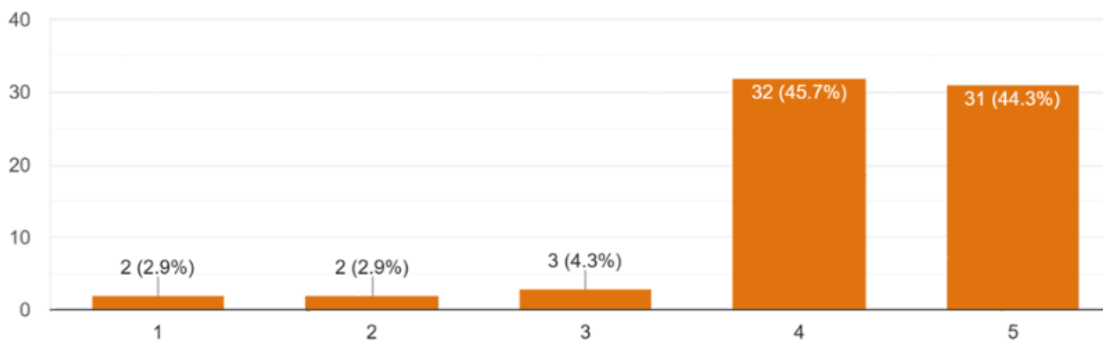
How beneficial teachers find APL



Feedback from LCPS Teachers: APL Lesson Plans (Sept., Oct., Nov.)

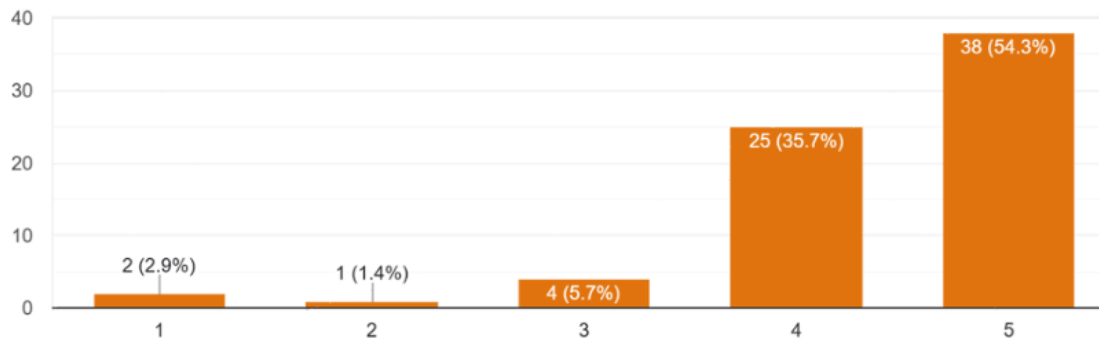
This lesson helped my students learn the concept/skills being taught.

70 responses



My students were more active and engaged in their learning as a result of this lesson.

70 responses



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

Whole School Approach

	Monthly APL Planning CLTs	Digital Resources (info, videos, forum)	Materials (Monthly lesson)	Goal Materials (Teacher chosen)	Coaching (In-person support)	PD Credits
Self-paced	X	X	X			30
Coaching-based	X	X	X	X	X	90

All

- Access to online resources
- Monthly collaborative planning (APL CLTs)
- APL standards-aligned lessons
- Kits to support APL lessons
- 30 PD credits

Coaching

- Biweekly in-person coaching
- Individualized goal-setting and planning
- Teacher-selected classroom materials
- In-classroom support
- +60 PD credits

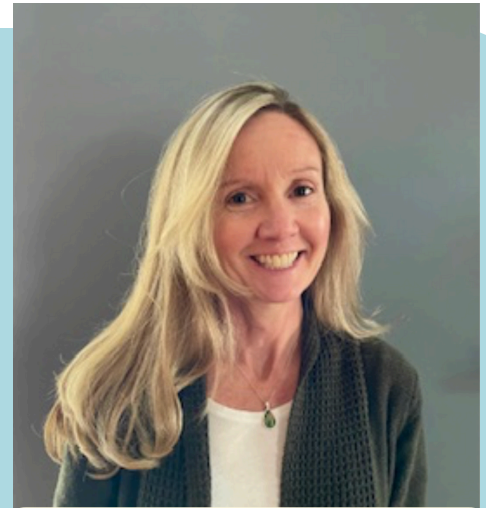
The *University of Virginia*, with the approval of LCPS Research office is inviting elementary schools to work in partnership towards the LCPS strategic goals of empowering students, support staff development, enrich the division and engage the community through the Active Playful Learning (APL) approach.



Meet our Coaches

As one of our coaches, Jen serves as an Education and Outreach Manager at UVA's School of Education and Human Development.

Jen has been an educator for over 20 years and is excited to share APL with elementary school teachers. She especially enjoys working with diverse groups of learners and developing classroom strategies to promote student collaboration, individual growth, and a lasting love of learning. As an elementary teacher, Jen has embraced the challenge of meeting diverse individual student needs in the general classroom while teaching English learners, students with IEPs, and children identified as gifted. She has strived to make learning fun and relatable so that all students can be active, engaged learners who are making progress, achieving their goals, and growing into lifelong learners.



Jen Rofman



Kat Hegedus

Kat has a master's degree in Curriculum and Instruction and over 10 years of experience teaching, mentoring, and coaching in Northern Virginia. In her time in Fairfax and Prince William counties, she has worked in a variety of communities with wide ranges of strengths and needs. Kat joins the APL team with extensive experience accelerating the growth of learners through collaborative and culturally responsive teaching. She believes in a strengths-based approach to foster a joy for learning in the students and teachers she supports. As an alumni of LCPS schools, Kat is excited to bring Active Playful Learning to its teachers and students. In her spare time, Kat loves to read and to explore her local area with her family and friends. She especially enjoys spoiling her nieces and nephews.

With over 10 years of teaching, Karen has extensive experience as a Special Education teacher working with students to support their academic and social skills development. Karen excels in creating a multi-sensory, language-based classroom, incorporating visual, auditory, tactile, and kinesthetic support.

Her high-impact instructional strategies cater to individual learning needs. As a former special education teacher, Karen is adept at developing and implementing Individualized Education Plans (IEP) to meet students' unique requirements. She fosters a nurturing, positive, safe, and respectful student-centered environment, ensuring success for all students. When not working, Karen enjoys spending time with her husband Tom, three boys Will, Charlie and Thomas and their dog Maya.



Karen Twomey