

POG BLOG

Celebrating Portrait of a Graduate Growth and Teaching at Navy ES.



Collaborator



Communicator



Creative and Critical Thinker



Ethical and Global Citizen



Goal-Directed and Resilient Individual



CELEBRATING SUCCESS

This week's POG BLOG recognizes two teachers and classes with great examples of projects that combine PBL, AAP resources, POG skills, and more into powerful learning experiences. Be on the lookout for ideas you can use as you continue to revise and reflect on PBL with your teams.

[2/28/2020](#)

IS IT HIGH-QUALITY, RIGOROUS PBL?

When done with fidelity, project-based learning offers students the opportunity to learn content and develop Portrait of a Graduate skills in a context that is meaningful, relevant, and connected to real-world problems. However, not all projects are created equal. Some projects are more effective than others. When designing, reflecting on, or refining a PBL, consider these essential and the extent to which they are realized.

- AN ENGAGING AND INSPIRING CHALLENGE**
 - The project connects with content standards and possibly across content areas.
 - The project challenge is meaningful, authentic and relevant to students' lives, interests, and/or connected to local or global issues.
 - The project challenge is grounded before students begin content.
 - The driving question pushes students to do more than share information, and instead asks them to synthesize information into a unique idea, and use their creation to persuade, inspire change or encourage people to think differently.
 - The **driving question** develops the list of need to know that drives learning outcomes. The project expectations and parameters are clearly shared to a class.
- THE PROCESS OF INQUIRY AND INNOVATION**
 - Students have a variety of choice in what they create, who they work with, how they gather information, and how they demonstrate understanding.
 - The need to know list is revisited often; students seek to answer their questions and add new understandings as they work.
 - Students have opportunities to lead their own learning, research, and/or planning.
 - Daily lessons follow a workshop engagement model.
- REFLECTION, REVISION AND REFINEMENT**
 - Students engage in an ONGOING PROCESS to formally reflect, revise, and refine their work.
 - Self, peer to peer, teacher to student and student to teacher reflection and feedback are structured throughout.
- SHARE WITH A PUBLIC AUDIENCE**
 - Students share their work with an audience.
 - Students describe their product and the learning process.
 - Audience members have an active role in the presentation, such as asking questions and offering feedback.
 - Students respond to questions and comments.
- THROUGHOUT THE PROJECT, A FOCUS ON PORTRAIT OF A GRADUATE**
 - The project design requires students to use POG skills to be successful.
 - Students know which POG skills they are focusing on. Explicit instruction about POG skills is included throughout the learning.
 - Students reflect formally and informally on their use of POG skills, considering opportunities for future transfer. The teacher offers feedback to support skills growth.

POG & PD

This week's POG BLOG has a recap of some of the topics shared in this week's PBL professional development sessions. Look for quick access to some of the documents shared during these sessions.

[2/21/2020](#)



POG AND KINDNESS

Happy Valentine's Day! This week's POG Blog has lots of ideas for sharing kindness with POG, as well as an abundance of resources you're sure to love! Learn how our Caring Culture and POG SIIP Goals can work together.

[2/14/20](#)



PBL & POG: SHARING LEARNING

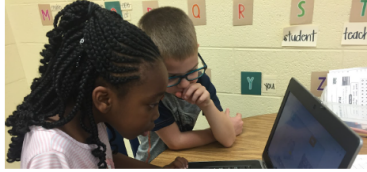
This week's POG BLOG has reminders and ideas for sharing POG learning with others. Check out ideas for including POG as part of your PBL presentations and get an idea of what a Presentation of Learning conference is all about.

[2/7/20](#)

Grade	Quarter 1-2 Goal	Quarter 3-4 Goal
K		
1		
2		
3		
4		
5		

This week's POG BLOG combines two short weeks' worth of information as we transition to Quarter 3. Time Flies!

[1/24/2020](#)



NEW YEAR NEW POG

With a new year comes new opportunities for incorporating POG skills into your classroom routines. This week's POG BLOG includes ideas for transitioning from your Quarter 1/2 focus skills to Quarter 3/4 skills, as well as ways to include POG into a review of your classroom routines.

Weekly POG BLOG ▾ Featured Lessons 🔍



POG SKILLS AND HOLIDAYS

With winter break on the way and busy classrooms everywhere, this week's POG BLOG is a 2-for-1 to cover those last moments before break!

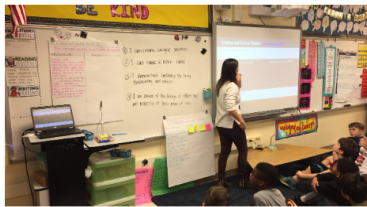
[12/18/19](#)



HOUR OF CODE AND POG

Next week (Dec. 9-15) is [National Computer Science Education Week](#). A large part of this week in FCPS is participation in an [Hour of Code](#). This week's POG BLOG features ways to incorporate POG evidence and reflection with Hour of Code!

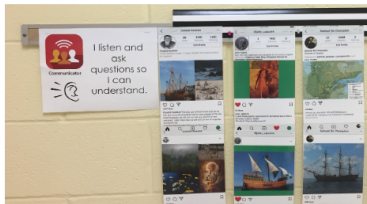
[12/6/19](#)



TOOLS FOR VOICE AND CHOICE

There's a lot to be thankful for in this week's POG BLOG! This week features some digital tools to give students voice and choice in classroom learning and POG reflection. Plus, this week's featured lesson is a Chalk Talk that uses collaboration to take a closer look at POG skills.

[11/22/19](#)



MAKING THINKING VISIBLE

Many thanks this week go out to guest POG Blogger Kristen Scudder, with some great ideas for combining Critical and Creative Thinking Lessons with both academic content and POG reflection.

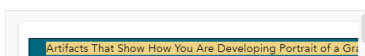
[11/15/19](#)



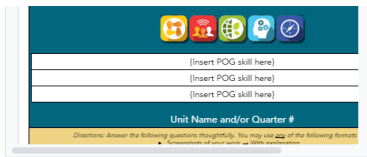
DOCUMENTING EVIDENCE

Even during a short week, there was plenty of POG work taking place at Navy. Starting with POG from the first days of the quarter is a great way to help students develop their reflection skills and make a habit of collecting and curating evidence of POG growth.

[11/8/19](#)



EVIDENCE OF GROWTH



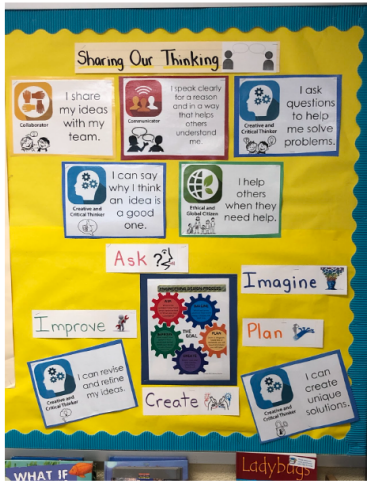
Congratulations on completing the first quarter of the school year. There have been many successes with POG to celebrate. This week's POG BLOG highlights the next step in documenting POG growth: gathering and saving evidence of growth.

[11/1/19](#)

GET OUT OF A REFLECTION RUT!

This week's theme is *reflection*. Stuck on ideas for quickly integrating POG reflection into your daily routines? This week's POG BLOG contains ideas and resources to help students reflect on their POG growth.

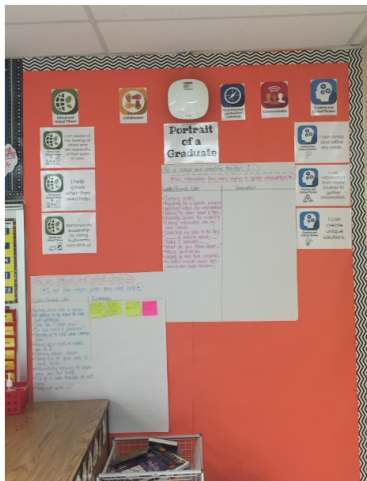
[10/25/19](#)



ASSESSMENTS GRADED, WHAT NOW?

Now that your POG Pre-assessments are complete, it's time to score them. This week's POG BLOG includes reminders of how to access and record your students' assessment data. Plus, this week's featured lesson celebrates a team-wide effort to include POG reflection every day!

[10/18/19](#)



FITTING IT ALL IN

With so many FCPS initiatives taking place at the same time, it is easy to start feeling overwhelmed. Look to this week's POG BLOG for ideas on integrating these tasks into the lessons you are already doing!

[10/11/19](#)



SELF-ASSESSMENTS

Now that your students have completed their self-assessments for your grade's quarter 1 & 2 POG Attribute, you may be wondering what we are going to be doing with them! Read this week's POG BLOG to learn more.

[10/3/19](#)



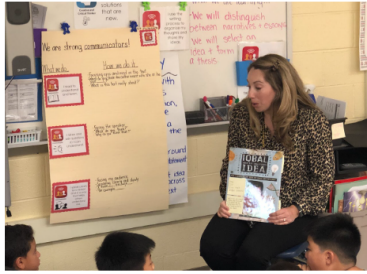
POG & CONTENT

Check out this week's POG BLOG for access to two terrific examples of ways to include POG skills into lessons that you are already doing with your students.





[9/27/19](#)



EVERY LESSON, EVERY DAY

Look for a few brief reminders in this week's POG BLOG, as well as some quick and easy tips for including moments of POG reflection in your students' day.

[9-20-19](#)



AAP & POG

This week you can learn about how AAP Critical and Creative thinking lessons can support POG growth for ALL students at Navy!

[9-13-15](#)



POG RESOURCES

This week's POG BLOG includes a one-stop-shop for getting started with POG, important reminders, and a creative lesson to introduce all of the POG skills.

[9-6-2019](#)



MAKING POG VISIBLE

This week's focus is celebrating the ways POG is visible at Navy! Click the link to read more.

[8-29-2019](#)

