
INTRODUCTION

An investment in education is an investment in our future. A good return on this investment requires thoughtful attention to curriculum and instruction, professional development, and leadership. The significance of this book stems from over a decade of experience perfecting these principles. My teaching career began in the Oakland Unified School District, where I took an early interest in strategic planning and curriculum design. My lesson plans were carefully constructed and I spent hours designing my own templates/worksheets. I took advantage of professional development opportunities by attending conferences inside and outside of the district. Even as a novice, I recognized the need to enhance my practice through professional development. I was especially intrigued by professional development that related concepts and ideas directly to the classroom. This type of relevance and application is a key ingredient for immediate transfer.

After two years in Oakland, I accepted a teaching position in the Los Angeles Unified School District (LAUSD). I credit LAUSD for propelling my career in teaching and leadership, namely as a GATE and Data Coordinator, Response to Instruction and Intervention (RtI²) Expert, Common Core Facilitator, and administrator. My career experiences have resulted in facilitating professional development for hundreds of teachers and schools. It was not long before I became acutely aware of the need for interdisciplinary models that accelerate achievement through 21st Century Skills. These truths, along with my passion for project-based learning, were instrumental in the development of this book. I felt compelled to utilize my knowledge and expertise in curriculum planning, professional development, and leadership by creating +1 Pedagogy™. The timeliness of this book meets the demands of a Common Core-aligned curriculum and sets the bar for exemplary practices in education.

The standard competencies within the Common Core necessitate new norms for teaching and learning. Students are challenged with going deeper for conceptual knowledge, employing critical thinking skills, and using computer-mediated technology, while teachers are tasked with facilitating this process. Today's workforce reflects these same skill requirements. Many jobs require a college degree, certifications, and/or technological skills. For this reason, schools across the United States and around the world are adapting instruction to mirror college and career readiness. A college education is advantageous and can increase career opportunities. To prepare students for meeting these expectations, an interdisciplinary approach to learning that elevates consciousness, accelerates achievement through 21st Century Skills, and builds the capacity of our nation's youth to compete in a global economy is essential. This approach is defined as +1 Pedagogy™ (+1P), a framework that pushes the boundaries of what is possible in the classroom by bridging technology and innovation in education. This framework amplifies student potential and transforms instruction to better meet the academic and social needs of students.

+1P is an instructional model that leverages achievement through project-based learning (PBL). Despite the popularity of PBL, I know firsthand that it is not as prevalent in schools as one may think. While educators may utilize certain aspects of PBL, such as inquiry and investigation, more comprehensive models are needed. The +1P framework is interdisciplinary, integrates technology, and spans all grade levels, making it applicable to students of all ages and interests. Students can study a broad range of topics across any discipline. Critical components include authentic tasks, inquiry, research, 21st Century Skills, technology, problem solving, collaborating, writing, presenting, and reflecting—necessary skills for college and career readiness. This style of content delivery and academic rigor prepares students to apply concepts beyond the classroom, thus contributing to their development as action researchers and global competitors.

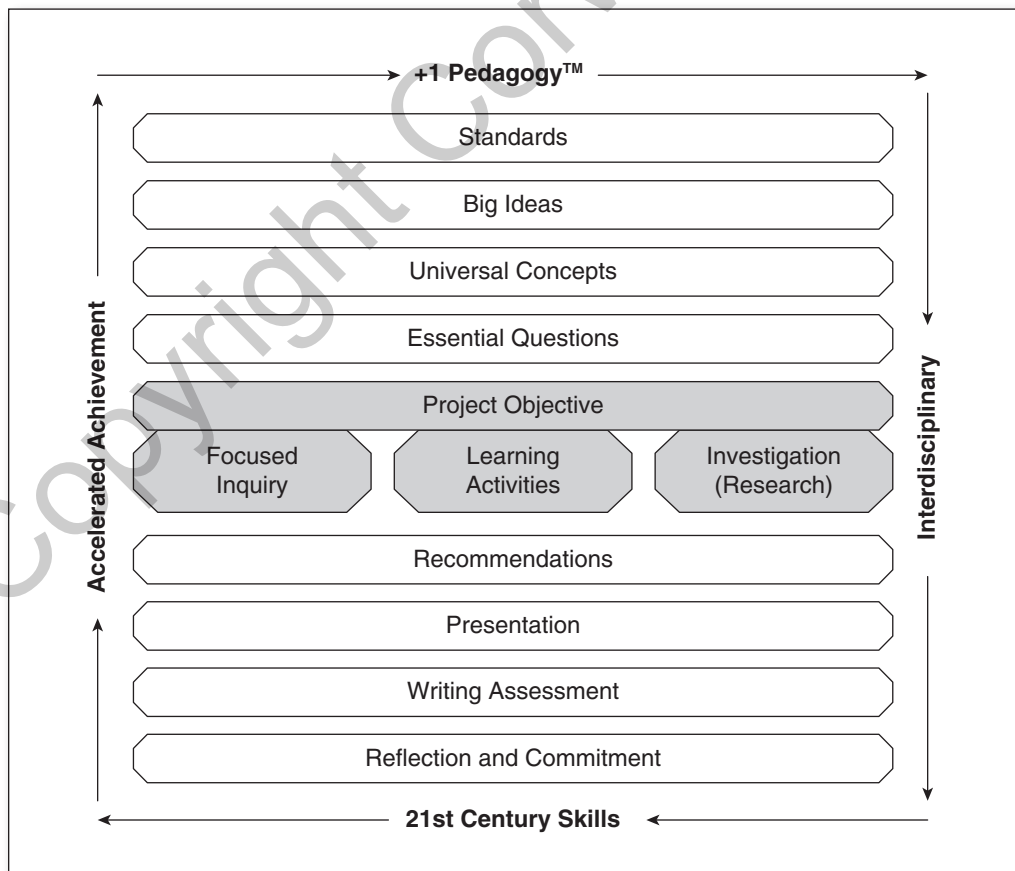
THE PURPOSE OF THIS BOOK

The purpose of this book is to provide educators with an invaluable resource for planning, managing, and assessing +1P. To accomplish this goal, a practical guide is needed to streamline implementation. This book serves as a road map for guiding educators through the process. You will find that this framework is feasible on *all* levels,

regardless of budget, minimal or advanced technology, and grade level. One highlight of +1P is the cost-effectiveness of implementation. Educators are encouraged to use the resources already within their possession, along with the resources provided in this book. For your convenience, concrete strategies and techniques for engaging in a cycle of inquiry and investigation are included. By the end of this book, readers will be fully equipped to implement the framework. Figure A includes a diagram of the +1P framework. The remaining chapters explain this diagram in further detail.

Far too often, educators are introduced to new curricula, pedagogical practices, and strategies without a comprehensive guide for implementation. This book is intentionally designed as a turnkey model for facilitating and implementing +1P. To build your capacity, the “I do, you do” approach is utilized. As I unpack an example unit of study, you will simultaneously create your own unit of

Figure A +1P Diagram



study. You will also process your learning through a strategy called “Think-Question-Transfer.” This user-friendly strategy is the impetus for application and transfer to the classroom. After reading this book, you will be prepared to start your own +1P journey. You will understand the process from beginning to end. Written primarily for K–12 educators, the strategies and ideas in this book are equally applicable to college professors and parents.

TO PLAN IS TO LEAD

I firmly believe that the quality of your planning is a reflection of your performance and leadership. A plan of action is necessary for achieving goals and sustaining outcomes. Without a coherent plan of action, pursuit of goals/objectives/outcomes may be disjointed and misguided. Educators also need to be supported in their planning. They need time to plan (compensation for planning is not a bad idea either) and a repertoire of tools/instructional methods/strategies that foster planning. The first section of this book provides an entry point for +1P planning but does not stop there. Once a plan is in place, instruction must be delivered and managed accordingly. The second section of this book provides an entry point for +1P implementation and management but does not stop there. The final section of this book addresses +1P accountability, assessment, and reflection. All three sections of this book—planning, managing, and assessing—are vitally important for successful implementation of the +1P framework.

HOW TO USE THIS BOOK

Optimal practice makes perfect—this phrase is packed with implications for teaching, learning, and applying knowledge. Teaching and learning are enhanced with optimal practice, and performance is enhanced when you apply *what* you practice. This book is designed to guide your repeated practice of applying the +1P framework to your classroom. Rarely are new initiatives implemented with perfection the first time around. Even as a veteran teacher, you will need to practice to become better at facilitating the process. The key to +1P is getting started and persevering through the process. This book includes a myriad of strategies to bolster your success with implementation. Each section of this book—planning, managing, and assessing—emphasizes practical techniques to streamline implementation. The

concepts presented in each chapter build on one another. For this reason, the chapters are best read in chronological order. There is a compelling logic to the layout of this book. The first chapter sets the foundation and is grounded in theory and research. Chapters 2 and 3 define the +1P framework and start to blend theory with practice. The fourth chapter integrates +1P with computer-mediated technology. Chapter 5 elaborates on +1P assessments and the use of rubrics for mastery. The final chapter ties everything together and starts a conversation about implementing the +1P framework into classrooms.

Most importantly, you will have multiple opportunities to process and practice as you read. It is recommended that you highlight salient points in the chapters, write copious notes in the margins, and complete the practice tasks. Your experience with this book is meant to be interactive, engaging, and applicable to your students. Take full advantage of planning a completed unit of study and building your capacity to implement +1P. Whether you are a teacher, instructional coach, coordinator, administrator, or parent, use this book to generate conversations about rigor and instructional strategies that prepare our students for college and career readiness. The +1P framework is designed to yield the best results for teaching and learning in a highly competitive world. Together, we can accelerate achievement as we invest in the future of our students.