## Literacy Design Collaborative in 2015-2016

### Introduction

The Literacy Design Collaborative (LDC) is a framework for preparing students for college and career by engaging science, social studies, and ELA middle and high school students in:

* Regular practice with **complex text** and its **academic language**
* **Building knowledge** through **content-rich non-fiction**
* Reading, writing, and speaking grounded in **evidence from text**, both literary and informational

LDC supports behaviors outlined in the Teacher Support Toolbox, specifically creation of quality assessment items and lesson and unit planning. PD integrates teachers’ use of the Guidebooks.

Currently, over 2000 teachers and school/district leaders are participating in the LDC in 40 districts across LA.

## Training Expectations

The success of LDC in improving student outcomes is directly linked to teacher, principal, and central office commitment to learn and use the framework with support from experts and from their peers.

Social studies, science, and/or ELA elementary, middle, and high school teachers are selected to participate in LDC professional development. Teachers should work on the same campus to facilitate ongoing collaboration.

#### Teachers are expected to:

1. Attend 3 one-day professional development sessions.
2. Commit to implementing the LDC framework throughout the school year, which includes approximately:
   * 24 hours of in-person professional development (does not include travel to and from professional development sites).
   * 10 hours developing, refining, and revising modules (unit and lesson-type plans).
   * 6 hours of collectively jurying a student work (looking at student writing responses to assess mastery of standards).
3. Develop two modules throughout the school year.

#### Principals are expected to:

1. Attend 3 one-day professional development sessions with teachers.
   * Teachers want to know that their principals support LDC and that principals understand how to use Compass or other state-approved rubrics to observe LDC classrooms. Leadership breakout sessions will focus on teacher support by integrating LDC and Compass resources.
2. Check in with teachers at least once per month.
3. Schedule common planning periods and release time for participating teachers.

#### District leaders are expected to:

1. Attend 3 one-day professional development sessions with teachers.
2. Provide schools with resources to implement (e.g., electronic literature database, travel and/or substitute reimbursement for teachers and leaders to participate).
3. Resolve issues that may arise throughout the school year (i.e., allowing teachers flexibility in their lesson planning format, finding common planning time for teachers, etc.).

## 2015-2016 Training Dates

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| **Event** | **Date** | **Location** | **Participants** |
| LDC Orientation  Teacher Leader and Superintendents’ Collaboration Events | June 3-5 | New Orleans | Superintendents  District leaders  Teacher leaders  Teachers |
| LDC Training #1 of 3 | September 9 (W)  September 10 (Th)  September 11 (F) | W. Monroe  Lafayette  Chalmette | Teachers, Principals, and District leaders |
| LDC Training #2 of 3 | November 4 (W)  November 5 (Th)  November 6 (F) | W. Monroe  Lafayette  Chalmette | Teachers, Principals, and District leaders |
| LDC Training #3 of 3 | January 20 (W)  January 21 (Th)  January 22 (F) | W. Monroe  Lafayette  Chalmette | Teachers, Principals, and District leaders |

Register on Coursewhere at: <https://www.solutionwhere.com/ldoe/cw/main.asp>.