A BLENDED PROFESSIONAL LEARNING APPROACH TO ENACTING STANDARDS IN INSTRUCTION

The Literacy Design Collaborative (LDC) was awarded a prestigious Investing in Innovation (i3) federal grant in order to work with a cohort of New York City schools. The program includes two years of professional development and coaching support at no cost to the participating schools!

This exciting grant opportunity offers both professional capacity building as well as guidance in developing an ongoing learning path. LDC offers an extensive online planning space and library of Common Core-aligned resources for teachers of all subject areas. LDC works seamlessly with existing curriculum and promotes teacher building; educators are empowered to deeply support their students' development of content knowledge and literacy skills.

FREE ONGOING VIRTUAL COACHING & PROFESSIONAL DEVELOPMENT

Each school will receive job-embedded supports that build:

- Rigor of writing assignments and assessments
- Quality, consistency, and disciplinary relevance of writing assignments
- School-level alignment of planning and instruction to standards

WHAT DO YOU AND YOUR SCHOOL RECEIVE?

Two years (SY17/18 and SY18/19) of support in backwards planning standards-driven writing assignments for use within existing curricula and all content areas.

TYPE AND FREQUENCY OF SUPPORTS:

- PLC Virtual Coaching Sessions: Two per month
- Ongoing Feedback: From LDC Coaches on Curriculum Plans
- Support visits from NYC DOE Instructional Specialist
- Quarterly in-person Administrator professional development
- Quarterly in-person Project Liaison professional development

For more information, please contact Barbara Brown at barbara@ldc.org or Luis Nazario at lnazari@schools.nyc.gov. View teacher-created assignments at ldc.org/sample-curricula.
SCHOOL REQUIREMENTS

- Professional Learning Community (PLC) must include 4th–8th grade teachers
- PLC must have at least 5-10 teachers
- A minimum of three writing performance assignments (LDC modules) must be taught per year
- PLC must meet weekly for one hour
- A teacher leader must be appointed to support the work and liaise with coach
- Participants are asked to complete a 20-minute survey at the end of the year

RESULTS

Quality Review Connection

Indicator 1.1 Curriculum: Teachers develop modules aligned to the Common Core Learning Standards (CCLS) with a focus on: content standards, literacy standards, and how these modules integrate into the curriculum.

Indicator 1.2 Pedagogy: Teachers collaboratively plan tasks that require students to engage in high levels of thinking and participation. Modules and mini-tasks provide opportunities for scaffolding and extensions for all learners.

Indicator 2.2 Assessment: Teams evaluate success and progress based on student work and data that is aligned to school goals.

Indicator 4.2 Teacher Teams and Leadership Development: Teacher teams engage in structured professional collaboration by examining student work and assessment data to refine plans and curricula, in a manner that is aligned to CCLS and strengthens teachers’ instructional capacity.

FEEDBACK FROM THE COMMUNITY OF PRACTICE

"The LDC framework has encouraged me to ramp up the level of rigor in my literacy block where I now have much of my class immersed in the stages of close reading, writing to explain, and constructing models of their learning. I have implemented the framework three different times and feel more and more excited about it each week!"

Jennifer Barry, first-grade teacher
PS 48 William Wordsworth

"Our professional learning community is a vertical team comprised of one teacher from each grade level. The team meets weekly to create rigorous, CCLS-aligned tasks, and the teachers revise their assignments based on student work analyses. Because of this, we have grown in our Quality Review from Developing to Proficient in 1.1 Rigorous Curricula, 1.2 Pedagogy, and 5.1 Systems Monitoring."

Patricia Mitchell, Principal
PS 48 William Wordsworth

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