LDC and LAUSD Investing in Innovation (i3) Project for LA Schools
Planning Standards-Driven Instruction in All Content Areas

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 LAUSD schools. The program includes two years of professional development and coaching support at no cost to the participating schools! Additionally, UCLA’s CRESST will evaluate the impact of this coaching and planning on teacher practices and student learning.

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 standards-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. Supports interdisciplinary writing and teaching writing in science and social studies.

TYPE AND FREQUENCY OF SUPPORTS:
- PLC Virtual Coaching Sessions: Two per month
- Weekly feedback from LDC coach on teacher modules
- Support visits from LDC District Specialist
- Quarterly in-person professional development for administrators
- Quarterly in-person professional development for project liaisons
- $2,000/year stipend available for an appointed LDC Teacher Leader on campus

For more information, please contact Megan Jensen at megan@ldc.org or Jaimi Krielaart at jaimi.krielaart@lausd.net.
View teacher-created assignments at ldc.org/sample-curricula. Approved: Derrick C. Chau, Ph.D., Senior Executive Director of Instruction.
SCHOOL REQUIREMENTS

- Professional Learning Community (PLC) must include teachers in one or more grades between 4th-8th
- PLC must have at least 5-10 teachers, (i.e. certain grade levels or departments)
- A minimum of two 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

Supporting LAUSD Teaching and Learning Framework

Standard Focus Elements

1: Planning and Preparation
   - a2. Knowledge of content-related pedagogy
   - b1. Awareness of students’ skills, knowledge, and language proficiency
   - e2. Planning assessment criteria

3: Delivery of Instruction
   - a1. Communicating the purpose of the lesson
   - a4. Use of academic language
   - b1. Quality and purpose of questions
   - c1. Standards-based projects, activities, and assignments
   - d3. Feedback to students

5: Professional Growth
   - a2. Use of reflection to inform future instruction

FEEDBACK FROM THE COMMUNITY OF PRACTICE

LDC has moved us toward regular conversation around how we can get our students performing the skills that our standards expect. My teachers are part of a vertical team focused on building enduring literacy skills for all students. They made the ultimate connection of being intentional and deliberate when planning what they were going to teach, and how they would know if students were independently meeting their grade-level CCSS.

Tracie Bryant, Principal
Saturn Street Elementary School

LDC modules increase rigor for students of all learning styles and levels. The backwards planning design of these modules has helped teachers better understand what the students need to do to complete a standards-based assignment, and what they need to learn to get there. We will work closely with our LDC coach to spread this standards-based writing instruction across all grade levels and disciplines!

Pamela King, 7th Grade History/ELA Teacher
Walnut Park Middle School - Social Justice/School for Advanced Studies

 Teachers will learn to design rigorous tasks, like the one above, which will result in improved student outcomes. Register for an LDC CoreTools account to see additional examples, as well as sample student work. coretools.ldc.org

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