LDC Teacher Institute
Teacher Institute – Session 1

Outcomes

• Understand how the LDC Framework is a strategy to bring the Common Core State Standards (CCSS) into classroom practice

• Know the components of the LCD Framework and its function within the LDC system

• Choose an LDC Template Task to create a Teaching Task

• Begin to write an argumentative or informational module for your Teaching Task

• Explore supports for writing and implementing LDC
Teacher Institute – Session 1 Agenda

A. Welcome

B. LDC – An Instructional Framework/Strategy for Implementing the Common Core
   1. Opportunities and Commitments
   2. LDC as a Framework to Support CCSS Implementation - Bird’s Eye View
      a) 4 Components
      b) A Look into an LDC Classroom/Implementing Demands of Instructional Shifts of Common Core
   3. Section 1: What Task
      a) Overview of Template Task Bank
      b) Intentional Choice of Template Task
      c) Jurying a Teaching Task
      d) Writing and Jurying a Teaching Task
      e) Overview and Background
      f) Text Selection
   4. Section 2: What Skills
      a) Skill Clusters
      b) Grade Level Common Core ELA Skills and Content Specific Standards
      c) Skill Definition – Ability to….
   5. Section 3: What Instruction
      a) Creating Aligned Mini Tasks
      b) Differentiating Instruction
      c) Formative Assessment

C. Electronic Supports

D. Work Session

E. Exit Slip

reachassociates
REDEFINING THE CORE HABITS OF TEACHING & LEARNING
Teacher Institute – Session 2

Outcomes

• Understand the 7 elements and scoring used on the LDC Rubrics

• Deepen understanding of each section in the LDC Framework and how each section supports implementing the Common Core Standards (CCSS)

• Revise 1st module or being to write a 2nd LDC module
Teacher Training – Session 2 Agenda

A. Welcome
B. Reconnecting Conversation LDC – An Instructional Framework/Strategy for Implementing the Common Core
   1. Four Core Components of the LDC Module System
      a) Section 1: What Task?
      b) Section 2: What Skills?
      c) Section 3: What Instruction?
      d) Section 4: What Results?
   2. Practice Expert’s Sharing - While implementing your LDC module, note something that yielded an increase in student achievement, a change in instructional practice and/or a positive result on Teacher Effectiveness Rating.
      a) Table Conversations
      b) Whole Group Sharing
C. Why Rubrics for Scoring?
   1. Individual Grading
   2. Whole Group Debriefing
D. Translating LDC Rubric
   1. Purposes of LDC Rubric
   2. 7 Elements of the LDC Rubric
E. Using the LDC Rubric for Scoring
F. Jurying Tool Walk Through
G. Work Session - Writing 2nd Module
H. Exit Slip
Teacher Training – Session 3

Outcomes

• Deepen understanding of how the LDC Framework provides teachers a vehicle for implementing CCSS
• Connect implementation of LDC to the Teacher Effectiveness Tool(s)
• Gain a deeper understanding of writing an LDC module by jurying a module
• Validate, deepen and/or acquire effective instructional strategies for implementing the CCSS/LDC
Teacher Institute – Session 3 Agenda

A. Welcome

B. Connecting LDC and Teacher Effectiveness Tools

C. Digging Deeper into Section 3 – What Instruction
   1. Choosing and Analyzing Complex Text
   2. Academic Vocabulary Development
   3. Socratic Seminar
   4. Daily Formative Teaching and Learning System

D. Jurying a Module
   1. Table Work Session
   2. Whole Group Sharing

E. Work Session