## Expanding the Literacy Design Collaborative in 2013-2014

### 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 provides a framework that supports teachers through the behaviors outlined in the [Teacher Support Toolbox](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox). Specifically, LDC supports assessment creation and lesson and unit planning.

In 2011-2012, 45 teachers and leaders in 4 LEAs participated in Cohort 1 of the LDC. In 2012-2013, Cohort 2 was added. Currently, over 450 teachers and leaders are participating in the LDC in 21 LEAs across Louisiana.

### Primary Consideration:

The Louisiana Department of Education (LDE) will add Cohort 3 and another 150 middle and high school science, social studies and ELA teachers *in districts new* to LDC for the 2013-2014 school year. Teachers interested in participating will receive professional development from national expert trainers and will have access to R-GroupSpace (a virtual learning platform).

Given the high demand for LDC and limited participant space available, preference will be given to LEAs that demonstrate commitment to implementing LDC with fidelity by agreeing to the expectations on the following pages.

### Professional Development

The LDE will provide a one-hour webinar on May 2 to discuss the LDC professional development plan and expectations, review the application process, and answer questions. Districts selected for Cohort 3 will receive three days of teacher training, three days of leadership training, and ongoing virtual support to school and district/charter staff participating in the LDC. On-site support will also be provided by Network staff, as needed and/or requested. LEAs may contact [jill.slack@la.gov](mailto:jill.slack@la.gov) for additional information.

## Participant 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.

#### LEA expectations

1. 6-12 teachers must be selected to participate in up to two schools. Teachers should work on the same campus (i.e., middle school and/or high school) to facilitate ongoing collaboration. Preference will be given to schools that schedule common planning periods or release time for participating teachers.
2. LEAs are responsible for providing teachers with the following resources:
   * Module Creator ($40/teacher);
   * Subscription to an electronic literature database (i.e., EBSCO); and
   * Travel/substitute reimbursement for teacher and leader to participate in professional development.

#### Teachers are expected to:

1. Be social studies, science, and/or ELA middle or high school teachers.
2. Develop a minimum of two modules throughout the school year.
3. Attend all trainings.
4. Commit 80 hours throughout the school year.
   * These hours will directly contribute to the development of lessons and units that the teacher will implement during the school year and include:
     + 40 hours in-person and virtual professional development as well as peer planning and school-based collaboration meetings.
     + 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).
5. Be highly motivated and willing to develop and share lessons and other instructional resources.

#### Principals are expected to:

1. Attend the first teacher training and all leadership meetings (32 hours total).
   * 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 meetings will focus on teacher support and evaluation by integrating LDC and Compass resources.
2. Participate in R-GroupSpace and sign up for personalized learning.
   * Interact with teachers on R-GroupSpace space at least once per month.

#### A Central office leader (i.e., SRCL project director, ELA or curriculum supervisor) is expected to:

1. Commit to successful LDC implementation.
2. Attend every training (48 hours total – teacher institutes and leadership meetings).
3. Engage with each teacher in R-GroupSpace space at least twice per month.
4. Resolve issues that may arise throughout the school year (i.e., allowing teachers more flexibility in their lesson planning format, finding common planning time for teachers, etc.).
5. Communicate clearly with teachers about trainings.

## 2013-2014 Key Calendar Dates

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| **Event** | **Date** | **Location** | **Participants** |
| LDE releases LDC plan/expectations in Superintendent’s newsletter | April 23, 30 | NA | NA |
| LDC Orientation Session   * 1-hr Webinar to discuss Cohort 3 PD plan and expectations, review application, and answer questions * Post one-page application | May 2; 3:15 pm | NA | Districts new to LDC |
| Application is released in Tuesday newsletter | May 7 | NA | Districts new to LDC |
| LEAs submit 1-pg application to participate   * Schools, # of teachers, tentative roster, confirmation that they have the fiscal resources to commit | June 7 | NA | Districts new to LDC |
| LDE announces Cohort 3 | June 18 | NA | Districts new to LDC |
| LEAs confirm participation via e-mail | June 28 | NA | Districts new to LDC |
| Network Training (for LDE staff) | Sept 3 | Baton Rouge | Network coaches |
| Leadership Meeting #1 of 3 | Sept 4  Sept 5 | West Monroe  Chalmette | Cohort 2 and 3 LIS, district project leads, principals, trainers, network staff |
| Teacher Institute #1 of 3 | Sept 24  Sept 25  Sept 26 | West Monroe  Alexandria  Chalmette | Cohort 3 teachers and new teachers in Cohort 2 |
| Leadership Meeting #2 of 3 | Oct 23  Oct 24 | West Monroe  Chalmette | Cohort 2 and 3 LIS, district project leads, principals, trainers, network staff |
| Teacher Institute #2 of 3 | Jan 28  Jan 29  Jan 30 | West Monroe  Alexandria  Chalmette | Cohort 3 teachers and new teachers in Cohort 2 |
| Leadership Meeting #3 of 3 | Feb 5  Feb 6 | West Monroe  Chalmette | Cohort 2 and 3 LIS, district project leads, principals, trainers, network staff |
| Teacher Institute #3 of 3 | April 29  April 30  May 1 | West Monroe  Alexandria  Chalmette | Cohort 3 teachers and new teachers in Cohort 2 |
| R-GroupSpace  (virtual on-demand and scheduled support) | Ongoing | NA | Cohorts 1, 2, and 3 teachers, principals, district project leads, trainers, network staff |

## Description of Professional Development

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| --- | --- | --- | --- |
| **Activity** | **Participants** | **Timing/Frequency** | **Description** |
| **Teacher Institutes**  Reach Associates consultants deliver training | -Teachers in new districts (Cohort 3)  (est 150 teachers)  - New teachers in Cohort 2 districts  (est 150 teachers)  (Total 300 teachers)  Note: Cohorts 1 and 2 districts have scaling/ implementation plans, which utilize experienced LDC teachers in training new teachers in their districts to use the tools | 3 locations, 3 sessions  Session 1: Sept 24-26  Session 2: Jan 28-30  Session 3: Apr 29-May 1  (All Tues, Wed, Th) | Teachers will participate in 3 one-day sessions. The strands for the concurrent sessions are:   * LDC framework * Deepen content understanding of LDC and its support of implementing the Common Core * Developing and Revising Modules * Honing in on Skills and Mini Tasks * Focus on Instructional Strategies (e.g., Socratic seminars) * Scoring Student Work Products * Jurying modules * Introduction to R-GroupSpace * Alignment between LDC and Compass/TAP |
| **Leadership Meetings**  **(Trainers, LIS, Project Leads, Network Staff, Principals)**  Reach Associates consultants deliver training | Cohorts 2 and 3  (est. 200) | 2 locations, 3 sessions  Session 1: September 4-5  Session 2: October 23-24  Session 3: February 5-6  (All Wed, Th)  Each location and session will have 2 breakouts – Cohort 2 and Cohort 3 | Leaders will:   * Gain training protocols and strategies * Explore R-GroupSpace, a site for *Personalized Learning* * Reflect on implementation efforts/share lessons learned * Understand alignment between LDC and Compass/TAP * Work collaboratively on problems of practice * Deepen content understanding of LDC and its support of implementing the Common Core * Score student work * Jury modules * Plan for sustainability and scaling of LDC |
| **Network Training**  Reach Associates consultants deliver training | Network coaches and staff | September 3  (Tues) | Participants will understand:   * Purposes of the LDC tools * How to provide support to district/school staff * How to coordinate tool implementation with existing curricula and protocols |
| **R-GroupSpace** | Cohort 1, 2, and 3 participants, including teachers, principals, central office staff, Network coaches, trainers (via sub-communities) | Ongoing virtual on-demand and scheduled supports | Participants will have on-demand and scheduled differentiated supports via R-GroupSpace for:   * Developing modules * Implementing mini-tasks and instructional strategies * Jurying of modules * Scoring student work * Answering questions |