Conference Objectives

1. Introduce, improve and deepen LDC and MDC practices in elementary, middle grades, high schools and technology centers.
   A. Introduction to LDC
      • Design assignments and modules that engage students in reading grade-level English/language arts, science, social studies, career and technical education (CTE) and other related texts, and have students demonstrate their understanding in written assignments.
   B. Introduction to MDC
      • Apply the Standards of Mathematical Practices by selecting, planning and using formative assessment lessons (FALs) that are aligned to math curricula.
   C. LDC Best Practices Sessions
      • Create LDC modules by crafting strong reading and writing assignments that lead to higher achievement in academic and CTE courses.
      • Jury modules to take them from “good to go” to “exemplary.”
      • Use the LDC writing rubrics to effectively score and improve student writing.
      • Scaffold instruction so students can comprehend difficult texts and complete writing assignments resulting in higher achievement in academic and CTE courses.
      • Use LDC tools and strategies to get students to complete grade-level and above work.
      • Support struggling writers to become proficient writers.
   D. MDC Best Practices Sessions
      • Select and implement FALs.
      • Group students for effective collaboration and learning.
      • Analyze student work to determine math misunderstandings.
      • Formulate strong questions that lead to improved math reasoning and understanding.
      • Learn how to create real-world math problems instead of relying on contrived textbook and worksheet problems.
      • Incorporate math literacy into instruction, including reading textbooks and math-related documents and using the language of mathematics.
      • Engage all math teachers in using MDC tools and instructional techniques.
   E. LDC Technology Sessions
      • Become part of a professional learning network of teachers from the same discipline area to create modules, assess student work and share ideas.
      • Use technology to work toward all students achieving college-ready literacy.
      • Leverage technology to create and use blended instruction techniques to deliver LDC instruction.
      • Create videos to improve practice.
      • Review online courses to support teachers in using LDC tools and strategies.
**F. MDC Technology Sessions**
- Become part of a professional learning network to connect and collaborate with other MDC teachers and analyze student work, determine misunderstandings and develop good questions.
- Use technology to ensure all students meet college-ready math standards.
- Leverage technology to create and use blended instructional techniques to deliver MDC instruction.
- Create videos to improve practice.

**2. Spread and support the literacy and math practices to other classrooms and schools in districts.**

**A. Spreading LDC and MDC**
- Structure and support professional learning communities around content areas.
- Develop and grow teacher-leaders who can assist in spreading LDC and MDC to all classrooms and schools and who can train other teachers in these tools and strategies.
- Develop local literacy and math trainers who can assist in spreading LDC and MDC to all classrooms and schools and who can train new teachers and leaders.

**B. Supporting LDC and MDC**
- Schedule time for teachers to collaborate on planning instruction, examining student work and conducting data analysis.
- Use the LDC and MDC classroom observation protocols to provide teachers with targeted feedback to help them progress in mastering essential practices.
- Learn strategies to network with other school leaders implementing LDC and MDC.

**3. Learn from practitioners’ experiences and evidence of student success with LDC and MDC in districts, schools and classrooms.**

**A. LDC Evidence Sessions**
- Review vetted modules by discipline areas with evidence of deeper student learning.
- Hear how LDC changed classroom and assessment practices and see evidence of improved student achievement on classroom and state exams in various content areas.
- Review student writing products that reflect growth in writing skills and deeper content knowledge through use of LDC tools and strategies.

**B. MDC Evidence Sessions**
- Learn about improved math achievement on classroom and state standardized assessments.
- Review videos of FALs being taught.
- Share evidence of how planning and day-to-day instruction change in math classrooms when using MDC strategies.
- Look at examples of how MDC changes classroom assessments.
- Hear leaders describe experiences implementing MDC tools and strategies, including evidence of student success.
4. Learn about SREB’s College Readiness Courses and the results teachers experienced when they taught them in the 2014-15 school year.

A. Literacy Ready
   - **Intro to Literacy Ready: Ready for Reading in All Disciplines**
     This SREB course was developed for students who are underprepared in literacy for college or other postsecondary training.
   
   - **How Literacy Ready Works in the Classroom**
     Hear testimonies from teachers who piloted Literacy Ready in Arkansas, Kentucky and Louisiana. Panelists will discuss best practices and common challenges in implementing a disciplinary literacy curriculum.

B. Math Ready
   - **Math Ready: Ready for College-Level Math**
     This SREB course was developed for students who are underprepared in math for college or other postsecondary training.
   
   - **How Math Ready Works in the Classroom**
     Hear testimonies from teachers and math coaches who have piloted Math Ready in Indiana and North Carolina. Panelists will discuss best practices and common challenges in delivering the new style of instruction.