

What Teachers Are Saying About LDC

The LDC writing tasks changed the way my students read. They read with a purpose. My standardized test scores have improved significantly. In spring semester, 91 percent passed the end-of-course exam, compared to 72 percent in fall 2011 when we completed only one LDC task. For the first time in my teaching career I have the tools to plan instruction that challenges my students while providing the scaffolding they need to meet those higher expectations.

Maria O., Social Studies Teacher, Georgia

I've quit using PowerPoints. Now, I teach students to determine what is important, how to summarize and take good notes on their reading. I'm not just teaching students how to outline; I'm teaching them how to learn. Far fewer students are failing. I credit this rise in achievement to using the LDC planning process.

Cheree V., Science Teacher, Georgia

Before LDC, I looked at district or state test scores and assigned drill work based on students' weaknesses. There was no tie-in to what students produce at the end of a unit. Now, I give students an assignment to read and analyze grade-level text and write something meaningful. To my surprise, my below-level readers seem more engaged and excited with challenging assignments: 80 percent of my seventh-graders scored Level 3 or above on the FCAT, compared to 57 percent of eighth-graders statewide.

Nicole C., Reading Intervention Teacher, Florida

Providing students a clear purpose for reading and writing encourages independence. My students now know with a teaching task, they are working to complete a grade-level assignment. They are taking more ownership of their work. LDC taught me how to frame grade-level assignments in authentic and challenging reading and writing tasks.

Monica H., Special Education Teacher, Georgia

Students analyze text to complete assignments and learn how to read to complete the task. This has changed their outlook on reading and how they learn in science and social studies. I am astounded at how fast students take ownership of their learning and their levels of persistence.

Nicci M., English Teacher, Kentucky

LDC Classroom Protocol

An important part of SREB's professional development design is visiting classrooms to provide feedback to teachers about their progress using LDC. To give targeted feedback, SREB developed an LDC Classroom Protocol that describes teacher and student behaviors that occur when LDC is implemented with fidelity. The LDC Classroom Protocol can be aligned with the instructional practices identified in common teacher observation tools, such as the Danielson Framework for Teaching.

SREB trainers and director of school leader development work directly with school administrators on the LDC Classroom Protocol. They ensure that LDC practices are continually monitored, and teachers receive timely feedback and support to advance their progress.

Two Critical Roles of the Principal

As instructional leaders, the principals must be involved if any major initiative is to impact teaching and learning. The principal has two critical roles in spreading LDC:

- 1) Understand what LDC looks like in a classroom and give teachers feedback to help their progress.
- 2) Create, monitor and sustain effective professional learning communities around discipline areas where LDC teacher-facilitators can guide other teachers in implementing LDC practices.

SREB is committed to working with school leaders through every step of the implementation process. Principals should:

- Attend LDC training sessions with their teachers to get a clearer picture of LDC and the types of changes they can expect to see from teachers and students. Breakout sessions for principals are conducted during these trainings.
- Join SREB and local district trainers during LDC school visits and classroom observations and collaborate with trainers to give teachers feedback on planning and instruction.
- Attend a two-day workshop in year one to learn how to use the LDC Classroom Protocol to improve teaching and learning, redesign the school schedule to support teacher collaboration and create and sustain effective PLCs to promote the spread of LDC in their schools.
- Attend follow-up workshops in years two and three to learn strategies for spreading LDC schoolwide.

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SREB | Southern Regional
Education Board

Literacy Design Collaborative Training for Schools and Districts

Today's students face highly competitive and unpredictable national and global economies. It is more important than ever that teachers use literacy strategies to graduate more students ready for careers, advanced training and further study. The Southern Regional Education Board (SREB) is devoted to improving students' literacy skills in each school subject area.

The Literacy Design Collaborative (LDC) is an instructional planning process that improves how teachers teach and students learn. LDC has a flexible framework that lets teachers of all disciplines, except math, plan instruction that engages students in reading grade-level texts and presenting their knowledge through authentic written products.

SREB trainers have worked with thousands of teachers since 2010 to spread LDC practices over schools and districts in 38 states. These teachers tell remarkable stories about how LDC engages and motivates students to learn and how it impacts their teaching. SREB's 2014 publication *Students Step Up When Teachers and Leaders Transform Classrooms* documents their successes and provides data that show the difference LDC is making in classrooms and schools. Read more here:

http://publications.sreb.org/2014/14V10_LDC_MDC_Vignettes.pdf

How is the Literacy Design Collaborative Framework Different From Traditional Instruction?

States' new college- and career- readiness standards include literacy standards in each subject field that today's students will need in tomorrow's college classrooms and in the workplace. Created specifically to advance students' literacy readiness, LDC provides a flexible framework for teachers to plan assignments that require students to comprehend and analyze discipline-specific, grade-level texts; write products for an authentic audience; and demonstrate deep understanding of content throughout the reading process.

The LDC framework embeds literacy standards through an **instructional planning process** in which teachers create a series of reading and writing tasks. Teachers identify the specific literacy skills students need to succeed on a task. Both reading and writing are foundational skills that aid students in learning new content.

Traditional Classrooms vs LDC Classrooms

Traditional Classroom	LDC Classroom
Teacher is expert	Student is expert
Instructional planning often involves discrete activities such as watching a video or completing a worksheet.	LDC is about designing assignments that take students through a process in which they read multiple texts, extract the relevant information and use the information to write authentic, discipline-specific products.
Teacher assigns texts for students to read based on their reading levels.	All students are expected to read grade-level texts. Below-level readers are provided with the scaffolding needed to read and comprehend grade-level texts.
Students copy notes from the teacher's PowerPoint presentations to acquire important information from the text.	Students use active reading strategies – such as annotating text, summarizing or taking two-column notes – to identify and acquire important information from the text.
Instructional plans incorporate content standards only without regard to literacy standards.	Instructional plans embed literacy standards and content standards to allow learning to occur through reading and writing.

SREB's Four-Element Training Approach

SREB's goal is to significantly increase the percentage of students meeting college- and career-readiness goals. SREB aims for building capacity and sustainability within schools and districts by developing local expertise and talent to foster momentum through successful spread of LDC practices. SREB's professional development concept includes a four-element training approach that involves principals, district-level or regional trainers and classroom teachers:

Element 1 – Build Capacity of Teacher Facilitators: SREB provides LDC training sessions to a select group of teachers in a school. These teachers become LDC teacher facilitators proficient in LDC tools and strategies so they can work with other teachers in the school to adopt LDC practices.

Element 2 – Develop District-Level Trainers: SREB guides a district-level trainer through the LDC Trainer Certification process. The district-level trainer is responsible for the day-to-day support of LDC teams throughout the district.

Element 3 – Conduct Classroom Observations and Provide Teacher Feedback: The SREB trainer and the district-level trainer plan a series of school visits between LDC training sessions to conduct classroom observations, provide feedback to teachers and attend the LDC teams' Professional Learning Community meetings.

Element 4 – Work With Principals: The SREB and district-level trainers meet with principals to conduct observations in LDC classrooms that focus specifically on supporting LDC implementation.

SREB'S Three-Year Training Plan

SREB uses teachers and principals to move all students toward college and career readiness. After three years, schools and districts will have trained enough teachers to sustain use of the LDC framework.

Year One: Over nine days of training, SREB prepares select teachers from each school to design and teach three or four high-quality LDC modules that meet both content and literacy standards. These teachers build excitement among their peers.

Year Two: To spread beyond year one schools, SREB and district-level trainers prepare year one teachers and school leaders to use PLCs and spread LDC practices schoolwide. In year two, district trainers begin work with a new group of schools.

Year Three: SREB and district-level trainers work together to spread LDC to all schools in the district and the region.



Developing District-Level Trainers

A key component of SREB's professional development plan is the district-level trainer, who supports and sustains LDC practices in all district schools. Participating districts must dedicate a literacy person to become a certified LDC trainer in year one. The district-level trainer will meet the following certification requirements by the end of year one:

- Attend all trainings, webinars, electronic coaching and site visits.
- Develop a module using LDC tools, then partner with a teacher in a different subject area to design an additional module and follow through to completion.
- Jury multiple modules and provide feedback to teachers.
- Submit at least one module from each school for national jurying/publication.
- Support lead teachers, facilitators and school leaders in assigned district/region/cohort and assist with initial feedback.
- Master LDC classroom observation tools and provide teacher feedback and support to improve practices.
- Conduct school-embedded training visits after shadowing SREB trainers for the remainder of the schools.

Virtual Support

In addition to direct, face-to-face training and coaching, SREB's training plan includes virtual support through online courses and learning communities, webinars, screencasts and video conferencing.

LDC teachers also are invited to join the larger LDC community by social networking with other teachers around the country.