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**Literacy Design Collaborative (LDC)**

**Session One, Two Day Training Agenda**

**Outcomes**

After this two-day workshop, you should be able to:

* Understand the LDC framework and explain the relationships among the LDC components and how they function within the LDC model
* Explain how the LDC work supports meaningful collaboration of participating educators
* Begin to identify and understand how implementing LDC can enhance the effectiveness of your instruction
* Appreciate how LDC helps students develop knowledge in the content through reading and demonstrate understanding of the content through writing
* Select and use an LDC Template Task to create a Teaching Task
* Use the LDC Module Template within Module Creator to write the module for your Teaching Task
* Understand the importance of aligning the Teaching Task with the CAS grade-level expectations and the grade-level expectations for the Common Core State Standards in literacy
* Begin to understand how LDC supports Colorado’s educator effectiveness efforts
* Develop and implement an LDC Module
* Identify resources (colleagues and consultants) who can support you through implementation

**Opening**

* Welcome, Introductions and Overview
* Participant Outcomes and Agenda Overview
* Housekeeping and Norms

**Overview of LDC**

* “Teaching to the Common Core by Design, Not Accident”
* Setting Personal Goals for the Workshop
* Introduction of LDC and the LDC System
* Why LDC: Rationale and Purpose
* Introduction to the LDC Framework

**The Teaching Task**

* Introduction to the LDC Template Tasks
* Designing a Teaching Task
* Job-alike review of the Teaching Tasks
* Revisions of Teaching Tasks
* Transferring Teaching Tasks to Review Form

**Colorado Context**

* How does LDC fit into other reform initiatives?
* How can we blend all initiatives together to improve practice and enhance student learning?

**Closing**

* Review of Objectives and Assessment of Progress
* Reflection Sheet
* Collection of Teaching Task Review Forms

**Day 2**

**Opening**

* Review of Outcomes
* Summary of Reflections and Feedback
* Responses to Parking Lot and Questions from Reflection Sheet
* Warm-up: How does literacy instruction enhance student learning in your content area?

**Reconnecting with your Teaching Task**

* Review and Revise Teaching Task
* End of Day Goals

**The LDC Module**

* Components of a Module: From Template Task to Teaching Task to Module Development
* Exploring a Module

**What Skills?**

* How to Select, Delete, Add and Enhance Skills
* Grade-level Expectations

**What Instruction?**

* Aligning Skills and Instructional Plan/Mini Tasks
* Guided Practice in Preparing for the Task
* Deconstruction of Scoring Rubric

**Introduction to Module Creator**

* Demonstration
* Transferring Work to Module Creator

**Module Development**

Preparing for the Task; Reading

* Will these skills and mini-tasks enable students to understand the task and acquire the necessary information?

Transition to Writing; Writing

* Will the skills and mini-tasks enable students to produce the product?
* Is the writing product called for in the mini-tasks the one that is described in the Teaching Task?

Student Results

* Go back and check to make sure that the narrative in student background still makes sense and the writing mini-tasks match the Teaching Task.

**Closing**

* Expectations for Session 2
* Future Professional Development Needs
* Reflection and Feedback