

Participant Expectations

The success of LDC and MDC in improving student outcomes is directly linked to teacher, principal, and central office commitment to learn and use the respective framework with support from trainers and from their peers.

LEA expectations

- 1) 6-12 social studies, science, and ELA teachers for LDC or 6-12 math teachers for MDC may 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 and schools are responsible for providing the following resources:
 - Travel/substitute reimbursement for teachers and leaders to participate in trainings;
 - Stipends for participants to plan and collaborate outside school hours;
 - Any other associated costs such as cost for any materials, including Module Creator for LDC.

*Note: LEAs must use their own funds to participate in LDC or MDC. LDE is not able to provide any funding. However, there is no cost for the training.

Teachers are expected to:

- 1) Develop and implement a minimum of two modules (LDC) or two formative assessment lessons (MDC), one per semester.
- 2) Attend all trainings.
- 3) Commit 80 hours throughout the school year.
 - These hours will directly contribute to the development of lessons that the teacher will implement during the school year and include:
 - 24 hours of in-person training (does not include travel to and from training site).
 - 40 hours in-person and electronic peer planning and school-based collaboration meetings.
 - 10 hours developing, refining, and revising LDC modules or MDC formative assessment lessons.
 - 6 hours of collectively analyzing student work (looking at student writing responses to assess mastery of standards).
- 4) Be highly motivated and willing to develop and share lessons and other instructional resources.

Principals are expected to:

- 1) Attend the first teacher institute and all leadership meetings (32 hours total).
 - Teachers want to know that their principals support their participation and that principals understand how to use Compass or other state-approved rubrics to observe classrooms. Leadership meetings will focus on teacher support and evaluation by integrating LDC and MDC and Compass resources.
- 2) Participate in personalized learning.
 - Interact with teachers electronically at least once per month.

A Central office leader is expected to:

- 1) Commit to successful implementation.
- 2) Attend every training (48 hours total – teacher institutes and leadership meetings).
- 3) Engage with teachers electronically 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 and leaders about trainings.