# LDC Teacher Competencies: 2016

Through the process of LDC design thinking,
teachers and coaches develop and refine the ability to:

**LDC**

## Competency 1
### Analyze Assignments Aligned to Standards and Student Learning Goals

A. Recognize the focus set of short- and/or long-term student learning goals (or SLOs) for an assignment that meets the expectations stated in external benchmarks (CCR and content standards).

B. Recognize how the skills and/or subskills required to complete an assignment are the expectations of the prompt and the focus standards and/or student learning goals.

C. Recognize how a sequence of assignments (in modules, units, or courses) is driven by focus CCR and content standards and/or student learning goals.

## Competency 2
### Construct a Quality Assignment Prompt

A. Select a focus set of short- and/or long-term student learning goals (or SLOs) to drive an assignment that meets the expectations stated in external benchmarks (CCR and content standards).

B. Select an appropriate cognitive demand that requires students to (1.) think deeply about content central to the discipline and (2.) apply literacy skills to meet the expectations of specific focus standards and/or student learning goals.

C. Select complex texts rich in ideas and content that align to, and allow students to engage in, a specific set of focus standards and/or learning goals.

D. Choose a student work product that is relevant to the purpose, audience, rhetorical mode, discipline, focus standards, and/or student learning goals of the assignment.

E. Choose content central to the discipline and aligned to the purpose of the assignment and the focus standards and/or student learning goals.

F. Design a prompt that allows for multiple responses and points of view.

G. Select a research-based student work rubric that aligns to the mode of writing, disciplinary purpose, and focus standards and/or student learning goals of the assignment.

H. Assess the quality of an assignment prompt based on an accepted curriculum rubric (e.g. SCALE, EQuIP) and make relevant edits or changes to improve the assignment.

## Competency 3 — Develop a Quality Instructional Plan

A. Backwards-design a sequence of skills and/or subskills from a prompt aligned to specific focus standards and/or student learning goals.

B. Select instruction that allows for ongoing checks for understanding and progress monitoring of student skill development by explicitly asking students to demonstrate each of the skills needed to meet the expectations of the prompt, the focus standards, and/or student learning goals.

C. Use knowledge of students (skill levels, interests, learning styles, etc.) to differentiate instruction that supports all students in completing the assignment and demonstrating the focus standards and/or student learning goals.

D. Assess the quality of an assignment's sequence of instruction based on an accepted curriculum rubric (e.g. SCALE, EQuIP) and make relevant edits or changes to improve that sequence.

E. Sequence multiple assignments into units or courses to ensure students receive instruction organized and aligned toward focus standards and/or student learning goals across content areas and/or grade levels.

## Competency 4 — Assess Outcomes & Iterate Instruction

A. Score and give feedback on student work products utilizing a research-based student work rubric.

B. Derive data from student work products by recognizing common patterns (such as conceptions, preconceptions, misconceptions) in student thinking and skill development.

C. Use data and feedback from student work and common patterns in student thinking and skill development to plan new or future assignments and/or to revise an assignment for re-teaching or publication.

D. Use data to revise a sequence of assignments (in a unit or course) to ensure students receive instruction organized and aligned toward focus standards and/or student learning goals across content areas and/or grade levels.