A-10 Conversation Prompts with Teachers Implementing LDC

**Conversation Prompts with Teachers doing LDC**

**If a teacher has completed Section 1:**

         Is your teaching task specific to your discipline?

        What GLE or ELA standard(s) will be targeted through the instruction of this module?  (Note:   Reading Standards

 1 and 10 are always being addressed in an LDC module.  When planning an ELA module, consider Reading

 Standards 2 through 9 as an instructional focus.)

        What texts and other sources will you be using to provide learners the needed information?

        When you analyzed your texts’ complexity, what did you learn about its quantitative and qualitative features?

         As you reviewed the text(s) to be sure they supply students the needed information to successfully respond to the

 teaching task, what did you notice?

**If a teacher has completed Section 2:**

         Which CCSS and GLEs specific to your discipline and grade level did you use to identify and define the skills?

**If a teacher has completed Section 3:**

         Talk to me about the alignment of the skills and the instructional strategies you have identified.

         Thinking about formative assessment, what scoring guidelines have you included for each mini-task to provide you

a sense of students’ progress with the day’s targeted skill?

         Knowing the diversity of learners – and the CCSS’ expectation for ALL students to engage in grade level rigor,

 what accommodations and scaffolds have you included for striving and accelerated learners?

**If a teacher is in the midst of implementing his/her module:**

         How is it going?

         How does the instruction when doing LDC compare to other instruction?

         How does the level of student engagement compare to other lessons?

         How does students’ learning compare to other lessons/instructional units?

**If a teacher is has completed implementing his/her LDC module:**

         What did you notice about the quality of students’ reading, note-taking, use of evidence, discussions, and writing?

* Were you pleased with the students' products?

         If you were pleased, what in the students’ writing were you most excited with?

         If you weren’t pleased, what was missing?  How will you address this in future instruction?

* If/When you teach this module again, what will you keep? What will you do differently?