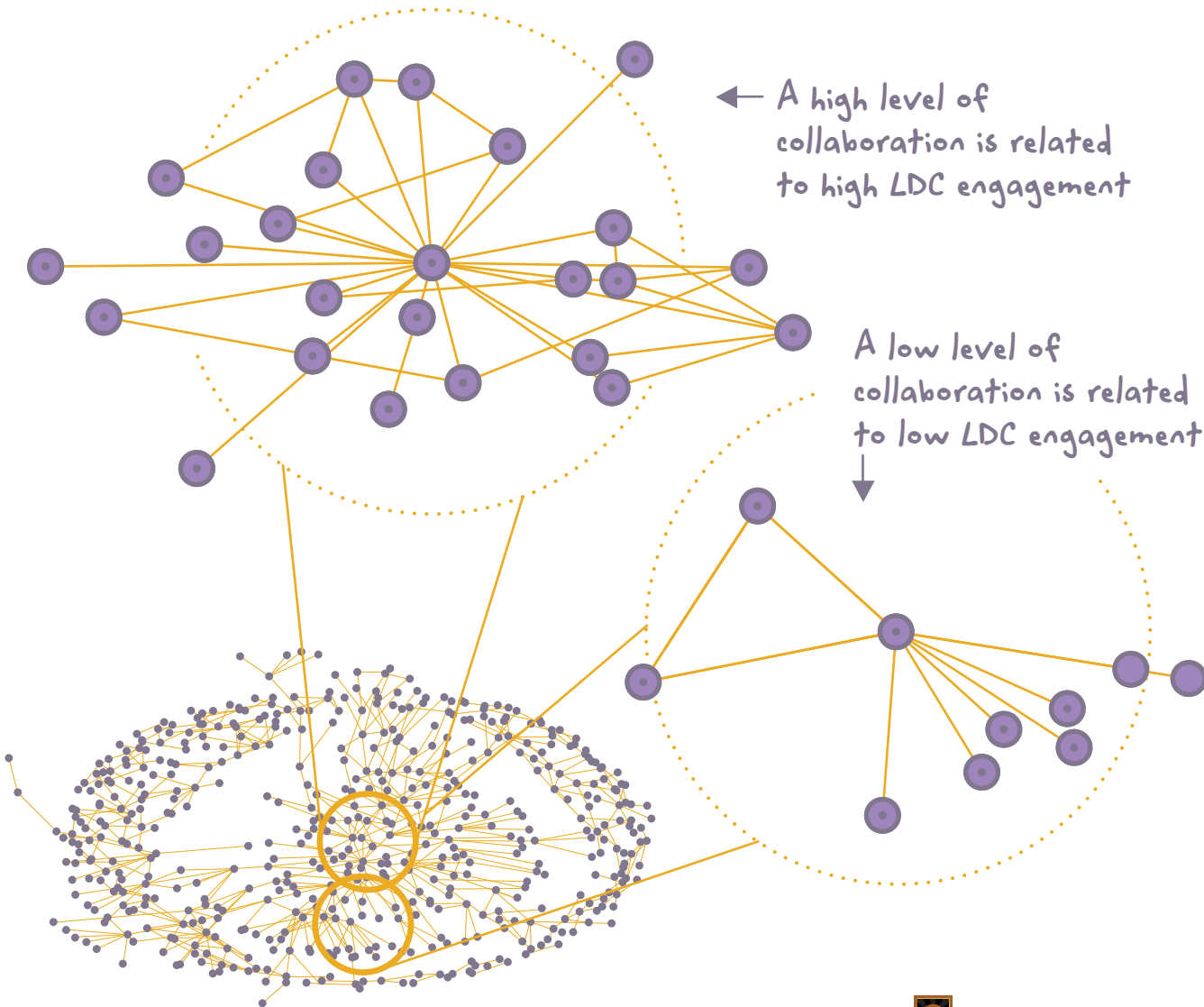


LDC ENGAGEMENT IMPROVES WHEN EDUCATORS COLLABORATE

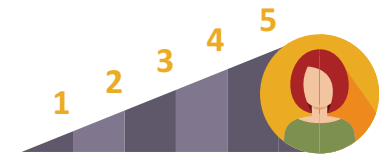


Key →

- Educators
- Communication Between Educators

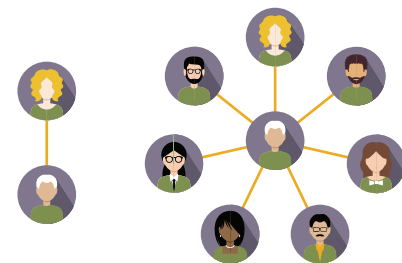


The Colorado Education Initiative partnered with Slope Research to study the collaborative behavior of educators involved in LDC. Educators answered questions about their experience with LDC and Slope analyzed the data to create this picture of the LDC network in Colorado.



Increasing the years of experience by five years increases the modules:

● juried by 79% ● authored by 129%



Increasing communication with others from 1 person to 7 people increases the number of modules:

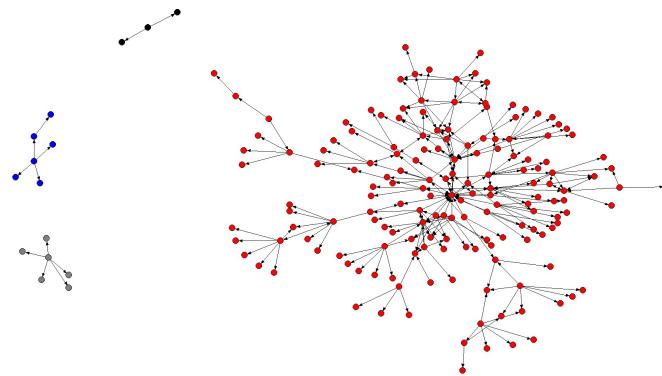
● juried by 30% ● authored by 48%

EDUCATORS MAINLY COMMUNICATE WITH A NETWORK OF CLOSE COLLEAGUES AND PEERS

90% of communication took place between educators within the same district

60% of communication took place between educators within the same school

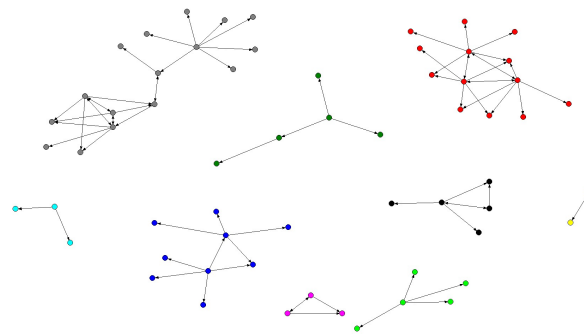
Districts that are very interconnected allow educators to collaborate



District at-a-glance

- This medium-sized district has implemented LDC for four years in a systemic way, integrating it into district practices and policies. Every eligible secondary teacher has been trained in LDC, and several elementary teachers have also been trained.
- On average, teachers in this district authored **3.6** modules, implemented **1.9** modules, and juried **1.4** modules over the last year.

Districts that are less interconnected have barriers to collaboration



District at-a-glance

- This large district has implemented LDC for two years with over 150 selected teachers across the district.
- On average, teachers in this district authored **2.7** modules, implemented **2.3** modules, and juried **1.2** modules over the last year.



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