

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Introduction Module: Standards Implementation through Standards Literacy

# Professional Development Session Overview

**Intended Audiences** This resource was developed to be broadly used with PK-12 teachers and administrators in preparation for the implementation of the 2020 CAS and professional development providers.

**Brief Description** In this professional development session an introduction of what standards literacy means will be presented. In addition, an overview of the Professional Learning Modules for use in the implementation of the revised 2020 Colorado Academic Standards will be provided. At the end of the module, a pre-assessment will be provided to assess baseline understanding of standards literacy.

**Presentation** The Power Point presentation for this module is within Learning Management System, Moodle.

**Schedule & Time** This resource is designed to be delivered in one 20 minute professional development session. Time guidelines are included in the speaker’s notes on facilitator presentation.

**Pre-assessment** This session will be guided for participants by the above presentation and pre-assessment. Provide an electronic or printed copy of the pre-assessment to all professional development session attendees.

**Delivery Format** This module could be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self- directed learning, or added to your district’s Learning Management Platform.

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

**We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context.** This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

# How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, the speaker notes provided for each slide, and the referenced resources.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resource for all participants as a good starting point in the work:
* Standards Literacy Pre-Assessment
* Phases of Implementation and Module Sequencing Handout
* Standards Literacy Handout
1. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. The Standards Literacy Pre-Assessment will be provided with this introduction module. Please ensure participants complete the pre-assessment prior to Module 1.

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# Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences, and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other’s work. Community-building can be as simple as including time for participants to introduce themselves to each other, or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work--here are just a few ideas to get started:

## Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: they may be generated and negotiated by the participants, facilitators might generate and post them, or in a hybrid model facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

* Assume best intentions
* Listen carefully to one another
* Be open to new ideas
* Be open to working outside your comfort zone
* Ask questions
* Allow a chance for everyone to participate

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## **Discussion Prompts**

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic. Discussion questions may include:

* What is your prior experience with today’s topic?
* What do you hope to gain from today’s session?
* What successes or challenges have you experienced in relation to this topic?

# Presentation Outline with Speaker Notes

1. **Title Estimated** Time for Module is 10 minutes, plus time for the Pre-Assessment
2. **Goals and Objective** Estimated time: 1 minute
	1. There are two goals for this session…{Read Slide}
3. **Introduction** Estimated time: 1 minute
	1. Today we will be introducing you to the 2020 CAS Implementation Professional Learning Series of modules intended to support districts with transition to the revised standards. All content areas of the CAS were revised and have changes to the standards framework.
4. **What Does Standards Literacy Mean?** Estimated time: 1 minute
	1. When thinking about what a standards literate educator looks like, you think of these three things: (read slide)
5. **How Do We Get There?** Estimated time: 1 minute
	1. This is a high level overview of the way the 2020 CAS Implementation Professional Learning Modules will be organized and delivered.
	2. The release of these modules are intentionally spread out over two years so districts take the full time allowed for transition to the revised standards. Phase 1 will be released Fall 2018, Phase 2 will be released Spring of 2019, and Phase 3 will be released Fall 2019.
	3. The Modules will be delivered through a Learning Management System called *Moodle*. Each phase of modules will have a post assessment associated with it. In addition, at the end of all the phases, there will be a summative assessment.
6. **Intentions for the Use of the Modules** Estimated time: 1 minute
	1. This is a high level overview of the way the 2020 CAS Implementation Professional Learning Modules will be organized and delivered.
	2. The intention of the modules is to be followed in order through the phases to the very end of transition.
7. **Modules for Phase I (2018/2019)** Estimated time: 3 minutes
	1. Phase 1 Topics:
		1. Discuss disciplinary literacy, why it is important, and how it connects to standards literacy.
		2. To ensure that our teachers (whether new to the profession or to Colorado) have a working knowledge of standards legislation, we provide historical context on the Colorado Academic Standards, specifically highlighting Senate Bill 08-212: Colorado’s Achievement Plan for Kids and the expectations of implementation according to law.
		3. Discuss the differences between the 2009/2010 and the 2020 CAS standards **framework**.
		4. Close read the 2020 CAS to develop a deeper understanding of the expectations within the standards.
		5. Make connections across the whole document of the standards.
8. **Modules for Phase II (2018/2019)** | Estimated time: 1 minute
	1. Read through the topics for Phase II on the slide
9. **Modules for Phase III (2019/2020)** | Estimated time: 1 minute
	1. Read through the topics for Phase II on the slide
10. **Important Message** Estimated time: 1 minutes
	1. All modules created can and should be adapted to fit the specific content area you are working with. If you have a mixed content area teachers present, then use modules as is.
11. **Standards Literacy Pre-Assessment** Pre-Assessment | Estimated time: 6 minutes
	1. Have educators complete the Pre-Assessment
12. **Questions, Comment & Concerns**