

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 1: It’s Not Rocket Science

The Role of Disciplinary Literacy in the Colorado Academic Standards

# 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 the Office of Standards & Instructional Support believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. **Disciplinary literacy** is the fundamental element found in all disciplines of the revised 2020 Colorado Academic Standards. As such, understanding **disciplinary literacy** is critical to being standards literate.

**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 30 to 40 minute professional development session. Time guidelines are included in the speaker’s notes on facilitator presentation.

**Notecatcher** This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher 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, notecatcher, 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:
* Module 1: It’s Not Rocket Science Notecatcher
* [What Is Disciplinary Literacy and Why Does it Matter?](https://alliedhealth.ceconnection.com/files/TLD0112A-1337958951687.pdf;jsessionid=60DF170DD7B7900F146D056404574F8D)
* Future of Learning infographic

 We recommend having at least a few copies of these resources on hand for people to explore:

* [Three Directions for Disciplinary Literacy](http://www.ascd.org/publications/educational-leadership/feb17/vol74/num05/Three-Directions-for-Disciplinary-Literacy.aspx)
* Disciplinary Literacy Content Area Examples
1. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. Pre and post assessments have been provided within the CAS Implementation Facilitator Guide. 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 40 minutes
2. **Introduction** Estimated time: 1 minute
	1. Have an educator in the room read the introduction out loud.
3. **Goals and Objective** Estimated time: 1 minute
	1. Read the goals and objectives out loud
	2. Check for educator understanding by having someone synthesize what it is expected of them.
4. **Writing for Discussion** Notecatcher question I. Estimated time: 5 minutes
	1. You will have 1 minutes to write your answer to notecatcher question: What is Disciplinary Literacy?
	2. At the end of 1 minutes, you will share your answer with your elbow partner.
	3. Be ready to share answer with the whole group. 3 minutes
5. **What is Disciplinary Literacy?** Notecatcher question II*.* Estimated time: 10 minutes
	1. Make copies of the article titled “What is Disciplinary Literacy and Why Does it Matter?” Each educator will need a hard copy to engage in ‘close reading’.
	2. Group teachers as evenly as possible. You will need six groups.
	3. Assign each group/table sections of the reading as follows. Have them annotate the article, which is a [“close reading” strategy](https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf). They will discuss at their table and share out highlights. Give them 5 minutes to complete reading:
		1. Beginning & Distinguishing Disciplinary Literacy from Content Area Literacy
		2. Contrasts in Vocabulary Learning & Other Language Differences
		3. Contrasts in Levels of Author Awareness & Summary
		4. Sources of Disciplinary Literacy & History of Content and Disciplinary Literacy
		5. Expert Reader Studies & Functional Linguistics
		6. Why Disciplinary Literacy Matters & Conclusion
	4. After reading, have educators discuss their thoughts, annotations. Advise them to select a spokesperson for their table to share the essential parts whole group. [3 minutes]
	5. At the conclusion of this slide, have educators synthesize their learning with jotting down 1-3 takeaways. [1 minute]

Additional Resource: Show the video to solidify the learning. There is a space on the note catcher for educators to capture notes. [The video is 6 minutes 36 seconds in length.]

1. **Disciplinary Literacy: What Skills are Needed?** Estimated time: 2 minutes
	1. Continue discussion about the skills needed in disciplinary literacy.
	2. Provide examples from slide and lead group discussion referring to these skills
2. **Scenario: Disciplinary Literacy** Estimated time: 4 minutes
	1. Have an educator read the scenario out loud.
	2. Give teachers 2-3 minutes to discuss at their tables. Remind them of the skills from the previous slide.
	3. Ask for 2 volunteers to share what they discussed at their tables. [2 minutes]
	4. Reiterate how educators have used disciplinary literacy skills--reading, writing, critical thinking, speaking, and listening--to this point. Then, state “now that you have an understanding of the “what” we are transitioning to the “why”
3. **Why Disciplinary Literacy?** Notecatcher question III. | Estimated time: 7 minutes
	1. Take 2 minutes to write a response to the question below. Fill-in-the-blank with your discipline. For example: *scientist, historian, musician, writer, etc.*
	2. Next, partner with a colleague that doesn’t teach your discipline (content area) and share your response. Each partner will have 30 seconds to share his/her response.
	3. Finally, take 5 minutes to respond to the questions below:
4. What are the similarities and differences between you and your colleague’s response to question #1?
5. How does knowing what literacy looks like in your colleague’s discipline help inform your understanding and/or practice?
6. **Why Disciplinary Literacy?** (con’t) Future of Learning infographic | Estimated time: 3 minutes
	1. Reference “Future of Learning” infographic.
	2. Read slide and provide time for short group discussion
7. **Why is Disciplinary Literacy Fundamental to Standards?** Estimated time: 1 minutes
	1. Have educators volunteer to read each bullet point.
	2. Then, have them synthesize what they just read.
8. **Assessment: Elevator Speech** Assessment from Notecatcher | Estimated time: 6 minutes
	1. Individually answer the following questions:
		1. What is disciplinary literacy?
		2. Why is disciplinary literacy important?
		3. How is disciplinary literacy fundamental to standards literacy for all educators?
	2. Practice your elevator speech with a colleague who teaches the same content area
9. **Questions, Comment & Concerns**