

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 3: The Birds and the Bees of 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 an understanding of the review and revision process utilized forall disciplines of the revised 2020 Colorado Academic Standards. As such, understanding **the overall process followed** 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 3: The Birds & Bees of CAS Notecatcher
* <http://www.cde.state.co.us/standardsandinstruction>

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. The Module 3-6 post-assessment is to be administered after completion of module 6.

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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**
2. **Goals and Objectives** Estimated time: 1 minute
   1. Provide an overview of the standards review and revision process
   2. Review the high level plan for implementation support
3. **History of CAP4K and the CAS** Notecatcher question I. Estimated time: 5 minutes
   1. Fill in history dates in Notecatch question I.
4. **CAS Revision Process and Timeline** Notecatcher infographic II*.* Estimated time: 2 minutes
   1. As part of the revision process, the public was asked, on 2 occasions, to provide feedback on the standards via an online system. CDE received thousands of comments regarding the standards.
   2. The State Board of Education (SBE) was presented with the proposed revised standards for approval. By June 2018, all content area standards had been approved by the SBE.
5. **Committee Selection** Estimated time: 2 minutes
   1. Read slide
   2. Questions about the standards review and revision and committee selection can be directed to standardsreview2018@cde.state.co.us
6. **Standards Review and Revision: Roles and Responsibilities**

Notecatcher infographic III Estimated time: 2 minutes

* 1. Review roles and responsibilities from infographic
  2. Questions about the standards review and revision can be directed to standardsreview2018@cde.state.co.us

1. **Committee Decision Making Process** Notecatcher question III. | Estimated time: 2 minutes
   1. Review bullets from slide
   2. As a group, discuss the decision making process for updates. Provide time for comments from participants.
2. **Guiding Principles for the Review and Revision** Estimated time: 4 minutes
   1. **Transparent:** The department will make every attempt to ensure the decisions and processes for the standards review and revision process are public.
   2. **Inclusive:** The department will strive to engage key stakeholders in each phase of the standards review and revision process. The review process will include substantial and frequent opportunities for the public to weigh in on every standard.
   3. **Research-informed:** Throughout the standards review and revision process, the department will base its recommendations on research, lessons learned from other states, and objective, third-party reviews of the Colorado Academic Standards.
   4. **Consistent:** The standards review and revision process will be consistent with statutory requirements and with past standards reviews.
   5. **Substantive:** The standards review and revision process will focus on the substance of the actual standards themselves.
   6. **Improvement-oriented:** The purpose of the standards review and revision process is to improve what exists today rather than start from scratch. The review process will improve Colorado’s current standards based on the feedback of Colorado educators, education leaders, parents, students, community and business leaders, and higher education leaders.
3. **Data Sources for Revision** Estimated time: 2 minutes
   1. Review data sources from slide
   2. Ask: What is the role of educators in the review and revision process?
4. **Standards Final Approval** Notecatcher Infographic IV | Estimated time: 2 minutes
   1. The Standards Review Committees revised standards in 16 content areas and developed new standards in 1 content area (computer science) over the past 1 ½ years!
5. **Implementation Timeline** Notecatcher Infographic V | Estimated time: 3 minutes
   1. School districts have 2 years to implement the revised 2020 CAS. Full implementation of the 2020 CAS begins in the 2020-2021 school year. Notice that the CMAS will reflect the revised CAS in the Spring of 2021 test administration.
   2. Assessment for Module 3: After learning about the Colorado Academic Standards review and revision process, why do you think periodic review and revision of academic standards is important? What is your level of comfort with implementing updated standards in your content area? What school year are you responsible for full implementation of the new standards?