

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 4: The Highlights!

High Level Overview of What is Different between the 2009/2010 and the 2020 CAS:
A Science Example

# 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. Educators will compare the 2009/2010 standards with the revised 2020 standards to determine what the high-level changes are across all content area standards.

**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- 30 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 4: The Highlights! Notecatcher
* 2009/2010 standard
* 2020 standard
* “What to Look For” handout for any content area that is participating in the training.

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

* Presentation of “What to Look For” in all content areas
1. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. Summative assessments have been provided within the CAS Implementation Facilitator Guide. Please ensure participants complete the formative assessment for module 4.

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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** Time for Module is 20-30 minutes
2. **Goals and Objective** Estimated time: 1 minute
	1. The similarities and differences between the 2009/2010 and the 2020 CAS at a high level;
	2. The organization of the standards framework; and,
	3. Why revisions were made.
3. **Introduction** Estimated time: 1 minute
	1. Today we will be exploring the main differences between the 2009/2010 Colorado Academic Standards (CAS) framework and the 2020 CAS framework through a science example.
	2. All subject areas of the CAS were revised and have changes to the standards framework.
	3. Educators will receive a note catcher to capture their thinking and understandings.
4. **What is the Difference?** Estimated time: 6 minutes
	1. Purpose: Educators will compare and contrast the major differences between the 2009/2010 and the 2020 CAS. (Boundary: This does not extend into the changes within the actual Grade Level Expectations and Evidence Outcomes of the standards, just the framework.)
	2. Materials: Get one page of a 2009/2010 standards document and then get a page from the 2020 standards document. NOTE: choose the **same content area** for both, but **choose different strands/topics** or **grades**. For example, in science I chose a High School Life Sciences example from the 2009 CAS and a Middle School Physical Science example from the 2020 CAS. Highlighters may be helpful to have on hand. Note catchers for educators to capture their thinking and understanding will be provided.
	3. Set up: Have educators explore the documents alone for 2-3 minutes, then share their observations with a partner for 2-3 minutes.

1. **Observations** Notecatcher question I Estimated time: 3 minutes
	1. Have everyone split up into pairs and discuss their notes and observations from notecatcher question I.

Main differences:

1. Color branding on 2020
2. Wording “concepts and skills students master:” under the Grade Level Expectation (GLE) is no longer present
3. The Heading, “21st Century Skills and Readiness Competencies” on the 2009 changed to “Academic Context and Connections”
4. The subheadings under the section mentioned above have changed. For Science...2009 CAS: Inquiry questions, relevance and applications, nature of science. 2020 CAS: Colorado essential skills and Science and Engineering Practices, Elaboration on the GLE, and Cross cutting concepts.
5. IMPORTANT MESSAGE: Each academic content area will have different subheadings based on their needs.
6. Prepared Graduate Statements are numbered in the 2020 CAS
7. The table format with distinct cells in the 2009 CAS is not present in the 2020 CAS
8. For Science: on the 2020 CAS, the evidence outcomes now include “clarification statements” and/or “Boundary Statements” and cross coding to the NGSS (Example: MS-PS1-2)
9. The 2020 CAS have a code associated with each standards page in the bottom right hand corner.

 b. IMPORTANT NOTE: Reference each content areas. “What to Look For” document within the resources. In addition to the document, a video walk-through is also available.

1. **Quick Walk-Through** (Slides 6-9) Notecatcher question II & III Estimated time: 8 minutes
	1. Slide 6
		1. At the top of the document you see the subject area, the grade level, the standard number and strand/topic.
		2. The Prepared Graduate Statements are: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.
		3. Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. What do students need to know from preschool through eighth grade? (*important note: the Grade Level Expectations are written for the end of a grade level*)
	2. Slide 7
		1. Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?
	3. Slide 8
		1. Academic Context and Connections: Academic context and connections are the subject-specific elements needed to create context for learning. This right side section highlights essential skills, practices and other important connections necessary for students to understand, apply and transfer the knowledge and skills within the Grade Level Expectation.
		2. Colorado Essential Skills and Science and Engineering Practices: Skills and major practices that scientists employ as they investigate and build models and theories about the world. These terms are used to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice.
		3. Elaboration on the GLE: This section provides greater context for the Grade Level Expectation (GLE) through a description of the understanding about the core ideas that should be developed by students.
		4. Cross Cutting Concepts: The crosscutting concepts have application across all domains of science. As such, they provide one way of linking across the domains through core ideas.
		5. NOTE: Within the Standards Online tool , you can click on the “i” for definitions of each subheading for all other content areas.
	4. Slide 9
		1. For Science ONLY: These sections of the 2020 science standards provide educators more context and information about the expectations within the GLE and evidence outcomes.
		2. Clarification Statements: Clarifies the expectations within the evidence outcome.
		3. Boundary Statements: Demonstrates the boundary for the concept at that particular grade level.
		4. Elaboration on the GLE: Provides more information around the expectation of the GLE.

10. **Preschool Standards** Notecatcher question III Estimated time: 3 minutes

* 1. The preschool template of the standards is the same for all academic content areas.
	2. All headings and subheadings, with the exception of the Prepared Graduate statements, have been changes for the 2020 CAS. These changes were made to better align with the Early Childhood and Head Start Frameworks.
	3. Take 1 minute to select the correct label for each section of the sample standards document.

 11. **Standards Online System**(Slides 11-13)Notecatcher question IV & V | Estimated time: 5 minutes

* 1. Slide 11
		1. This is the main webpage for the Office of Standards and Instructional Support. <http://www.cde.state.co.us/standardsandinstruction>
		2. You will see navigation icons. You will notice that there are various ways you can access the standards. The Blue Icon is for the current CAS (2009/2010). The Yellow Icon is for the 2020 CAS in Word or PDF formats. The Orange Icon is for the Standards Online tool. Let’s select the Orange icon, “Interact with the 2020 Standards Online.”
	2. Slide 12
		1. Walk through the online tool demonstrating how it works. <https://www.cde.state.co.us/apps/standards/>
			1. Select a content area
			2. Select a grade level
			3. Select a strand/topic or all
			4. Expand all or one GLE at a time to view
			5. Click on the “i” in each section to get definitions of sections
			6. You can add another content area by going back to the top and making selections within each section
	3. Slide 13
		1. Walk through the online tool demonstrating how it works. <https://www.cde.state.co.us/apps/standards/>
			1. Select a content area
			2. Select a grade level
			3. Select a strand/topic or all
			4. Expand all or one GLE at a time to view
			5. Click on the “i” in each section to get definitions of sections
			6. You can add another content area by going back to the top and making selections within each section
	4. Provide 2 minutes for group to complete Notecatcher question IV & V individually

 14. **Module 4 Assessment** Assessment from Notecatcher | Estimated time: 5 minutes

 15. **Questions, Comment & Concerns**