

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 5: A Whole New Level

Exploring the Innovations within 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 engage in a “close reading” of the standards by explicitly identifying the concepts, content, and skills across an entire standards page and have discussions about their findings. By engaging in a “close read” of the standards, educators should become clear about the expectations for student mastery of the 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 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 5: A Whole New Level Notecatcher
* At least two pages of standards for each teacher (example in presentation is science, but facilitators can use any set of standards based upon their audience).

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

* Conceptual shifts inherent within the Next Generation Science Standards (NGSS)
* What is 3-Dimensional Learning?

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 for each module. Please ensure participants complete the summative assessment at the end of module 5.

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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 30-40 minutes
2. **Goals and Objective** Estimated time: 1 minute
   1. Read the goals and objectives out loud
3. **Introduction** Estimated time: 1 minute
   1. Today we will be investigating a science standards document, explicitly identifying the concepts, content, and skills within the standards. During the module, teachers will also be able to identify many innovations within the standards intended to assist educators with curricular planning and inform instructional practice.
   2. Educators will receive a note catcher to capture their thinking and understandings.
4. **What are Standards?** Notecatcher question I*.* Estimated time: 1 minute
   1. Examples provided are in mathematics so that during the activity later, in the context of science, educators are able to apply understanding.
5. **Decoding Activity** Notecatcher question II*.* Estimated time: 10 minutes
   1. Purpose: Educators will “close read” the standards to identify, by highlighting in different colors, the concepts, content, and skills within a standards page.
   2. Materials: three different color highlighters, 2020 standards pages for the grade levels you are targeting in the training (e.g., if the training has all grade levels present, then have copies of an elementary standard, a middle school standard, and a high school standard available.) Have at least 2 pages of standards for each teacher.
   3. Educators will work on their own to highlight their document.

Additional Resource: Conceptual shifts in NGSS handout and what is 3-Dimensional Learning handout.

1. **Think, Pair, and Share** Notecatcher question III*.* Estimated time: 2 minutes
   1. Have teachers work in pairs or small groups (no more than 4) to share their observations and discuss their rationale and wonderings.
   2. What are the standards asking students to understand, know, and be able to do?
   3. Where do you see connections to disciplinary literacy?
   4. How do you see the Colorado Essential Skills being incorporated throughout the document?
   5. NOTE: The revised science standards incorporate the Next Generation Science Standards (NGSS), so teachers may identify the cross-coding within the evidence outcomes and elaboration on the GLE sections of the standards
2. **Whole Group Discussion** Notecatcher question IV. Estimated time: 3-5 minutes
   1. Whole group discussion. Eliciting a deeper understanding of the standards, the expectation for students, and how they are organized.
   2. One of the main takeaways for science is that educators should be able to see a breadth of all three, concepts, content, and skills on every standards page. They also should be directed to how these three come together in the Evidence Outcomes. This is identified as 3-Dimensional (the incorporation of all three into one outcome). SEE ADDITIONAL RESOURCES: 3-Dimensional Learning, and the conceptual shifts within the Next Generation Science Standards.
   3. IMPORTANT MESSAGE: The “Clarification and/or Boundary Statements” within the evidence outcomes are only found within the science standards. Also, the subheadings and information within the Academic Context and Connections are different for every subject area.
3. **Assessment: Elevator Speech** Assessment from Notecatcher | Estimated time: 2 minutes
   1. Educators will write their elevator speeches on the note catcher.
4. **Questions, Comment & Concerns**