

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 6: Making Connections

How the 2020 Colorado Academic Standards Work Together for Colorado Students!

# 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. By examining the relationship across text features of the 2020 Colorado Academic Standards (CAS) document educators should be able to make connections and understand how all text features work together to form 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 6: Making Connections Notecatcher
* Module 3-6 Post Assessment
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 deliver the Module 3-6 post assessment after completing 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** Time for Module is 30-40 minutes
2. **Myth Buster Warm-up** Notecatcher Warm-up.Estimated time: 2 minute
	1. Take 2 minutes to complete the myth buster warm-up individually
3. **Warm-up Answer Key** Estimated time: 4 minute
	1. Review the answers. Parking Lot any questions, comments, or concerns to address at the end.
4. **Goals and Objective** Estimated time: 1 minute
	1. Examine the relationship across text features of the 2020 Colorado Academic Standards (CAS) document; and
	2. Make connections and understand how all text features work together to form the standards.
5. **Overview** Estimated time: 1 minutes
	1. Have an educator in the room read the introduction out loud
6. **Design Principles of the CAS** Notecatcher question I*.* Estimated time: 3 minutes
	1. **Created** by Coloradans for Colorado students;
	2. **Aimed** at improving what students learn and how they learn all content areas; and,
	3. **Constructed** backwards, starting with statements of prepared high school graduates, to create learning expectations for what students should know, understand, and be able to do at each grade level in each content area.
7. **2020 Colorado Academic Standards** Notecatcher question II Estimated time: 3 minutes
	1. Examine the example from Reading, Writing, and Communicating 2020 Colorado Academic Standards. The arrows indicate the title for each text feature. On your note catcher, answer the following question:
		1. Which of the following feature(s)/element(s) is considered the actual standard? [30 seconds]
			1. Prepared Graduate Statement
			2. Grade Level Expectation
			3. Evidence Outcomes
			4. Academic Context and Connections
			5. A, B, and C
			6. All of the above

Take a quick poll by asking, “How many selected \_\_\_\_\_\_\_\_\_?”

1. **2020 Colorado Academic Standards (**cont) Estimated time: 1 minutes
	1. Provide answer to previous question
	2. Read “another myth buster” from slide
2. **Quick Review: Summary of changes across all standards** Notecatcher question III. | Estimated time: 2 minutes
	1. In Module #4, you briefly examined the different features of the 2020 Colorado Academic Standards. Across all disciplines you noticed the following changes: [1 minute]
		1. Changed the title of the *Prepared Graduate Competencies* section of the standards document to*Prepared Graduate Statements* to reduce confusion with competency-based learning systems of instruction and assessment practices.
		2. Changed the title of the *21st Century Skills and Readiness Competencies* section of the standards document to *Academic Context and Connections.* The sections within the *Academic Context and Connections* will continue to focus on inquiry, application and relevance. However, the sub-sections for each content area contain variations in order to capture the unique subject-specific elements needed to create context for learning.
		3. The preschool standards for all content areas contain revisions to align expectations with Colorado’s Early Learning and Development Guidelines and the latest revision of the Head Start Early Learning Outcomes Framework.
3. **Making Connections** Notecatcher question IV Estimated time: 3 minutes
	1. In small groups, look back at the page of standards you highlighted in Module #5. Considering the concepts, content, and skills you identified within your content standards.
		1. Discuss how the concepts, content, and skills in each text feature/element (i.e., Prepared Graduate Statements, Grade-Level Expectation(s), Evidence Outcomes, and Academic Context and Connections) work together to ensure student success in college, a career, and life.
		2. What are the explicit connections among the Evidence Outcomes, the Grade Level Expectations and Academic Context and Connections?
4. Chart your responses to the questions.
5. Once your group has finished charting your response(s), hang the chart up.
6. **Gallery Walk** Estimated time: 5 minutes
	1. Have educators volunteer to read each bullet point.
	2. Then, have them synthesize what they just read.
7. **Synthesis** Notecatcher question V | Estimated time: 5 minutes
	1. Educators will individually answer the questions on their notecatcher.
	2. Give them 2-3 minutes to complete.
8. **Questions, Comment & Concerns**
9. **Reflection** Notecatcher question VI
	1. What is one learning you will takeaway?
	2. What is one question you still have regarding standards?
	3. What do you hope will be covered over the next 8 modules?
10. **Module 3-6 Post Assessment**