

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 9: Standards Mapping

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. This session will provide a process for examining the standards and mapping them to you existing curriculum, materials, school level teaching and practices. This process can be used for any subject area, specific grade level or combined to look for alignment across multiple subject areas and grade levels. This 1 - 2 hour module describes *a process* that will take longer than the actual module. Modules 8 and 9 work together to identify strengths and gaps as well as strategies to address identified gaps.

**Presentation:** The Power Point presentation for this module is within Learning Management System, Moodle.

**Schedule & Time**: This resource is designed to be delivered over a 1 - 2 hour professional development session. Time guidelines are included in the speaker’s notes on facilitator presentation. To complete this process for a grade level or content area it will take longer to complete.

**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. It would also be beneficial to review both Modules 8 and 9 to identify the best way to facilitate this process.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
* Module 9: Standards Mapping Notecatcher
* A copy of printed standards for subject area(s) or grade level (s) that your educators will be examining
1. **Other materials or Considerations**
* Use a sticky wall or other way to display the standards to allow participants to view all of the standards across that will be examined. (<https://www.ica-usa.org/store.html#!/ToP-Sticky-Wall%C2%AE/p/110416372/category=0>)
* Pink, green, and yellow highlighters. One set for each grade level or team.
* Sticky notes.
* If you are mapping to an existing scope and sequence, curriculum, or existing materials, it may be helpful to have those materials available for reference.
1. **Plan for assessment.** Please deliver the Modules 8-11 post assessment after completing Module 11.

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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

# Considerations for this module

Modules 8 and 9 can be completed at the same time or as separate sessions. Review both modules prior to starting Module 8. It is expected that Modules 8 and 9 will take longer than the presentation of the modules. Consider building time for teams of teachers to meet to complete the mapping process. The intent of this is to begin to identify gaps in teaching, scope and sequence, curriculum or materials compared to the revised 2020 CAS. It is intended to engage participants in the standards at a deeper level and to allow for reflection on current practices. It is not intended to be a check list of the standards to check off that the standards are being addressed. It is important that participants completing these modules have a knowledge and understanding of what is currently in their scope and sequences, curriculum, materials or what is actually being taught in classrooms.

# Presentation Outline with Speaker Notes

1. **Title** Time for Module is 45-60 minutes
2. **Goal and Objective** Estimated time: 30 seconds
	1. Identify strengths and gaps in the current scope and sequence or curriculum.
3. **Warm-up** Estimated time: 5 minutes
	1. Directions:
		1. Form two lines facing a partner.
		2. Participants in line A have 20 seconds to observe their partners appearance (hair, clothing, jewelry etc.).
		3. Participants in line A turns around and faces away from line B.
		4. Participants in line B makes 5 changes to their appearance.
		5. Participants in line A turns around and tries to identify the 5 changes.
		6. Now reverse roles. Participant B observes Participant A makes changes.
4. **Warm-up Processing** Estimated time: 5 minutes
	1. What was challenging about this activity from the two different perspectives (Participant making changes and the observer perspective)?
		1. Relate the challenges of this activity to making change, some examples might be that we didn’t have enough time to observe the other person, or not knowing what to change. How do these relate to making changes in your teaching?
	2. What types of changes did you notice?
		1. Participants can share back a few examples. As you observed your partner made some changes that were easy to observe, they may have taken off their jacket or glasses, other changes were more subtle and more difficult to notice, they may have taken off a ring or changed the finger it was on. The standards revisions are similar, in some cases the changes are big and easy to see, and in other cases the standards may be similar to the previous standards with minor changes that at first look might not be apparent. These small changes can have a significant impact on teaching for example, a small change in the verb can significantly change the rigor that the standards needs to be taught at moving from describe to demonstrate will have an impact on how the standards is taught. Other changes on the Essentials Skills section of the document have been added to help clarify and guide how the grade level expectations and evidence outcomes might be taught. They also provide an opportunity to examine real world applications of the standards and other content specific guidance.
		2. In this activity it was important to observe the person first before they made changes. With the revised standards it is important to know what the previous standards stated, however, in this process we are encouraging you to consider what you are currently teaching, or the curriculum that you are using as the comparison to the standards as opposed to comparing to the previous standards.
	3. How does this activity relate to the standards revision process specifically the alignment of the revised standards to our current scope and sequence, curriculum or what you currently teach?
		1. Discuss how this activity focuses on the changes that have been made
5. **Mastery of the Grade Level Expectations** Notecatcher Discussion I. Estimated time: 5 minutes
	1. Pair up with someone in your group that you do not work with regularly. Discuss what mastery looks like for this high school health education grade level expectation. Have several participants share out what mastery looks like for this standard.
	2. Mastery is what students should know and be able to do at the conclusion of the grade level. In this case students should be able to analyze how family, peers, media, culture and technology influence healthy eating choices. Mastery would indicate that students are able to analyze all of these influences as they relate the healthy eating.
6. **How do you determine rigor?** Notecatcher question II. | Estimated time: 5 minutes
	1. The term rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are *academically, intellectually, and personally challenging*. As you start examining the standards, your scope and sequence, curriculum, materials or teaching practices it is imperative that you examine the level of rigor of the standards. To determine the rigor of the standards you should first look at the verbs identified in the grade level expectations and evidence outcomes. Does the verb ask students to define, list, remember, explain, at a lower level if thinking or to demonstrate, construct, create, analyze, argue of defend at a higher level of rigor.
	2. As you examine the scope and sequence, curriculum, materials or teaching practices it is important to examine them through the lens of meeting or exceed the academic rigor identified in the standards. For example, the standards may indicate that students should be able to demonstrate effective communication skills, in the curriculum and in practice students describe or identify effective communication skills. This is at a lower level of rigor than the standards indicated. To fully address the standards to mastery students should be able to demonstrate these communication skills.
	3. In the example on the slide the level of rigor that this standards should be taught at is Analyze. Students should be able to analyze how families, peers, media, culture and technology influence healthy eating choices. To do this students need to not just know that these areas have an influence on our lives but are also able to analyze how they influence healthy eating choices.
7. **Mapping to the Standards** Estimated time: 3 minutes
	1. In this activity you will be examining the grade level expectations, evidence outcomes found in the 2020 CAS. This process will allow you to identify the gaps and strengths in your scope and sequence, curriculum, materials or teaching practice.
	2. As you examine the grade level expectations and evidence outcomes you will be determining the extent that they are addressed in your current scope and sequence, curriculum, materials or your teaching practice. In this process you should first analyze the grade level expectation, and the evidence outcomes and identify the level of rigor that the standards is taught at. Then identify what mastery would look like for the grade level expectations and evidence outcomes. It may also be helpful to review the essential skills of the standards to provide some guidance as to how the grade level expectations, and evidence outcomes might be taught. When you have a clear understanding of the GLE and e.o.’s for this grade level consider your scope and sequence, curriculum, or teaching to determine if you address the evidence outcome is full addressed to mastery and at the appropriate rigor, partially address at the grade level but not to mastery or at the appropriate level of rigor, or not addressed at the grade level at all. You will then highlight then GLE and e.o.’s in the appropriate highlighted color.
8. **What does it look like?**  Estimated time: 3 minutes
	1. Discuss these examples, and how these standards have been identified as Addressed to Mastery (Green), Partially Addressed (Yellow) and Not Addressed (Red).
	2. Make note that the left side of the standards document has been highlighted as Addressed to Mastery in Green, Partially Addressed in Yellow and Not Addressed in Red.
	3. The box on the right side of the standards are the rationale for determining the level of implementation. It is important that every evidence outcome is highlighted. You may choose to highlight a portion of the standard in multiple colors.
	4. In this example, you will notice that these evidence outcomes a and b are addressed during the social emotional unit. Evidence outcomes c, d, f and g are not addressed. Evidence outcome e is highlighted in yellow the students identify the factors that could negatively influence a person’s well-being with regards to depression are addressed, however; suicide and/or self-harming behaviors are not discussed.
9. **What does it look like?** Notecatcher question III Estimated time: 3 minutes
	1. In this example, you will notice that evidence outcome c is addressed during morning meetings. Evidence outcomes a-b, and e are highlighted in yellow because students do not demonstrate these communication skills at the appropriate rigor. Evidence outcome e is partially addressed due to the fact that strategies to resolve conflicts are not discussed. That portion of the evidence outcome is highlighted in red.
10. **Mapping Standards** Estimated time: 30 minutes – 2 hours.
	1. Group participants in grade level and/or content teams.
	2. Provide each group with highlighters.
	3. As you examine the grade level expectations and evidence outcomes you will be determining the extent that they are addressed in your current scope and sequence, curriculum, materials or your teaching practice. In this process you should first analyze the grade level expectation, and the evidence outcomes and identify the level of rigor that the standards is taught at. Then identify what mastery would look like for the grade level expectations and evidence outcomes. It may also be helpful to review the essential skills of the standards to provide some guidance as to how the grade level expectations, and evidence outcomes might be taught. When you have a clear understanding of the GLE and e.o.’s for this grade level consider your scope and sequence, curriculum, or teaching to determine the extent that you address the grade level expectations and evidence outcome.
	4. Each group will highlight the grade level expectations and evidence outcome based on the level of rigor and mastery. Identified as Addressed to Mastery (Green), Partially Addressed (Yellow) and Not Addressed in (Red).
11. **Reflection** Notecatcher question IV Estimated time: 2 – 3 minutes
	1. What did you learn from this initial process?
	2. What is one learning you will takeaway?
	3. What is one question you still have regarding standards?
12. **Other Considerations**
	1. You might consider using data to guide your mapping process to help focus where additional support is needed to move students to mastery. For example you might find through local student behavioral data that students in your high school have a higher than average use of tobacco products. You might use this data to take a closer look at the timing, and extent that this area is taught in your district.
	2. If participants are not familiar with the vertical and horizontal progression of the grade levels you might consider reviewing the standards vertically and horizontally prior to completing this process.
	3. During future sessions consider who should be involved in this mapping process.