

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 11: Bridging the Gaps

Creating an Effective Plan to Address Curriculum Gaps

# 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. In Modules 8, 9 and 10 you mapped out standards, analyzed standards, and identified gaps within current curriculum. This session will provide a process for schools to develop proposed changes to close identified gaps in curriculum and standards alignment. The proposals created should be used as a tool to identify priorities, shifts and solutions to ensure every school is aligned with the revised 2020 Colorado Academic standards by the Fall 2020 implementation deadline.

**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 60 minute 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. Make copies of the second page of the notecatcher to all for groups to submit multiple proposals as needed.

**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 Module 8, 9 & 10 to continue the recommended processes presented in previous modules.
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 11: Bridging the Gaps Notecatcher
* Additional copies of page 2 of the Notecatcher
* Print standards for subject area(s) or grade level (s) that you would like to examine
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.

# 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

Module 11 is designed to gather feedback and proposed changes from educators after analysis of 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 important the 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. Educators will have the opportunity to provide suggestions for curriculum updates, reallocation of instruction time, and solutions to standards misalignment due to recent revisions. As facilitator it is important to gather proposals and designate a plan for review and action prior to the conclusion of Module 11.

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# Presentation Outline with Speaker Notes

1. **Title Estimated** time for Module is 60 minutes
2. **Goals and Objectives** Estimated time: 1 minute
	1. Create an ideal vision of aligning curriculum and standards in your classroom and/or school.
	2. Revisit gaps that exist and consider available curriculum resources, time allocation for each content area, and any additional solutions to eliminate gaps.
	3. Create a proposed plan of action to successfully implement the 2020 Colorado Academic Standards and close gaps.
3. **Warm-up** Estimated time: 2 minutes
	1. Take 2 minutes to imagine the following: Without considering time or money as limitations, what would an ideal standards-aligned curriculum look like for your classroom or school?
		1. Write down as many characteristics of a standards aligned curriculum as you can think of in 2 minutes
		2. Think about specific lesson plans and examples from your classroom
4. **Compare and Contrast Activity** Notecatcher question II Estimated time: 10 minutes
	1. In table groups or small groups of 3-5, discuss warm-up prompt and summarize as a group. Then using your notecatcher compare and contrast your school’s current curriculum and standards alignment to your group’s ideal curriculum and standards alignment. Determine to what degree your school or district will need to make changes to the current curriculum to be aligned with the 2020 Colorado Academic Standards.
5. **Quick Win or Long-Term Plan** Estimated time: 2 minutes
	1. Not all solutions will require a lengthy process or financial investment to achieve alignment with the 2020 Colorado Academic Standards (CAS). Some solutions can be considered an “instant win” and can be implemented immediately.
	2. Other solutions may require a longer term plan and execution. Consider the changes in middle grades for science. Because there are significant differences between current and revised standards, a principal or other administrator may need to plan for purchase of new curriculum or revisions to scope and sequence. Long term solutions may also require district level approval.
	3. Other long term solutions may be forming a working committee, researching and purchasing new curriculum, or scheduling additional professional development and training hours.
6. **3rd Grade Math Example of Completed Proposal Template** Estimated time: 2 minutes
	1. A blank example of the Proposal Template can be found on the back of the notecatcher.
	2. Discuss the 3rd grade math example with teacher participants
7. **8th Grade Science Example of Completed Proposal Template** Estimated time: 2 minutes
	1. A blank example of the Proposal Template can be found on the back of the notecatcher.
	2. Discuss the 8th grade science example with teacher participants
8. **Creating a Proposal** Estimated time: 30 minutes
	1. In Modules 8, 9 and 10 you mapped out standards, analyzed standards, and identified gaps within current curriculum. Split into small groups (grade level or content area) and prepare responses to the proposal template. Refer to your notecatchers from the previous modules to identify gaps and create solutions. Keep in mind closing gaps can include eliminating redundancies, recommended training or professional development, creating a committee or working group, or reallocation of time. Proposed solutions may also include exploring new curriculum resources or obtaining.
	2. Use the sample template to work with your grade level or content area group to provide proposal recommendations for adjustments to align with the 2020 Colorado Academic Standards. Groups can complete one or more templates. It is at the discretion of the facilitator to limit the number of proposals per group.
9. **CAS Implementation Timeline**  Estimated time: 1 minute
	1. Review CAS Implementation Timeline
	2. Reminder: The 2020 Colorado Academic Standards timeline indicates all districts are to implement the revised standards by fall 2020. To ensure your school and district are on track to implement the revised standards discuss and create a plan for 2020 CAS implementation.
	3. Questions to consider as the facilitator: Does your school or district have a 2020 CAS implementation plan? If so, share and review the plan with your group at this time.
10. **Next Steps** Estimated time: 5 minutes
	1. As a group determine the appropriate next steps to accomplish proposed changes that best suits your school or district. Determine goals on a timeline and write out on a large poster or white board. Consider who will need to review and approve proposals. This could be an administrator, committee or other school/district staff.
	2. What needs to happen between now and Fall 2020 when the revised CAS will be implemented in all districts?
	3. Spring 2019 release of CDE instructional modules
	4. By what date could you reasonably acquire needed curriculum considering budget cycle?
	5. Next set of modules will focus on instructional shifts inherent in the revised standards.
	6. Identify what PD teachers will need to implement updates
	7. What are the questions we would want administrators and district personnel to consider when implementing this plan?
11. **Questions** Estimated time: As Needed