

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 12: Shifting Instructional Practices

Aligning Instruction with 2020 Colorado Academic Standards

#

# 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 an overview of modules 13-16. Participants will have an opportunity to engage and reflect on their experience in school and explore how instruction might change with the revised 2020 standards.

**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 45 min - 1 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 12: Notecatcher
1. **Other materials or Considerations**
* Chart paper

# 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 12 begins the process for examining Best, First Instruction and how the standards inform these practice. This module provides an overview of the modules and sets the foundation for the work in subsequent modules. It is recommended that you review modules 13-16 get an understanding of the time it might take to complete the other modules.

# Presentation Outline with Speaker Notes

1. **Title Shifting Instructional Practices: Aligning Instruction with 2020 Academic Standards!**

Estimated Time for Module 12 is 45-60 minutes

1. **Overall Goals and Objectives Phase III Module**s Estimated time: 30 seconds
	1. Review Objectives
		1. Identify key instructional shifts that are needed to support the 2020 standards
		2. Understand the definition and 4 pillars of Best, First Instruction
		3. Plan for and implement Best, First Instruction
2. **Overview of Phase III Modules** Estimated time: 1 minute
	1. Read slide to participants
		1. Module 13 will identify the instructional shifts inherent in the 2020 Colorado Academic Standards.
		2. Module 14 will provide an overview of Best, First Instruction and define the 4 Pillars of Best, First Instruction and what it means to be a culturally responsive educator.
		3. Module 15 provides ways to plan for Best, First Instruction and identifying high impact instructional strategies.
		4. Module 16 will provide opportunities to create lesson plans using Best, First Instruction and high impact instructional strategies.
		5. Module 17 is a review of Phase I, II, & III 2020 CAS Implementation Modules and standards literacy.
3. **The Work of Modules 13 - 16** Estimated time: 1 minutes
	1. **Review**
		1. The processes and subsequent work outlined in Modules 13 - 16 emphasize the instructional shifts necessary to effectively teach the 2020 Academic Standards.
		2. While time has been recommended for each Module, the work of shifting instructional practice is a continuous, reflective process.
		3. Since full implementation of the standards does not begin until the fall of 2020, take this time to be thoughtful about planning for and implementing Best, First Instruction.
4. **Why is This Work Important?** Estimated time: 4 minutes
	1. Review each bullet point and discuss why this is important to teach.
		1. Engaging in this work allows teachers to design types of learning experiences or significant learning “events” for building student mastery of the standards. Through engaging in a deeper examination of the standards and identification of what student mastery is teachers are better able to align engaging learning experiences or events with standards.
		2. Meeting the needs of the diversity of student in Colorado’s classroom should be done through culturally responsive teaching. Culturally responsive teaching/practices are a core of good teaching for all students. Through a deeper understanding of these culturally responsive practices students will be more engaged and in learning to support mastery.
		3. By engaging student in meaningful real world classroom experiences and events essential skills can be practiced and mastered.
		4. “High-impact planning helps teachers create an intentional classroom by guiding teachers to think deeply about each learning opportunity.” (Knight, 2013, p.27)
5. **What did, what does, and what might teaching look like?** Estimated time: 20 minutes
	1. Directions:
		1. Form a single line based on how long you have worked in the school.
		2. Then, fold the line in half.
		3. The person who has worked in the school the longest will form a pair with the person who is the newest member of the staff.
		4. Follow down the line until everyone has a partner.
	2. Discussion Questions: with your partner discuss the following
		1. When you were in X grade, what did the classroom look like? What were your classmates doing? What was the teacher doing? What types of teaching was taking place?
		2. What do classrooms look like today? What are students doing? What are teachers doing? What types of teaching are taking place?
		3. When considering culturally responsive how do classrooms look today?
6. **What did, what does, and what might teaching look like?** Estimated time: 10 minutes.
	1. Directions
		1. Pairs combine with another pair and form a larger group of into groups of 4-6
	2. Brainstorming
		1. On chart paper, brainstorm how might the classroom of 2022 be different than today’s classroom when considering culturally responsive teaching and Best, First Instruction?
		2. What are students doing?
		3. What are teachers doing?
		4. What types of teaching is taking place
	3. Have each group display their completed notes on chart paper around the room.
7. **Processing** Estimated time: 15 minutes.
	1. Gallery Walk
		1. Conduct a gallery walk to review what each group brainstormed.
	2. Large Group Discussion
		1. Discuss the common themes that emerged.
8. **Reflection** Notecatcher question IV Estimated time: 5 minutes
	1. As we move through the next 5 modules it will be important to consider what we want our classrooms to look like in the future. The standards are a starting place to begin this shift to instructional strategies and practices that support student mastery of learning. In your note catcher write down 3 points you want to remember about what the classroom will look like in 2022.
9. **Other Considerations**
	1. If you don’t have time you could have participants just reflect on what teaching will look like in 2022.