

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 13: Exploring the Instructional Shifts Inherent in the 2020 CAS

#

# 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 13: 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 13 explores the instruction shifts inherent in the 2020 Colorado Academic Standards. This module provides examines what students should be doing during instruction, and identifies the relevancy of the verbs within the 2020 CAS. After completing this module, educators will be able to match instructional planning to what students should be doing as evidence in the Revised 2020 CAS.

# Presentation Outline with Speaker Notes

1. **Title Exploring the Instructional Shifts Inherent in the 2020 CAS**

Estimated Time for Module 13 is 30 minutes

1. **Goals and Objectives** Estimated time: 1 minute

Educators will be able to:

1. Identify the implicit instructional shifts in the Revised 2020 CAS.
2. Explore what the students should be *doing* as evidenced in the Revised 2020 CAS.
3. Discuss the importance of matching instructional planning to what the students should be *doing* as evidenced in the Revised 2020 CAS.
4. **Warm-Up** Estimated time: 5 minutes
	1. Have educators refer to their notecatcher for the following activity.
	2. Invite them to sign their name 5 times. This will take a minute or so.
	3. Ask them to do it again.
	4. Now, ask them to put the pen in their other hand and do 5 signatures again. This will cause much hilarity/huffing-and-puffing etc.
		1. Then distract teachers by talking about how hard it was, how people struggled, anything really to take their mind off the 'exercise'.
		2. Then ask them to sign their signature again 5 times.
	5. Now, at this point, most people switch back to their normal hands and do 5 signatures. Let them do this.
	6. Summarize... why did they switch back to their usual writing hand? You certainly didn't tell them to. As far as you were concerned, the pen should have been in the 'other' hand and you didn't say otherwise. Lesson: people will almost always revert to what they know unless there's a conscious effort not to.
	7. This a light-hearted exercise and only takes a few minutes, but is a **good intro to change and just why so many people struggle with it. For some educators, changing their instruction may seem daunting as they consider the student learning demands of the standards.**
5. **Is a Verb just a Verb?** Estimated time: 5 minutes
	1. Ask teachers to think about the verbs in the standards… The verbs are indicative of what the students should be doing to demonstrate mastery of the standards. As such, instruction must reflect the and allow for opportunities for students to demonstrate their knowledge and understanding of the content and skills by doing.
	2. Explain that *instructional shifts* means that teachers need to what the students are doing and match it to their instruction.
	3. Have teachers discuss their current instructional planning strategies - how do they ensure that the “doing” (e.g., the verbs of the standards) are explicitly included?
6. **Doing is a Verb!** Estimated time: 10 minutes
	1. Scenario
		1. High School Standard 1: History, GLE2, EO.b - Investigate causes and effects of significant events throughout United States History
		2. The EO asks students to “investigate” (what the students are *doing*)
			1. What should instruction look like so that students are conducting an investigation?
			2. Instruction: Students are provided multiple primary sources to analyze for answering the question: What are the causes and effects of the Vietnam War?” The teacher collects the primary sources for analysis and facilitates learning stations.
	2. “Fly In” the instructional idea - Ask: how is this different than “traditional” instruction?
	3. Display sample standard and read/review the following
		1. Explain to teachers that the instructional shifts may need to occur to effectively address the standards. Take special notice of the standards found throughout the standards page(s).
		2. In this social studies example you will notice that **evidence outcomes** a-i focus on students demonstrating various historical thinking skills. In order for students to demonstrate mastery of these skills, the classroom, teaching strategies, procedures, and practices need to support student practice and demonstration of these skills. As a foundation, a classroom needs to have clear student norms and expectations, a supportive learning environment that encourages student collaboration. In addition, the instructional shifts that should take place allow for a student centered approach that is accessible, equitable, real, and relevant for all students.
		3. Another aspect of the standards that can inform shifts in teaching strategies, procedure, and practices is the **Academic Content and Connections**. These essential personal and interpersonal skills should be considered when planning for instruction. Other standards content areas have other practices and content specific skills that should also be considered when teaching.
7. **Think, Pair, and Share** Estimated time: 5-10 minutes
	1. Have educators 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?
8. **Assessment: Twitter Post** Estimated time: 2 minutes.
	1. Summarize the important ideas from this module in 140 characters or less!
	2. Educators should capture their response on their notecatcher