

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards:

Module 14: **Overview of Best, First Instruction**

Building Positive Student Relationships for Accessible, Equitable, and Flexible Instruction

# 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 believes educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. Educators will combine their understanding of standards and current district/school curriculum to identify existing gaps and overlaps. They will work with their colleagues to understand why the gaps and overlaps so that you (administrative team) may best address them.

**Presentation Link**: The PowerPoint presentation for this module is within the Learning Management System, Moodle.

**Schedule & Time**: This resource is designed to be delivered in one 45 minute professional development session. Time guidelines are included in the speaker’s notes on facilitator presentation.

**Notecatcher**: This session will be guided for participants through the PowerPoint presentation and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.

**Delivery Format**: This module can 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 14: Overview of Best, First Instruction Notecatcher
* UNLV Journal of Praxis in Multicultural Education Volume 7 Number 1 Article 4

<https://digitalscholarship.unlv.edu/jpme/vol7/iss1/4>

1. **Plan for assessment.** You can deliver pre- and post-assessments as needed for your participants. Summative assessments have been provided within the CAS Implementation Facilitator Guide. Please ensure participants complete the summative assessment after completing Modules 12-17.

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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:** Estimatedtime for Module is 65 minutes
2. **Goals and Objectives:** Estimated time: 1 minute
   1. There are three objectives for this session. {Read Slide}
      1. Educators will be able to:
         * Define Best, First Instruction.
         * Identify the 4 principles of significant relationship building with their students in order to shift to a more equitable and culturally responsive environment.
         * Explain the importance of being a culturally responsive educator.
3. **Equitable and Responsive Teaching: The Foundation for BFI** Notecatcher Section II “Culturally Responsive Teaching”. |Estimated time: 5 minutes for slide
   1. Say: I am going to read this statement. As I read, follow along and annotate it on your notecatchers using the following key:
4. Underline the ***verbs*** or ***verb phrases*** that requires an educator action.
5. Place a star (\*) next to a phrase or statement that reflects your approach to providing best, first instruction.
6. Read the slide slowly, allowing for educators to annotate the statement.
7. Next, have educators synthesize their understanding by answering the following question:

What does it mean to be a “culturally responsive” educator? Give them 3 minutes to write their answer on their notecatchers.

d. Once the 3 minutes has expired, ask for 2 volunteers to share their synthesis with the whole group. This will be the perfect transition into the next slide.

1. Cultural Responsiveness

[Estimated time: 5-7 minutes]

1. Have teachers skim the handout by Romero, C.

b. Reflect on how the sense of Belonging is central to culturally responsive teaching.

1. **Culturally Responsive Educators** Notecatcher Section III “What is a Culturally . . ?” Estimated time: 10 minutes
   1. Have teachers check their synthesis from the previous slide with CDE’s definition of what it means to be a “culturally responsive” educator.
   2. Next, discuss the practices of a culturally responsive educator using the following questions to frame the conversation:
      1. Which of these practices do you already implement in your classroom?
      2. Which practices might you be able to implement immediately?
      3. Which practices may take more time?  Why?
      4. What type(s) of support do you think you need to be a culturally responsive educator?

Possible extension: Have a discussion on these 5 statements.  Educators can define what this means to them and provide classroom example.  Then click on link and educators can read short blog on these 5 tips.

1. **Characteristics of “Best, First Instruction”**. Notecatcher Section I “Essential Understandings of Best, First Instruction”. | Estimated time: 1 minute for slide
   1. Read the slide.
   2. Explain to educators that, from the student perspective, this should be the teacher’s A game every day . . . this practice is consistent. Best-First Instruction, (also referred to as first, classroom, Tier I, core, or universal instruction), is designed to meet the needs of all students. Universal Tier Instruction is high-quality, effective, and engaging instruction provided in the general education classroom as outlined in a class or course curriculum. It provides students with their first opportunity to learn standards and grade-level expectations. All first instruction should be grounded in research-based methodology.
2. **The 4 Pillars of Best, First Instruction** Notecatcher Section I “Essential Understandings of Best, First Instruction”. | Estimated time: 1 minute for slide
   1. Read the slide.
   2. Say: “In determining the 4 Pillars of Best, First Instruction, the Colorado Department of Education considered “big pillar” ideas that are in our Colorado Academic Standards, Curriculum Overviews, and Instructional Units. These pillars are considered important regardless of content area and are beyond discrete skills. They emphasize that . . .
      1. *All student learning is driven by standards and measurable and achievable objective(s).*
      2. *All student learning is driven by research-based, highly effective, and efficient instructional practices.*
      3. *All student learning is driven by regular assessment, which determines instructional modifications.*
      4. *All student learning is driven by a positive climate and culture.*
      5. All students, all standards, equitable, and culturally responsive.

1. **Building Relationships & Meeting the Needs of All Students:** Notecatcher Section IV “Building Relationships”. |Estimated time: 5-10 minutes for slide
   1. Read the slide.
   2. Discuss whole group using the questions below to structure the conversation. Capture their thoughts on chart paper. This means you will need 2 separate sheets of chart paper with either the question or part of the question prewritten at the top. You may also want to ask for a volunteer to serve as the scribe to capture the thoughts of educators in the room.
      1. Why are building relationships and meeting the needs of all students so foundational to student learning?
      2. How might you improve upon your current practices of building relationships and meeting the needs of all your students?

Note:Emphasize that the goal is “All students, all standards, equitable, and culturally responsive.”

1. **Building Relationships & Meeting the Needs of All Students:** Notecatcher Section IV “Building Relationships”.
2. **Relationship Building is the Foundation of a Culturally Responsive Classroom:** Estimated time: 20 minutes
   1. Read Slide.
   2. Article is sectioned in 5 parts labeled with numbers for jigsaw activity. Have educators count 1 to 5 until all educators have a number. This is the section they will read. Remind them to annotate their section for main idea and supporting details in the section. The estimated time to read a section - 5-10 minutes, so you may want to initially give 5 minutes to read. At the end of the first 5 minutes, check with educators to see how much additional time is needed. Ask them to indicate how many additional minutes they need. One finger representing one minute. Give them the range from 1 to 5 minutes.
   3. At the conclusion of reading, have educators share the details of the section they read with their table mates. If a number is not represented, for example, number 5, then you will need to make adjustments and pull from a table that has more than person who read that section to share with the table. The jigsaw activity shouldn’t take longer than 10 minutes.
3. **Post Reading Questions:** Estimated time 10 minutes
   1. Read slide.
   2. Give educators 5 minutes to build ideas on group poster
   3. Ask for 2-3 volunteers to share their posters. Share out or gallery walk for 5 minutes.
4. **Reflection:** Estimated time: 3 minutes
   1. Read slide.
   2. Give educators 5 minutes to record their answer on their notecatchers.
5. **Questions, Comments, & Concerns:** Estimated time: 2-3 minutes
   1. Address any Parking Lot questions, comments, and/or concerns