

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards:

Module 15: Planning for Best, First Instruction

Understanding and Applying Instructional Strategies for Standards-Based 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 an understanding of the discipline of teaching through being culturally responsive and understanding a variety of instructional strategies to improve learning and instruction for content and essential skills.

**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 45-60 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 15: Planning for Best, First Instruction (BFI) notecatcher
* Content-Specific High Impact Instructional Strategies Grid

1. **Plan for application activity.** You can include the application activity as needed for your participants. Completing the application activity will provide the participants with some “hands-on” experience for planning using the tenants of Best First Instruction.

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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 60 minutes
2. **Goals and Objectives:** Estimated time: 1 minute
   1. There are three objectives for this session. {Read Slide}
      * Educators will be able to:
        + Discuss high impact instructional strategies in relation to Best, First Instruction (BFI).
        + Consider their students as they identify high impact instructional strategies when planning for BFI.
        + Apply the design principles of BFI to instructional planning.
   2. NOTE: It’s important that participants have completed Module 14 to understand the relationship between understanding our students and learning.
3. **Introduction:** Estimated time: 1 minute
4. **High Impact Instructional Planning:** Estimated time: 2-3 minutes
   1. Read slide.
   2. Ask educators to explain high impact instructional planning in their words. Discuss similarities and differences of high impact instructional planning in their content area with someone in another content area.
5. **High Impact Instructional Planning - Standards:** Estimated time: 3-5 minutes
   1. In the Colorado Academic Standards, the “**what**” are the Prepared Graduate Statements and the Grade Level Expectations. These help teachers know “what” they are teaching to the students.
   2. The “**how**” are the evidence outcomes. These identify ways in which educators can determine if students are meeting the “what” of the standard.
   3. The Academic Content and Connections are the “**why**” of the standards. These ideas can help educators to create relevance for the students and identify guiding questions for the students. These ideas help the standards to be learning focused instead of activity focused.
   4. This level of planning can improve teaching by having emphasis on the concepts of the discipline you are teaching.

Possible Extension: Critically review the standards (in the Educators’ content areas) to find opportunities to consider a “learning” over “activity” focus. Review Module 10 to make sure your planning is aligned with the standards and there are no “gaps” in your teaching.

1. **High Impact Instructional Planning - Colorado Essential Skills:** | Estimated time 2 minutes
   1. Read slide.

Note: Educators can review the Colorado Essential Skills website: <https://www.cde.state.co.us/standardsandinstruction/essentialskills> to assist with greater understanding of the essential skills and how/why they should be included in standards-based instructional planning.

1. **High Impact Instructional Planning - Curriculum Maps and Other Resources:** Estimated time 1 minute
   1. Read slide
2. **Student Learning Considerations:** Estimated time 5 minutes
   1. Read the slide.
   2. Ask participants to discuss and connect to the ideas of emotions, interest, perceived importance, and perceptions of efficacy in their own classrooms and teaching.
3. **High Impact Instructional Strategies:** Estimated time 15 minutes
   1. Read slide.
   2. Say: Teachers use high impact instructional strategies in their teaching every day; however, they do not always think about how, when, and why they utilize them.
   3. At tables, have educators brainstorm the different ways they can or do engage students using these six categories of instructional strategies. Chart your brainstorm.
4. **High Impact Instructional Strategies - Thinking Prompts:|Notecatcher Section I High Impact Strategies”** Estimated time: 3-5 minutes
   1. Read Slide.
   2. Explain to the educators that these thinking prompt strategies could be aligned with the following Colorado Essential Skills:

* creativity and innovation
* critical thinking and problem-solving
* flexibility
* productivity and accountability
  1. Ask: What are some thinking prompts that are used in your discipline. Have each discipline/content area report out using the round robin method.

1. **High Impact Instructional Strategies - Questioning:|Notecatcher Section I “High Impact Strategies”** Estimated time: 3-5 minutes
   1. Read slide.
   2. Explain to the educators that these questioning strategies could be aligned with the following Colorado Essential Skills:

* critical thinking and problem-solving
* communication and collaboration
* social and cultural awareness
* flexibility
  1. Say: When teachers develop questions as teaching strategies, it is important to be mindful of the kind of questions, the types of questions, and the level of the questions. The type of question refers to open-ended or closed-ended questions. Open-ended questions have and unlimited number of responses, while closed-ended questions have a finite number of answers. The kind of question refers to opinion questions or right/wrong questions. Opinion questions do not have a right or wrong answer, while right and wrong question have correct and incorrect answers. The level of question is the idea, skill, or knowledge of the question. Idea questions are about themes, concepts, overarching ideas, and content that occurs throughout the course. Skill questions allow students to apply their knowledge in new situations. Knowledge questions are recall questions about information.
  2. Ask the educators: What kinds of questions do you usually use in teaching? Could you construct other types of questions?

1. **High Impact Instructional Strategies - Stories:|Notecatcher Section I “High Impact Strategies”**Estimated time: 3-5 minutes
   1. Read slide.
   2. Explain to the educators that the use of stories as high impact instructional strategies could be aligned with the following Colorado Essential Skills:
      * critical thinking and problem-solving
      * communication and collaboration
      * social and cultural awareness
      * character and leadership
      * the ability to use the information and communications technologies to find, evaluate, and communicate information
   3. Say: Stories can be used to connect learning to students’ prior knowledge and experiences. Stories can be told in an open ended way that allows students to draw their own conclusions. Stories can be told in a more direct way that explicitly connects the elements of the story to the content being learned. Stories can be used to (a) anchor new knowledge, (b) build prior knowledge, (c) prompt thinking and dialogue, (d) generate interest, (e) inspire hope, (f) offer new perspectives, (g) describe epiphanies, and (h) build community (Knight, 2012, p. 193).
   4. Ask the educators: What stories do you use in for instruction?

Note: For disciplines/content areas not English language arts, ask them not to think in terms of novels or short stories synonymous with the ELA classroom, but in terms of stories about scientific phenomena, a historical moment, musical score or song, a script, etc.

1. **High Impact Instructional Strategies - Cooperative Learning:|Notecatcher Section I “High Impact Strategies”** Estimated time: 10 minutes
   1. Read slide.
   2. Explain to the educators that these cooperative learning strategies could be aligned with the following Colorado Essential Skills:
      * critical thinking and problem-solving
      * communication and collaboration
      * social and cultural awareness
      * initiative and self-direction
      * flexibility
      * productivity and accountability
      * character and leadership
      * the ability to use the information and communications technologies to find, evaluate, and communicate information
   3. Say: In cooperative learning, student work in groups of various sizes and control their own learning. Students work together to accomplish a shared goal. Cooperative learning assists teachers with fostering student engagement, formative assessment, differentiated instruction, construction of knowledge among students, and communication skills among students.
   4. Ask the educators: What are cooperative learning strategies that you use in your classroom? What are some that you have thought about using, but have never tried? Have educators chart their responses.
   5. Share out or do a gallery walk
2. **High Impact Instructional Strategies - Authentic Learning: |Notecatcher Section I “High Impact Strategies”**Estimated time: 5 minutes
   1. Read slide.
   2. Explain to the educators that these authentic learning strategies could be aligned with the following Colorado Essential Skills:
      * creativity and innovation skills
      * critical thinking and problem-solving
      * communication and collaboration
      * social and cultural awareness
      * initiative and self-direction
      * flexibility
      * productivity and accountability
      * character and leadership
      * the ability to use the information and communications technologies to find, evaluate, and communicate information
   3. According to Knight (2012), authentic learning involves a real-world issue, a real world product, a real-world assessment, and real student engagement. This means that it is focused on questions or problems with the central concepts and principles of a discipline.
   4. Ask educators: What are ways that you can use authentic learning in your classroom?
3. **High Impact Instructional Strategies - Disciplinary Literacy:** Estimated time: 5 minutes
   1. Read slide.
   2. Say: This slide is a reminder to educators that disciplinary literacy is a foundational element of the revised 2020 CAS; therefore, thoughtful, intentional incorporation of disciplinary literacy practices should be part of instructional planning.
   3. Ask the educators: How are you currently applying disciplinary practices into your classroom? What might you need to improve upon the inclusion of disciplinary literacy practices in your classroom?
4. **High Impact Instructional Strategies -Application:|Notecatcher Section II “Application”** Estimated time: 10 minutes
   1. Read slide and have educators capture thoughts on their notecatchers.
5. **Assessment|Notecatcher Section “Assessment”:** Estimated time: 3-5 minutes
   1. Read slide
   2. Following the completion of the exit ticket, provide teachers with the high impact instructional strategies grid for their content area.
6. **Questions, Comments, & Concerns:** Estimated time: 2-3 minutes
   1. Address any Parking Lot questions, comments, and/or concerns.