

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards:

Module 16: **Overview of Best, First Instruction**

Planning for and Reflecting on Best, First Instruction Part II

# 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 16: Implementing Best, First Instruction Notecatcher
* The Instructional Planning Process Guide

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 65-75 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:
         * Combine their understandings of the standards and high impact instructional strategies to develop interactive learning opportunities.
         * Reflect on their current method of instructional planning in comparison to a content and student focused instructional planning process.
         * Work with the *Sample Instructional Planning Process Guide* to help make visible the “invisible thinking” which teachers may utilize to provide students with opportunities to demonstrate student learning demands of the standards.
3. **Content Focused Instructional Planning Process** Estimated time: 5 minutes for slide
   1. Explain to the educators that oftentimes, instructional planning focuses on the *content*… Content focus instructional planning: Look at the standard → Identify the lesson content → determine the assessment → write the lesson plan
   2. Ask the educators to consider their current instructional planning. Does your current instructional planning reflect the standards being addressed? Do your current plans reflect the inclusion of the skills students should be demonstrating based upon the standards?
4. **Student Focused Instructional Planning Process**. Notecatcher Section I “Student Focused”. | Estimated time: 5 minutes for slide
   1. Explain: Different than content focused instructional planning, beginning with the student learning in mind, student focused instructional planning: This process begins with identifying what the students should be doing as evidenced in the standards.  What makes this process different than the content focused instructional process is that instructional planning BEGINS with the students rather than content.
   2. Look at the standard - Identify the intent of student learning implicit in the standards. → Consider student learning when planning instruction. → How will your instruction provide students with opportunities to demonstrate (the “doing”) **student learning demands of the standards.** → Plan for opportunities where students can reflect on their learning. How will students reflect and connect their actions and learning back to standards and BFI instruction?
   3. Ask educators to consider their current instructional planning. How does their current instructional planning reflect the inclusion of the skills students should be demonstrating?  For example, if students are to be “evaluating primary sources…”, what will instruction need to look like in order for the students to be doing an evaluation of primary sources?
5. **A Tool for Instructional Planning:** Estimated time: 2 minutes for slide
   1. Give a brief overview of the Instructional Planning Process Guide’s focus.
   2. Explain that the Instructional Planning Process Guide is a tool to guide planning, not a required lesson plan template. This guide is not intended to suggest that templates in use by teachers or in districts should be replaced.
6. **The Instructional Planning Process Guide pg.1:** Estimated time: 5 minutes
   1. Review/Discuss as group
      1. As you proceed through each row you are guided to view each instructional planning element and design with the goal of shifting from more traditional instructional planning to a standards-based instructional design.
      2. This is achieved through two key methods:
         * The first by guiding you through culturally responsive and social-emotional considerations for each design element.
         * The second method is through a prompt designed to assist teachers to meta-cognitively reflect on their planning. The goal here is to develop the habit of reflecting as the planning/decision making is taking place, rather than solely after the completion of the lesson.
7. **The Instructional Planning Process Guide pg.2:** Estimated time: 5-10 minutes for slide
   1. Review/Discuss as a group.
      1. Look-fors:
         * When developing an opening/hook or the learning experiences, how does this design element connect the Four Pillars of BFI?
         * How do the prompts encourage you to examine this design element through a culturally responsive and/or a social-emotional lens?
         * How do the metacognitive reflection prompts allow you to examine how the design element effects the process of engaging students, increasing curiosity, stimulating student-generated questions, and evidence which shows the strategies impacted student learning, etc.?
8. **The Instructional Planning Process Guide pg.3:** Estimated time: 5-10 minutes for slide
   1. Review/Discuss as group.
      1. Look-fors
         * When developing the lesson closure or the technological resources how does this design element connect the Four Pillars of BFI?
         * How do the prompts encourage you to examine this design element through a culturally responsive and/or a social-emotional lens?
         * How do the metacognitive reflection prompts allow you to examine how the design element effects the process of engaging students, increasing curiosity, stimulating student-generated questions, and evidence which shows the strategies impacted student learning, etc.?
9. **The Instructional Planning Process Guide pg.4:** Notecatcher Section I “Instructional Planning”. |Estimated time: 5-7 minutes for slide
   1. Read the questions #1 and #2 to educators. Give them 5-7 minutes to reflect and capture their thinking on the notecatcher.
      1. How do you envision the post lesson reflection changing due to you reflecting while engaged in the planning/decision making process?
      2. How is this different from your current instructional planning practices? Tell them to consider the following as the answer question #2:
         * What practice do you need to modify to align to this method of planning?
         * What benefits does method of instructional planning provide?
         * What barriers present themselves in this method of instructional planning?
         * How would you overcome these barriers?
10. **Activity: Understanding the Process Guide:** Estimated time: 15 minutes
    1. Form groups of 3-5.
    2. Each group takes 1 page of the *Instructional Planning Process Guide.*
    3. Each group reads and discusses each column on their page of the guide.
    4. When each group is finished with their discussion, they share their understandings within their group.
    5. As a reflection of this activity, the small groups discuss how this process guide highlights the elements of BFI.
       1. How does the process guide illuminate the thinking that goes into planning for BFI?
11. **Post Reading Questions:** Estimated time: 5 minutes
    1. As a whole group, share ideas and answer the questions below:
       1. How does this guide consider student learning and skill building before the planning takes place?
       2. How does this guide help you reflect on your planning process?
       3. How does this planning guide help to align with the standards?
       4. How might you use this tool next to your current planning tool?  Would this be a beneficial practice to help you better plan your lessons?  Why, or why not?
       5. Are there any columns/sections that are more confusing? Why?
12. **Assessment:** Estimated time: 5 minutes
    1. Each person should take 3 index cards. On these cards you should respond by writing:
       1. 3 things you didn't know before
       2. 2 additional things that you want to learn about this topic
       3. 1 thing you want to start doing with what you've learned
    2. Cards can be collected at exit and/or shared orally.
13. **Questions, Comments, & Concerns:** Estimated time: 2-3 minutes
    1. Address any Parking Lot questions, comments, and/or concerns