

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards:

Module 7: Analyzing the Standards for Curriculum/Unit/Lesson Planning

# 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. Educators will discuss “next steps” for the standards implementation process and explain misconceptions regarding standards and “coverage” of the standards. They will also preview the content for the Modules 8-11.

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

**Schedule & Time**: This module is designed to be delivered in one 15-20 minute professional development session. Time guidelines are included in the speaker’s notes on facilitator presentation.

**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 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 7: Analyzing the Standards for Curriculum/Unit/Lesson Planning Notecatcher

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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:** Time for Module is 20 minutes
2. **Warm-Up:** Notecatcher question I. | Estimated time: 3 minutes
	1. Read slide and give educators 3 minutes to brainstorm and discuss at tables.
	2. Educators should capture thoughts from discussion on the notecatcher.
3. **Goals and Objective:** Estimated time: 30 seconds
	1. There are two objectives for this session. {Read Slide}
4. **Overview of Phase II Modules:** Estimated time: 30 seconds
	1. Read slide
5. **The Work of Modules 8-11:** Estimated time: 1 minute
	1. Read slide
6. **Why is This Work Important?** Notecatcher “Additional Notes” | Estimated time: 2 minutes
	1. Read slide and ask for questions before going on to the next one.
7. **Complete These Incomplete Thoughts.** Notecatcher “Additional Notes”|Estimated time: 8 minutes
8. “Teaching is more than ‘covering the standards,’ but what doesn’t get covered…”
9. “If we cover a topic but don’t get the results we want, it’s a sign we need…”
10. “If my students are performing below grade level, I need to…”
11. “Instead of saying we don’t have enough time, we should focus on…”

Completed thoughts:

1. “...doesn’t get learned.”
	1. Yes, there is a lot more to teaching than ‘covering content’ or ‘covering the standards.’ In fact, treating the standards like a checklist of lesson objectives is often a poor way to build a rich, cohesive curriculum. To use a literary metaphor, you want your students to experience curriculum as a novel, not an encyclopedia! However, it is an inconvenient truth that students won’t learn what doesn’t get covered, so it is every educator’s responsibility to try to give students every opportunity to experience an education described by the full depth and breadth of the Colorado Academic Standards.
2. “...better instruction.”
	1. If teachers think a topic is being covered but students aren’t learning the material, simply adding more time may not be the answer. Before assuming more time is needed, assume there are improvements to instruction that may be necessary in order to make a difference.
3. “...give extra support in their engagement of grade-level standards.”
	1. It is understandable that teachers want to “meet students where they are,” but without expecting students to achieve at grade-level -- and giving them opportunities to do it -- students will only stay behind. This is particularly true when teaching students from historically underserved populations, for whom inequitable education today (teaching below grade level) is unlikely to remedy the inequitable education they may have received previously.
4. “...what we value and how our values should drive our curricular and instructional decisions to use time and resources.”
	1. Time is constant; you cannot create more or less of it. So instead of saying, “We don’t have time,” focus on what’s most important for students and how time and other resources may be used to support student mastery of the standards. Don’t use “time” as the scapegoat to avoid facing and making tough curricular and instructional decisions.
5. **Dispelling Misconceptions:** Notecatcher “Additional Notes”| Estimated time: 2 minutes
	1. Review each of these bullet points with participants. Explain that the process outlined in this slide are in the Modules to follow.
6. **Questions, Comment & Concerns:** Estimated time: 2-3 minutes
	1. Address any Parking Lot questions, comments, and/or concerns
7. **Reflection:** Notecatcher “Reflection” | Estimated time: 2-3 minutes
	1. Follow the slide. Educators will write their reflection on the notecatcher