

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 8: Breaking it Down, One Step at a Time

Analyzing the 2020 Colorado Academic Standards

# 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 a process for analyzing the standards by breaking them down to fully understand how every element relates to curriculum, materials, school level teaching, and practices. This process can be used for any subject area, specific grade level, or be combined to look for alignment across multiple subject areas and grade levels. This 60 minute module describes *a process* that will take longer than the actual module. Modules 8 and 9 work together to identify strengths and gaps as well as strategies to address identified gaps.

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

**Schedule & Time** This resource is designed to be delivered in one 60 minute 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 resource for all participants as a good starting point in the work:

* Module 8: Analyzing Standards Notecatcher
* A copy of printed standards for subject area(s) or grade level (s) that you would like to examine

1. **Plan for assessment.** Please deliver the Modules 8-11 post assessment after completing Module 11.

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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

# Considerations for this module

Modules 8 and 9 can be completed at the same time or as separate sessions. Review both modules prior to starting Module 8. It is expected that Modules 8 and 9 will take longer than the presentation of the modules. Consider building time for teams of teachers to meet to complete the mapping process. The intent of this is to begin to identify gaps in teaching, scope and sequence, curriculum or materials compared to the revised 2020 CAS. It is intended to engage participants in the standards at a deeper level and to allow for reflection on current practices. It is not intended to be a check list of the standards to check off that the standards are being addressed. It is important that participants completing these modules have a knowledge and understanding of what is currently in their scope and sequences, curriculum, materials or what is actually being taught in classrooms.

# Presentation Outline with Speaker Notes

1. **Title** Time for Module is 60 minutes
2. **Goals and Objectives** Estimated time: 30 seconds
   1. Consider the types of learning experiences, or significant learning “events,” designed to build student mastery of the standards
   2. Analyze Grade Level Expectations and Evidence Outcomes for intended knowledge, understandings, and skills necessary for all students to demonstrate mastery of the standards
   3. Align the Academic Context & Connections with the Evidence Outcomes
   4. Practice the process for analyzing the revised Colorado Academic Standards
3. **Warm-up** Estimated time: 1-2 minutes
   1. Directions
      1. Notecatcher question I. Read slide and give 30 seconds to brainstorm responses and record on notecatcher.
      2. Consider and discuss the following with the group:
         1. Why did we ask this question? There are rules of the road that set the “standard” for safe driving.
         2. If you were to analyze a standard for safe driving what would it entail?
         3. What knowledge, skills, and understandings would you need to have in order to demonstrate mastery of this standard?
4. **Analyzing Evidence Outcomes for Everyday Tasks**

Notecatcher question II.Estimated time: 2 minutes

* 1. Have an educator in the room read the Standard, PGS, GLE, and EOs out loud.
  2. Have teachers brainstorm the “know”, “understand” and “do” for EO.a for this driving standard and place their responses on the notecatcher. Here are a few sample responses:
     1. Being a safe driver requires practice!
     2. Being a safe driver depends on being able to see clearly, not being overly tired, not driving under the influence of alcohol or drugs, being generally healthy, and being emotionally fit to drive.
     3. Left and right turns.
     4. Stops at controlled and uncontrolled intersections.
     5. Straight line backing.
     6. Lane changes.
     7. Use of blinker when turning

1. **Analysis of Obtaining a Driver’s License** Estimated time: 2 minutes
   1. Ask teachers to share their responses for their analysis of EO.a. Listed on this slide are example answers for what knowledge, understandings, and skills it takes to “Obtain a Colorado driver’s license.”
   2. Next, ask teachers how they determined what knowledge, understandings, and skills are necessary to “Obtain a Colorado driver’s license”?
2. **Analyzing a Standard, GLE, and EO** Estimated time: 1 minute
   1. Review the content of the slide
   2. Discuss with teachers how the questions can help them elicit the knowledge, understandings, and skills found within the standards.
3. **Why Analyze Standards?**  Estimated time: 1 minute
   1. Read slide aloud
4. **Importance of Analyzing Standards** Estimated time: 2 minutes
   1. Read quote on slide aloud
   2. Allow 1 minute for discussion and reflection of quote on slide.
5. **What Does it Mean to Analyze a Standard?** Estimated time: 1-2 minutes
   1. Explain that even determining the meaning of *understand* here, does not necessarily mean this specific definition of *understand* can be transferred to other grade levels. (ie: As students move up in grades, it must be determined at what level students need an understanding of, say, the causes and effects of the Civil War).
   2. Give teachers time to discuss grade alignment - what does understand look like at the grade level above and below?
6. **When Analyzing a Standard, Ask a Series of Questions** Estimated time: 30 seconds
   1. Review questions from slide
      1. What ***knowledge*** will students need to demonstrate the intended learning?
      2. What ***understandings*** will they need to master?
      3. What ***skills***will they need to apply to demonstrate mastery?
      4. How might students ***demonstrate*** the requisite skills?
7. **What Knowledge Will Students Need to Demonstrate?** Estimated time: 30 seconds
   1. Explain to teachers that this slide provides examples of textual clues that will help teachers determine what knowledge students will need in order to demonstrate mastery of the EO.
8. **Step 1 Example: 4th Grade History** Estimated time: 2 minutes
   1. Ask teachers to brainstorm the minimum knowledge (content) required to demonstrate mastery of the EO. It may also be helpful to review the Academic Context and Connections section of the standards to provide some guidance as to how the grade level expectations, and evidence outcomes might be taught.
   2. Breaking this EO down requires a discussion around the types of interactions that occurred among the people and cultures. In addition, a discussion of the interactions between the Spanish explorers and the American Indians and how those interactions changed over time; how the interactions between settlers and the American Indians changed over time, etc.
   3. IMPORTANT NOTE: This social studies example is meant to be illustrative. Educators in other content areas should apply the process to their own disciplines.
9. **What Understanding Will They Need to Master** Estimated time: 30 seconds
   1. Read slide aloud
   2. Explain to teachers that this slide provides examples of textual clues that will help teachers determine what understandings students will need in order to demonstrate mastery of the EO.
10. **Step 2 Example: 4th Grade History** Estimated time: 2 minutes
    1. Ask teachers to brainstorm the minimum understandings required to demonstrate mastery of the EO. What Academic Context & Connections can be associated with the EO?
    2. IMPORTANT NOTE: This social studies example is meant to be illustrative. Educators in other content areas should apply the process to their own disciplines.
11. **What Skills Will They Need to Master** Estimated time: 30 seconds
    1. Explain to teachers that this slide provides examples of textual clues that will help teachers determine what skills students will need in order to demonstrate mastery of the EO.
12. **Step 3 Example: 4th Grade History** Estimated time: 2 minutes
    1. Ask teachers to brainstorm the minimum understandings required to demonstrate mastery of the EO.
    2. What Academic Context & Connections can be associated with the EO?
13. **How Might Students Demonstrate the Requisite Skills?** Estimated time: 30 seconds
    1. Read slide aloud
    2. Explain to teachers that this slide discusses the need for teachers determine how students will demonstrate mastery of the EO.
14. **Step 4 Example: 4th Grade History** Estimated time: 2 minutes
    1. Ask teachers to review the entire GLE page (including the Academic Context and Connections) as a way of thinking about and /or explaining how students can demonstrate mastery of the EO.
15. **Considering Student Learning Experiences** Estimated time: 1 minute for the slide and 10 minutes to discuss
    1. Explain to teachers the following before releasing them to discuss:
       1. Learning Experiences are the significant learning “events” designed to build student mastery of the standards. They represent the intended student *learning*, not the activities in which students will engage.
       2. The focus of the Learning Experience should be on what both teachers and students are doing in each learning experience to build and deepen students’ understanding.
       3. Student learning experiences should focus on learning, not activities; they are not lesson plans.
16. **Next Step** Notecatcher Section III Estimated time: 1 minute for slide and at least 30 minutes for discussion
    1. NOTE: The time necessary for the discussion for this slide should be enough for teachers to be able to have meaningful conversations.
    2. Provide 1 minute for participants to review questions on the slide.
    3. Direct participants to notecatcher section III
17. **Before Moving onto the Next Module...**Estimated time: 2-3 minutes
    1. Allow time for discussion and additional questions
    2. Address any “parking lot” questions, comments or concerns
18. **Reflection** Estimated time: 2-3 minutes
    1. Answer the three reflection questions on the notecatcher.
    2. Have teachers share their reflections whole group. As the facilitator, you decide how many teachers will share out.