

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards:

Module 10: Mind the Gap

Using Your Analysis of Standards to Understand Gaps and Overlaps in Your Curriculum

# 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 10: Mind the Gap Notecatcher
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 8-11.

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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

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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 45 minutes
2. **Goals and Objectives:** Estimated time: 1 minute
	1. There are two objectives for this session. {Read Slide}
	2. NOTE: The difference between Module 9 (the green/yellow/red color coding of the standards) and this module is that Module 9 was more about the process of *identifying* and this module is more about the process of *analyzing*. To do that analysis, multiple focused conversations with different groups of people are needed to make sense of the gaps and overlaps.

**Introduction to Gaps and Overlaps** Notecatcher Section I “Introduction”. | Estimated time: 1 minute for all slides 3 - 5

1. Defines the word “Gaps”. Read the slide. Educators may write the definition on their notecatcher.
2. Defines the word “Overlaps.” Read the slide. Educators may write the definition on their notecatcher.
3. Where are your gaps? These questions are meant to be rhetorical at this point.
	1. Where are your gaps? Your overlaps? Why?
4. **Tips:** Estimated time: 3 minutes
	1. Read the “Do’s” and “Dont’s”. Then, check for educator understanding.
	2. Note: The “little darling” reference comes from this blog post from Tim Erickson, who argued that sometimes your personal love of a topic or lesson does not justify the need to teach it. <https://bestcase.wordpress.com/2012/09/17/kold-curriculum-killing-the-darlings-in-math/>

**Four Types of Conversations: Looking for Gaps and Overlaps** Notecatcher Section II “Looking for Gaps and Overlaps”. | Estimated time: 25-30 minutes

Slides 7-11 are dedicated for this section. Educators are to capture notes from their conversations on their notecatchers.

1. Four Types of Conversations: Looking for Gaps and Overlaps 2 minutes
	1. Provides an overview of the how the conversations in slides 8-11 should be structured. Briefly touch on the structure, explaining that details for each conversation type will be provided on slides 8-11. Then, divide teachers in a manner that will allow for the first conversation type on slide 8.
		1. NOTE: The time these conversations take depends greatly on how many different groupings you, as the facilitator, want to have. For example, you may want math teachers to talk to science teachers and financial literacy teachers but also want health teachers to talk to \*all\* other content areas. It is also going to take some shuffling to give everybody an opportunity to talk to teachers in grades both above and below their level.
		2. If the standards for a content area include multiple grades (most HS standards, MS science, etc.), then those teachers need additional time to sort out what is being taught when in those bands, as it most likely involves multiple teachers each teaching courses as part of a sequence.
2. Conversation 1: Looking Within One Content Area and Within One Grade Estimated time 8+ minutes
	1. Read the slide and check for educator understanding. Provide the time parameters for the discussion. Set a timer. Remind educators to capture notes from their discussion on their notecatchers. At the end of the discussion, regroup them in a manner that will allow for the second conversation on slide 9.
	2. The slide includes suggestions to help guide the conversation.
3. Conversation 2: Looking Across Multiple Content Areas and Within One Grade Estimated time 8+ minutes
	1. Read slide and check for educator understanding. Provide the time parameters for the discussion. Set a timer. Remind educators to capture notes from their discussion on their notecatchers. At the end of the discussion, regroup them in a manner that will allow for the second conversation on slide 10.
	2. The amount of time this conversation takes is all dependent on how many content areas you think need to group together. With 12 content areas there are 66 different content pairings so you wouldn’t want to even try to do them all! Be smart and get help from those already familiar with the standards to predict where the most fruitful conversations are likely to take place.
	3. The slide includes suggestions to help guide the conversation.
4. Conversation 3: Looking Within One Content Area and Across Multiple Grades Estimated time 8+ minutes
	1. Read slide and check for educator understanding. Provide the time parameters for the discussion. Set a timer. Remind educators to capture notes from their discussion on their notecatchers. At the end of the discussion, regroup them in a manner that will allow for the second conversation on slide 11.
	2. This conversation will also require some regrouping so each grade gets a chance to see what’s happening in the grade above and the grade below. You may also want to consider inviting teachers from outside your school. For example, the 6th grade teachers in a 6-8 middle school would benefit from having 5th grade teachers and high school teachers present for this conversation.
	3. The amount of time this conversation takes is all dependent on how many content areas you think need to group together. With 12 content areas there are 66 different content pairings so you wouldn’t want to even try to do them all! Be smart and get help from those already familiar with the standards to predict where the most fruitful conversations are likely to take place.
	4. The slide includes suggestions to help guide the conversation.
5. Conversation 4: Looking Across Multiple Content Areas and Across Grades Estimated time 8+ minutes
	1. Read slide and check for educator understanding. Provide the time parameters for the discussion. Set a timer. Remind educators to capture notes from their discussion on their notecatchers.
	2. Like Conversation 2, you will need to be strategic about which content areas you choose to group together for this conversation.
	3. The slide includes suggestions to help guide the conversation.
6. **Wrap-Up/Next Steps:** Estimated time: 2-3 minutes
	1. Ask for 2-3 volunteers to share takeaways from their discussions.
	2. Read the slide to remind educators that they will need their notes for Module 11.
7. **Questions, Comments, & Concerns:** Estimated time: 2-3 minutes
	1. Address any Parking Lot questions, comments, and/or concerns