



**COLORADO**  
Department of Education

# A Facilitator's Guide for Effective Implementation of the 2020 Colorado Academic Standards Through Professional Learning Modules



Student Learning Division/Teaching and Learning Unit  
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## Acknowledgments

Thank you to all who participated in the two-year process of revising the Colorado Academic Standards. Your hard work, diligence, passion, and commitment to ensure that all students in Colorado receive a world-class education is truly appreciated. Without the tireless work of the educators and content specialists who served on each committee, the new 2020 Colorado Academic Standards and Facilitation Guide would not exist.

### List of Districts, State Universities, and Community Businesses and Agencies with Participants in the Revision of the Colorado Academic Standards

Academy District 20	Jefferson County R-1
Adams 12 Five Star Schools	Littleton Public Schools
Adams 14 Commerce City	Mapleton 1
Aurora Public Schools	Meeker RE1
Brighton School District 27J	Mesa County Valley 51
Boulder Valley School District	Metropolitan State University
Center School District	Moffat County School District RE1
Cherry Creek Schools District	Montrose County RE-1J
Cheyenne Mountain School District 12	Morgan County School District RE-3
Colorado Arts Education Association	National Endowment for Financial Education
Colorado Parks and Wildlife	Norwood School District
Colorado Springs 11	Platte Valley RE-3
Colorado Society of Health & Physical Education	Project ARC, LLC
Colorado Springs District 11	Poudre R-1
Colorado State University	Pueblo City 60
Colorado Technology Association	RMC Health
Del Norte School C-7	SHAPE/mindSpark Learning
Delta County 50(J)	Springfield RE-4
Denver Public Schools	Society of Health & Physical Education
District 49	St. Mary's Academy
Douglas County Schools	St. Vrain Valley RE 1J
East Grand School District	The Colorado Education Initiative
Economic Literacy Colorado	Thompson R-2J
Englewood Schools	University of Denver
EVERFI	University of Colorado Boulder
Frontier Academy Charter School	University of Colorado-Colorado Springs
Fountain-Fort Carson School District 8	University of Northern Colorado
Harrison School District 2	Water & Utilities, City of Boulder
Holyoke School District	Weld County RE-8
	Western Governors University

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## Introduction

The purpose of this facilitator's guide is to provide tools and resources necessary for successful execution of the 2020 Colorado Academic Standards (CAS) Implementation Professional Learning Modules.

The 2020 CAS Implementation Professional Learning Modules are organized in three phases of transition over the next two years. The release of the Modules are intentionally spread out over two years so districts take the full time allowed for transition to the revised standards.

- Transition Phase 1 includes the topics of disciplinary literacy and readiness. (Release Fall 2018)
- Transition Phase 2 includes the topics of curriculum and resource alignment. (Release Spring 2019)
- Transition Phase 3 incorporates mapping instructional strategies to the innovations within the standards for Best First Instruction. (Release Fall 2019)

The intention is that the Modules are implemented in order since both the phases and Modules build upon one another. In addition, school districts can use the Modules as created or adapt for their local purposes.

### Modules for Transition Phase 1 (2018/2019)

0. Introductory Module: 2020 CAS Implementation
1. An introduction to Disciplinary Literacy
2. An introduction to Standards Literacy
3. A historical perspective of the development and revision of the CAS
4. Differences between the 2009/2010 CAS and the 2020 CAS
5. A close read of the 2020 CAS
6. Connections within the standards pages

### Modules for Transition Phase 2 (2018/2019)

7. Interpreting the Standards
8. Mapping 2020 Standards to current curriculum
9. Gap analysis of current curriculum
10. Creating a plan to fill the gaps



### Modules for Transition Phase 3 (2019/2020)

11. Best First Instruction
12. High Impact Instructional Strategies
13. Attending to the innovations within the standards
14. Classroom Instruction

Each Module includes a presentation, facilitator notes, a participant notecatcher, a short post-Module assessment, and additional resources aligned with the content of each Module.

Upon completion of all 14 Modules, educators should be **standards literate**.

## Disciplinary Literacy: Grounding the Standards Implementation Plan to Support Standards Literacy of All Educators

In order to implement the 2020 Colorado Academic Standards (CAS) with fidelity and transform teaching and learning as the standards intend, we believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. **Disciplinary literacy** is a fundamental element found in all content of the revised 2020 CAS. As such, understanding disciplinary literacy is critical to being *standards literate*.

The CAS form the foundation of Colorado’s public education system by defining what every graduate of a public school in Colorado should know, understand, and be able to do. Implementing the standards well relies on the participation of all those with a stake in the quality of education Colorado students receive. Therefore, as we embark upon this two-year transition, the Office of Standards and Instructional Support believes it is necessary to build educator capacity and literacy in the 2020 CAS.

1. So, what is standards literacy?
2. What is our plan for building educator capacity and literacy in the 2020 CAS?

In order to build educator capacity in the 2020 Colorado Academic Standards, we must first gauge educator understanding (i.e., literacy) of standards. What does it mean to be literate in the Colorado Academic Standards?

A *standards literate* educator:

- Possesses a working knowledge of the terms, categories, and meaning of the elements of the standards;
- Effectively applies standards to develop or revise curriculum; and,
- Demonstrates best, first instruction through high impact strategies inherent within curriculum aligned to the standards.

In other words, all educators understand how each element in the CAS is interwoven to provide a roadmap that ensures every student has an opportunity to be successful in college, a career, and life.

## 2020 Colorado Academic Standards Implementation Plan

The Office of Standards and Instructional Support’s goal is to provide tools and resources to support instructional leaders in conducting a series of Professional Learning Modules that can be easily delivered within a school. The focus of these Modules is to assist educators in developing standards literacy by applying their literacy through curriculum and resource alignment to the standards and incorporating literacy strategies in the classroom.

### Implementation Plan Objectives

Educators in all content areas will demonstrate their standards literacy by engaging in a total of 14 Professional Learning Modules over the course of two years. The Modules are designed to:

- deepen understanding of all elements of the revised 2020 Colorado Academic Standards;
- demonstrate how to conduct curriculum and resources alignment and gap analysis; and
- to indicate how to map instructional strategies to the innovations within the standards for *Best First Instruction* in order to ensure that every Colorado student has an opportunity to be college and career ready.

### Implementation Plan Goals

- Educators and administrators implement the complete series of Modules in order.
- Demonstrate growth in teacher and administrator understanding of the revised 2020 Colorado Academic Standards.
- Alignment of curricular materials and resources to the revised 2020 standards.
- Develop vertical alignment K-2, 3-5, 6-8, and 9-12 to increase student mastery of the content knowledge, skills, and conceptual understanding in each standard.
- Demonstrate the instructional innovations found in the standards through classroom instruction.
- Dispel myths regarding standards and standards based instruction.

### Indicators of Implementation Success

- All educators can provide an example that illustrates the relationship among standards, curriculum, and instruction.
- District and/or school teams engage in targeted discourse (content-specific and interdisciplinary) around the concepts within the 14 Modules to further the work of Professional Learning Communities, Instructional Leadership Teams, and Senior Leadership Teams towards.
- All educators can effectively apply the standards to curriculum development, lesson planning, and classroom instruction.

### Pre-Assessment

The purpose of this assessment is to establish a baseline of teacher's standards literacy. This assessment should be administered prior to beginning the Professional Learning Modules. The pre-assessment is available in Module 0 and can be administered either online, as a WORD doc or using a PDF.

### Summative Assessments

The purpose of these assessments is to gauge the level of standards literacy **educators and administrators have achieved** in order to effectively align curriculum and resources to the standards, and to ground classroom instruction in the CAS.

- At the conclusion of each Module and each phase of transition, educators can be assessed on the content in order to gauge the level of learning and gather data to inform next steps for school leaders.
- Other, as directed by school leadership: School leadership may decide on an option, however, the option leadership chooses must allow educators to demonstrate their individual understanding while setting the stage for a shared understanding and common vernacular across the school staff, and an enriched repertoire of instructional practices with the revised 2020 Colorado Academic Standards as the foundation.

## Transition Phases of 2020 Colorado Academic Standards Implementation Plan

Districts have two years to review and revise their local standards as needed with full implementation scheduled for the 2020-2021 school year, which is the first year the Colorado Measures of Academic Success (CMAS) will reflect the 2020 CAS.



### **Transition Year 1: Planning**

This “readiness” phase of the standards implementation process involves a deep study of the revised 2020 CAS document. Consequently, school and district leaders should take this time to dedicate a portion of teacher’s professional development time throughout 2018-2019 school year to allow them to attain a thorough understanding of the document in each of the subjects they teach. CDE has created professional learning Modules focused on learning by doing to assist in this process. We hope that educators gain a deep understanding of how the standards align vertically and horizontally for curricular and unit planning. Throughout this year, educators should use this learning to identify and develop a plan to close gaps between the current 2009/2010 standards and the revised 2020 standards.

To assist with the standards implementation process, the Office of Standards and Instructional Support is providing support and resources grounded in our mission “All Students, All Standards”.

### ***Introduction and Pre-Assessment: Standards Literacy***

Educators and administrators will be introduced to the Department’s definition of standards literacy and how utilizing these Modules will help them implement the 2020 CAS. Establishing a baseline of understanding is very important in this process; therefore, educators and administrators should take the standards literacy pre-assessment.

The Colorado Academic Standards Literacy Pre-Assessment is designed to gauge the standards literacy of educators through a series of questions that test their knowledge and understanding of standards and the 2020 CAS. CDE developed pre and post assessments can be administered through Microsoft Forms, paper version (Word or PDF) or through the survey tool of your choice. Access to the pre and post-assessments are linked in Module 0, Module 2, Module 6.

Prior to administering the Colorado Academic Standards Literacy Pre-Assessment, school/district leaders should determine the following:

1. How educators will complete the pre-assessment (i.e., electronically or by paper).
2. How school/district leaders will collect, use, and disseminate data from the pre-assessment.

Remember, data tells a story. Data from a pre-assessment provides valuable information about what is already known about a topic and readiness to start new instruction. Discovering prior knowledge allows the instructional leader to present new information at an appropriate level

for participants. It also allows the instructional leader to leverage the expertise in the room to support participants who are novices or intermediate in understanding the CAS.

Data collected from the pre-assessment and all additional formative and post assessments should be reviewed by the school's Instructional Leadership Team (ILT) and/or Senior Leadership Team (SLT) to determine what, if any, next steps are needed to support educator literacy of the standards. Using data to inform what, if any, additional professional development and instructional resources are needed to support classroom educators is a lever.

### **Transition Phase 1: Disciplinary Literacy and Standards Readiness**

The *six introductory Modules in Transition Phase I* are designed for educators and school/district leaders to familiarize themselves with the revised 2020 Colorado Academic Standards. The Modules are intended for staff learning of the 2020 Colorado Academic Standards and can be adapted for independent learning. We highly recommend that each Module be delivered as professional development for both pre-service and in-service educators.

#### ***Transition Phase I Modules and Assessment Outline***

- Module 0: Introduction and Pre-Assessment
- Module 1: It's Not Rocket Science (An introduction to disciplinary literacy) & assessment
- Module 2: Are you literate? (Applying discipline literacy) & assessment
  - Summative Assessment on Modules 1 & 2
- Module 3: The Birds and the Bees of Standards (A background of the CAS) & assessment
- Module 4: The Highlights (Comparing & contrasting the 2009/2010 & 2020 CAS) & assessment
- Module 5: A Whole New Level (Digging into the 2020 CAS) & assessment
- Module 6: Making Connections (Connections among the concepts, content, and skills within the 2020 CAS) & assessment
  - Summative Assessment on Modules 3-6

### **Transition Year 2: Materials and Resource Alignment**

The *four Modules in Transition Phase II* are designed for educators and school/district leaders to analyze their current curriculum against the revisions in the 2020 Colorado Academic Standards in order to make decisions regarding curriculum in all content areas prior to the 2020-2021 school year. The Modules are intended to deepen the standard literacy of all educators in the 2020 Colorado Academic Standards. As previously stated, the Modules in this phase of implementation can be adapted for independent learning.

#### ***Transition Phase II: Curriculum and Standards Alignment***

Once educators have a thorough understanding of the standards, the second phase of implementation focuses on the following three areas:

- Alignment of curricular materials to the 2020 Colorado Academic Standards
- Developing a curricular scope and sequence (school/district led)
- Reviewing district level assessments

As with Phase 1, school and district leaders should work to provide professional development time for educators to accomplish the aforementioned tasks. Additionally, teachers should use the 2019-2020 year to begin to address any gaps that might exist between the old and new standards to ensure students maintain adequate academic progress amidst transition.

#### ***Transition Phase II Module and Assessment Outline:***

- Module 7: How to interpret the standards & assessment
- Module 8: Mapping standards to current curriculum & assessment
- Module 9: Identifying Gaps & assessment



- Module 10: Creating a plan to fill in the gaps & assessment
  - Summative Assessment on Modules 7-10

### **Transition Year 2: Mapping Standards & Instructional Strategies**

The *four Modules in Transition Phase III* are designed for educators and school/district leaders to map the skills within the revised 2020 Colorado Academic Standards to classroom instructional practices by content area. In this final phase of standards implementation, it is vitally important to see the connection between standards, curriculum, and instruction. Therefore, the Modules are not only intended to deepen the standard literacy of all educators in the 2020 Colorado Academic Standards, but to take a granular view of how gaps within instructional practices not founded in standards will prevent student success in college, a career, and life. As previously stated, the Modules can be adapted for independent learning.

#### ***Transition Phase III Modules and Assessment:***

- Module 11: Best, First Instruction
- Module 12: High Impact Instructional Strategies
- Module 13: Attending to the Innovations within the Standards
- Module 14: Classroom Instruction
  - Modules 11-14 Summative Assessment
- Standards Literacy Post-Assessment

### **Implementation Year I**

The 2020-2021 school year will mark the first full year of implementation to the revised 2020 Colorado Academic Standards. From this year forward, educators should teach to the revised 2020 Colorado Academic Standards with the understanding that the Colorado Measures of Academic Success (CMAS) will now be aligned to the revised standards.

# Module 0: Standards Implementation through Standards Literacy

## 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 an introduction of what standards literacy means will be presented. In addition, an overview of the Professional Learning Modules for use in the implementation of the revised 2020 Colorado Academic Standards will be provided. At the end of the Module, a pre-assessment will be provided to assess baseline understanding of standards literacy.

**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 20 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation.

**Pre-assessment** This session will be guided for participants through the presentation and pre-assessment. Provide an electronic or printed copy of the pre-assessment to all professional development session attendees. CDE developed pre and post assessments can be administered through Microsoft Forms, paper version (Word or PDF) or through the survey tool of your choice. Access to the pre and post-assessments are linked in Moodle.

**Delivery Format** This Module could be facilitated within a lesson planning period with a Professional Learning Community, or 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, 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:
  - Standards Literacy Pre-Assessment
  - Phases of Implementation and Module Sequencing Handout
  - Standards Literacy Handout
3. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. The Standards Literacy Pre-Assessment is provided with this introduction Module. Please ensure participants complete the pre-assessment prior to Module 1.

### 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

## 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** Estimated **Module:10 min, Pre-Assessment: 15 Min**
2. **Goals and Objective** Estimated time: 1 min
  - a. There are two goals for this session...{Read Slide}
3. **Introduction** Estimated time: 1 min
  - a. Today we will be introducing you to the 2020 CAS Implementation Professional Learning Series of Modules intended to support districts with transition to the revised standards. All content areas of the CAS were revised and have changes to the standards framework.
4. **What Does Standards Literacy Mean?** Estimated time: 1 min
  - a. When thinking about what a standards literate educator looks like, you think of these three things: (read slide)
5. **How Do We Get There?** Estimated time: 1 min
  - a. This is a high level overview of the way the 2020 CAS Implementation Professional Learning Modules will be organized and delivered.
  - b. The release of these Modules are intentionally spread out over two years so districts take the full time allowed for transition to the revised standards. Phase 1 will be released Fall 2018, Phase 2 will be released Spring of 2019, and Phase 3 will be released Fall 2019.
  - c. The Modules will be delivered through a Learning Management System called *Moodle*. Each phase of Modules will have a post assessment associated with it. In addition, at the end of all the phases, there will be a summative assessment.
6. **Intentions for the Use of the Modules** Estimated time: 1 min
  - a. This is a high level overview of the way the 2020 CAS Implementation Professional Learning Modules will be organized and delivered.
  - b. The intention of the Modules is to be followed in order through the phases to the very end of transition.
7. **Modules for Phase I (2018/2019)** Estimated time: 3 min
  - a. Phase 1 Topics:
    - i. Discuss disciplinary literacy, why it is important, and how it connects to standards literacy.
    - ii. To ensure that our teachers (whether new to the profession or to Colorado) have a working knowledge of standards legislation, we provide historical context on the Colorado Academic Standards, specifically highlighting Senate Bill 08-212: Colorado's Achievement Plan for Kids and the expectations of implementation according to law.
    - iii. Discuss the differences between the 2009/2010 and the 2020 CAS standards **framework**.
    - iv. Close read the 2020 CAS to develop a deeper understanding of the expectations within the standards.
    - v. Make connections across the whole document of the standards.

8. **Modules for Phase II (2018/2019)** | Estimated time: 1 min
  - a. Read through the topics for Phase II on the slide
9. **Modules for Phase III (2019/2020)** | Estimated time: 1 min
  - a. Read through the topics for Phase II on the slide
10. **Important Message** Estimated time: 1 min
  - a. All Modules created can and should be adapted to fit the specific content area you are working with. If you have a mixed content area teachers present, then use Modules as is.
11. **Standards Literacy Pre-Assessment** Pre-Assessment\* | Estimated time: 6 min
  - a. Have educators complete the Pre-Assessment
12. **Questions, Comment & Concerns**

### Pre-Assessment Answer Key

1. d
2. b
3. b
4. d
5. a
6. c
7. a
8. c
9. b, e and f
10. -
11. Short answer
12. Short answer
13. -
14. -
15. Short Answer
16. -

\*highlighted green text indicates a correlation to the Module's notecatcher

# Module 1: It's Not Rocket Science

## The Role of Disciplinary Literacy in the 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 an introduction of what standards literacy means will be presented. In addition, an overview of the Professional Learning Modules for use in the implementation of the revised 2020 Colorado Academic Standards will be provided. At the end of the Module, a pre-assessment will be provided to assess baseline understanding of standards literacy.

**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 20 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation.

**Pre-assessment** This session will be guided for participants through the presentation and pre-assessment. Provide an electronic or printed copy of the pre-assessment to all professional development session attendees.

**Delivery Format** This Module could be facilitated within a lesson planning period with a Professional Learning Community, or 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 resources for all participants as a good starting point in the work:
  - Module 1: It’s Not Rocket Science Notecatcher
  - [What Is Disciplinary Literacy and Why Does it Matter?](#)
  - Future of Learning infographic

We also recommend having at least a few copies of these resources on hand for people to explore:

- [Three Directions for Disciplinary Literacy](#)
  - Disciplinary Literacy Content Area Examples (See Appendix A)
3. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. Pre and post assessments have been provided within the CAS Implementation Facilitator Guide. Please ensure participants complete the pre-assessment prior to Module 1.

### 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
- 

## 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** *Estimated Time for Module is 40 min*
2. **Introduction** *Estimated time: 1 min*
  - a. Have an educator in the room read the introduction out loud.
3. **Goals and Objective** *Estimated time: 1 min*
  - a. Read the goals and objectives out loud
  - b. Check for educator understanding by having someone synthesize what it is expected of them.
4. **Writing for Discussion** **Notecatcher question I.** *Estimated time: 5 min*
  - a. You will have 1 minute to write your answer to notecatcher question: What is Disciplinary Literacy?
  - b. At the end of 1 minute, you will share your answer with your elbow partner.
  - c. Be ready to share answer with the whole group. 3 minutes
5. **What is Disciplinary Literacy?** **Notecatcher question II.** *Estimated time: 10 min*
  - a. Make copies of the article titled “What is Disciplinary Literacy and Why Does it Matter?” Each educator will need a hard copy to engage in ‘close reading’.
  - b. Group teachers as evenly as possible. You will need six groups.
  - c. Assign each group/table sections of the reading as follows. Have them annotate the article, which is a “close reading” strategy. They will discuss at their table and share out highlights. Give them 5 minutes to complete reading:
    - i. Beginning & Distinguishing Disciplinary Literacy from Content Area Literacy
    - ii. Contrasts in Vocabulary Learning & Other Language Differences
    - iii. Contrasts in Levels of Author Awareness & Summary
    - iv. Sources of Disciplinary Literacy & History of Content and Disciplinary Literacy
    - v. Expert Reader Studies & Functional Linguistics
    - vi. Why Disciplinary Literacy Matters & Conclusion
  - d. After reading, have educators discuss their thoughts, annotations. Advise them to select a spokesperson for their table to share the essential parts whole group. [3 minutes]
  - e. At the conclusion of this slide, have educators synthesize their learning with jotting down 1-3 takeaways. [1 minute]



Additional Resource: If time allows show the video to solidify the learning. There is a space on the note catcher for educators to capture notes. [The video is 6 min 36 seconds in length.]

6. **Disciplinary Literacy: What Skills are Needed?** **Estimated time: 2 min**
  - a. Continue discussion about the skills needed in disciplinary literacy.
  - b. Provide examples from slide and lead group discussion referring to these skills
7. **Scenario: Disciplinary Literacy** **Estimated time: 4 min**
  - a. Have an educator read the scenario out loud.
  - b. Give teachers 2-3 minutes to discuss at their tables. Remind them of the skills from the previous slide.
  - c. Ask for 2 volunteers to share what they discussed at their tables. [2 minutes]
  - d. Reiterate how educators have used disciplinary literacy skills--reading, writing, critical thinking, speaking, and listening--to this point. Then, state “now that you have an understanding of the “what” we are transitioning to the “why”
8. **Why Disciplinary Literacy?** **Notecatcher question III.** | **Estimated time: 7 min**
  - a. Take 2 minutes to write a response to the question below. Fill-in-the-blank with your discipline. For example: *scientist, historian, musician, writer, etc.*
  - b. Next, partner with a colleague that doesn’t teach your discipline (content area) and share your response. Each partner will have 30 seconds to share his/her response.
  - c. Finally, take 5 minutes to respond to the questions below:
    - i. What are the similarities and differences between you and your colleague’s response to question #1?
    - ii. How does knowing what literacy looks like in your colleague’s discipline help inform your understanding and/or practice?
9. **Why Disciplinary Literacy? (cont.)** **Future of Learning infographic** **Estimated time: 3 min**
  - a. Reference “Future of Learning” infographic.
  - b. Read slide and provide time for short group discussion
10. **Why is Disciplinary Literacy Fundamental to Standards?** **Estimated time: 1 min**
  - a. Have educators volunteer to read each bullet point.
  - b. Then, have them synthesize what they just read.
11. **Assessment: Elevator Speech** **Assessment from Notecatcher** **Estimated time: 6 min**
  - a. Individually answer the following questions:
    - i. What is disciplinary literacy?
    - ii. Why is disciplinary literacy important?
    - iii. How is disciplinary literacy fundamental to standards literacy for all educators?
  - b. Practice your elevator speech with a colleague who teaches the same content area
12. **Questions, Comment & Concerns**

## Module 2: Are You Literate?

### Using Social Studies to Highlight Disciplinary Literacy and the 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 an introduction of what standards literacy means will be presented. In addition, an overview of the Professional Learning Modules for use in the implementation of the revised 2020 Colorado Academic Standards will be provided. At the end of the Module, a pre-assessment will be provided to assess baseline understanding of standards literacy.

**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 20 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation.

**Pre-assessment** This session will be guided for participants through the presentation and pre-assessment. Provide an electronic or printed copy of the pre-assessment to all professional development session attendees. CDE developed pre and post assessments can be administered through Microsoft Forms, paper version (Word or PDF) or through the survey tool of your choice. Access to the pre and post-assessments are linked in *Moodle*.

**Delivery Format** This Module could be facilitated within a lesson planning period with a Professional Learning Community, or 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 2: Are You Literate? Notecatcher

We recommend having at least a few copies of these resources on hand for people to explore:

- [Why American Students Haven't Gotten Better at Reading in 20 Years](#)
  - [What is Disciplinary Literacy and Why Does it Matter?](#)
  - [Disciplinary Literacy Content Area Examples](#)
3. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. Pre and post assessments have been provided within the CAS Implementation Facilitator Guide. Please deliver the Module 1-2 post assessment after completing Module 2.

### 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
- 

## 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
2. Goals and Objective **Estimated time: 1 min**
  - a. Read the goals and objectives out loud
  - b. Check for educator understanding by having someone synthesize what it is expected of them.
3. Defining Disciplinary Literacy **Estimated time: 1 min**
  - a. Read aloud the provided definition of disciplinary literacy
  - b. Ask if there are any thoughts or comments about disciplinary literacy
4. **But what exactly does that mean? Notecatcher question 1. Estimated time: 5 min**
  - a. After reading the slide, have participants discuss the answer to the question: What does it mean to read, write, think, act, and communicate like a \_\_\_\_\_? Why are these important skills?
  - b. Share: Why is disciplinary literacy important? National Assessment of Educational Progress (NAEP) - NAEP scores in reading scores have remained flat since 1998, with just a third or so of students performing at a level the NAEP defines as "proficient." *"Daniel Willingham, a psychology professor at the University of Virginia who writes about the science behind reading comprehension. Willingham explained that whether or not readers understand a text depends far more on how much background knowledge and vocabulary they have relating to the topic than on how much they've practiced comprehension skills. That's because writers leave out a lot of information that they assume readers will know. If they put all the information in, their writing would be tedious.*

*But if readers can't supply the missing information, they have a hard time making sense of the text. If students arrive at high school without knowing who won the Civil War they'll have a hard time understanding a textbook passage about Reconstruction." Source: Why American Students Haven't Gotten Better at Reading in 20 Years. Schools usually focus on teaching comprehension skills instead of general knowledge—even though education researchers know better.*

<https://www.theatlantic.com/amp/article/557915/>

5. **Who should be involved?** **Estimated time: 2 min**
  - a. After reading this slide to the participants. Ask them what they think about this statement. Thoughts, comments, concerns?
  - b. Continue discussion about the skills needed in disciplinary literacy.
6. **What it's not...** **Notecatcher question II** **Estimated time: 5 min**
  - a. Ask: How are your responses the same or different from what is discussed on this slide?
  - b. Next, ask participants to answer the following question on the notecatcher: What might disciplinary literacy "look like" in your classroom? Have participants share their answer with a partner.
7. **Digging Deeper** **Notecatcher question III.** | **Estimated time: 7 min**

What does disciplinary literacy look like in a classroom?

  - a. Posting vocabulary words on a Word Wall is just the tip of the iceberg... the starting point for incorporating disciplinary literacy in the classroom.
  - b. To "dig deeper" into disciplinary literacy, consider the following skills necessary for demonstrating mastery within a discipline:
    - i. Reading for understanding
    - ii. Writing
    - iii. Analyzing
    - iv. Communicating through a disciplinary lens
  - c. Teachers need to intentionally plan for and be explicit when teaching the above skills to students
  - d. All of the above skills:
    - i. Supports students' literacy, learning, and ability to more readily engage in the disciplines they study (Moje, 2008).
    - ii. Develops teachers' instruction so they can apprentice students to negotiate and create texts in discipline-specific ways (Brozo, Moorman, Meyer, & Stewart, 2013).

Reading for understanding is a disciplinary literacy expectation across the disciplines. Generally speaking, when we think of reading, we think of reading text... but what is "text"?

8. **Texts in the CAS** **Notecatcher question IV (Part One)** | **Estimated time: 3 min**
  - a. After participants have had a chance to read the two statements, ask them the question at the bottom of the slide and have them record their answer on the notecatcher and then discuss.
  - b. Next, ask the audience for examples of texts they would use to teach to the listed statements.
  - c. Most answers will probably include items such as books, documents, letters, etc. (anything that has words on it or in it). While those answers are not incorrect, the definition for text expands beyond just those artifacts containing words.
9. **Texts...** **Estimated time: 2 min**
  - a. Explain that while "reading" is used mainly to identify the act of decoding the written word, **we can also consider "reading" as the process toward "making meaning of " - comprehending -- the communication.** We may watch a video or view a photograph, but if our purpose is to actively study "the text" to reach a level of comprehension requiring analysis and interpretation, then we have moved beyond an informal viewing.

- b. Comparing these two images on women’s suffrage is a disciplinary skill - the student is asked to analyze the “texts” (primary source images) by comparing the different viewpoints represented in the images.
10. Definition of “Text” **Notecatcher question IV (Part Two)** | Estimated time: 3 min
- a. Ask: Are you surprised about this definition of text? How does this definition of text compare to your definition of text?
11. Another Text Example Estimated time: 2 min
- a. If we ask students to “make meaning of” Frida Kahlo’s painting, we may ask them to consider
    - i. what Frida Kahlo may have intended with the use of color in the painting (“The Bus”);
    - ii. or the effect on our understanding by how she positioned the people in the painting;
    - iii. or about the contrast of the factory/urban background and the more rural landscape on our understanding.
  - b. Then we have moved beyond a casual viewing of the painting into what we could call as “reading” the painting. In particular, when we ask about the decisions “the writer” (or, in this case, “the artist”) has made in the creation of “the text,” then we are delving into the territory of disciplinary literacy.
  - c. We are studying craft, analyzing parts-to-whole, wondering about decisions made by the author/painter, all in an effort to comprehend the painting.
12. 2020 Colorado Academic Standards (CAS) **Notecatcher question V** Estimated time: 2 min
- a. After reading the slide, ask participants to consider what texts they already use in their classroom and what new texts they can bring into their classroom.
13. Standards Literacy Estimated time: 2 min
- a. If the expectation is to become standards literate, what would you need to be able to understand, know and do in relation to the standards document?
  - b. The discipline is “standards” and these Modules are intended to support your understanding of disciplinary literacy and how it is incorporated throughout the revised standards.
14. How is disciplinary literacy fundamental to standards literacy? **Notecatcher Assessment** Estimated time: 5 min
- a. Read slide aloud and discuss
  - b. Prompt individuals to complete assessment on notecatcher

**Modules 1 & 2 Summative Assessment Answer Key**

- 1. d
- 2. b
- 3. Short answer
- 4. Short answer
- 5. Short answer
- 6. Short answer
- 7. Short answer

## Module 3: The Birds and the Bees of the 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 an introduction of what standards literacy means will be presented. In addition, an overview of the Professional Learning Modules for use in the implementation of the revised 2020 Colorado Academic Standards will be provided. At the end of the Module, a pre-assessment will be provided to assess baseline understanding of standards literacy.

**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 20 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation.

**Pre-assessment** This session will be guided for participants through the presentation and pre-assessment. Provide an electronic or printed copy of the pre-assessment to all professional development session attendees.

**Delivery Format** This Module could be facilitated within a lesson planning period with a Professional Learning Community, or 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 3: The Birds & Bees of CAS Notecatcher
  - <http://www.cde.state.co.us/standardsandinstruction>
3. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. Pre and post assessments have been provided within the CAS Implementation Facilitator Guide. The Module 3-6 post-assessment is to be administered after completion of Module 6.

### 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
- 

## 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
2. **Goals and Objectives** *Estimated time: 1 min*
  - a. Provide an overview of the standards review and revision process
  - b. Review the high level plan for implementation support
3. **History of CAP4K and the CAS** *Notecatcher question I. Estimated time: 5 min*
  - a. Fill in history dates in Notecatcher question I.
4. **CAS Revision Process and Timeline** *Notecatcher infographic II. Estimated time: 2 min*
  - a. As part of the revision process, the public was asked, on 2 occasions, to provide feedback on the standards via an online system. CDE received thousands of comments regarding the standards.
  - b. The State Board of Education (SBE) was presented with the proposed revised standards for approval. By June 2018, all content area standards had been approved by the SBE.
5. **Committee Selection** *Estimated time: 2 min*
  - a. Read slide
  - b. Questions about the standards review and revision and committee selection can be directed to your content area specialist listed at <http://www.cde.state.co.us/standardsandinstruction>
6. **Standards Review and Revision: Roles and Responsibilities** *Notecatcher infographic III Estimated time: 2 min*
  - a. Review roles and responsibilities from infographic
  - b. Questions about the standards review and revision and committee selection can be directed to your content area specialist listed at <http://www.cde.state.co.us/standardsandinstruction>
7. **Committee Decision Making Process** *Notecatcher question III. | Estimated time: 2 min*
  - a. Review bullets from slide
  - b. As a group, discuss the decision making process for updates. Provide time for comments from participants.
8. **Guiding Principles for the Review and Revision** *Estimated time: 4 min*
  - a. **Transparent:** The department will make every attempt to ensure the decisions and processes for the standards review and revision process are public.
  - b. **Inclusive:** The department will strive to engage key stakeholders in each phase of the standards review and revision process. The review process will include substantial and frequent opportunities for the public to weigh in on every

standard.

- c. **Research-informed:** Throughout the standards review and revision process, the department will base its recommendations on research, lessons learned from other states, and objective, third-party reviews of the Colorado Academic Standards.
  - d. **Consistent:** The standards review and revision process will be consistent with statutory requirements and with past standards reviews.
  - e. **Substantive:** The standards review and revision process will focus on the substance of the actual standards themselves.
  - f. **Improvement-oriented:** The purpose of the standards review and revision process is to improve what exists today rather than start from scratch. The review process will improve Colorado's current standards based on the feedback of Colorado educators, education leaders, parents, students, community and business leaders, and higher education leaders.
9. **Data Sources for Revision** [Estimated time: 2 min](#)
- a. Review data sources from slide
  - b. Ask: What is the role of educators in the review and revision process?
10. **Standards Final Approval** [Notecatcher Infographic IV](#) | [Estimated time: 2 min](#)
- a. The Standards Review Committees revised standards in 16 content areas and developed new standards in 1 content area (computer science) over the past 1 ½ years!
11. **Implementation Timeline** [Notecatcher Infographic V](#) | [Estimated time: 3 min](#)
- a. School districts have 2 years to implement the revised 2020 CAS. Full implementation of the 2020 CAS begins in the 2020-2021 school year. Notice that the CMAS will reflect the revised CAS in the Spring of 2021 test administration.
  - b. Assessment for Module 3: After learning about the Colorado Academic Standards review and revision process, why do you think periodic review and revision of academic standards is important? What is your level of comfort with implementing updated standards in your content area? What school year are you responsible for full implementation of the new standards?

## Module 4: The Highlights!

High Level Overview of What is Different between the 2009/2010 and the 2020 CAS:  
A Science Example

### 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 an introduction of what standards literacy means will be presented. In addition, an overview of the Professional Learning Modules for use in the implementation of the revised 2020 Colorado Academic Standards will be provided. At the end of the Module, a pre-assessment will be provided to assess baseline understanding of standards literacy.

**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 20 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation.

**Pre-assessment** This session will be guided for participants through the presentation and pre-assessment. Provide an electronic or printed copy of the pre-assessment to all professional development session attendees.

**Delivery Format** This Module could be facilitated within a lesson planning period with a Professional Learning Community, or 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 4: The Highlights! Notecatcher
  - 2009/2010 standards
  - 2020 standards
  - “What to Look For” handout for any content area that is participating in the training.
3. **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 formative assessment for Module 4.

### 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
- 

## 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 20-30 min](#)
2. **Goals and Objective** [Estimated time: 1 min](#)
  - a. The similarities and differences between the 2009/2010 and the 2020 CAS at a high level;
  - b. The organization of the standards framework; and,
  - c. Why revisions were made.
3. **Introduction** [Estimated time: 1 min](#)
  - a. Today we will be exploring the main differences between the 2009/2010 Colorado Academic Standards (CAS) framework and the 2020 CAS framework through a science example.
  - b. All subject areas of the CAS were revised and have changes to the standards framework.
  - c. Educators will receive a note catcher to capture their thinking and understandings.
4. **What is the Difference?** [Estimated time: 6 min](#)
  - a. Purpose: Educators will compare and contrast the major differences between the 2009/2010 and the 2020 CAS. (Boundary: This does not extend into the changes within the actual Grade Level Expectations and Evidence Outcomes of the standards, just the framework.)
  - b. Materials: Get one page of a 2009/2010 standards document and then get a page from the 2020 standards document. NOTE: choose the **same content area** for both, but **choose different strands/topics or grades**. For example, in science I chose a High School Life Sciences example from the 2009 CAS and a Middle School Physical Science example from the 2020 CAS. Highlighters may be helpful to have on hand. Note catchers for educators to capture their thinking and understanding will be provided.
  - c. Set up: Have educators explore the documents alone for 2-3 minutes, then share their observations with a partner for 2-3 minutes.
5. **Observations** [Notecatcher question I](#) [Estimated time: 3 min](#)
  - a. Have everyone split up into pairs and discuss their notes and observations from notecatcher question I.

Main differences:

1. Color branding on 2020
  2. Wording “concepts and skills students master:” under the Grade Level Expectation (GLE) is no longer present.
  3. The Heading, “21st Century Skills and Readiness Competencies” on the 2009 changed to “Academic Context and Connections”
  4. The subheadings under the section mentioned above have changed. For Science...2009 CAS: Inquiry questions, relevance and applications, nature of science. 2020 CAS: Colorado essential skills and Science and Engineering Practices, Elaboration on the GLE, and Cross cutting concepts.
  5. IMPORTANT MESSAGE: Each academic content area will have different subheadings based on their needs.
  6. Prepared Graduate Statements are numbered in the 2020 CAS
  7. The table format with distinct cells in the 2009 CAS is not present in the 2020 CAS.
  8. For Science: on the 2020 CAS, the evidence outcomes now include “clarification statements” and/or “Boundary Statements” and cross coding to the NGSS (Example: MS-PS1-2)
  9. The 2020 CAS have a code associated with each standards page in the bottom right hand corner.
- b. IMPORTANT NOTE: Reference each content areas. “What to Look For” document within the resources. In addition to the document, a video walk-through is also available.
6. **Quick Walk-Through** (Slides 6-9) **Notecatcher question II & III** **Estimated time: 8 min**
- a. Slide 6
    - i. At the top of the document you see the subject area, the grade level, the standard number and strand/topic.
    - ii. The Prepared Graduate Statements are: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.
    - iii. Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. What do students need to know from preschool through eighth grade? (*important note: the Grade Level Expectations are written for the end of a grade level*)
  - b. Slide 7
    - i. Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?
  - c. Slide 8
    - i. Academic Context and Connections: Academic context and connections are the subject-specific elements needed to create context for learning. This right side section highlights essential skills, practices and other important connections necessary for students to understand, apply and transfer the knowledge and skills within the Grade Level Expectation.

- ii. Colorado Essential Skills and Science and Engineering Practices: Skills and major practices that scientists employ as they investigate and build models and theories about the world. These terms are used to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice.
- iii. Elaboration on the GLE: This section provides greater context for the Grade Level Expectation (GLE) through a description of the understanding about the core ideas that should be developed by students.
- iv. Cross Cutting Concepts: The crosscutting concepts have application across all domains of science. As such, they provide one way of linking across the domains through core ideas.
  1. NOTE: Within the Standards Online tool, you can click on the “i” for definitions of each subheading for all other content areas.

d. Slide 9

- i. For Science ONLY: These sections of the 2020 science standards provide educators more context and information about the expectations within the GLE and evidence outcomes.
- ii. Clarification Statements: Clarifies the expectations within the evidence outcome.
- iii. Boundary Statements: Demonstrates the boundary for the concept at that particular grade level.
- iv. Elaboration on the GLE: Provides more information around the expectation of the GLE.

10. **Preschool Standards** **Notecatcher question III** **Estimated time: 3 min**

- e. The preschool template of the standards is the same for all academic content areas.
- f. All headings and subheadings, with the exception of the Prepared Graduate statements, have been changes for the 2020 CAS. These changes were made to better align with the Early Childhood and Head Start Frameworks.
- g. Take 1 minute to select the correct label for each section of the sample standards document.

11. **Standards Online System (Slides 11-13)** **Notecatcher question IV & V**

**Estimated time: 5 min**

h. Slide 11

- i. This is the main webpage for the Office of Standards and Instructional Support. <http://www.cde.state.co.us/standardsandinstruction>
- ii. You will see navigation icons. You will notice that there are various ways you can access the standards. The Blue Icon is for the current CAS (2009/2010). The Yellow Icon is for the 2020 CAS in Word or PDF formats. The Orange Icon is for the Standards Online tool. Let’s select the Orange icon, “Interact with the 2020 Standards Online.”

i. Slide 12

- i. Walk through the online tool demonstrating how it works. <https://www.cde.state.co.us/apps/standards/>
  1. Select a content area
  2. Select a grade level
  3. Select a strand/topic or all

4. Expand all or one GLE at a time to view
5. Click on the “i” in each section to get definitions of sections
6. You can add another content area by going back to the top and making selections within each section

j. Slide 13

- i. Walk through the online tool demonstrating how it works.

<https://www.cde.state.co.us/apps/standards/>

1. Select a content area
2. Select a grade level
3. Select a strand/topic or all
4. Expand all or one GLE at a time to view
5. Click on the “i” in each section to get definitions of sections
6. You can add another content area by going back to the top and making selections within each section

- k. Provide 2 minutes for group to complete Notecatcher question IV & V individually

14. Module 4 Assessment **Assessment from Notecatcher** | Estimated time: 5 min

15. Questions, Comment & Concerns



## Module 5: A Whole New Level

### Exploring the Innovations within the 2020 CAS: A Science Example

#### 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 an introduction of what standards literacy means will be presented. In addition, an overview of the Professional Learning Modules for use in the implementation of the revised 2020 Colorado Academic Standards will be provided. At the end of the Module, a pre-assessment will be provided to assess baseline understanding of standards literacy.

**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 20 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation.

**Pre-assessment** This session will be guided for participants through the presentation and pre-assessment. Provide an electronic or printed copy of the pre-assessment to all professional development session attendees.

**Delivery Format** This Module could be facilitated within a lesson planning period with a Professional Learning Community, or 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 5: A Whole New Level Notecatcher
  - At least two pages of standards for each teacher (example in presentation is science, but facilitators can use any set of standards based upon their audience).

We recommend having at least a few copies of these resources on hand for people to explore:

- Conceptual shifts inherent within the Next Generation Science Standards (NGSS)
  - What is 3-Dimensional Learning?
3. **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 for each Module. Please ensure participants complete the summative assessment at the end of Module 5.

## 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
- 

## 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** *Estimated Time for Module is 30-40 min*
2. **Goals and Objective** *Estimated time: 1 min*
  - a. Read the goals and objectives out loud
3. **Introduction** *Estimated time: 1 min*
  - a. Today we will be investigating a science standards document, explicitly identifying the concepts, content, and skills within the standards. During the Module, teachers will also be able to identify many innovations within the standards intended to assist educators with curricular planning and inform instructional practice.
  - b. Educators will receive a note catcher to capture their thinking and understandings.
4. **What are Standards?** *Notecatcher question I. Estimated time: 1 min*
  - a. Examples provided are in mathematics so that during the activity later, in the context of science, educators are able to apply understanding.
5. **Decoding Activity** *Notecatcher question II. Estimated time: 10 min*
  - a. Purpose: Educators will “close read” the standards to identify, by highlighting in different colors, the concepts, content, and skills within a standards page.
  - b. Materials: three different color highlighters, 2020 standards pages for the grade levels you are targeting in the training (e.g., if the training has all grade levels present, then have copies of an elementary standard, a middle school standard, and a high school standard available.) Have at least 2 pages of standards for each teacher.
  - c. Educators will work on their own to highlight their document.

Additional Resource: Conceptual shifts in NGSS handout and what is 3-Dimensional Learning handout.
6. **Think, Pair, and Share** *Notecatcher question III. Estimated time: 2 min*
  - a. Have teachers work in pairs or small groups (no more than 4) to share their observations and discuss their rationale and wonderings.

- b. What are the standards asking students to understand, know, and be able to do?
  - c. Where do you see connections to disciplinary literacy?
  - d. How do you see the Colorado Essential Skills being incorporated throughout the document?
    - i. NOTE: The revised science standards incorporate the Next Generation Science Standards (NGSS), so teachers may identify the cross-coding within the evidence outcomes and elaboration on the GLE sections of the standards
7. **Whole Group Discussion** **Notecatcher question IV.** **Estimated time: 3-5 min**
- a. Whole group discussion. Eliciting a deeper understanding of the standards, the expectation for students, and how they are organized.
  - b. One of the main takeaways for science is that educators should be able to see a breadth of all three, concepts, content, and skills on every standards page. They also should be directed to how these three come together in the Evidence Outcomes. This is identified as 3-Dimensional (the incorporation of all three into one outcome). SEE ADDITIONAL RESOURCES: 3-Dimensional Learning, and the conceptual shifts within the Next Generation Science Standards.
    - i. NOTE: The “Clarification and/or Boundary Statements” within the evidence outcomes are only found within the science standards. Also, the subheadings and information within the Academic Context and Connections are different for every subject area.
8. **Assessment: Elevator Speech** **Assessment from Notecatcher** | **Estimated time: 2 min**
- a. Educators will write their elevator speeches on the note catcher.
9. **Questions, Comment & Concerns**

## Module 6: Making Connections

### How the 2020 Colorado Academic Standards Work Together for Colorado Students!

#### 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 an introduction of what standards literacy means will be presented. In addition, an overview of the Professional Learning Modules for use in the implementation of the revised 2020 Colorado Academic Standards will be provided. At the end of the Module, a pre-assessment will be provided to assess baseline understanding of standards literacy.

**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 20 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation.

**Pre-assessment** This session will be guided for participants through the presentation and pre-assessment. Provide an electronic or printed copy of the pre-assessment to all professional development session attendees. CDE developed pre and post assessments can be administered through Microsoft Forms, paper version (Word or PDF) or through the survey tool of your choice. Access to the pre and post-assessments are linked in *Moodle*.

**Delivery Format** This Module could be facilitated within a lesson planning period with a Professional Learning Community, or 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 6: Making Connections Notecatcher
  - Module 3-6 Post Assessment
3. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. Pre and post assessments have been provided within the CAS Implementation Facilitator Guide. Please deliver the Module 3-6 post assessment after completing Module 6.

### 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

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- Assume best intentions
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- Be open to working outside your comfort zone

- Ask questions
  - Allow a chance for everyone to participate
- 

## 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?
- What successes or challenges have you experienced in relation to this topic?

## Presentation Outline with Speaker Notes

1. **Title** Time for Module is 30-40 min
2. **Myth Buster Warm-up** Notecatcher Warm-up. Estimated time: 2 min
  - a. Take 2 minutes to complete the myth buster warm-up individually
3. **Warm-up Answer Key** Estimated time: 4 min
  - a. Review the answers. Parking Lot any questions, comments, or concerns to address at the end.
4. **Goals and Objective** Estimated time: 1 min
  - a. Examine the relationship across text features of the 2020 Colorado Academic Standards (CAS) document; and
  - b. Make connections and understand how all text features work together to form the standards.
5. **Overview** Estimated time: 1 min
  - a. Have an educator in the room read the introduction out loud
6. **Design Principles of the CAS** Notecatcher question I. Estimated time: 3 min
  - a. Created by Coloradans for Colorado students;
  - b. Aimed at improving what students learn and how they learn all content areas; and,
  - c. Constructed backwards, starting with statements of prepared high school graduates, to create learning expectations for what students should know, understand, and be able to do at each grade level in each content area.
7. **2020 Colorado Academic Standards** Notecatcher question II Estimated time: 3 min
  - a. Examine the example from Reading, Writing, and Communicating 2020 Colorado Academic Standards. The arrows indicate the title for each text feature. On your note catcher, answer the following question:
    - i. Which of the following feature(s)/element(s) is considered the actual standard? [30 seconds]
      1. Prepared Graduate Statement
      2. Grade Level Expectation
      3. Evidence Outcomes
      4. Academic Context and Connections
      5. A, B, and C
      6. All of the above

Take a quick poll by asking, "How many selected \_\_\_\_\_?"

8. **2020 Colorado Academic Standards (cont.F)** Estimated time: 1 min

- a. Provide answer to previous question
    - b. Read “another myth buster” from slide
  9. **Quick Review: Summary of changes across all standards** **Notecatcher question III.**  
**Estimated time: 2 min**
    - a. In Module #4, you briefly examined the different features of the 2020 Colorado Academic Standards. Across all disciplines you noticed the following changes: [1 min]
      - i. Changed the title of the *Prepared Graduate Competencies* section of the standards document to *Prepared Graduate Statements* to reduce confusion with competency-based learning systems of instruction and assessment practices.
      - ii. Changed the title of the *21<sup>st</sup> Century Skills and Readiness Competencies* section of the standards document to *Academic Context and Connections*. The sections within the *Academic Context and Connections* will continue to focus on inquiry, application and relevance. However, the sub-sections for each content area contain variations in order to capture the unique subject-specific elements needed to create context for learning.
      - iii. The preschool standards for all content areas contain revisions to align expectations with Colorado’s Early Learning and Development Guidelines and the latest revision of the Head Start Early Learning Outcomes Framework.
  10. **Making Connections** **Notecatcher question IV** **Estimated time: 3 min**
    - a. In small groups, look back at the page of standards you highlighted in Module #5. Considering the concepts, content, and skills you identified within your content standards.
      - i. Discuss how the concepts, content, and skills in each text feature/element (i.e., Prepared Graduate Statements, Grade-Level Expectation(s), Evidence Outcomes, and Academic Context and Connections) work together to ensure student success in college, a career, and life.
      - ii. What are the explicit connections among the Evidence Outcomes, the Grade Level Expectations and Academic Context and Connections?
        1. Chart your responses to the questions.
        2. Once your group has finished charting your response(s), hang the chart up.
  11. **Gallery Walk** **Estimated time: 5 min**
    - a. Have educators volunteer to read each bullet point.
    - b. Then, have them synthesize what they just read.
  12. **Synthesis** **Notecatcher question V** | **Estimated time: 5 min**
    - a. Educators will individually answer the questions on their notecatcher.
    - b. Give them 2-3 minutes to complete.
  13. **Questions, Comment & Concerns**
  14. **Reflection** **Notecatcher question VI**
    - a. What is one learning you will takeaway?
    - b. What is one question you still have regarding standards?
    - c. What do you hope will be covered over the next 8 Modules?
  15. **Module 3-6 Post Assessment**
-



### **Modules 3 - 6 Summative Assessment Answer Key**

- 1.) d
- 2.) a
- 3.) c
- 4.) Short answer
- 5.) c
- 6.) c
- 7.) a, b, d and e
- 8.) Short answer
- 9.) Short answer
- 10.) Short answer

### **Modules 7 - 14 UNDER CONSTRUCTION**

The following modules will be released over the course of 2019/2020

- Module 7: Interpreting the Standards
- Module 8: Map 2020 Standards to Current Curriculum
- Module 9: Identify Gaps in Your Existing Curriculum
- Module 10: Creating a Plan to Fill the Gaps
- Module 11: Best, First Instruction
- Module 12: High Impact Instructional Strategies
- Module 13: Attending to the Innovations within the Standards
- Module 14: Classroom Instruction

## Appendix A: Colorado Academic Standards Historical Context

In 1993, Colorado House 93-1313 mandated the creation of K-12 academic standards that, for the first time in the state's history, defined what all students should know and be able to do across grade-level and content areas. The arrival of the century and a reassessment of the demands of 21<sup>st</sup> century society, however, necessitated a significant re-visioning and a fundamental transformation of those standards.

### **What are the Colorado Academic Standards?**

The Colorado Academic Standards are the expectations of what students need to know and be able to do at the end of each grade level. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. All Colorado districts are required to adopt local standards that meet or exceed the Colorado Academic Standards. The Colorado Academic Standards are also the basis of the annual state assessment.

### **Why standards?**

Standards advance equity of outcomes for students by setting a bar for student performance, defining the floor, not the ceiling of student learning.

### **How were the Colorado Academic Standards developed?**

Senate Bill 08-212, Colorado's Achievement Plan for Kids, called for the development of rigorous standards delineating what students need to know and be able to do at the end of each grade to be college and career ready. In 2009, the Colorado Department of Education engaged Colorado educators in a year-long process to update its academic standards in English language proficiency and 10 content areas: comprehensive health and physical education; dance; drama and theater arts; mathematics; music; reading, writing, and communicating; science; social studies; visual arts; and world languages. With the vision "**All students, All standards,**" the Colorado Academic Standards that emerged from this process reflect an increased attention to rigorous academic preparation and the educational foundation each student needs for success in college and career.

The Colorado State Board of Education adopted the Colorado Academic Standards in 2009. Then, in 2010, after closely comparing the Colorado Academic Standards with the Common Core State Standards, the state board adopted the Common Core State Standards in English language arts and mathematics. The comparison showed that the Common Core State Standards reflected Colorado's focus on college and career readiness as well as the values of the Colorado educators who developed the original Colorado Academic Standards. To learn more about the past process please visit the [History and Development](#) webpage.