



**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. (Released Fall 2018)
- Transition Phase 2 includes the topics of curriculum and resource alignment. (Released Winter 2019)
- Transition Phase 3 incorporates mapping instructional strategies to the innovations within the standards for Best First Instruction. (Released Summer 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. Introductory Module: Analyzing the Standards for Curriculum/Unit/Lesson Planning
8. Interpreting the Standards
9. Mapping 2020 Standards
10. Mind the Gap
11. Bridging the Gaps

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

12. Introductory Module: Shifting Instructional Practices
13. Exploring the Instructional Shifts Inherent in the 2020 CAS
14. Overview of Best, First Instruction
15. Planning for Best, First Instruction
16. Implementing and Reflecting on Best, First Instruction
17. Now Are You Standards Literate?

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 17 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. 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 17 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
- 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 17 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, and 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 *seven 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 *five 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: Introduction: Analyzing the Standards for Curriculum/Unit/Lesson Planning
- Module 8: Breaking It Down, One Step at a Time
- Module 9: Mapping the Standards: How the 2020 CAS Work Together for Colorado Students



- Module 10: Minding the Gap: Using Your Analysis of Standards to Understand Gaps and Overlaps in Your Curriculum
- Module 11: Bridging the Gaps: Creating an Effective Plan to Address Curriculum Gaps
  - Summative Assessment on Modules 7-10

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

The *five 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 12: Introduction: Shifting Instructional Strategies
- Module 13: Exploring the Instructional Shifts Inherent in the 2020 CAS
- Module 14: Overview of Best, First Instruction
- Module 15: Planning for Best, First Instruction
- Module 16: Implementing and Reflecting on Best, First Instruction
- Module 17: Now Are You Standards Literate?
  - 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

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	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.
<b>Presentation</b>	The Power Point presentation for this Module is within Learning Management System, Moodle.
<b>Schedule &amp; Time</b>	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.
<b>Pre-assessment</b>	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.
<b>Delivery Format</b>	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

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	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.
<b>Presentation</b>	The Power Point presentation for this Module is within Learning Management System, Moodle.
<b>Schedule &amp; Time</b>	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.
<b>Pre-assessment</b>	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.
<b>Delivery Format</b>	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

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	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.
<b>Presentation</b>	The Power Point presentation for this Module is within Learning Management System, Moodle.
<b>Schedule &amp; Time</b>	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.
<b>Pre-assessment</b>	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 <i>Moodle</i> .
<b>Delivery Format</b>	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

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	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.
<b>Presentation</b>	The Power Point presentation for this Module is within Learning Management System, Moodle.
<b>Schedule &amp; Time</b>	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.
<b>Pre-assessment</b>	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.
<b>Delivery Format</b>	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

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	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.
<b>Presentation</b>	The Power Point presentation for this Module is within Learning Management System, Moodle.
<b>Schedule &amp; Time</b>	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.
<b>Pre-assessment</b>	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.
<b>Delivery Format</b>	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

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### 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

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	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.
<b>Presentation</b>	The Power Point presentation for this Module is within Learning Management System, Moodle.
<b>Schedule &amp; Time</b>	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.
<b>Pre-assessment</b>	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.
<b>Delivery Format</b>	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

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	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.
<b>Presentation</b>	The Power Point presentation for this Module is within Learning Management System, Moodle.
<b>Schedule &amp; Time</b>	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.
<b>Pre-assessment</b>	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 <i>Moodle</i> .
<b>Delivery Format</b>	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

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?
- 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

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

### Professional Development Session Overview

**Intended Audiences** This resource was developed to be broadly used with PK-12 teachers and administrators in preparation for the implementation of the 2020 CAS and professional development providers.

**Brief Description** In this professional development session, the Office of Standards & Instructional Support believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. Educators will discuss “next steps” for the standards implementation process and explain misconceptions regarding standards and “coverage” of the standards. They will also preview the content for the Modules 8-11.

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

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

**Notecatcher:** This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.

**Delivery Format:** This module can be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self-directed learning, or added to your district’s Learning Management Platform.

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context. This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

## How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, notecatcher, the speaker notes provided for each slide, and the referenced resources.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resource for all participants as a good starting point in the work:
  - Module 7: Analyzing the Standards for Curriculum/Unit/Lesson Planning Notecatcher

## Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences, and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other’s work. Community-building can be as simple as including time for participants to introduce themselves to each other, or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work--here are just a few ideas to get started:

### Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: they may be generated and negotiated by the participants, facilitators might generate and post them, or in a hybrid model facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

- Assume best intentions
- Listen carefully to one another
- Be open to new ideas
- Be open to working outside your comfort zone
- Ask questions
- Allow a chance for everyone to participate

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## Discussion Prompts

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic. Discussion questions may include:

- What is your prior experience with today's topic?
- What do you hope to gain from today's session?
- What successes or challenges have you experienced in relation to this topic?

## Presentation Outline with Speaker Notes

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

### Completed thoughts:

1. "...doesn't get learned."
  - a. Yes, there is a lot more to teaching than 'covering content' or 'covering the standards.' In fact, treating the standards like a checklist of lesson objectives is often a poor way to build a rich, cohesive curriculum. To use a literary metaphor, you want your students to experience curriculum as a novel, not an encyclopedia! However, it is an inconvenient truth that students won't learn what doesn't get covered, so it is every educator's responsibility to try to

give students every opportunity to experience an education described by the full depth and breadth of the Colorado Academic Standards.

2. "...better instruction."
  - a. If teachers think a topic is being covered but students aren't learning the material, simply adding more time may not be the answer. Before assuming more time is needed, assume there are improvements to instruction that may be necessary in order to make a difference.
3. "...give extra support in their engagement of grade-level standards."
  - a. It is understandable that teachers want to "meet students where they are," but without expecting students to achieve at grade-level -- and giving them opportunities to do it -- students will only stay behind. This is particularly true when teaching students from historically underserved populations, for whom inequitable education today (teaching below grade level) is unlikely to remedy the inequitable education they may have received previously.
4. "...what we value and how our values should drive our curricular and instructional decisions to use time and resources."
  - a. Time is constant; you cannot create more or less of it. So instead of saying, "We don't have time," focus on what's most important for students and how time and other resources may be used to support student mastery of the standards. Don't use "time" as the scapegoat to avoid facing and making tough curricular and instructional decisions.

8. **Dispelling Misconceptions:** **Notecatcher "Additional Notes"** | **Estimated time: 2 minutes**

- a. Review each of these bullet points with participants. Explain that the process outlined in this slide are in the Modules to follow.

9. **Questions, Comment & Concerns:** **Estimated time: 2-3 minutes**

- a. Address any Parking Lot questions, comments, and/or concerns

10. **Reflection:** **Notecatcher "Reflection"** | **Estimated time: 2-3 minutes**

- a. Follow the slide. Educators will write their reflection on the notecatcher

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

## Analyzing the 2020 Colorado Academic Standards

### Professional Development Session Overview

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	<p>In this professional development session the Office of Standards &amp; Instructional Support believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. This session will provide a process for analyzing the standards by breaking them down to fully understand how every element relates to curriculum, materials, school level teaching, and practices. This process can be used for any subject area, specific grade level, or be combined to look for alignment across multiple subject areas and grade levels. This 60 minute module describes <u>a process</u> that will take longer than the actual module. Modules 8 and 9 work together to identify strengths and gaps as well as strategies to address identified gaps.</p> <p><b>Presentation</b> The Power Point presentation for this module is within Learning Management System, Moodle.</p>
<b>Schedule &amp; Time</b>	<p>This resource is designed to be delivered in one 60 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation. To complete this process for a grade level or content area it will take longer to complete.</p> <p><b>Notecatcher</b> This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.</p> <p><b>Delivery Format</b> This module could be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self-directed learning, or added to your district's Learning Management Platform.</p>

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context. This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

## How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, notecatcher, the speaker notes provided for each slide, and the referenced resources. It would also be beneficial to review both Modules 8 and 9 to identify the best way to facilitate this process.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resource for all participants as a good starting point in the work:
  - Module 8: Analyzing Standards Notecatcher
  - A copy of printed standards for subject area(s) or grade level (s) that you would like to examine
3. **Plan for assessment.** Please deliver the Modules 8-11 post assessment after completing Module 11.

## Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences, and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other’s work. Community-building can be as simple as including time for participants to introduce themselves to each other, or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work--here are just a few ideas to get started:

### Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: they may be generated and negotiated by the participants, facilitators might generate and post them, or in a hybrid model facilitators might seed a “starter” set of norms to be edited by the

participants. Some norms may include:

- Assume best intentions
  - Listen carefully to one another
  - Be open to new ideas
  - Be open to working outside your comfort zone
  - Ask questions
  - Allow a chance for everyone to participate
- 

## Considerations for this module

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

## Presentation Outline with Speaker Notes

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



in order to demonstrate mastery of this standard?

#### 4. Analyzing Evidence Outcomes for Everyday Tasks

##### Notecatcher question II Estimated time: 2 minutes

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

#### 5. Analysis of Obtaining a Driver’s License Estimated time: 2 minutes

- a. Ask teachers to share their responses for their analysis of EO.a. Listed on this slide are example answers for what knowledge, understandings, and skills it takes to “Obtain a Colorado driver’s license.”
- b. Next, ask teachers how they determined what knowledge, understandings, and skills are necessary to “Obtain a Colorado driver’s license”?

#### 6. Analyzing a Standard, GLE, and EO Estimated time: 1 minute

- a. Review the content of the slide
- b. Discuss with teachers how the questions can help them elicit the knowledge, understandings, and skills found within the standards.

#### 7. Why Analyze Standards? Estimated time: 1 minute

- a. Read slide aloud

#### 8. Importance of Analyzing Standards Estimated time: 2 minutes

- a. Read quote on slide aloud
- b. Allow 1 minute for discussion and reflection of quote on slide.

#### 9. What Does it Mean to Analyze a Standard? Estimated time: 1-2 minutes

- a. Explain that even determining the meaning of *understand* here, does not necessarily mean this specific definition of *understand* can be transferred to other grade levels. (ie: As students move up in grades, it must be determined at what level students need an understanding of, say, the causes and effects of the Civil War).
- b. Give teachers time to discuss grade alignment - what does understand look like at the grade level above and below?

#### 10. When Analyzing a Standard, Ask a Series of Questions Estimated time: 30 seconds

- a. Review questions from slide
  - i. What *knowledge* will students need to demonstrate the intended learning?
  - ii. What *understandings* will they need to master?
  - iii. What *skills* will they need to apply to demonstrate mastery?
  - iv. How might students *demonstrate* the requisite skills?

#### 11. What Knowledge Will Students Need to Demonstrate? Estimated time: 30 seconds

- a. Explain to teachers that this slide provides examples of textual clues that will help teachers determine what knowledge students will need in order to demonstrate mastery of the EO.

12. **Step 1 Example: 4th Grade History** *Estimated time: 2 minutes*
  - a. Ask teachers to brainstorm the minimum knowledge (content) required to demonstrate mastery of the EO. It may also be helpful to review the Academic Context and Connections section of the standards to provide some guidance as to how the grade level expectations, and evidence outcomes might be taught.
  - b. Breaking this EO down requires a discussion around the types of interactions that occurred among the people and cultures. In addition, a discussion of the interactions between the Spanish explorers and the American Indians and how those interactions changed over time; how the interactions between settlers and the American Indians changed over time, etc.
  - c. **IMPORTANT NOTE:** This social studies example is meant to be illustrative. Educators in other content areas should apply the process to their own disciplines.
13. **What Understanding Will They Need to Master** *Estimated time: 30 seconds*
  - a. Read slide aloud
  - b. Explain to teachers that this slide provides examples of textual clues that will help teachers determine what understandings students will need in order to demonstrate mastery of the EO.
14. **Step 2 Example: 4th Grade History** *Estimated time: 2 minutes*
  - a. Ask teachers to brainstorm the minimum understandings required to demonstrate mastery of the EO. What Academic Context & Connections can be associated with the EO?
  - b. **IMPORTANT NOTE:** This social studies example is meant to be illustrative. Educators in other content areas should apply the process to their own disciplines.
15. **What Skills Will They Need to Master** *Estimated time: 30 seconds*
  - a. Explain to teachers that this slide provides examples of textual clues that will help teachers determine what skills students will need in order to demonstrate mastery of the EO.
16. **Step 3 Example: 4th Grade History** *Estimated time: 2 minutes*
  - a. Ask teachers to brainstorm the minimum understandings required to demonstrate mastery of the EO.
  - b. What Academic Context & Connections can be associated with the EO?
17. **How Might Students Demonstrate the Requisite Skills?** *Estimated time: 30 seconds*
  - a. Read slide aloud
  - b. Explain to teachers that this slide discusses the need for teachers determine how students will demonstrate mastery of the EO.
18. **Step 4 Example: 4th Grade History** *Estimated time: 2 minutes*
  - a. Ask teachers to review the entire GLE page (including the Academic Context and Connections) as a way of thinking about and /or explaining how students can demonstrate mastery of the EO.
19. **Considering Student Learning Experiences** *Estimated time: 1 minute for the slide and 10 minutes to discuss*
  - a. Explain to teachers the following before releasing them to discuss:
    - i. Learning Experiences are the significant learning “events” designed to build student mastery of the standards. They represent the intended student *learning*, not the activities in which students will engage.
    - ii. The focus of the Learning Experience should be on what both teachers and students are doing in each learning experience to build and deepen students’ understanding.
    - iii. Student learning experiences should focus on learning, not activities; they are not lesson plans.

20. **Next Step** **Notecatcher Section III** **Estimated time: 1 minute for slide and at least 30 minutes for discussion**
- a. NOTE: The time necessary for the discussion for this slide should be enough for teachers to be able to have meaningful conversations.
  - b. Provide 1 minute for participants to review questions on the slide.
  - c. Direct participants to notecatcher section III
21. **Before Moving onto the Next Module...** **Estimated time: 2-3 minutes**
- a. Allow time for discussion and additional questions
  - b. Address any “parking lot” questions, comments or concerns
22. **Reflection** **Estimated time: 2-3 minutes**
- a. Answer the three reflection questions on the notecatcher.
  - b. Have teachers share their reflections whole group. As the facilitator, you decide how many teachers will share out.

## Module 9: Standards Mapping

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 the Office of Standards & Instructional Support believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. This session will provide a process for examining the standards and mapping them to you existing curriculum, materials, school level teaching and practices. This process can be used for any subject area, specific grade level or combined to look for alignment across multiple subject areas and grade levels. This 1 - 2 hour module describes a process that will take longer than the actual module. Modules 8 and 9 work together to identify strengths and gaps as well as strategies to address identified gaps.
- Presentation:** The Power Point presentation for this module is within Learning Management System, Moodle.
- Schedule & Time:** This resource is designed to be delivered over a 1 - 2 hour professional development session. Time guidelines are included in the speaker's notes on facilitator presentation. To complete this process for a grade level or content area it will take longer to complete.
- Notecatcher:** This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.
- Delivery Format:** This module could be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self-directed learning, or added to your district's Learning Management Platform.

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context. This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

## How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, notecatcher, the speaker notes provided for each slide, and the referenced resources. It would also be beneficial to review both Modules 8 and 9 to identify the best way to facilitate this process.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
  - Module 9: Standards Mapping Notecatcher
  - A copy of printed standards for subject area(s) or grade level (s) that your educators will be examining
3. **Other materials or Considerations**
  - Use a sticky wall or other way to display the standards to allow participants to view all of the standards across that will be examined. (<https://www.ica-usa.org/store.html#!/ToP-Sticky-Wall%C2%AE/p/110416372/category=0>)
  - Pink, green, and yellow highlighters. One set for each grade level or team.
  - Sticky notes.
  - If you are mapping to an existing scope and sequence, curriculum, or existing materials, it may be helpful to have those materials available for reference.
4. **Plan for assessment.** Please deliver the Modules 8-11 post assessment after completing Module 11.

## 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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## Considerations for this module

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

## Presentation Outline with Speaker Notes

1. Title **Time for Module is 45-60 minutes**
2. Goal and Objective **Estimated time: 30 seconds**
  - a. Identify strengths and gaps in the current scope and sequence or curriculum.
3. Warm-up **Estimated time: 5 minutes**
  - a. Directions:
    - i. Form two lines facing a partner.
    - ii. Participants in line A have 20 seconds to observe their partners appearance (hair, clothing, jewelry etc.).
    - iii. Participants in line A turns around and faces away from line B.
    - iv. Participants in line B makes 5 changes to their appearance.

- v. Participants in line A turns around and tries to identify the 5 changes.
- vi. Now reverse roles. Participant B observes Participant A makes changes.

**4. Warm-up Processing** **Estimated time: 5 minutes**

- a. What was challenging about this activity from the two different perspectives (Participant making changes and the observer perspective)?
  - i. Relate the challenges of this activity to making change, some examples might be that we didn't have enough time to observe the other person, or not knowing what to change. How do these relate to making changes in your teaching?
- b. What types of changes did you notice?
  - i. Participants can share back a few examples. As you observed your partner made some changes that were easy to observe, they may have taken off their jacket or glasses, other changes were more subtle and more difficult to notice, they may have taken off a ring or changed the finger it was on. The standards revisions are similar, in some cases the changes are big and easy to see, and in other cases the standards may be similar to the previous standards with minor changes that at first look might not be apparent. These small changes can have a significant impact on teaching for example, a small change in the verb can significantly change the rigor that the standards needs to be taught at moving from describe to demonstrate will have an impact on how the standards is taught. Other changes on the Essentials Skills section of the document have been added to help clarify and guide how the grade level expectations and evidence outcomes might be taught. They also provide an opportunity to examine real world applications of the standards and other content specific guidance.
  - ii. In this activity it was important to observe the person first before they made changes. With the revised standards it is important to know what the previous standards stated, however, in this process we are encouraging you to consider what you are currently teaching, or the curriculum that you are using as the comparison to the standards as opposed to comparing to the previous standards.
- c. How does this activity relate to the standards revision process specifically the alignment of the revised standards to our current scope and sequence, curriculum or what you currently teach?
  - i. Discuss how this activity focuses on the changes that have been made

**5. Mastery of the Grade Level Expectations** **Notecatcher Discussion I.** **Estimated time: 5 minutes**

- a. Pair up with someone in your group that you do not work with regularly. Discuss what mastery looks like for this high school health education grade level expectation. Have several participants share out what mastery looks like for this standard.
- b. Mastery is what students should know and be able to do at the conclusion of the grade level. In this case students should be able to analyze how family, peers, media, culture and technology influence healthy eating choices. Mastery would

indicate that students are able to analyze all of these influences as they relate the healthy eating.

**6. How do you determine rigor? Notecatcher question II. | Estimated time: 5 minutes**

- a. The term rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are *academically, intellectually, and personally challenging*. As you start examining the standards, your scope and sequence, curriculum, materials or teaching practices it is imperative that you examine the level of rigor of the standards. To determine the rigor of the standards you should first look at the verbs identified in the grade level expectations and evidence outcomes. Does the verb ask students to define, list, remember, explain, at a lower level of thinking or to demonstrate, construct, create, analyze, argue or defend at a higher level of rigor.
- b. As you examine the scope and sequence, curriculum, materials or teaching practices it is important to examine them through the lens of meeting or exceed the academic rigor identified in the standards. For example, the standards may indicate that students should be able to demonstrate effective communication skills, in the curriculum and in practice students describe or identify effective communication skills. This is at a lower level of rigor than the standards indicated. To fully address the standards to mastery students should be able to demonstrate these communication skills.
- c. In the example on the slide the level of rigor that this standards should be taught at is Analyze. Students should be able to analyze how families, peers, media, culture and technology influence healthy eating choices. To do this students need to not just know that these areas have an influence on our lives but are also able to analyze how they influence healthy eating choices.

**7. Mapping to the Standards Estimated time: 3 minutes**

- a. In this activity you will be examining the grade level expectations, evidence outcomes found in the 2020 CAS. This process will allow you to identify the gaps and strengths in your scope and sequence, curriculum, materials or teaching practice.
- b. As you examine the grade level expectations and evidence outcomes you will be determining the extent that they are addressed in your current scope and sequence, curriculum, materials or your teaching practice. In this process you should first analyze the grade level expectation, and the evidence outcomes and identify the level of rigor that the standards is taught at. Then identify what mastery would look like for the grade level expectations and evidence outcomes. It may also be helpful to review the essential skills of the standards to provide some guidance as to how the grade level expectations, and evidence outcomes might be taught. When you have a clear understanding of the GLE and e.o.'s for this grade level consider your scope and sequence, curriculum, or teaching to determine if you address the evidence outcome is full addressed to mastery and at the appropriate rigor, partially address at the grade level but not to mastery or at the appropriate level of rigor, or not addressed at the grade level at all. You will then highlight then GLE and EOs in the appropriate highlighted color.

**8. What does it look like? Estimated time: 3 minutes**

- a. Discuss these examples, and how these standards have been identified as Addressed



to Mastery (Green), Partially Addressed (Yellow) and Not Addressed (Red).

- b. Make note that the left side of the standards document has been highlighted as Addressed to Mastery in Green, Partially Addressed in Yellow and Not Addressed in Red.
- c. The box on the right side of the standards are the rationale for determining the level of implementation. It is important that every evidence outcome is highlighted. You may choose to highlight a portion of the standard in multiple colors.
- d. In this example, you will notice that these evidence outcomes a and b are addressed during the social emotional unit. Evidence outcomes c, d, f and g are not addressed. Evidence outcome e is highlighted in yellow the students identify the factors that could negatively influence a person's well-being with regards to depression are addressed, however; suicide and/or self-harming behaviors are not discussed.

**9. What does it look like? Notecatcher question III Estimated time: 3 minutes**

- a. In this example, you will notice that evidence outcome c is addressed during morning meetings. Evidence outcomes a-b, and e are highlighted in yellow because students do not demonstrate these communication skills at the appropriate rigor. Evidence outcome e is partially addressed due to the fact that strategies to resolve conflicts are not discussed. That portion of the evidence outcome is highlighted in red.

**10. Mapping Standards Estimated time: 30 minutes - 2 hours.**

- a. Group participants in grade level and/or content teams.
- b. Provide each group with highlighters.
- c. As you examine the grade level expectations and evidence outcomes you will be determining the extent that they are addressed in your current scope and sequence, curriculum, materials or your teaching practice. In this process you should first analyze the grade level expectation, and the evidence outcomes and identify the level of rigor that the standards is taught at. Then identify what mastery would look like for the grade level expectations and evidence outcomes. It may also be helpful to review the essential skills of the standards to provide some guidance as to how the grade level expectations, and evidence outcomes might be taught. When you have a clear understanding of the GLE and EOs for this grade level consider your scope and sequence, curriculum, or teaching to determine the extent that you address the grade level expectations and evidence outcome.
- d. Each group will highlight the grade level expectations and evidence outcome based on the level of rigor and mastery. Identified as Addressed to Mastery (Green), Partially Addressed (Yellow) and Not Addressed in (Red).

**11. Reflection Notecatcher question IV Estimated time: 2 - 3 minutes**

- a. What did you learn from this initial process?
- b. What is one learning you will takeaway?
- c. What is one question you still have regarding standards?

**12. Other Considerations**

- a. You might consider using data to guide your mapping process to help focus where additional support is needed to move students to mastery. For example you might find through local student behavioral data that students in your high school have a higher than average use of tobacco products. You might use this data to take a closer look at the timing, and extent that this area is taught in your district.
- b. If participants are not familiar with the vertical and horizontal progression of the grade levels you might consider reviewing the standards vertically and horizontally prior to completing this process.
- c. During future sessions consider who should be involved in this mapping process.

## 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
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 summative assessment after completing Modules 8-11.

## 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:** [Estimated time for Module is 45 minutes](#)
2. **Goals and Objectives:** [Estimated time: 1 minute](#)
  - a. There are two objectives for this session. {Read Slide}
  - b. 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](#)

3. Defines the word "Gaps". Read the slide. Educators may write the definition on their notecatcher.
4. Defines the word "Overlaps." Read the slide. Educators may write the definition on their notecatcher.
5. Where are your gaps? These questions are meant to be rhetorical at this point.
  - a. Where are your gaps? Your overlaps? Why?
6. **Tips:** [Estimated time: 3 minutes](#)
  - a. Read the "Do's" and "Dont's". Then, check for educator understanding.
  - b. 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.

7. **Four Types of Conversations: Looking for Gaps and Overlaps** [2 minutes](#)
  - a. 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.

- i. 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.
  - ii. 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.
8. Conversation 1: Looking Within One Content Area and Within One Grade **Estimated time 8+ minutes**
  - a. 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.
  - b. The slide includes suggestions to help guide the conversation.
9. Conversation 2: Looking Across Multiple Content Areas and Within One Grade **Estimated time 8+ minutes**
  - a. 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.
  - b. 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.
  - c. The slide includes suggestions to help guide the conversation.
10. Conversation 3: Looking Within One Content Area and Across Multiple Grades **Estimated time 8+ minutes**
  - a. 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.
  - b. 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.
  - c. 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.

d. The slide includes suggestions to help guide the conversation.

11. Conversation 4: Looking Across Multiple Content Areas and Across Grades **Estimated time 8+ minutes**

a. 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.

b. Like Conversation 2, you will need to be strategic about which content areas you choose to group together for this conversation.

c. The slide includes suggestions to help guide the conversation.

12. **Wrap-Up/Next Steps: Estimated time: 2-3 minutes**

a. Ask for 2-3 volunteers to share takeaways from their discussions.

b. Read the slide to remind educators that they will need their notes for Module 11.

13. **Questions, Comments, & Concerns: Estimated time: 2-3 minutes**

a. Address any Parking Lot questions, comments, and/or concerns

# Module 11: Bridging the Gaps

## Creating an Effective Plan to Address Curriculum Gaps

### Professional Development Session Overview

**Intended Audiences** This resource was developed to be broadly used with PK-12 teachers and administrators in preparation for the implementation of the 2020 CAS and professional development providers.

**Brief Description** In this professional development session the Office of Standards & Instructional Support believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. In Modules 8, 9 and 10 you mapped out standards, analyzed standards, and identified gaps within current curriculum. This session will provide a process for schools to develop proposed changes to close identified gaps in curriculum and standards alignment. The proposals created should be used as a tool to identify priorities, shifts and solutions to ensure every school is aligned with the revised 2020 Colorado Academic standards by the Fall 2020 implementation deadline.

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

**Schedule & Time** This resource is designed to be delivered in one 60 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation. To complete this process for a grade level or content area it will take longer to complete.

**Notecatcher** This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees. Make copies of the second page of the notecatcher to all for groups to submit multiple proposals as needed.

**Delivery Format** This module could be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self-directed learning, or added to your district's Learning Management Platform.

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context. This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

## How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, notecatcher, the speaker notes provided for each slide, and the referenced resources. It would also be beneficial to review Module 8, 9 & 10 to continue the recommended processes presented in previous modules.
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 11: Bridging the Gaps Notecatcher
  - Additional copies of page 2 of the Notecatcher
  - Print standards for subject area(s) or grade level (s) that you would like to examine
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.

## 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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## Considerations for this module

Module 11 is designed to gather feedback and proposed changes from educators after analysis of the revised 2020 CAS. It is intended to engage participants in the standards at a deeper level and to allow for reflection on current practices. It is important the participants completing these modules have a knowledge and understanding of what is currently in their scope and sequences, curriculum, materials or what is actually being taught in classrooms. Educators will have the opportunity to provide suggestions for curriculum updates, reallocation of instruction time, and solutions to standards misalignment due to recent revisions. As facilitator it is important to gather proposals and designate a plan for review and action prior to the conclusion of Module 11.

## Presentation Outline with Speaker Notes

1. **Title** **Estimated time for Module is 60 minutes**
2. **Goals and Objectives** **Estimated time: 1 minute**
  - a. Create an ideal vision of aligning curriculum and standards in your classroom and/or school.
  - b. Revisit gaps that exist and consider available curriculum resources, time allocation for each content area, and any additional solutions to eliminate gaps.
  - c. Create a proposed plan of action to successfully implement the 2020 Colorado Academic Standards and close gaps.
3. **Warm-up** **Estimated time: 2 minutes**
  - a. Take 2 minutes to imagine the following: Without considering time or money as limitations, what would an ideal standards-aligned curriculum look like for your classroom or school?
    - i. Write down as many characteristics of a standards aligned curriculum as you can think of in 2 minutes
    - ii. Think about specific lesson plans and examples from your classroom
4. **Compare and Contrast Activity** **Notecatcher question II** **Estimated time: 10 minutes**
  - a. In table groups or small groups of 3-5, discuss warm-up prompt and summarize as a group. Then using your notecatcher compare and contrast your school’s current

curriculum and standards alignment to your group’s ideal curriculum and standards alignment. Determine to what degree your school or district will need to make changes to the current curriculum to be aligned with the 2020 Colorado Academic Standards.

5. **Quick Win or Long-Term Plan** *Estimated time: 2 minutes*
  - a. Not all solutions will require a lengthy process or financial investment to achieve alignment with the 2020 Colorado Academic Standards (CAS). Some solutions can be considered an “instant win” and can be implemented immediately.
  - b. Other solutions may require a longer term plan and execution. Consider the changes in middle grades for science. Because there are significant differences between current and revised standards, a principal or other administrator may need to plan for purchase of new curriculum or revisions to scope and sequence. Long term solutions may also require district level approval.
  - c. Other long term solutions may be forming a working committee, researching and purchasing new curriculum, or scheduling additional professional development and training hours.
6. **3rd Grade Math Example of Completed Proposal Template** *Estimated time: 2 minutes*
  - a. A blank example of the Proposal Template can be found on the back of the notecatcher.
  - b. Discuss the 3rd grade math example with teacher participants
7. **8th Grade Science Example of Completed Proposal Template** *Estimated time: 2 minutes*
  - a. A blank example of the Proposal Template can be found on the back of the notecatcher.
  - b. Discuss the 8th grade science example with teacher participants
8. **Creating a Proposal** *Estimated time: 30 minutes*
  - a. In Modules 8, 9 and 10 you mapped out standards, analyzed standards, and identified gaps within current curriculum. Split into small groups (grade level or content area) and prepare responses to the proposal template. Refer to your notecatchers from the previous modules to identify gaps and create solutions. Keep in mind closing gaps can include eliminating redundancies, recommended training or professional development, creating a committee or working group, or reallocation of time. Proposed solutions may also include exploring new curriculum resources or obtaining.
  - b. Use the sample template to work with your grade level or content area group to provide proposal recommendations for adjustments to align with the 2020 Colorado Academic Standards. Groups can complete one or more templates. It is at the discretion of the facilitator to limit the number of proposals per group.
9. **CAS Implementation Timeline** *Estimated time: 1 minute*
  - a. Review CAS Implementation Timeline
  - b. Reminder: The 2020 Colorado Academic Standards timeline indicates all districts are to implement the revised standards by fall 2020. To ensure your school and district are on track to implement the revised standards discuss and create a plan for 2020 CAS implementation.
  - c. Questions to consider as the facilitator: Does your school or district have a 2020 CAS implementation plan? If so, share and review the plan with your group at this time.
10. **Next Steps** *Estimated time: 5 minutes*
  - a. As a group determine the appropriate next steps to accomplish proposed changes that best suits your school or district. Determine goals on a timeline and write out

on a large poster or white board. Consider who will need to review and approve proposals. This could be an administrator, committee or other school/district staff.

- b. What needs to happen between now and Fall 2020 when the revised CAS will be implemented in all districts?
- c. Spring 2019 release of CDE instructional modules
- d. By what date could you reasonably acquire needed curriculum considering budget cycle?
- e. Next set of modules will focus on instructional shifts inherent in the revised standards.
- f. Identify what PD teachers will need to implement updates
- g. What are the questions we would want administrators and district personnel to consider when implementing this plan?

**11. Questions** [Estimated time: As Needed](#)

## Module 12: Shifting Instructional Practices

Aligning Instruction with 2020 Colorado Academic Standards

### Professional Development Session Overview

**Intended Audiences** This resource was developed to be broadly used with PK-12 teachers and administrators in preparation for the implementation of the 2020 CAS and professional development providers.

**Brief Description** In this professional development session the Office of Standards & Instructional Support believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. This session will provide an overview of modules 13-16. Participants will have an opportunity to engage and reflect on their experience in school and explore how instruction might change with the revised 2020 standards.

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

**Schedule & Time:** This resource is designed to be delivered over a 45 min - 1 hour professional development session. Time guidelines are included in the speaker's notes on facilitator presentation. To complete this process for a grade level or content area it will take longer to complete.

**Notecatcher:** This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.

**Delivery Format:** This module could be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self-directed learning, or added to your district's Learning Management Platform.

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context. This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

## How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, notecatcher, the speaker notes provided for each slide, and the referenced resources. It would also be beneficial to review both Modules 8 and 9 to identify the best way to facilitate this process.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
  - Module 12: Notecatcher
3. **Other materials or Considerations**
  - Chart paper

## Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences, and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other’s work. Community-building can be as simple as including time for participants to introduce themselves to each other, or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work--here are just a few ideas to get started:

### Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: they may be generated and negotiated by the participants, facilitators might generate and post them, or in a hybrid model facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

- Assume best intentions
- Listen carefully to one another

- Be open to new ideas
  - Be open to working outside your comfort zone
  - Ask questions
  - Allow a chance for everyone to participate
- 

## Considerations for this module

Module 12 begins the process for examining Best, First Instruction and how the standards inform these practice. This module provides an overview of the modules and sets the foundation for the work in subsequent modules. It is recommended that you review modules 13-16 get an understanding of the time it might take to complete the other modules.

## Presentation Outline with Speaker Notes

- 1. Title Shifting Instructional Practices: Aligning Instruction with 2020 Academic Standards!**  
*Estimated Time for Module 12 is 45-60 minutes*
- 2. Overall Goals and Objectives Phase III Modules** *Estimated time: 30 seconds*
  - Review Objectives
    - Identify key instructional shifts that are needed to support the 2020 standards
    - Understand the definition and 4 pillars of Best, First Instruction
    - Plan for and implement Best, First Instruction
- 3. Overview of Phase III Modules** *Estimated time: 1 minute*
  - Read slide to participants
    - Module 13 will identify the instructional shifts inherent in the 2020 Colorado Academic Standards.
    - Module 14 will provide an overview of Best, First Instruction and define the 4 Pillars of Best, First Instruction and what it means to be a culturally responsive educator.
    - Module 15 provides ways to plan for Best, First Instruction and identifying high impact instructional strategies.
    - Module 16 will provide opportunities to create lesson plans using Best, First Instruction and high impact instructional strategies.
    - Module 17 is a review of Phase I, II, & III 2020 CAS Implementation Modules and standards literacy.
- 4. The Work of Modules 13 - 16** *Estimated time: 1 minutes*
  - Review
    - The processes and subsequent work outlined in Modules 13 - 16 emphasize the instructional shifts necessary to effectively teach the 2020 Academic Standards.
    - While time has been recommended for each Module, the work of shifting instructional practice is a continuous, reflective process.

- iii. Since full implementation of the standards does not begin until the fall of 2020, take this time to be thoughtful about planning for and implementing Best, First Instruction.

**5. Why is This Work Important? Estimated time: 4 minutes**

- a. Review each bullet point and discuss why this is important to teach.
  - i. Engaging in this work allows teachers to design types of learning experiences or significant learning “events” for building student mastery of the standards. Through engaging in a deeper examination of the standards and identification of what student mastery is teachers are better able to align engaging learning experiences or events with standards.
  - ii. Meeting the needs of the diversity of student in Colorado’s classroom should be done through culturally responsive teaching. Culturally responsive teaching/practices are a core of good teaching for all students. Through a deeper understanding of these culturally responsive practices students will be more engaged and in learning to support mastery.
  - iii. By engaging student in meaningful real world classroom experiences and events essential skills can be practiced and mastered.
  - iv. “High-impact planning helps teachers create an intentional classroom by guiding teachers to think deeply about each learning opportunity.” (Knight, 2013, p.27)

**6. What did, what does, and what might teaching look like? Estimated time: 20 minutes**

- a. Directions:
  - i. Form a single line based on how long you have worked in the school.
  - ii. Then, fold the line in half.
  - iii. The person who has worked in the school the longest will form a pair with the person who is the newest member of the staff.
  - iv. Follow down the line until everyone has a partner.
- b. Discussion Questions: with your partner discuss the following
  - i. When you were in X grade, what did the classroom look like? What were your classmates doing? What was the teacher doing? What types of teaching was taking place?
  - ii. What do classrooms look like today? What are students doing? What are teachers doing? What types of teaching are taking place?
  - iii. When considering culturally responsive how do classrooms look today?

**7. What did, what does, and what might teaching look like? Estimated time: 10 minutes.**

- a. Directions
  - i. Pairs combine with another pair and form a larger group of into groups of 4-6
- b. Brainstorming
  - i. On chart paper, brainstorm how might the classroom of 2022 be different than today’s classroom when considering culturally responsive teaching and Best, First Instruction?
  - ii. What are students doing?
  - iii. What are teachers doing?
  - iv. What types of teaching is taking place
- c. Have each group display their completed notes on chart paper around the room.

**8. Processing** *Estimated time: 15 minutes.*

- a. Gallery Walk
  - i. Conduct a gallery walk to review what each group brainstormed.
- b. Large Group Discussion
  - i. Discuss the common themes that emerged.

**9. Reflection Notecatcher question IV** *Estimated time: 5 minutes*

- a. As we move through the next 5 modules it will be important to consider what we want our classrooms to look like in the future. The standards are a starting place to begin this shift to instructional strategies and practices that support student mastery of learning. In your note catcher write down 3 points you want to remember about what the classroom will look like in 2022.

**10. Other Considerations**

- a. If you don't have time you could have participants just reflect on what teaching will look like in 2022.



# Module 13: Exploring the Instructional Shifts Inherent in the 2020 CAS

## Professional Development Session Overview

**Intended Audiences** This resource was developed to be broadly used with PK-12 teachers and administrators in preparation for the implementation of the 2020 CAS and professional development providers.

**Brief Description** In this professional development session the Office of Standards & Instructional Support believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. This session will provide an overview of modules 13-16. Participants will have an opportunity to engage and reflect on their experience in school and explore how instruction might change with the revised 2020 standards.

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

**Schedule & Time:** This resource is designed to be delivered over a 45 min - 1 hour professional development session. Time guidelines are included in the speaker's notes on facilitator presentation. To complete this process for a grade level or content area it will take longer to complete.

**Notecatcher:** This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.

**Delivery Format:** This module could be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self-directed learning, or added to your district's Learning Management Platform.

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context. This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

## How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, notecatcher, the speaker notes provided for each slide, and the referenced resources. It would also be beneficial to review both Modules 8 and 9 to identify the best way to facilitate this process.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
  - Module 13: Notecatcher
3. **Other materials or Considerations**
  - Chart paper

## Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences, and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other’s work. Community-building can be as simple as including time for participants to introduce themselves to each other, or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work--here are just a few ideas to get started:

### Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: they may be generated and negotiated by the participants, facilitators might generate and post them, or in a hybrid model facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

- Assume best intentions
- Listen carefully to one another

- Be open to new ideas
  - Be open to working outside your comfort zone
  - Ask questions
  - Allow a chance for everyone to participate
- 

## Considerations for this module

Module 13 explores the instruction shifts inherent in the 2020 Colorado Academic Standards. This module provides examines what students should be doing during instruction, and identifies the relevancy of the verbs within the 2020 CAS. After completing this module, educators will be able to match instructional planning to what students should be doing as evidence in the Revised 2020 CAS.

## Presentation Outline with Speaker Notes

### 1. Title Exploring the Instructional Shifts Inherent in the 2020 CAS

*Estimated Time for Module 13 is 30 minutes*

### 2. Goals and Objectives *Estimated time: 1 minute*

Educators will be able to:

1. Identify the implicit instructional shifts in the Revised 2020 CAS.
2. Explore what the students should be *doing* as evidenced in the Revised 2020 CAS.
3. Discuss the importance of matching instructional planning to what the students should be *doing* as evidenced in the Revised 2020 CAS.

### 3. Warm-Up *Estimated time: 5 minutes*

- a. Have educators refer to their notecatcher for the following activity.
- b. Invite them to sign their name 5 times. This will take a minute or so.
- c. Ask them to do it again.
- d. Now, ask them to put the pen in their other hand and do 5 signatures again. This will cause much hilarity/huffing-and-puffing etc.
  - i. Then distract teachers by talking about how hard it was, how people struggled, anything really to take their mind off the 'exercise'.
  - ii. Then ask them to sign their signature again 5 times.
- e. Now, at this point, most people switch back to their normal hands and do 5 signatures. Let them do this.
- f. Summarize... why did they switch back to their usual writing hand? You certainly didn't tell them to. As far as you were concerned, the pen should have been in the 'other' hand and you didn't say otherwise. Lesson: people will almost always revert to what they know unless there's a conscious effort not to.
- g. This a light-hearted exercise and only takes a few minutes, but is a **good intro to change and just why so many people struggle with it**. For some educators, changing their instruction may seem daunting as they consider the student learning demands of the standards.

#### 4. Is a Verb just a Verb? *Estimated time: 5 minutes*

- a. Ask teachers to think about the verbs in the standards... The verbs are indicative of what the students should be doing to demonstrate mastery of the standards. As such, instruction must reflect the and allow for opportunities for students to demonstrate their knowledge and understanding of the content and skills by doing.
- b. Explain that *instructional shifts* means that teachers need to what the students are doing and match it to their instruction.
- c. Have teachers discuss their current instructional planning strategies - how do they ensure that the "doing" (e.g., the verbs of the standards) are explicitly included?

#### 5. Doing is a Verb! *Estimated time: 10 minutes*

- a. Scenario
  - i. High School Standard 1: History, GLE2, EO.b - Investigate causes and effects of significant events throughout United States History
  - ii. The EO asks students to "investigate" (what the students are *doing*)
    1. What should instruction look like so that students are conducting an investigation?
    2. Instruction: Students are provided multiple primary sources to analyze for answering the question: What are the causes and effects of the Vietnam War?" The teacher collects the primary sources for analysis and facilitates learning stations.
- b. "Fly In" the instructional idea - Ask: how is this different than "traditional" instruction?
- c. Display sample standard and read/review the following
  - i. Explain to teachers that the instructional shifts may need to occur to effectively address the standards. Take special notice of the standards found throughout the standards page(s).
  - ii. In this social studies example you will notice that **evidence outcomes a-i** focus on students demonstrating various historical thinking skills. In order for students to demonstrate mastery of these skills, the classroom, teaching strategies, procedures, and practices need to support student practice and demonstration of these skills. As a foundation, a classroom needs to have clear student norms and expectations, a supportive learning environment that encourages student collaboration. In addition, the instructional shifts that should take place allow for a student centered approach that is accessible, equitable, real, and relevant for all students.
  - iii. Another aspect of the standards that can inform shifts in teaching strategies, procedure, and practices is the **Academic Content and Connections**. These essential personal and interpersonal skills should be considered when planning for instruction. Other standards content areas have other practices and content specific skills that should also be considered when teaching.

#### 6. Think, Pair, and Share *Estimated time: 5-10 minutes*

- a. Have educators 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?

#### 7. Assessment: Twitter Post *Estimated time: 2 minutes.*

- a. Summarize the important ideas from this module in 140 characters or less!
- b. Educators should capture their response on their notecatcher

# Module 14: Overview of Best, First Instruction

## Building Positive Student Relationships for Accessible, Equitable, and Flexible Instruction

### 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 14: Overview of Best, First Instruction Notecatcher
  - UNLV Journal of Praxis in Multicultural Education Volume 7 Number 1 Article 4  
<https://digitalscholarship.unlv.edu/jpme/vol7/iss1/4>
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 summative assessment after completing Modules 12-17.

## 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 65 minutes](#)
2. **Goals and Objectives:** [Estimated time: 1 minute](#)
  - a. There are three objectives for this session. {Read Slide}
    - i. Educators will be able to:
      - Define Best, First Instruction.
      - Identify the 4 principles of significant relationship building with their students in order to shift to a more equitable and culturally responsive environment.
      - Explain the importance of being a culturally responsive educator.
3. **Equitable and Responsive Teaching: The Foundation for BFI Notecatcher Section II "Culturally Responsive Teaching".** | [Estimated time: 5 minutes for slide](#)
  - a. Say: I am going to read this statement. As I read, follow along and annotate it on your notecatchers using the following key:
    1. Underline the *verbs* or *verb phrases* that requires an educator action.
    2. Place a star (\*) next to a phrase or statement that reflects your approach to providing best, first instruction.
  - b. Read the slide slowly, allowing for educators to annotate the statement.
  - c. Next, have educators synthesize their understanding by answering the following question:

What does it mean to be a "culturally responsive" educator? Give them 3 minutes to write their answer on their notecatchers.
  - d. Once the 3 minutes has expired, ask for 2 volunteers to share their synthesis with the whole group. This will be the perfect transition into the next slide.
4. **Cultural Responsiveness**  
[Estimated time: 5-7 minutes]
  - a. Have teachers skim the handout by Romero, C.
  - b. Reflect on how the sense of Belonging is central to culturally responsive

teaching.

5. **Culturally Responsive Educators** **Notecatcher Section III “What is a Culturally . . . ?”**

**Estimated time: 10 minutes**

- a. Have teachers check their synthesis from the previous slide with CDE’s definition of what it means to be a “culturally responsive” educator.
- b. Next, discuss the practices of a culturally responsive educator using the following questions to frame the conversation:
  - i. Which of these practices do you already implement in your classroom?
  - ii. Which practices might you be able to implement immediately?
  - iii. Which practices may take more time? Why?
  - iv. What type(s) of support do you think you need to be a culturally responsive educator?

Possible extension: Have a discussion on these 5 statements. Educators can define what this means to them and provide classroom example. Then click on link and educators can read short blog on these 5 tips.

6. **Characteristics of “Best, First Instruction”**. **Notecatcher Section I “Essential Understandings of Best, First Instruction”**. | **Estimated time: 1 minute for slide**

- a. Read the slide.
- b. Explain to educators that, from the student perspective, this should be the teacher’s A game every day . . . this practice is consistent. Best-First Instruction, (also referred to as first, classroom, Tier I, core, or universal instruction), is designed to meet the needs of all students. Universal Tier Instruction is high-quality, effective, and engaging instruction provided in the general education classroom as outlined in a class or course curriculum. It provides students with their first opportunity to learn standards and grade-level expectations. All first instruction should be grounded in research-based methodology.

7. **The 4 Pillars of Best, First Instruction** **Notecatcher Section I “Essential Understandings of Best, First Instruction”**. | **Estimated time: 1 minute for slide**

- a. Read the slide.
- b. Say: “In determining the 4 Pillars of Best, First Instruction, the Colorado Department of Education considered “big pillar” ideas that are in our Colorado Academic Standards, Curriculum Overviews, and Instructional Units. These pillars are considered important regardless of content area and are beyond discrete skills. They emphasize that . . .
  - i. *All student learning is driven by standards and measurable and achievable objective(s).*
  - ii. *All student learning is driven by research-based, highly effective, and efficient instructional practices.*
  - iii. *All student learning is driven by regular assessment, which determines instructional modifications.*
  - iv. *All student learning is driven by a positive climate and culture.*
  - v. **All students, all standards, equitable, and culturally responsive.**

8. **Building Relationships & Meeting the Needs of All Students:** **Notecatcher Section IV “Building Relationships”**. | **Estimated time: 5-10 minutes for slide**



- a. Read the slide.
- b. Discuss whole group using the questions below to structure the conversation. Capture their thoughts on chart paper. This means you will need 2 separate sheets of chart paper with either the question or part of the question prewritten at the top. You may also want to ask for a volunteer to serve as the scribe to capture the thoughts of educators in the room.
  - i. Why are building relationships and meeting the needs of all students so foundational to student learning?
  - ii. How might you improve upon your current practices of building relationships and meeting the needs of all your students?

Note: Emphasize that the goal is “All students, all standards, equitable, and culturally responsive.”

9. **Building Relationships & Meeting the Needs of All Students:** **Notecatcher Section IV “Building Relationships”**.
10. **Relationship Building is the Foundation of a Culturally Responsive Classroom:**  
**Estimated time: 20 minutes**
  - a. Read Slide.
  - b. Article is sectioned in 5 parts labeled with numbers for jigsaw activity. Have educators count 1 to 5 until all educators have a number. This is the section they will read. Remind them to annotate their section for main idea and supporting details in the section. The estimated time to read a section - 5-10 minutes, so you may want to initially give 5 minutes to read. At the end of the first 5 minutes, check with educators to see how much additional time is needed. Ask them to indicate how many additional minutes they need. One finger representing one minute. Give them the range from 1 to 5 minutes.
  - c. At the conclusion of reading, have educators share the details of the section they read with their table mates. If a number is not represented, for example, number 5, then you will need to make adjustments and pull from a table that has more than person who read that section to share with the table. The jigsaw activity shouldn't take longer than 10 minutes.
11. **Post Reading Questions:** **Estimated time 10 minutes**
  - a. Read slide.
  - b. Give educators 5 minutes to build ideas on group poster
  - c. Ask for 2-3 volunteers to share their posters. Share out or gallery walk for 5 minutes.
12. **Reflection:** **Estimated time: 3 minutes**
  - a. Read slide.
  - b. Give educators 5 minutes to record their answer on their notecatchers.
13. **Questions, Comments, & Concerns:** **Estimated time: 2-3 minutes**
  - a. Address any Parking Lot questions, comments, and/or concerns

# Module 15: Planning for Best, First Instruction

## Understanding and Applying Instructional Strategies for Standards-Based Instruction

### 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 an understanding of the discipline of teaching through being culturally responsive and understanding a variety of instructional strategies to improve learning and instruction for content and essential skills.

**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 45-60 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 15: Planning for Best, First Instruction (BFI) notecatcher
  - Content-Specific High Impact Instructional Strategies Grid
3. **Plan for application activity.** You can include the application activity as needed for your participants. Completing the application activity will provide the participants with some “hands-on” experience for planning using the tenants of Best First Instruction.

## 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 60 minutes](#)
2. **Goals and Objectives:** [Estimated time: 1 minute](#)
  - a. There are three objectives for this session. {Read Slide}
    - Educators will be able to:
      - Discuss high impact instructional strategies in relation to Best, First Instruction (BFI).
      - Consider their students as they identify high impact instructional strategies when planning for BFI.
      - Apply the design principles of BFI to instructional planning.
  - b. NOTE: It's important that participants have completed Module 14 to understand the relationship between understanding our students and learning.
3. **Introduction:** [Estimated time: 1 minute](#)
4. **High Impact Instructional Planning:** [Estimated time: 2-3 minutes](#)
  - a. Read slide.
  - b. Ask educators to explain high impact instructional planning in their words. Discuss similarities and differences of high impact instructional planning in their content area with someone in another content area.
5. **High Impact Instructional Planning - Standards:** [Estimated time: 3-5 minutes](#)
  - a. In the Colorado Academic Standards, the "what" are the Prepared Graduate Statements and the Grade Level Expectations. These help teachers know "what" they are teaching to the students.
  - b. The "how" are the evidence outcomes. These identify ways in which educators can determine if students are meeting the "what" of the standard.

- c. The Academic Content and Connections are the “why” of the standards. These ideas can help educators to create relevance for the students and identify guiding questions for the students. These ideas help the standards to be learning focused instead of activity focused.
  - d. This level of planning can improve teaching by having emphasis on the concepts of the discipline you are teaching.  
Possible Extension: Critically review the standards (in the Educators’ content areas) to find opportunities to consider a “learning” over “activity” focus. Review Module 10 to make sure your planning is aligned with the standards and there are no “gaps” in your teaching.
6. **High Impact Instructional Planning - Colorado Essential Skills:** | **Estimated time 2 minutes**
    - a. Read slide.  
**Note:** Educators can review the Colorado Essential Skills website: <https://www.cde.state.co.us/standardsandinstruction/essentialskills> to assist with greater understanding of the essential skills and how/why they should be included in standards-based instructional planning.
  7. **High Impact Instructional Planning - Curriculum Maps and Other Resources:**  
**Estimated time 1 minute**
    - a. Read slide
  8. **Student Learning Considerations:** **Estimated time 5 minutes**
    - a. Read the slide.
    - b. Ask participants to discuss and connect to the ideas of emotions, interest, perceived importance, and perceptions of efficacy in their own classrooms and teaching.
  9. **High Impact Instructional Strategies:** **Estimated time 15 minutes**
    - a. Read slide.
    - b. Say: Teachers use high impact instructional strategies in their teaching every day; however, they do not always think about how, when, and why they utilize them.
    - c. At tables, have educators brainstorm the different ways they can or do engage students using these six categories of instructional strategies. Chart your brainstorm.
  10. **High Impact Instructional Strategies - Thinking Prompts:** | **Notecatcher Section I High Impact Strategies”** **Estimated time: 3-5 minutes**
    - a. Read Slide.
    - b. Explain to the educators that these thinking prompt strategies could be aligned with the following Colorado Essential Skills:
      - creativity and innovation
      - critical thinking and problem-solving
      - flexibility
      - productivity and accountability
    - c. Ask: What are some thinking prompts that are used in your discipline. Have each discipline/content area report out using the round robin method.

11. High Impact Instructional Strategies - Questioning: | **Notecatcher Section I "High Impact Strategies"** Estimated time: 3-5 minutes

- a. Read slide.
- b. Explain to the educators that these questioning strategies could be aligned with the following Colorado Essential Skills:
  - critical thinking and problem-solving
  - communication and collaboration
  - social and cultural awareness
  - flexibility
- c. Say: When teachers develop questions as teaching strategies, it is important to be mindful of the kind of questions, the types of questions, and the level of the questions. The type of question refers to open-ended or closed-ended questions. Open-ended questions have an unlimited number of responses, while closed-ended questions have a finite number of answers. The kind of question refers to opinion questions or right/wrong questions. Opinion questions do not have a right or wrong answer, while right and wrong questions have correct and incorrect answers. The level of question is the idea, skill, or knowledge of the question. Idea questions are about themes, concepts, overarching ideas, and content that occurs throughout the course. Skill questions allow students to apply their knowledge in new situations. Knowledge questions are recall questions about information.
- d. Ask the educators: What kinds of questions do you usually use in teaching? Could you construct other types of questions?

12. High Impact Instructional Strategies - Stories: | **Notecatcher Section I "High Impact Strategies"** Estimated time: 3-5 minutes

- a. Read slide.
- b. Explain to the educators that the use of stories as high impact instructional strategies could be aligned with the following Colorado Essential Skills:
  - critical thinking and problem-solving
  - communication and collaboration
  - social and cultural awareness
  - character and leadership
  - the ability to use the information and communications technologies to find, evaluate, and communicate information
- c. Say: Stories can be used to connect learning to students' prior knowledge and experiences. Stories can be told in an open ended way that allows students to draw their own conclusions. Stories can be told in a more direct way that explicitly connects the elements of the story to the content being learned. Stories can be used to (a) anchor new knowledge, (b) build prior knowledge, (c) prompt thinking and dialogue, (d) generate interest, (e) inspire hope, (f) offer new perspectives, (g) describe epiphanies, and (h) build community (Knight, 2012, p. 193).
- d. Ask the educators: What stories do you use in for instruction?  
**Note:** For disciplines/content areas not English language arts, ask them not

to think in terms of novels or short stories synonymous with the ELA classroom, but in terms of stories about scientific phenomena, a historical moment, musical score or song, a script, etc.

13. High Impact Instructional Strategies - Cooperative Learning: | **Notecatcher**

**Section I "High Impact Strategies"** Estimated time: 10 minutes

- a. Read slide.
- b. Explain to the educators that these cooperative learning strategies could be aligned with the following Colorado Essential Skills:
  - critical thinking and problem-solving
  - communication and collaboration
  - social and cultural awareness
  - initiative and self-direction
  - flexibility
  - productivity and accountability
  - character and leadership
  - the ability to use the information and communications technologies to find, evaluate, and communicate information
- c. Say: In cooperative learning, student work in groups of various sizes and control their own learning. Students work together to accomplish a shared goal. Cooperative learning assists teachers with fostering student engagement, formative assessment, differentiated instruction, construction of knowledge among students, and communication skills among students.
- d. Ask the educators: What are cooperative learning strategies that you use in your classroom? What are some that you have thought about using, but have never tried? Have educators chart their responses.
- e. Share out or do a gallery walk

14. High Impact Instructional Strategies - Authentic Learning: | **Notecatcher Section**

**I "High Impact Strategies"** Estimated time: 5 minutes

- a. Read slide.
- b. Explain to the educators that these authentic learning strategies could be aligned with the following Colorado Essential Skills:
  - creativity and innovation skills
  - critical thinking and problem-solving
  - communication and collaboration
  - social and cultural awareness
  - initiative and self-direction
  - flexibility
  - productivity and accountability
  - character and leadership
  - the ability to use the information and communications technologies to find, evaluate, and communicate information
- c. According to Knight (2012), authentic learning involves a real-world issue, a real world product, a real-world assessment, and real student engagement. This means that it is focused on questions or problems with the central concepts and principles of a discipline.
- d. Ask educators: What are ways that you can use authentic learning in your classroom?

15. **High Impact Instructional Strategies - Disciplinary Literacy:** [Estimated time: 5 minutes](#)
- Read slide.
  - Say: This slide is a reminder to educators that disciplinary literacy is a foundational element of the revised 2020 CAS; therefore, thoughtful, intentional incorporation of disciplinary literacy practices should be part of instructional planning.
  - Ask the educators: How are you currently applying disciplinary practices into your classroom? What might you need to improve upon the inclusion of disciplinary literacy practices in your classroom?
16. **High Impact Instructional Strategies -Application:** | **Notecatcher Section II "Application"** [Estimated time: 10 minutes](#)
- Read slide and have educators capture thoughts on their notecatchers.
17. **Assessment | Notecatcher Section "Assessment":** [Estimated time: 3-5 minutes](#)
- Read slide
  - Following the completion of the exit ticket, provide teachers with the high impact instructional strategies grid for their content area.
18. **Questions, Comments, & Concerns:** [Estimated time: 2-3 minutes](#)
- Address any Parking Lot questions, comments, and/or concerns.



## Module 16: Overview of Best, First Instruction

### Planning for and Reflecting on Best, First Instruction Part II

## Professional Development Session Overview

**Intended Audiences** This resource was developed to be broadly used with PK-12 teachers and administrators in preparation for the implementation of the 2020 CAS and professional development providers.

**Brief Description** In this professional development session, the Office of Standards & Instructional Support believes educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. Educators will combine their understanding of standards and current district/school curriculum to identify existing gaps and overlaps. They will work with their colleagues to understand why the gaps and overlaps so that you (administrative team) may best address them.

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

**Schedule & Time:** This resource is designed to be delivered in one 45 minute professional development session. Time guidelines are included in the speaker's notes on facilitator presentation.

**Notecatcher:** This session will be guided for participants through the PowerPoint presentation and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.

**Delivery Format:** This module can be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self-directed learning, or added to your district's Learning Management Platform.

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context. This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

## How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, notecatcher, the speaker notes provided for each slide, and the referenced resources.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resource for all participants as a good starting point in the work:
  - Module 16: Implementing Best, First Instruction Notecatcher
  - The Instructional Planning Process Guide
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 summative assessment after completing Modules 12-17.

## 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:** [Estimated time for Module is 65-75 minutes](#)
2. **Goals and Objectives:** [Estimated time: 1 minute](#)
  - a. There are three objectives for this session. {Read Slide}
    - i. Educators will be able to:
      - Combine their understandings of the standards and high impact instructional strategies to develop interactive learning opportunities.
      - Reflect on their current method of instructional planning in comparison to a content and student focused instructional planning process.
      - Work with the *Sample Instructional Planning Process Guide* to help make visible the "invisible thinking" which teachers may utilize to provide students with opportunities to demonstrate student learning demands of the standards.
3. **Content Focused Instructional Planning Process** [Estimated time: 5 minutes for slide](#)
  - a. Explain to the educators that oftentimes, instructional planning focuses on the *content*... Content focus instructional planning: Look at the standard → Identify the lesson content → determine the assessment → write the lesson plan
  - b. Ask the educators to consider their current instructional planning. Does your current instructional planning reflect the standards being addressed? Do your current plans reflect the inclusion of the skills students should be demonstrating based upon the standards?
4. **Student Focused Instructional Planning Process.** [Notecatcher Section I "Student Focused".](#) | [Estimated time: 5 minutes for slide](#)
  - a. Explain: Different than content focused instructional planning, beginning with the student learning in mind, student focused instructional planning: This process begins with identifying what the students should be doing as

evidenced in the standards. What makes this process different than the content focused instructional process is that instructional planning BEGINS with the students rather than content.

- b. Look at the standard - Identify the intent of student learning implicit in the standards. → Consider student learning when planning instruction. → How will your instruction provide students with opportunities to demonstrate (the “doing”) **student learning demands of the standards**. → Plan for opportunities where students can reflect on their learning. How will students reflect and connect their actions and learning back to standards and BFI instruction?
  - c. Ask educators to consider their current instructional planning. How does their current instructional planning reflect the inclusion of the skills students should be demonstrating? For example, if students are to be “evaluating primary sources...”, what will instruction need to look like in order for the students to be doing an evaluation of primary sources?
5. **A Tool for Instructional Planning: [Estimated time: 2 minutes for slide](#)**
- a. Give a brief overview of the Instructional Planning Process Guide’s focus.
  - b. Explain that the Instructional Planning Process Guide is a tool to guide planning, not a required lesson plan template. This guide is not intended to suggest that templates in use by teachers or in districts should be replaced.
6. **The Instructional Planning Process Guide pg.1: [Estimated time: 5 minutes](#)**
- a. Review/Discuss as group
    - i. As you proceed through each row you are guided to view each instructional planning element and design with the goal of shifting from more traditional instructional planning to a standards-based instructional design.
    - ii. This is achieved through two key methods:
      - The first by guiding you through culturally responsive and social-emotional considerations for each design element.
      - The second method is through a prompt designed to assist teachers to meta-cognitively reflect on their planning. The goal here is to develop the habit of reflecting as the planning/decision making is taking place, rather than solely after the completion of the lesson.
7. **The Instructional Planning Process Guide pg.2: [Estimated time: 5-10 minutes for slide](#)**
- a. Review/Discuss as a group.
    - i. Look-fors:
      - When developing an opening/hook or the learning experiences, how does this design element connect the Four Pillars of BFI?
      - How do the prompts encourage you to examine this design element through a culturally responsive and/or a social-emotional lens?
      - How do the metacognitive reflection prompts allow you to examine how the design element effects the process of engaging students, increasing curiosity, stimulating student-

generated questions, and evidence which shows the strategies impacted student learning, etc.?

8. **The Instructional Planning Process Guide pg.3: [Estimated time: 5-10 minutes for slide](#)**
  - a. Review/Discuss as group.
    - i. Look-fors
      - When developing the lesson closure or the technological resources how does this design element connect the Four Pillars of BFI?
      - How do the prompts encourage you to examine this design element through a culturally responsive and/or a social-emotional lens?
      - How do the metacognitive reflection prompts allow you to examine how the design element effects the process of engaging students, increasing curiosity, stimulating student-generated questions, and evidence which shows the strategies impacted student learning, etc.?
9. **The Instructional Planning Process Guide pg.4: [Notecatcher Section I "Instructional Planning"](#). | [Estimated time: 5-7 minutes for slide](#)**
  - a. Read the questions #1 and #2 to educators. Give them 5-7 minutes to reflect and capture their thinking on the notecatcher.
    - i. How do you envision the post lesson reflection changing due to you reflecting while engaged in the planning/decision making process?
    - ii. How is this different from your current instructional planning practices? Tell them to consider the following as the answer question #2:
      - What practice do you need to modify to align to this method of planning?
      - What benefits does method of instructional planning provide?
      - What barriers present themselves in this method of instructional planning?
      - How would you overcome these barriers?
10. **Activity: Understanding the Process Guide: [Estimated time: 15 minutes](#)**
  - a. Form groups of 3-5.
  - b. Each group takes 1 page of the *Instructional Planning Process Guide*.
  - c. Each group reads and discusses each column on their page of the guide.
  - d. When each group is finished with their discussion, they share their understandings within their group.
  - e. As a reflection of this activity, the small groups discuss how this process guide highlights the elements of BFI.
    - i. How does the process guide illuminate the thinking that goes into planning for BFI?
11. **Post Reading Questions: [Estimated time: 5 minutes](#)**
  - a. As a whole group, share ideas and answer the questions below:
    - i. How does this guide consider student learning and skill building before the planning takes place?
    - ii. How does this guide help you reflect on your planning process?

- iii. How does this planning guide help to align with the standards?
- iv. How might you use this tool next to your current planning tool? Would this be a beneficial practice to help you better plan your lessons? Why, or why not?
- v. Are there any columns/sections that are more confusing? Why?

12. **Assessment:** [Estimated time: 5 minutes](#)

- a. Each person should take 3 index cards. On these cards you should respond by writing:
  - i. 3 things you didn't know before
  - ii. 2 additional things that you want to learn about this topic
  - iii. 1 thing you want to start doing with what you've learned
- b. Cards can be collected at exit and/or shared orally.

13. **Questions, Comments, & Concerns:** [Estimated time: 2-3 minutes](#)

- a. Address any Parking Lot questions, comments, and/or concerns

## Module 17: Now Are You Standards Literate?

### A Recap of Standards Literacy

## Professional Development Session Overview

<b>Intended Audiences</b>	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.
<b>Brief Description</b>	<p>In this professional development session the Office of Standards &amp; Instructional Support believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. This session will provide an overview of modules 13-16. Participants will have an opportunity to engage and reflect on their experience in school and explore how instruction might change with the revised 2020 standards.</p> <p><b>Presentation</b> The Power Point presentation for this module is within Learning Management System, Moodle.</p> <p><b>Schedule &amp; Time</b> This resource is designed to be delivered over a 45 min - 1 hour professional development session. Time guidelines are included in the speaker's notes on facilitator presentation. To complete this process for a grade level or content area it will take longer to complete.</p> <p><b>Notecatcher</b> This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.</p> <p><b>Delivery Format</b> This module could be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self-directed learning, or added to your district's Learning Management Platform.</p>

## Customizing this Resource to your Local Context & Using Different Delivery Platforms

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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. **Other materials or Considerations**
  - Post Assessment

## 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:

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- 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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## Considerations for this module

Module 17 serves as a review of Phases I, II, and III of the 2020 CAS Implementation Modules. At the conclusion of this review module, educators will take a post assessment which covers Modules 1-16.



# Presentation Outline with Speaker Notes

1. **Title Now You Are Standards Literate**  
*Estimated Time for Module 17 is 30-40 minutes*
2. **Goals and Objectives** *Estimated time: 30 seconds*  
Educators will be able to:
  1. Explain the importance of being standards literate
  2. Discuss the revisions to the 2020 standards within their specific content area
  3. Describe how disciplinary literacy should be an integral part of instructional planning
  4. Plan for and implement Best, First Instruction
3. **Overview of Phase I Modules** *Estimated time: 1 minute*
  - a. An introduction to Disciplinary Literacy
  - b. An introduction to Standards Literacy
  - c. A historical perspective of the development and revision of the CAS
  - d. Differences between the 2009/2010 CAS and the 2020 CAS
  - e. A close read of the 2020 CAS
  - f. Connections across the entire standards page
4. **Overview of Phase II Modules** *Estimated time: 1 minutes*
  - a. Mapping the Standards
  - b. Analyzing the Standards
  - c. Identifying Gaps and Redundancies in Scope & Sequence, Curriculum, and Teaching Practices
  - d. Creating a Plan to Address the Gaps
5. **Overview of Phase III Modules** *Estimated time: 1 minutes*
  - a. Instructional Shifts
  - b. Overview of Best, First Instruction
  - c. Planning for Best, First Instruction
  - d. Implementing Best, First Instruction
6. **Now What?** *Estimated time: 1 minute*
  - a. There are approximately 18 months before full implementation of the standards must occur.
  - b. Take this time to be thoughtful, make a plan, and provide training to prepare for the 2020-2021 school year!
7. **Post Assessment** *Estimated time: 20 minutes.*
  - a. At this time, take a few minutes to complete the post-assessment to see how much you learned!
  - b. Collect responses and determine which 2020 Colorado Academic Standards literacy topics need to be revisited.

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.