



CAP4K TEACHER TOUR

Aligning State-Level Support with Classroom-Level Needs

*PREPARED AT THE REQUEST OF COLORADO COMMISSIONER OF EDUCATION
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*BY THE COLORADO DEPARTMENT OF EDUCATION
IN CLOSE COLLABORATION WITH THE
COLORADO EDUCATION ASSOCIATION*

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Colorado's Achievement Plan for Kids

Signed into law in May 2008, Senate Bill 08-212, also known as "Colorado's Achievement Plan for Kids" or CAP4K, is a landmark education reform initiative that creates for the first time in Colorado a truly aligned preschool to postsecondary educational system.

With the purpose to improve Colorado's public education through alignment of preschool through postsecondary expectations, CAP4K will establish new standards and new assessments that enable all students to graduate high school with the knowledge and skills necessary to succeed in today's 21st century, globally competitive economy.

Context for the CAP4K Teacher Tour

In January 2009, the Colorado Department of Education (CDE) and the Colorado Education Association (CEA) initiated a 13-city teacher tour to engage teachers in a statewide discussion about CAP4K, its relevance to practice, its impact on teaching and learning and the kind of help that teachers would find useful for classroom implementation.

Between January and March, CDE and CEA visited with approximately 500 teachers in Denver, Lamar, Colorado Springs, Ft. Collins, Sterling, Limon, Durango, Alamosa, Pueblo, Telluride, Grand Junction, Eagle and Burlington.

The driving philosophy behind this work is stated best by Richard Elmore, nationally renowned education policy researcher and director of the Consortium for Policy Research in Education:

“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.”

For Colorado to achieve postsecondary and workforce success for all students, expectations and needs must be better aligned with increased capacity and support for results.

In addition to conversation about the status of education in Colorado and components of current reform efforts, participants responded to two main questions:

- What impact will the next generation of standards and assessments have on teaching and learning?
- What support will teachers need to implement the next generation of standards and assessments?

Feedback from the tour is being used to help CDE organize professional development and other support for teachers related to CAP4K over the coming year.

Acknowledgements

The following report summarizes written and verbal input from teachers throughout Colorado. Thanks go to the communities in Denver, Lamar, Colorado Springs, Ft. Collins, Sterling, Limon, Durango, Alamosa, Pueblo, Telluride, Grand Junction, Eagle and Burlington for inviting CDE and CEA into their schools and districts and engaging in honest conversations about teaching and learning.

Gratitude goes to the Colorado State Board of Education who, in September 2007, endorsed the statewide revision of standards and assessments.

Gratitude also goes to Gov. Bill Ritter Jr. Under his leadership, SB 08-212 emerged and added momentum to the creation of a P-20 system focused on postsecondary and workforce success for all students in Colorado.

Particular appreciation is reserved for CEA and Director of Teaching and Learning Linda Barker for co-hosting, coordinating and publicizing each meeting.

Finally, special thanks to the teachers who participated in the tour and their continued devotion to increased achievement for all students.

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Executive Summary

"I'm exhausted... but if you tell me that it will make a difference, I will do more."

Overwhelmingly, teachers across the state are willing and wanting to embrace change – when it's the right kind of change for the right reasons. The above statement set the stage early on, spoken by a veteran teacher at the first meeting in Denver.

Subsequent conversations yielded four main findings:

1. Teachers want to be engaged in Colorado's education reform. Without strong teacher buy-in and conversations led at the classroom level, the potential CAP4K holds to redefine teaching and learning for this state may be compromised.
2. Successful design and implementation of CAP4K will result in a true competency-based system where relevance and motivation have new meaning, for both teachers and students.
3. The impact of the next generation of standards and assessments on teaching and learning will be aligned systems, clear expectations and greater transparency around what it takes for all students to succeed after high school.
4. To implement the next generation of standards and assessments, education professionals must partner in new ways that deliver 21st century support for 21st century teaching and learning.

Findings

1. Teachers want to be engaged in Colorado's education reform. Without strong teacher buy-in and conversations led at the classroom level, the potential CAP4K holds to redefine teaching and learning for this state may be compromised.
 - a. Teachers appreciated being asked for their input. Conversations underscored the value of visiting each region and engaging in these important conversations. By being asked, teachers expect their input to have an impact. Therefore, it is understood that true value will be determined by the actions that result from this feedback. See Next Steps (p. 15) for examples of specific plans for use.
 - b. Teachers asked questions like *how will CAP4K affect achievement of all students? How will it affect teaching? My classroom?* Although there is general knowledge about CAP4K's main components of postsecondary and workforce readiness and revised 21st century standards, it is clear that the state has an opportunity to improve and increase communication until teachers in every region and at every level in the education system both understand and feel engaged in Colorado's reform efforts.
 - c. While teachers are committed to real change, they challenge the state to consider how current reform efforts will overcome the shortcomings of past reforms. For example, *what is different now than the standards reform movement of 1993? How will Colorado confront the "this too shall pass" mentality of those who have experienced so much reform with so little change?* To result in lasting change, standards and assessments must be revised with teachers, based on student and teacher needs. Fewer, clearer and higher 21st century standards will not transform classroom practice without strong and reinforced support for implementation. More relevant, less important assessments will not better inform teachers or prepare students if they lack relevance and meaning for students, teachers, higher education and the workforce.
 - d. Not surprisingly, the major concern around CAP4K is funding. Without sufficient resources to fully implement and support each component (postsecondary and workforce readiness, 21st century standards and relevant assessments) at the classroom level, teachers are apprehensive of unintended or widened gaps in student opportunity/outcome. In uncertain economic times, the challenge is to identify innovative strategies for partnering, delivering support and repurposing resources. Similarly, it is important to remain realistic about needs while staying committed to a greater mission; while it is easier to delay reform for fear of financial strain, postsecondary and workforce success for all students cannot be compromised.

As outlined in the legislation, a multi-part cost study will be conducted throughout CAP4K development to estimate the total cost of implementation. This study will not only include costs related to revised standards and assessments, but also those for additional components of preschool to postsecondary alignment, professional development, local infrastructure and special populations' needs (among other things). It will involve anticipated costs to be incurred by local education providers (schools, districts, BOCES, etc.), state institutions of higher education, CDE and the Department of Higher Education.

2. Successful design and implementation of CAP4K will result in a true competency-based system where relevance and motivation have new meaning, for both teachers and students.

- a. Teachers suggest the current assessment system does not provide useful information for teachers or students. What would be useful, they argue, are assessments that yield relevant results in a timely fashion. For teachers, this would include information that informs classroom instruction, accurately assesses what a student knows and is able to do and identifies gaps in learning. For students, this would include an assessment that measures not only content but also skills and competencies, enables them to demonstrate what they have learned at the time they learned it, is useful for goal-setting and planning after high school and holds meaning for the workplace or higher education.

A component of CAP4K is the development and inclusion of postsecondary and workforce planning, preparation and readiness assessments for students in grades 8/9, 10 and 11, respectively. Information from these assessments would be shared with students and parents for career and academic planning. CDE and the Department of Higher Education are required to develop assessments that indicate students' level of preparedness for college or the workplace. An assessment pilot being administered across Colorado schools in the spring and fall of 2009 will inform this development by providing information from students and teachers about which types of assessments are most useful.

In addition to postsecondary and workforce planning, preparation and readiness assessments, teachers agree that less important (e.g. less high stakes) and more relevant assessments should be incorporated into the assessment system. This includes formative assessments (e.g. benchmark, interim, teacher-created) that are administered multiple times a year and indicate individual student's growth and progress toward classroom goals. Revised assessments would also provide relevant information to teachers about needed professional development in terms of teacher growth areas and student focus areas at the school, district and state level.

- b. An implication of the system described above is the need for a structure that allows students to progress through school based on their demonstration of mastery of concepts and skills, as opposed to age or grade level. While teachers across the state support this concept and are interested to explore how it works in practice, crucial considerations include age-appropriateness, learning development and behavioral/emotional maturity. Parent and community involvement and support are an important component of such a system.
- c. Students perform better when their learning and assessments hold personal importance. As CAP4K implementation moves forward, relevance, motivation and engagement should remain driving factors of Colorado's P-20 system and key indicators of success in ongoing evaluation.

3. The impact of the next generation of standards and assessments on teaching and learning will be aligned systems, clear expectations and greater transparency around what it takes for all students to succeed after high school.

- a. We are one system. High school graduates feed into the workforce and higher education; higher education produces P-12 teachers and an educated workforce; an educated workforce provides further training and partnership opportunities for all levels of education.

CAP4K's greatest impact will be addressing the misalignment between P-12, higher education and workforce expectations. Aligning these three systems is imperative to the success of all students and the future of Colorado's economy. Such impact underscores the need of support for teachers to meet the varied needs of every student. It will hold great significance on higher education and pre-service training for teachers. Business engagement in both secondary and higher education systems can impact real preparedness at all levels.

To be effective, aligned systems and clear expectations should involve greater transparency at all levels. Teachers believe key components of this impact are:

- Non-traditional training;
- Schedules and structures;
- Differentiated delivery models;
- Timely feedback; and
- Improved communication and patterns of interaction.

- b. Greater transparency also involves students' level of development and preparedness. An end-in-mind focus – postsecondary and workforce readiness for all students – and revised 21st century standards and assessments should impact the system in a way that is more responsive to specific teaching and learning needs.

For example, standards that indicate what students should know and be able to do at every grade level, as opposed to in grade spans, will provide teachers with more specific information about how standards apply to their classroom, as well how teaching and learning should advance from grade to grade. Similarly, assessments that provide more relevant information about students' mastery of concepts and skills at the time they are taught will enable teachers to make more informed decisions about needs and proficiency levels in their classroom.

4. To implement the next generation of standards and assessments, education professionals must partner in new ways that deliver 21st century support for 21st century teaching and learning.
 - a. The next generation of standards and assessments will challenge the system to define structures, processes and functions of “support” in new ways. Elaborated in the discussion section (p. 11), teachers describe what would be most helpful as:
 - Structure: Across every region, teachers consistently report a need for new time, scheduling and organizational structures.
 - Process: 21st century students need 21st century teachers. This means teachers who are prepared differently than in the past. Examples include regional support via local (on-site) or electronic means, opportunities for ongoing professional collaboration (with other teachers, other schools, higher education and business) and capacity to teach using the same technologies students use to learn. Support for differentiated teaching and learning will be key.
 - Function: To be most helpful, support should result in varied professional development, access to research/best practices, formative data that is more relevant and less important and an increased capacity to attract and retain high-quality teachers.
 - b. Teachers are also looking for opportunities to partner with the state in new ways. Consistent feedback included *how do we know what to stop? Where can we find models of innovative, 21st century- and proven-practices?* Colorado has a leadership opportunity to offer new and varied professional development, to partner with teachers, schools and districts to strategically plan and implement improvement strategies, to model performance and to build capacity at the local level to meet state expectations.

Discussion

The message was clear from teachers that a great deal of support will be needed for the implementation of CAP4K and that the state's role does not end at revising standards and assessments. There must be more and stronger support for implementation at the state level if CAP4K to result in better outcomes for kids.

Support for local districts in the hard work reflected in these findings must come in a variety of forms. While often called "professional development," there is widespread agreement that this term does not and cannot hold the same meaning as it has in the past. Teachers emphasize the importance of training, structures and resources that match expectations for education in the 21st century.

Teacher preparation programs and ongoing training should focus on components needed for postsecondary and workforce readiness. A focus on student mastery and 21st century skill sets has implications for teachers with respect to depth of knowledge, content expertise and skills-based instruction and assessment. To better prepare students, teachers need better and more uniform training in the use of data to drive instruction, differentiated teaching and learning models, Response to Intervention (RtI) and continuous improvement and progress monitoring. The importance of cultural competence and the ability to meet students' varying needs is growing significantly in Colorado's environment. Professional and instructional coaching for teachers were central in the discussion.

In addition to increased opportunity for coaching by other professionals, teachers described a variety of professional development structures they would find helpful. Regarding time for professional development, teachers commonly reported a desire for "a lot and often." Time to plan, time to collaborate and extended school years (summers) were common themes at each meeting. Regarding the organization of professional development, teachers seek collaboration through technology – online, video, webinar, chatrooms – demonstrations, site visits, observations, master teachers, team teaching, teacher induction, mentoring and professional learning communities. Increased capacity for statewide sharing and regional access to information and opportunities are of particular interest, especially in rural areas.

Equity of technology, infrastructure and bandwidth is paramount to this conversation. Lacking this, teachers cannot effectively collaborate or engage with 21st century teaching and learning. They seek electronic, web-based tools and support and believe that without them, Colorado's ability to implement CAP4K will be seriously hindered.

Additional conversation around resources focused on exemplars, standards-based teaching and learning, support for curriculum and instruction, embedded best practices and modeling of 21st century environments. *What does a 21st century classroom look like? What does a competency-based classroom look like?* Exposure to fresh ideas and approaches to teaching the knowledge and concepts reflected in revised standards is critical for implementation.

Finally, teachers expressed system-wide expectations for the state in building and incorporating incentives, community support and differentiated school and district support based on need.

Regional Themes

In addition to the main findings that seemed universal statewide, certain themes were more prevalent by region in regard to the specific needs, interests and requests of teachers and the type of support that would be most helpful. See Appendices (p. 16) for a complete list of meeting responses.

Denver:

- Modeling best practices
- Teacher quality and development
- Grade-level transitions
- Planning/collaboration time
- Cultural competencies
- Technology
- Smaller class sizes

Lamar:

- Differentiated learning
 - o Assessment by ability level
 - o Streamlined process
 - o Individualized instruction
- Student motivation and relevance

Colorado Springs:

- Collaborative school culture; focus on learning opportunities
- Professional development
 - o Modeling
 - o Team talk
 - o Technology
 - o Time
- Continuous improvement/progress monitoring
- Asking for CDE guidance (how to prioritize, what to give up, modeling)

Ft. Collins:

- Need for clear, measureable standards with earlier indicators for outcomes and early signals that allow time to adjust
 - o → curriculum → outcome → what success looks like
- Communication – with CDE and across a P-20 system
- Exemplars
- Teacher prep (depth of knowledge, instruction)

Sterling:

- Formative data for public reporting
- Community buy-in/communications
- Immediate feedback/assessment results

Limon:

- A focus shift from teaching to learning
- Teacher/stakeholder buy-in
- Leadership and support critical to successful implementation
- Help identifying what to stop

Durango:

- Increased relevancy in system
- Assessments that are timely, informative, meaningful for teachers and students
- Redefine teaching and learning; teachers as facilitators
- Student-centered classroom design

Alamosa:

- Teaching model will change from traditional to long-term goals of students and careers
- More accountability at every level
- Relevancy in system (redefines teaching, learning, what schools produce)
- Increase higher level thinking vs. “right answer” mindset

Pueblo:

- System will produce data for improved communication with parents and community
- Equity for students and teachers (by region) crucial (resources, opportunities)
- Competency-based system
 - Mastery learning philosophy
 - Fair assessments (special populations)
 - Students who progress when capable; don't progress before ready/prematurely

Telluride:

- Students as producers of information rather than receivers of information
- More project-based classes
- Student-centered teaching and learning
- ILPs for every student
- Importance of parent involvement and engagement

Grand Junction:

- Assessments that are meaningful to students, assess skills, inform instruction
- One to two statewide professional development days for teachers –all learn the same information at the same time
- Fidelity of implementation, consistency, crucial
- Intervention supports

Eagle:

- Focus on teacher scheduling – paid professional development in summers and off-hours (not time away from class)
- Lessons learned from past reform – maintain focus on student engagement, high achievement and competitiveness; improve alignment between standards and assessments, between P-12 and higher education

Burlington:

- Effectiveness greatly dependent on coherence, relevance and support for implementation
- Need for reform to actually make a difference; concern about multiple, changing activities
- Need for consistency, momentum and support for what's working/proven

Next Steps: Aligning State-Level Support with Classroom-Level Needs

Teacher tour input will impact decisions about state-level support based on local needs over the coming year. Specific plans for how it will guide and inform activities are summarized below.

- Revised 21st-century standards: Once adopted by the State Board of Education in December 2009, CDE will support local schools and districts in the implementation of revised standards. Professional development around these standards will be based on specific teacher feedback learned throughout this tour. Similarly, this information will inform the planning and development of CDE's content specialists' work in arts, literacy, math, science and social studies.
- Revised assessments: Following the adoption of standards in 2009, the State Board of Education and the Colorado Commission on Higher Education will adopt revised assessments in December 2010. Teacher input from this tour will inform initial assessment design discussions and planning.
- CAP4K cost study: Teacher tour feedback will exist as a framework for the CAP4K cost study, which examines full cost of implementation (explained on p. 7) and will begin by September 2009.
- CDE Statewide System of Accountability and Support: CDE values a comprehensive statewide system of accountability and support designed to raise student achievement at the school level by developing capacity at the district level. Embedded in this system is a differentiated support and intervention model, based on local school and district need. Feedback from this tour will help identify and determine delivery of support for universal and targeted needs across the state.
- Colorado's Race to the Top proposal: A primary focus of federal Race to the Top grants is benchmarks, standards and assessments. Colorado is well-positioned to receive this funding as a result of CAP4K and other innovative reforms. Teacher tour feedback will directly inform grant proposal planning and development in the coming months.

Appendices

Comments received during the CAP4K teacher tour appear in the following appendices. To help make sense of the information, they are organized into four categories: mission, power, structure and resources. Former director of the Hubert Humphrey Center for Policy Studies at the University of Minnesota, Bob Terry was a keen observer of change. He often classified the comments people made in discussions about change. He placed them in one of four categories. Terry noted that conversations concerning change tended to focus chiefly on resources. Sometimes discussion centered on structure. Occasionally the focus was on power. However, according to Terry, to be effective in leading change the leader must first focus discussion on mission. It is difficult to make progress until agreement is reached about mission. Once consensus emerges on mission, other considerations are addressed more easily.

- Mission: What business are we in?
- Power: Who decides what and how?
- Structure: What roles, schedules and rules guide action?
- Resource: What are the requirements in terms of time, dollars, space, expertise, etc.?

A word is in order about material enclosed. In every case we portrayed the truth, leaving unchanged the content of comments received. Where appropriate, we corrected typographical errors.

Appendix A: Denver – January 28, 2009

CAP4K questions, issues or concerns

Note: The Denver meeting was not organized according to mission, power, structure and resource (described on p. 16). The information below represents participant feedback as categorized at this first meeting.

We want to know...

- Time for this
- How state assessment results are more timely/relevant (more a 21st tool, not a 20th century)
- How will 21st century skills be embedded in standards? (tossed salad)
- Difference between age-appropriateness and learning development
- Assessing teacher professional development

Our concerns include...

- Assessment type
- Math assessment that takes place at time of learning
- How to bring all teachers up to speed
- Preparation for parents/students/teachers
- Will it be funded?
- Individualizing plans middle school/high school

We don't know...

- Teacher involvement
- How it will align with what districts are currently doing

We do know...

- Timelines
- Not much (II)
- Curriculum alignment from preschool through postsecondary
- Bridging gaps-transitions
- 21st century skills
- Postsecondary and workforce readiness
- Content standards

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*

- Honor teaching and learning styles
- Cultural competency support – statewide capacity building
- Get it (standards) right the 1st time – yet flexible enough to change (adapt to things we don't know today)
- Clear benchmarks
- Need for excellence in modeling in terms of professional development
- Clear goals
- Collegial connections
- Realistic, non-competing goals – go in small chunks and prioritize and differentiate – Where trying to go and current circumstances – manage expectations
- Small class sizes (8-15)
- Professional development – planning time, cultural competency required
- Professional development – delivered by quality instruction from legislature, not curriculum pusher
- Funding for curriculum resources, more teacher training in content, technology resources for schools, technology training for teachers
- Help us prioritize and focus
- Planning time
- Smaller class sizes
- Professional development
- Do it right the first time – no chronic revision of standards! It just adds to increased work load
- Technology! (\$)
- Education of public, parents in particular, about CAP4K, student accountability
- How to recruit teachers
- More flexible legislation
- Smaller classroom size
- Equity resources
- Time for professional development
- More understanding of assessment and how to use – diagnose
- How to use data
- Job readiness
- College prep
- Align standards
- Continuous process from K to 12

- High school remediation
- Bridging gap between high school and college transitions
- Progression and accountability from preschool to HS
- 8-15 students per class
- Full funding K-12
- Ability-leveled classes
- All students are above average in ability
- Effective teacher prep classes and intelligence
- Training – technology
- Teaching is an art, have masters instruct students, teach through most of their university time
- Adequate Response to Intervention (RtI)
- Smaller class size (3)
- Planning time
- Parental support
- Professional development time – teacher directed – hands on actual application
- differentiated system for new teachers coming in
- Teacher residencies with master teacher
- Professional recognition of teachers as the professional to do their job
- On-the-job training and assistance
- Time for dialogue with colleagues
- District infrastructure and technology to support
- Honoring student learning styles and teacher teaching styles
- Need competence valued over compliance
- Cultural competency
- Smaller class size
- Teachers need to see good pedagogical examples
- Coaches not necessarily best
- Teachers need professional staff development
- Colleague sharing – peer assistance
- Utilize National Board for Professional Teaching Standards (NBPTS) teachers to help in development
- Assessment should drive revision

| Meeting feedback | |
|---|---|
| + | △ |
| <ul style="list-style-type: none"> - HEAR US – and ensure our input matters - I am willing to do more if you’re going to listen to me | <ul style="list-style-type: none"> - Ask questions during 212 overview - Video, provide online for sharing - Get more voices in the room - Mix groups - More time - Tell about the bill without process - Talk at table and condense last activity <ul style="list-style-type: none"> - write down and collect - Send questions in advance - Put PPT or information/fact sheet on web in advance |

Leave-behind questionnaire

1. What additional advice do you have for us on:

- a. Working together
 - Invite/include bilingual and dual language schools. They have different issues; they have double the work.
 - Keep asking! They’ll come the closer it becomes to reality.
- b. Support for implementation
 - Definitely I’d have to hear this again, again, again.

2. If you had what you wanted in a state-wide system of support, what would it look like?

- Real standards that are measured by relevant assessments. Assessments that are offered in English and Spanish.
- Are we assessing content or language proficiency?
- Survey teachers often, not just around elections.
- Professional development for teachers but also for principals. How or why should I have professional development on things my principal doesn’t know?

3. If you had what you wanted in a state-wide system of accountability, what would it look like?

- Accountability for people who write curriculum in my district who won’t let me teach what English Language Learners need based on a program model and conformity. Not Best Practice Mandates. Hiring more teachers that represent the population of students they are teaching in the State of Colorado.
- Instead of “top down,” how about thinking about asking the other way. Accountability always lays only on teachers, negative when it truly should have been “all” of our efforts and accountability.

4. What can the Colorado Department of Education do to help you?

- Discuss English Language Development standards. Our English Language Learners population is growing but no one knows that these standards exist because they always say draft.
- If a mandate is given from the Feds, down to the state, then district....why is every district and then schools deviating from Federal plan...? (Response to Intervention, RtI)
- More professional development
- Cultural competency (accountability)
- CDE needs to not just ask the “heads” of districts but how about ask teachers and principals their needs (differentiate).

5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.

- Strongly agree
- Agree (II)
- Disagree
- Strongly disagree (I)
 - Without adequate funding streams, most of the things teachers need as support to implement CAP4K is a pipe dream.

Additional feedback

- Inspire us more why this is important. Name a goal be clear from the start. This was very complex confusing.
- What could CDE do?
- Get real with what teachers do each day (visit schools more)
- Advocate for much higher levels of professional training by a) dealing with education programs at universities – weed out people who shouldn’t teach first; b) model excellence in pedagogy. Quit lecturing in education courses. We must see and model the best in the business
- How do we know that the student failure has to do with existing standards?
- Cultural diversity training
- Subsidy to take classes
- For teacher development, don’t offer “quick fix” mini-programs. Help teachers take classes such as cultural diversity from universities. Regis has an excellent cultural diversity class
- Ethical behavior?
- Is our purpose of school/education only to prepare students to become corporate tools or to become “servant leaders?”
- Email agenda and topic questions ahead of time so we can think about it ahead of time
- Professional development – university mini-course 1 semester credit, 3 parts? District classes
- Cultural diversity – Regis is great
- Professional development – teach classes with best practices, don’t just teach best practices

Appendix B: Lamar – February 3, 2009

CAP4K questions, issues or concerns

Mission

- How will this affect high school students?
- How will this bill improve student learning/achievement?
- How will it affect rural areas?
- Will this bill help students who are not strong academic students but may have other strengths like fine arts, etc.?
- How will SB 212 affect us?
- How will it affect my classroom?
- It is a bill meant to align pre-K –20 education, taking steps to ensure students are ready for the 21st century

Power

- How does SB 212 mesh with local control?

Structure

- Working definitions of workforce and postsecondary readiness
- How will CDE support schools in this transition? Staff development?
- Does the plan include assessment?
- How will this affect current state standards?

Resource

- I am not really sure what it says
- Not much
- I don't know anything
- Funding?
- Funding?
- Budget?
- I don't know much
- I don't know much

What impact will the next generation of standards and assessments have on teaching and learning?

- Traditional grade levels or ability-grouped modules?
- Traditional report cards vs. standards-based report cards?
- Year-round school?
- Fewer – clearer – higher
- Goals will be easier to reach (right?)

- More small groups
- More differentiated learning
- More technology
- Leveled testing
- More application of ideas within content and across content areas
- More motivation to succeed as students have time to master skills and apply it to their lives
- Less frustration with teaching by teachers because there is time to work on mastery. Allows teachers to have fun, developing lessons that are real world (now have time to do it).
- Teachers can take kids higher up on hierarchy of learning
- How about this: eliminate grade levels and organize progress according to a scope and sequence to timeline. Based on benchmark tests, a student would take a state test (CSAP) when he was ready (in each subject).
- To make this meaningful and understandable to students, targets would be color-coded within each subject area
- Teachers would "specialize" in certain levels of skills
- Big concepts to be mastered narrowed down
- Tracking individual movement
- Will we be teaching or monitoring?
- More/less learning responsibility
- What will be different compared to today's?
- Easier to individualize instruction
- More specific instruction
- Streamlined process to individualize instruction as needed
- Streamlined and individualized
- More differentiated learning
- Breakdown of current scheduling/grades/calendar structure (continuous progress?)
- More motivation to succeed - relevance, engagement
- Differentiated assessments by ability group (mastery based, fit to student)
- Assessment based on mastery of standards vs. age or grade level
- Demonstrate competency before moving on; breakdown artificial grade structure

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*

- Opportunities to see techniques that work to reach every child
- Chances to observe master teachers
- Curriculum support that addresses the standards
- State-of-the-art technology

- Clear guidelines of what is expected
- State and district K-12 alignment the same (not different from district to district)
- Mastery of concepts at grade 12 established and then developed for each grade below
- Time to really learn and apply with repeated instruction of what is expected from teachers
- Standards test
- Testing would be administered on computer
- Scores would be given at shorter intervals but with smaller amounts of material to cover
- Needed: A motivation for students to succeed on the state tests
- More technology support
- Same opportunities accessible to all districts
- Not distance/computer learning
- Person to person
- Student incentives
- Are we going to be teachers or data shufflers?
- How do you know what you will need if you don't know what the standards are?
- Comprehensive development, on-site understanding
- Supportive leaders
- Value of professional development vs. having the regular teacher present in classroom
- Infusion of 21st century skills with content areas standards
- Model of professional development archaic
- Buy-in from educators (traditional) will be difficult
- Outdated professional development model
- Bank of professional development focused on particular skills
 - o Online
 - o Demonstrations
 - o Embedded best practices
 - o 21st century professional development opportunities
- Respect for teacher's innovation, capacities
- Greater access to high-quality professional development
- State incentives/scholarships based on performance on assessment
- Incentives that are not only college-based
- Alignment across districts, across grades (elementary, middle, high school)
- Mapping standards
- Less competition (comparison), more cooperation/learning from each other

| Meeting feedback | |
|---|---|
| + | △ |
| <ul style="list-style-type: none"> - Inviting input - Our opinions are important - Small groups - Pacing - Mix of talking and listening - We stayed - Basics | <ul style="list-style-type: none"> - Do better job coordinating - Get broader input from region - More specificity (on 21st century) and (on standards) |

Leave-behind questionnaire

1. What additional advice do you have for us on:
 - a. Working together
 - b. Support for implementation
 - 21st century web-based example of concept implementation in each content area (video, web cast, etc.)

2. If you had what you wanted in a state-wide system of support, what would it look like?

3. If you had what you wanted in a state-wide system of accountability, what would it look like?

4. What can the Colorado Department of Education do to help you?

5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.
 - Strongly agree (II)
 - Agree (II)
 - Disagree
 - Strongly disagree

Additional feedback

- Really enjoyed the presentation

Appendix C: Colorado Springs – February 9, 2009

CAP4K questions, issues or concerns

Mission

- Biggest concern – makes standards specific without being too narrow. Standards all students should reach but applies to everyone not just a few
- Clear understanding
- Accountability in all areas?
- Will this continue to emphasize content or will skills have at least equal importance?
- Will CAPK4 lead to lower emphasis on technology and academic subject attainment?
- What are we going to do about students who fail to achieve the minimum standards by the time they graduate (accountability for students)?
- Maintaining a full education for children
- Having the bar set high enough

Power

- Who determines what the workforce is that we are trying to make kids ready for?
- Is it going to be one more top-down under-funded program/initiative?
- Largest concern: public pre-K efforts will take away choice options for parents
- Do parents have input into the assessment revision process?
- Will all districts be able to agree and get on the same page with standards?

Structure

- Expectations for pre-K?
- Reading and math are not all there is
- That social studies is treated like other core classes
- Implementing end-of-course exams in high school
- Aligning schools from preschool through postsecondary
- Enormity of the task
- The more rigorous the high school standards, the more drop outs we have. There is a gap in bridging the divide

Resource

- \$/infrastructure (especially in small or rural districts) to provide/support 21st century learning tools for both staff and students
- In this current financial crisis, what assurance is there for funding implementation?
- How will it be funded?
- \$
- Funding
- Is there \$\$ to fund it?

What impact will the next generation of standards and assessments have on teaching and learning?

- High school not about “daily teaching practice” but the environment that is created for learning and acquiring skills
- Learning across content areas not silos
- Must be meaningful
- The NON tested areas are what give students the background knowledge to excel in reading, writing and math
- Transformative
- Get rid of “filters” to accomplish a paradigm shift
- Higher expectations
- Higher education alignment
- Adjust standards, adjust content, adjust methods, adjust assessments
- Backwards design – should influence everything we do and how we approach our content
- What assurances will we have that we’ll have appropriate and effective interventions to address kids who don’t meet the standards?
- In teaching content standards the levels of sophistication required – students exceed parents’ skill and level of competence; also exceeds their conception of what school should look like
- The next generation are a part of engaging in their goals and sense of urgency
- The 10-year plan – have we taught them to see how they will take care of themselves? Are they expecting to live with parents at 26 years?
- Technology needs
- Assessment for learning
- Individualized teaching
- Teach kids to “think”
- Will the pressure take away the relationship skills that help teacher’s be facilitators’ of learning
- Where’s the discipline “skills” for learning?
- Social/emotional skills are foundational and fundamental
- Intuition and creativity must be left to teachers
- Why “workforce” based standards and not “educated force” of Americans
- Another set of testing events to teach to
- CDE hasn’t earned credibility over past 10 years in disciplines other than reading, writing and math
- If technology-based test: \$ for rural/small districts; instant feedback, more student buy-in
- IDEA: ME, VT, NH –join forces/resources to create regional assessments
- Non-tested subjects provide foundation
- Relationship skills – teachers as facilitator of learning
- College not for everyone: if that is mold, then failure for some; holding all to same

- P-20 system – success in 21st century
- Differentiated delivery methods
- Changes to planning time: conversations, collaboration, give/give
- Financing structure: incentives/professional development vs. technology
- Absolute skills for success in 3rd grade (whatever that may be)
- Bundling standards topically so relevant to all

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*
- Professional development models of good teaching
- Technology
- Continuous/ongoing/follow-up improvement
- Experiential professional development
- Mentoring what 21st century classroom looks like
- On-going professional development – content areas, where standards fit in development of curriculum, ribs/frame=standards, fabric=curriculum, differentiated learning processes
- Focus on standards at highest level
- Gathering places across counties to have dialogue on outcomes and underpinnings for learning
- Online standards for all citizens to viewing and provide feedback, not just teachers
- I would like to lead dialogue in the faith-based schools
- Continued formative and summative assessments technology
- Time for adjustment of local curriculum
- Continuing education credits
- Can't take time/teachers out of the classroom
- Relevant to specific subject/level of instruction
- True understanding
- Electronic delivery
- Distance learning
- Teachers can “test-out” of professional development
- Subject matter
- Attitude shift – time for teachers to discuss and get motivated and work as teams
- Time in the year for professional development – time for assessment, date for differentiation and determination of student success
- Facilitate critical thinking, problem solving, communication, teamwork in students
- Teachers should continue to go back to school to learn new techniques, trends and ideas
- Teachers must be willing and able to change with the times

- Brain-based learning
- Follow-through in the schools after professional development or trainings
- How to connote teacher discovery?
- Get to watch other teachers who are practicing?
- What I am expected to do in my own classroom?
- Time to video, reflect and share with peers
- Structured depth to improve over time
- The never ending question *"What do I give up in order to do this?"*
- There has to be follow-up weeks, months later for reflection, changes, new practices
- I would like to organize/facilitate others observing others
- Technology - online, anytime, anywhere
- Redo teacher licensure and re-certification
- Model skills that we expect our students to have
- Modeled by successful schools
- Must have community support - understanding
- Teachers need to know what it looks like - definition (its not just technology), field trips, video, mentoring around 21st century skills, etc.
- In D-20, we are in year one of three "20 in the 21st"
- Small group of teachers (65) (Nancy, Michael, Lori) training and provide professional development on using tools to create learning environments that allow opportunities for real world problem solving and critical thinking
- Emphasis is on creating learning opportunities through the tools
- We need professional developments that model the knowledge and skills we want our students to have. For example: how do we learn to teach collaboration by collaborating with one another?
- Too much of our staff development is top down, piecemeal and without context
- We need to create ownership (NOT just buy-in - commitment, not just complacency)
- I want to be a leader and a model for my students as well as my fellow staff
- We also need to invest the time for meaningful development - this is half of our job - half of our time should be spent on it

| Meeting feedback | |
|---|---|
| + | △ |
| <ul style="list-style-type: none"> - Engagement, openness to ideas - Humor - Keep the opener | <ul style="list-style-type: none"> - No security that things won't be the same - Make it longer - Change the opener - Better notice - History of the bill - AYP missed as relates to other subjects |

Leave-behind questionnaire

1. What additional advice do you have for us on:
 - a. Working together
 - Dissemination of information
 - Don't count on district admin to send information to the teachers. We want the information directly (teachers) to us
 - Your presentation was seamless, well-planned and implemented
 - b. Support for implementation
 - Prepare/educate teachers before implementations
2. If you had what you wanted in a state-wide system of support, what would it look like?
 - Training/on-going revision, relevant changes
3. If you had what you wanted in a state-wide system of accountability, what would it look like?
 - Keep the politics out of education
 - A method of considering the individual student needs, not the average
4. What can the Colorado Department of Education do to help you?
 - Classroom support and summer trainings
5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.
 - Strongly agree (II)
 - Agree
 - Disagree
 - Strongly disagree

Additional feedback

- A follow-up session, allowing processing/think time and better input from audience

Appendix D: Ft. Collins – February 10, 2009

CAP4K questions, issues or concerns

Mission

- How might it increase or reduce students’ opportunity to take career and technical education electives?
- Access, equity and support with no fear of implementation of new areas
- Concern: “21st century skills” are vague. Primary and secondary education’s main purposes don’t change with the century
- Most conversation seems to be about postsecondary and preschool not so much

Power

- Will it change what I will teach?
- How will this bill impact teachers at the school level?

Structure

- When is this expected to be in place (in schools?)
- What training will be provided for teachers?
- How does CAP4K positively impact 21st century skills and state standards?
- How will this facilitate alignment with higher education to help alleviate gaps?
- When will it be effectively enforced and monitored?
- Does it align with colleges starting pre-K-3rd teaching certificates?
- Why expand standards, why not refine, collapse to competency?
- Will 21st century competencies be fully integrated into model content standards and user-friendly to students/parents/communities?
- How will SB08-212 be represented in the standards revision?

Resource

- I know very little – what is it/why are we doing it?
- What is it?
- I don’t know much

What impact will the next generation of standards and assessments have on teaching and learning?

- Why can’t our standards be worded like measurable outcomes by grade level in each content area? Example: What does “read a variety of materials” look like at end of grade 1?
- There will be no impact until we can hire teachers who are experts in their fields, not just those who are certified by education schools
- Students move on as ready
- Need assessments that evaluate “readiness”

- Current structure might impact reaching mission
- Signals between standards – what is assessed – should be aligned
- Current misunderstanding/misalignment between standards, curriculum and programs
- Depth – hard to differentiate and cover all
- Disconnect between CO and what’s working in other states/countries – need to be part of national conversation

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*
- Provide clearer measurable standards (earlier indicators for outcomes, early signals that allow to adjust)
- Support different structures for learning (lava lamp approach!)
- Develop, collect, disseminate exemplars
- Teacher capacity – collaboration – depth of knowledge
- Relevant/electronic components for professional development
- Help teachers get masters degrees
- I would like to show you around one of the highest achieving schools in the state. I’ve been wondering about the lack of interest from CDE in the best schools across the state. Why?
- Exemplars are critical
- Example: What does meeting a specific standard well look like?
- Each piece needs to be well articulated
- Making conversations “vertically” articulated
- How does communication happen from preschool – elementary – middle – high school?
- Need information/standards to filter down to pre-K because trying to send off to multiple schools and districts
- Current model not addressing child’s needs. Districts are “teaching to test” and “structuring to test” to point of structuring vacations around
- CSAP taking away recess to replace with seat time and really down playing arts and sciences and physical education. Students aren’t responding well.
- Kindergarten cut-off dates aren’t even close to matching from district to district in Colorado
- Competency-based down to Pre-K level over ready for kindergarten; students not allowed to enter based on age cut-off dates
- A lot and often: throughout school year so they have some experience then get to re-address/re-learn
- Schools must maintain choice
- More ability to be connected to technology (filter) collaboration – opening up the world
- Teach teachers that they are collaborators not control freaks

- Understand that they are part of process (teachers) with collaborative learning
- Adjust system piece that responds to student learning
- Use technology/professional development (from all over)
- How to jump from level II instruction to level IV and V
- It's all about the professional development of teachers – they must “unlearn” what they think they know about standards and understand the difference between standards and skills/programs/curriculum
- Delivery methods – electronics/internet/web-based
- Role

Leave-behind questionnaire

1. What additional advice do you have for us on:

a. Working together

- Use the best schools in Colorado as a model

b. Support for implementation

- Support implementing primary concerns: intelligence and character
- Do not put secondary concerns first

2. If you had what you wanted in a state-wide system of support, what would it look like?

- Support what works, stop supporting what doesn't work

3. If you had what you wanted in a state-wide system of accountability, what would it look like?

- We have a system but we don't take it seriously
- Have a much more serious version of the CSAP and don't keep lowering our expectations
- Use nationally recognized tests

4. What can the Colorado Department of Education do to help you?

- Visit us: Ridgeview Classical Schools

5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Additional feedback

- Thanks for the effort

Appendix E: Sterling- February 11, 2009

CAP4K questions, issues or concerns

Mission

- How will this change the way we teach kids?
- Impact on teaching styles?
- How will this legislation affect teachers in the classroom?
- Why - what with everything we're busy with? i.e. What no longer has to be done?

Power

- What if the local community does not buy into the new direction?
- What will the impact be on local control?
- That "you" will tell us what to do for our kids

Structure

- What exactly is the standards reform going to look like?
- To what degree does the bill determine how the school districts implement standards?

Resource

- How much additional work will this add for administrators and teachers?
- How do we make sure funding is there for the kids?
- How will the schools be assisted in making transitions? Information, funding, community buy-in?
- What is it? What does it mean for our district?
- I need more information to know what questions to ask
- Don't know what it is all about?
- I came to get information on this. So I am looking to be informed on the details!
- How will it be funded?
- Funding?
- I don't know much

What impact will the next generation of standards and assessments have on teaching and learning?

- Students and teachers will adapt! Nature of the game.
- Impact of kids phenomena!
- Impact in community is painful
- Hard for parents to understand what classroom looks like now
- Family needs to start children early - different from what parents know
- Educate community on what new educational process will look like from state - not new superintendent or new board of education member thoughts

- With time to really implement standards that are relevant, maybe no child will be left behind
- Depends on how fluid the standards are and what the assessments are
- Where will the accountability lie, how will it be measured? (Growth Model will change some of this)
- Time must be provided for teachers to do what they are asked to do – will this lead to more planning hours, longer school year, etc.? (team planning)
- Teachers will need multiple strategies to get students proficient
- We are ready for new vision
- Higher level of performance
- Less remediation
- 21st century skills will be embedded to help with entering postsecondary schools and workforce; being successful in postsecondary or the workforce
- Career/tech education and general will blend
- More focused approach for teaching and learning – this will help with motivation
- Perhaps a more leveled approach (assessing when ready, rather than once a year) for assessment will evolve
- Depends on standards and assessments
- Alignment standards to assessments like Accuplacer?
- If we use 21st century stuff but still use CSAP
- Within 21st century skills, where do work ethic-type skills fit?
- Mismatch between how colleges teach and how the world really works
- Technology – it changes rapidly so tough to keep up
- Resources
- Standards are overly broad (especially social studies)

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*
- Matching curricula that follow the standard and framework so teachers do not have to go out and find their curriculum material to fit the standard
- Tools for immediate feedback for student progress
- Colleges need new look on instruction
- Delivery systems/instructional strategies
- Coaching
- Software/technology
- Department and state stay the course, supply coaches
- Local boards have to empower leadership and supply support

- Time dedicated
- Technology
- More staff (local)
- Ability to retain
- Better assessment tools
- Funding
- Technology literacy
- Within subject area – identify outstanding teachers’ ideas to share
- Professional development by subject area – meet in groups (regions) to develop standards, ideas for delivery, etc.
- Need ways of connecting those people
- Time – needs to happen
- Facilities – during summer
- Stipends – months
- 21st century skills for all teachers and aides
- Equipment in the schools to teach this and use it in teaching
- Training of what the focus of the standard is
- Incorporating 21st standards within curriculum
- Time to plan and look at each students’ progress; time to look at and develop lessons to help instruct students who aren’t getting the standard
- Use formative assessment instead of CSAP; shorter time frame between tests
- Professional development to more teachers from text book dependency
- Time for teachers to work on academics without extra-curricular assignments (especially secondary)
- More immediate feedback on assessments
- State will need to provide leadership on the changes so teachers and community understand the reason for change
- Teachers will need a designated time to be trained in the new direction. They have such a huge job already, they can’t just “fit it in” to the existing day.
- Situational – scenario – examples – best practices – how-tos
- Sharing the information
- We need to find a new way to make formatives
- Formative to shareholders without punishing the process of retrieving that information
- Support to educate the community and training for staff
- Staff can’t be naysayers because community won’t buy into
- Can’t let community think it will go away
- Write letters to community from the state
- Hold meeting in community
- Take the responsibility for the change so community doesn’t blame the staff and board
- People believe outsiders that come in when change is part of needed move into direction of state law

- Have colleges train new teachers in the change

| Meeting feedback | |
|--|---|
| + | △ |
| <ul style="list-style-type: none"> - Process talking to stakeholders - Off I25 corridor - My kids avoid think this is a good conversation | <ul style="list-style-type: none"> - More time to get input from all levels of kids - Get other stakeholders involved - All types of learners “on” and “off” ramps |

Appendix F: Limon – February 17, 2009

CAP4K questions, issues or concerns

Mission

- What impact will this have on kids graduating?
- How will it affect 3rd grade?

Power

- Parental role?
- Impact on rural schools
- Has this bill passed or is it in progress?
- How will it impact us?

Structure

- Readiness for kindergarten?
- Will all kids have an ILP?
- Will it impact the revision of standards?
- Standards change?
- Assessment change?

Resource

- What is CAP4K?
- Any money for it?
- \$?
- How will CAP4K impact schools financially?
- What does CAP4K stand for?
- What is it?

What impact will the next generation of standards and assessments have on teaching and learning?

- Timely feedback on results
- Are we looking at statewide standards/curriculum?
- What does proficiency on state standards look like? How does that change as different classes progress?
- The focus will shift from teaching to learning
- Don't we wish we knew
- A fear of being overwhelmed as we have worked so hard on the standards and benchmark, now we get a new set
- Are we going to remove anything? We are overwhelmed now – what goes?

- We do not know until we unpack the new versions and try to understand what those people meant. It took several years on the last set.
- Will they be more clear or more whole listed and vague?
- Will they be grade level? Will they include SOC standards or is that a last curricular area?
- We cannot add more; the iceberg is full of penguins, to add one, someone needs to jump off
- Directions for teachers
- Move from relying on programs to the skill of teaching
- Good teaching = no problems with assessments
- 21st century skills – how do you assess?
- Awards/scholarships may need to because of this
- There needs to be an understanding that this is not something that will go away in time
- A lot depends on the type and structure of support provided to administration and teachers
- Buy-in important: change (to standards, assessment, education reform) not going to go away vs. “this too shall pass” mentality
- Specificity and depth = TBD
- Financial impact
- Feedback needed in more timely manner (impact/direct instruction, standards, motivation)
- What are 21st century skills and how do assess?

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*
- Professional development at district/classroom level
- Through BOCES
- Professional/instructional coaching
- Time and money to implement
- Step-by-step, organized and systematic process
- Show, don't tell
- Shift in the way we view education, i.e. unconventional training, schedule and structure
- Really a ditto of the last one (we really do not know what we are getting)
- We really do not know until we unpack the new set
- Local professional development is best, through the individual districts or BOCES
- Need good presenters – CDE fly-by will probably not do anymore good than it has in the past – need to build local capacity
- Maybe at the BOCES level with dollars toward the instructional coach to embed it at the district and classroom level
- We need time to make the change
- We need knowledge, coaching, support on best practices

- We need the dollars to get it done
- Plan time!
- Money!
- Professional development – technology, ideas to implement 21st century skills
- More equity in pay across the state
- We cannot often hire highly qualified personnel
- We have a history major teaching business
- Some teachers sometimes do not even have a teaching degree
- How clear and concise?
- Systematic and specific
- \$\$ support
- Cross-curricular
- Step-by-step process to educate and encourage buy-in from administration and staff
- Year round school for students, vertical/specific benchmarks, teacher professional development (continued), funding
- Complete culture shift
- Parental involvement

| Meeting feedback | |
|---|---|
| + | △ |
| <ul style="list-style-type: none"> - CDE asking for input: what/how to collaborate - Regional visits - Perspective | <ul style="list-style-type: none"> - Better description of 212 |

Leave-behind questionnaire

1. What additional advice do you have for us on:

- a. Working together
 - Thank you for travelling out here!!
- b. Support for implementation
 - 21st century skills activities ideas

2. If you had what you wanted in a state-wide system of support, what would it look like?

- Communication like this!
- More plan time
- More pay and money for supplies
- I want very concise, precise standards for each grade level

3. If you had what you wanted in a state-wide system of accountability, what would it look like?

- I always work from individual student growth – growth is accountability

4. What can the Colorado Department of Education do to help you?

- Provide hands-on relevant professional develop
- Keep up your visits – your seeking out of information and ideas
- You will have greater support for you efforts in this revision

5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.

- Strongly agree (I)
- Agree (I)
- Disagree
- Strongly disagree

Appendix G: Durango – February 23, 2009

CAP4K questions, issues or concerns

Mission

- What happens when kids aren't ready?
- Is the focus work ready or college ready?
- What is the greatest challenge to a teacher in the classroom?
- How will CAP4K affect daily business of teaching in classroom?
- When we are done, will we be able compete internationally?
- How will this impact classroom instruction?
- What is the plan for truly making it happen?
- How will it help us teach?
- How will CAP4K impact teachers?
- How does CAP4K relate 21st century skills?
- How does CAP4K support special education students?

Power

- Will this affect a parent's right to home-school their children?
- Who defines work force readiness?

Structure

- Where will the postsecondary standards come from?
- What is the timeline for this work?
- What assessments are associated with this achievement plan?
- How will assessments align with standards?
- How is SB 212 an improvement of assessment?
- How will postsecondary meld with traditional K-12?
- How long will it really take?
- How do we measure results?
- How are standards going to be developed?
- Does it include readiness for school?
- When will the bill be passed and affect our school districts?
- How are the state standards being aligned with the 21st century standards?
- 21st century skills aligned with standards?
- How do you explicitly define 21st century skills?

Resource

- What financing is attached to the bill – is it for our area?
- How will it effect our budget?
- Funding – how will it be funded?

- Funding in place?
- How will all of the changes this will bring be funded?
- What is it? Need to know what SB 212, CAP4K is?
- What does CAP4K mean for school funding?
- Will funding come with CAP4K?
- How will it be funded?
- What the heck is CAP4K?
- What is the challenge and what is CAP4K?

What impact will the next generation of standards and assessments have on teaching and learning?

- Depends on raising (benchmarks) for international standards and feasibility of applications
- Impact greatly if immediate feedback, understandable application feedback
- Depends on how good a job is done in raising the standards, providing support for teachers to implement
- Will the assessments really help, or will the teachers feel they are doing catch-up like they did with CSAP?
- Will assessment feedback be immediate, so that it can impact instruction?
- Feedback needs to be accessible and understandable by all – teachers, parents, students
- Focus on what students are learning rather than what we are supposed to teach (curriculum), improved learning
- Technology – conceptual – organizational, all these levels of change must be addressed
- Student motivation increased
- Teachers become more facilitative
- Students (learn, progress) at own pace
- “Subjects” could change to be more relevant to students real – life needs
- Assessment must be informative, relevant, meaningful
- Control of own learning
- If standards infuse 21st century skills of learning, we need the support
- It’s all talk with smoke and mirrors unless there’s actual support, time and accountability
- Nothing if we approach it the same way!
- We’d produce internationally competitive graduates who are smarter than we are
- We will still need to address the achievement gap
- Service delivery will look very different
- Where is social emotional learning
- It will depend on the leadership/management and how the planning process happens/who is involved
- Teacher preparation, getting out of your comfort zone
- Professional learning
- Discipline for teachers and students

- Compensation for time – longer days – pay – resources
- Make learning more relevant
- Will help us know what students can do, not just what they know
- Depends on the nature of standards and assessment
- More relevant
- Ability to do well and go to college – worry about money for some kids who cannot afford – lottery money – GPA minimum
- Way to manage kids who excel in one area, but not others
- Did a good job on standards initially – didn't have time and support to do the work
- We need to know what they are
- Fewer, clearer, higher – assumed in elementary – grade-by-grade
- More focused
- Less higher stakes assessments
- Taking assessments multiple times – allow teachers to teach, not be tied to pacing guide
- Immediate results – computer tests
- Based on the needs of students
- Local control – what if local control does not change, understand, shift without support and training
- Ties in with career/technical from high school
- Impact of any change must be implemented holistically and evaluated holistically. This means change in these areas: 1. technologies, 2. organization, 3. conception
- If you slap new standards on without making real change in all these areas
- Redefine teaching and learning
- Assessment useful for instruction
- Targets need to be very specific so both teachers and students know and understand what is expected
- It will redefine teaching and learning
- Assessments may actually be useful for instruction
- If tied to advancement, students might be more motivated to do their best
- New standards and assessments will redefine teaching and learning
- Assessment for vocational paths
- Implications on teacher compensation/incentives
- International community
- All smoke and mirrors without time support/accountability
- Learning matters
- Feedback, real time
- How do we ensure college access for those who cannot afford?

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- What kind of professional development?*
- Which delivery methods?*
- What role would you like to play?*

- Year-round school, all-day
- Personal coaches for teachers
- Differentiated professional development for teachers and administrators
- Equity of technology (bandwidth aides)
- Less reliance on text based programs, more real-world problems
- Technology to implement (assessment)
- Team teaching – new with experience (teacher induction)
- Professional learning community model/best practices
- See one, do one, teach one
- How will CDE make this happen in three years?
- Adjust deadline, fund the mass
- Time!!!
- Time and materials, support to process what you did in professional development and implement into classroom
- Differentiated support
- Professional development not program – not directed by text book companies, etc.
- Best practices!! Many teachers don't know these
- Less text-based programs – more relevant real-world
- Open up avenues of computer-based instruction/assessment
- Year-round/all day/anytime
- Time
- Alignment
- Consistent
- Sequential
- Ongoing/supported
- Development
- Additional resource to support/coach online/coaching/creating teachers/leaders
- Professional learning community model
- Postsecondary alignment!
- Teacher-training pre-and in-service
- Coaches
- Differentiation
- Data results
- Facilitation of professional learning community
- “User-friendly” data

- On-the-spot coaches, not “drive-bys”
- Long-range, strategic planning
- Better, more effective use of technology
- Time for training/practice/study
- Equitable technology access
- Prioritize
- More prep time/better teaching/delivery
- Video-conferencing
- Professional development
- Literacy coaches – secondary
- Differentiation/data/curriculum
- Change of focus from what students didn’t learn to what we’ll do about it
- Continual support/sustainability of professional development (not a one-day-only dose)
- Differentiated professional development for teachers and administrators, every teacher has different needs
- Time to reflect and share ideas (using professional learning communities correctly)
- Change of administration/principals from building managers to instructional leaders
- Professional development to facilitate students at varied paces, levels, more student-centered classroom design
- What does a competency-based classroom look like?
- College classes need to focus on skills for 21st century
- Encourage students to advocate for own learning, professional development and pre-teaching
- Have new teachers work with seasoned teachers for first three years as a team before getting own classroom
- Time: collaboration, staff development
- Don’t give them more than they can get done in time
- Equity of technology: bandwidth, age of machine, instructional technology aides
- Funding

Additional feedback

- Quick turnaround on assessment
- What about 10-year-old high school freshmen?
- Where will support be from state for continuous progress?
- How to prepare parents?
- How will this build relevancy (career and technical education)?
- Why is the way students are tested so different from how they learn?
- Support – clear
- Descriptions and accountability/support

Appendix H: Alamosa – February 24, 2009

CAP4K questions, issues or concerns

Mission

- What are the implications of the bill?
- Are the expectations realistic and developmentally appropriate for students?
- While looking for positive change, has CDE considered strengths of current American education?
- Is there “room” for standards for all kids – i.e. non-college?
- How will this impact adult education?
- What is the biggest change involved?
- How does this bill impact K-12 schools?

Power

- Rural voice in process

Structure

- What will be expected this spring?
- I can’t conceive what an appropriate “readiness” assessment would look like for four-or five-year-olds

Resource

- Everything?
- What is it? I haven’t done it!
- Will there be funding to make this happen?
- What is SB 212 CAP4K?
- General overview of CAP4K – postsecondary
- After all the great ideas and planning, can it really be funded?
- What is SB 212?
- What are the details of bill?

What impact will the next generation of standards and assessments have on teaching and learning?

- Choice for schools, districts, students
- Cross modeling assessments
- Higher-level thinking
- Significance for higher education/pre-service training
- Might not be on target
- Grade book/record keeping will be impacted as students progress at different rates
- Individual plans will motivate students to accomplish more

- Standards and assessments need to reach all kids (the engineers and the technicians) at all levels
- All teachers need to work with students on their career/achievement plans; not just counselors
- Career planning period to keep focus on career and classroom/skill achievement
- Help students understand what they need to do to get to next step
- Some are there, some may never get there (teachers)
- Reduce individuality in instruction, but should increase competence
- If assessments are truly relevant and formative, we can use this tool to adjust our instruction to meet the needs of more (hopefully all) kids
- Teaching model will change from traditional to long-term goals of students and careers
- There will be more accountability at every level
- Support for teacher to meet the needs of kids
- It depends on how we assess
- More timely
- Formative
- Cross-modes of assessment
- Should not be punitive by teacher/school or district
- Fluid/choice/ownership
- Impact on pre-service education in higher education
- Developmentally appropriate
- No affect if it does not take outcome into considerations
- Will have significance if it has relevance
- Relevance - students will work toward standards if it pertains to them individually
- Next round of standards and assessments will be better indicators of our success
- NWEA and TABE are more relevant to where students are than CSAP
- Who is going to develop the next generation of standards?
- Relevant standards will have a great positive impact on teaching, learning and what schools produce
- Critical thinking
- The curriculum will need to be readjusted
- Cost more money/time to develop program
- Standards-based report card
- Fluid classrooms/grade levels
- Time for differentiated instruction
- Change staffing patterns
- Budget will be directed differently
- Data collection system will need to increase
- Provide different educational opportunities (online, concurrent)
- 21st century skills will open up different opportunities
- Graduation rates will increase, possible narrow gap

- Positive impact
- Determine 21st century work readiness
- Close achievement gap by focusing on learning behaviors
- Make schools more collaborative and less competitive
- Increase student engagement
- Support the development of well-rounded individuals
- Increase higher-level thinking vs. “right answer” mindset

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*
- Time to analyze data to determine progress
- Professional development opportunities that help teachers “catch up” to teach standards and benchmarks they were never prepared to teach
- Exposure to fresh ideas and approaches to teach knowledge and concepts included in the standards
- Ideas on meeting individual needs by broadening curricular offerings
- Embedded training, modeling, support, coaching
- Smaller class sizes
- Money
- Time
- Professional development/interpret the assessment, access the relevant data
- Time for delivery and repetition
- Incentives
- Standards for useful citizenship
- What are the new standards?
- Deconstructing them
- Pre-K will need guidance in implementing standards
- Support for teachers, pre-K to become highly qualified
- Secondary staff will need training on differentiation and data driven instruction
- Learn how to use formative assessments
- Time management with all new data
- Professional development
- Brain-based learning
- Differentiated instruction
- Need to be data rich with analysis experience/practice

Leave-behind questionnaire

1. What additional advice do you have for us on:

a. Working together

- At the district level we will write curriculum that aligns to new standards; we need training so that curriculum is relevant, too!
- Be sure you're listening to rural and small schools to ensure the resources are available for progressive teaching. Technology and staff need to be seen as investments

b. Support for implementation

- Delivery method:
 - Hands-on
 - Facilitate doing it with us until we get it
 - No more manuals! Money available for modern literature, traveling displays, speakers and workshops available for classrooms across the state.

2. If you had what you wanted in a state-wide system of support, what would it look like?

- There would be numerous state grants for classroom projects, texts and field trips. Also, there would be an infrastructure for online learning and national communication between classrooms
- Much more investment in training of teachers to create readiness in teachers to implement more effective instruction

3. If you had what you wanted in a state-wide system of accountability, what would it look like?

- No CSAP; just use ACT, SAT and AP for accountability at the high school level
- It would look at innovation and quality of higher-level thinking

4. What can the Colorado Department of Education do to help you?

- The support of scheduled time to collaborate
- Provide open-source programs and online resources for teachers and students so the same quality of materials is available at all schools
- Innovative professional development that models what we hope school will be like

5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.

- Strongly agree (III)
- Agree (I)
- Disagree
- Strongly disagree

Additional feedback

- Discuss where professional development support comes from?
- CDE should be the educational leaders in this, partnering with districts, but there should be the resource for expertise, support, knowledge research, etc.
- I still don't fully understand CAP4K, in all of its capacities, but we got to contribute lots of ideas

Appendix I: Pueblo – February 25, 2009

CAP4K questions, issues or concerns

Mission

- Does this prepare us to maintain a democracy?
- Equity for all school districts
- How does it affect the classroom – teacher/student ratio?
- What is the “real” impact to teachers in classrooms?

Power

- What will the accountability look like?
- How does it affect me as a teacher?

Structure

- Alignment of standards with 21st century needs
- Curriculum alignment
- How will the key points be assessed by the state?
- Will there be differentiation between rural, urban, limited English proficient students?
- Does it revise/do away with CSAP?
- How does this effect AYP?
- Concern – more work for teachers with no help
- CSAP over-testing
- What are the correct steps to appropriate preschool to postsecondary education?
- Four math, three science by when for high school graduation?

Resource

- What is it?
- How is \$ dispersed? Based on what criteria?
- What is it?
- If we didn't get it right the first time – what is to say we'll get it right this time?
- How is CAP4K different from other educational initiatives that have come along?
- What is it?
- Will SB 212 add more paperwork to what we already have?

What impact will the next generation of standards and assessments have on teaching and learning?

- More than we can do
- We need resources and support
- High impact if the standards are refined and cleaned up

- Stop holding students back that could fly through school and let them get on with their lives (two years, four years, trades)
- Stop passing students to the next grade if they haven't met the standards for that curricula or grade level. We are just setting that student up for failure, drop-outs and welfare.
- If students could see the light at the end of the educational tunnel, they'll be more motivated to learn and be the excellent student that teachers know that they are
- Impact on higher education
- How will the standards and assessments affect students in the 9th, 10th, 11th, 12th before and after they reach higher education institutions?
- Once a college student fulfills their degree and moves forward toward career readiness, will this student have to complete a remedial course for a career, or any other course that makes up for the change in school or college?
- Change in teacher prep at college level
- Shift back to more holistic integration of a focus on technology
- First, I have to wonder what the impact of our current standards has on teaching and learning. The answer I come up with is that we have lost the richness of education while directing more resources to tested subjects. It (current standards) also involved an awful lot of data compilation in the name of accountability. It does not seem to have been as effective as hoped to raise student achievement. Will this next generation be just different or will it be better?
- You need to ensure that assessments are fair – special needs, culturally, etc.
- None unless resources change i.e. teacher ratio
- Testing field needs to be leveled: CSAPA, CSAP
- Stop ratcheting goals
- Involve values (home life)
- Education expectations from home
- How to act in your community
- Socio-economic (personal resources)
- Shrink middle schools, they are not “holding tanks”
- Road map for teachers to reach goals and clear defined expectations for students
- Need for vocational programs to give tools to students not intending to go to college
- Class size needs to be 20 students to one teacher K-12
- Assessments need to count
- If we miss the mark on standards, teaching and learning components will be irrelevant
- Standards need to address lifelong learning more
- Parents and students need to be accountable
- Teaching/communication to public/parents
- Career and technical education
- Auto mechanics
- Bring back home
- Electives – music, arts

- Not be punitive to teachers and students
- Training/professional development
- Time – collaboration
- Mastery learning philosophy
- Stop social promotion
- “Selling” to the public
- Not on same page/same time
- Financial impact
- Cost of the assessments
- Cost of resources, programs, personnel
- Cost of removing
- Upgrading
- The 21st century = technology
- My school still has chalk boards!
- Fifteen years ago when I was in another classroom (different state) I thought I’d died and gone to heaven when my chalk board was replaced with white boards. In Colorado last year, I was on the same amazed phase when I was upgraded to smart board technology and the digital age. I get that this is costly, but was appalled when I came to Pueblo and found chalk boards... are they kidding?
- You keep loading amendments on students who have multi-disabilities or who can’t read English?
- We can only succeed if the funding is there
- We need supplies, technology and support
- Get back to developmentally appropriate practices
- Preschool has gone to using more academic teaching and not applying skills that pre-K children need
- It all depends on what the standards are
- 75 percent of special education students who graduate go to two-year or vocational education college; are we going to foster this?
- Relevant assessments at the secondary-level colleges require ACT as the primary entrance exam; that reality will not change in the near future. The ACT EXPLORE and PLAN tests can show growth – work readiness data from the assessments can guide instruction for teachers. Don’t adopt an irrelevant assessment!
- In Colorado, students and teachers are facing a very dramatic curricular alignment issue. Colleges and the workforce are demanding that we prepare our students for entry level college math courses, the ACT/SAT, with mastery of mathematical and problem solving reasoning skills. An in-depth examination of the Colorado Model Content Standards is not related to these expectations. In fact, many of the more specific benchmarks are not used nor assessed beyond CSAP, stem and leaf plots or box and whisker plots for instance. These standards are filled with broad, non-specific, statements, which can and have been translated many different ways because they are not specific skill sets or specific “content.”

For instance, “develop number sense, and use number relationships in problem solving situations,” is not a skill or something that can be assessed accurately. Saying that a student is proficient in this standard does not tell an employer whether a new employee can figure out how to turn a fraction to a decimal and a percentage. The only way a teacher can get a reliable estimate as to what will be on the CSAP, which in theory is based on these standards, is to review the item maps and tailor instruction to these. However, this is exactly what we are told not to do, as the topics on the assessments are always a gamble and not one favorably inclined to our students. If we are expected to prepare our students for college algebra, for success on ACT/SAT, or for working in any real career, we need to reevaluate what specific abilities our students will need and not settle for an unrealistic learning philosophy that can be interpreted in so many different ways.

- Financial impact
- It will be easier to communicate fewer standards to parents and others
- Skills (concern that postsecondary and workforce readiness will end up too academic), application, relevancy
- If we miss the mark on what the standards should be, it won’t matter how well we teach them
- Rapidly changing skills for workforce
- Like a floating foundation

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*
- Supplies and materials
- Design and support for assessment of students with multiple disabilities, English Language Learners, etc.
- Time (for teacher collaboration to learn, assess, intervene)
- Ask teachers what they need – choices in professional development
- Technology and policies to reflect 21st century
- Information literacy standards
- Cultural competence
- Consistent; long term; meaningful taught by master teacher
- Reasonable size classes!
- Limits to amount of paperwork, especially data compilation
- Responsibility of parents to help their child function successfully in school, i.e. homework, non-distracting behavior, attendance. Give teachers and schools the authority to enforce.
- Limits on district “projects” that eat up time and seem to produce only resume padding for administrators
- Narrow gap when range is vast

- Reduce amount of testing – pre-test – CSAP act as post-test
 - DIBELS
 - STAR Reading, ZPD
 - SME Success maker
 - AR tests
 - Reading curriculum weekly test
 - Unit tests
 - Galileo
 - Content tests – spelling, vocabulary, writing, social studies
- State gives amount of dollars to educate a child, percent of funding earmarked for classroom teachers; percent of funding earmarked for textbooks and resources
- Teachers contract negotiations for resources
- Supplies and materials which support curriculum
- Resources
- Professional development to update and address personal teacher goals
- Time – to learn, develop, instruction, adjust instruction to fit student needs – time to teach foundational skills at mastery
- Balanced delivery through traditional academic methods as well as hands-on personal, practiced applications
- Consistent on-going resources for classroom coverage
- Various modes of delivery
- District financial support
- Support faculty resource for respective cultural groups
- Pertinent, effective, don't waste my time with professional development that doesn't apply to my students
- Central administration must listen to employees
- Changes/improvements need to be made at the classroom. When we feel that we have no voice, without a doubt there will be rebellion
- On-going, flexible, relevant
- Electronic
- In online education now – it is your answer – quick to adapt, not tied to time/teacher constraints, competency-based, very flexible and addresses the individual students needs
- Affordable!
- Need to be able to sign parts of the assessment for deaf students. Ex-CSAP is an unfair assessment
- Administrative respect
- Technological/multi-tools for a multi-faceted curriculum (arts, vocational education)
- More teachers
- Time to learn
- Time to share
- Parental support

- Delivery is moot unless the child is interested and concerned
- I'd like to play fortune teller so I can predict what students will need
- Why? Why won't you ever address how all of this will apply to those students with multi-disabilities and/or those students whose second language is English? i.e. why are those students expected to meet the same standards as hearing students? CSAP is not fair!

| Meeting feedback | |
|---|--|
| + | △ |
| <ul style="list-style-type: none"> - Voices - Pacing - Listening | <ul style="list-style-type: none"> - Parents/students - Host on Friday (time - it takes to get here) |

Leave-behind questionnaire

1. What additional advice do you have for us on:

a. Working together

- Keep asking everyone what's needed
- Continued outreach
- Ask for input on critical topics in a variety of ways - 1) face-to-face; 2) written; 3) blogs, etc.
- Use less paper
- Good information, good format, thanks
- Actually great job!

b. Support for implementation

- Timeline with lots of support - scheduled throughout state with a specific date for districts to be implemented
- Professional development/technology
- Enlist the association to help write letters, whatever, we can help get there

2. If you had what you wanted in a state-wide system of support, what would it look like?

- Statewide pay scale so quality teachers can work anywhere
- Based on a relevant assessment to prepare for community college, technical school and university
- Small district representatives on BOCES (committees - trainer of trainers)
- Supportive policies, resources, assessments
- SCANS, employability skills seriously look at work keys
- Easy access to a web site of resources, suggestions, etc. As a teacher I need access to technical support, not to be channeled through layers of administration.

3. If you had what you wanted in a state-wide system of accountability, what would it look like?

- Should emphasize creative problem solving, critical thinking and the student's ability to learn: where to get information; how to weed out bad information; ability to combine ideas for new solutions
- Secondary level, ACT EXPLORE and PLAN, ACT for 9th, 10th, 11th
- State timeline for: 1) training; 2) implementation; 3) evaluation
- Mastery learning, policies to back it up (in all areas) teacher, student, home life
- Teachers and students would not be punished for kids not taking test (-.5)
- A true standards-based assessment with released rubrics; Texas does some of this by law

4. What can the Colorado Department of Education do to help you?

- Keep doing this type of meeting
- Make it equitable in every corner of Colorado/resources, pay
- Adopt an assessment system that is relevant to postsecondary education
- Determine timeline with input from districts
- Support all districts with quality professional development (training)
- Take steps to limit class size statewide
- Give schools more resources and authority to expect parental support so we don't spend so much time on classroom management and spend more time on academic activities
- Follow through
- Don't lose this plan! It's too important

5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.

- Strongly agree (IIII)
- Agree (III)
- Disagree
- Strongly disagree

Additional feedback

- CDE, you did a wonderful job and I appreciate you coming to Pueblo
- Would feel like "I strongly agreed" if personal agendas would not have limited input from other members of the group (I would have enjoyed hearing from District 60 and 70 admin, etc.).

Appendix J: Telluride – March 2, 2009

CAP4K questions, issues or concerns

Mission

- What is the achievement plan for kids?
- How do we support our teachers in this process?
- How will this affect teaching and students in Telluride?
- Will it actually improve student thinking?
- How will it change the current situation?
- Will students be postsecondary ready?

Power

- Ensuring educator (classroom teacher K-12) input as well as everyone else
- Postsecondary workforce ready – who will be defining it?

Structure

- How will assessment change?
- Postsecondary workforce ready – what does that mean?
- How will the content be aligned? Both in school and by you all?

Resource

- Funding for preschool? Standards?
- What does it involve?

What impact will the next generation of standards and assessments have on teaching and learning?

- More tests = more teaching to the tests
- Will the tests become finals?
- Statewide, districts will “even out” as far as test scores
- Easier discussion about standards/curriculum across the state
- Most districts will find a way to remain the same even under the new standards
- Career-related
- Technology
- 21st century skills
- Information literacy
- Financial literacy
- More/smaller assessments quality vs. quantity
- Embed with 21st century skills

- What will classes look like?
 - Kids as producers of information rather than receivers of information
 - More project-based classes
- Clear accountability for students to move on
- Individual learning plans for each student
- Impact will depend on teacher preparation, teacher freedom, being willing to wait for student results
- Bringing teachers together to discuss a common language via assessment
- Building professional judgment through conversation
- There will be more focus on work-ideas, what will make the person a better contributor to society?
- Not everyone is college-bound, what are the options and how will we provide preparation for each of these postsecondary options?!
- Authentic service to community, not something contrived. Kids need sense of where they belong.
- Engaging all students
- Help parents understand and be a part of this movement
- More community support
- Increased parent support
- More relevant
- Ownership/personal stake by meaningful assessment low expectation
- Teacher training/prep
- Prep of teacher trainers
- Professional development for teachers
- Common language among educators
- 21st century skills in 2010
- Results from statewide assessments must be returned earlier to schools and classroom in order to make the data more viable, more useful
- Standards will need to be based on real world skills (meaningful)
- Standards will need to focus on real world expectations
- Students will know what skills they need to attain in order to make their career choice/postsecondary choice at the high school level and not at the college level
- The new standard/data will hold the students more accountable
- Relevancy will help make the learning more meaningful
- It really depends upon the willingness of teachers/administration to change the ways students are taught
- If the delivery matches the planning it could make a huge difference
- Possibly none
- Teachers will have to use best practices if it is to impact learning
- Fidelity of implementation matters
- Fear: “how-to” mindset! Create paradigm shift

- Teacher prep?
- “Implementation dip” when embedding skills

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*
- Convening professional development
- How do teach teachers to be level V teachers?
- Engage teachers
- Statewide sharing best practices
- Co-teaching, model teaching, upfront modeling, observe best practice, case studies
- Common language for teachers across the state
- Support in convening building professional development
- Professional development that defines what 21st century skills are; higher education needs to be part of the solution (e.g. teacher education)
- Use technology to connect educators
- Peer modeling of teachers who know how to teach using 21st century skills
- Professional development should start with the brutal truth about how we’re doing wrong
- Really look at structure of school
- Assessment aligned learning and the manner in which we teach
- Time for teachers to meet across districts/state
- Internet forums or chatrooms (CDE cyberspace)
- Subject-based “conferences” to ask specific questions
 - Physical
 - Webcast for those not able to travel
- Every teacher needs to go through professional development
- Teacher – teacher observations
- Real mentors (coaches)
- A lot of practice materials
 - Unit materials
 - Assessments
- Teaching teachers to be good teachers (level V)
- Collaboration
 - Demonstration classroom
 - Youtube classroom
- Exemplars of good practice and site visits
- Online/video conferencing – use the technology available
- Model classrooms open for visits

- Interactive classrooms with tech
- How to teach 21st century skills
- Project-based learning
- Coaching by other professionals
- Onsite delivery, professional development – professional learning communities at every grade level/department
- Focus on developing a common vision of effective instruction
- Formative assessment and effective interventions
- Telluride has highly effective professional learning community model called IMAP and is always willing to share lessons learned over the years
- Funding – get the best teachers
- Remove non-probationary protections, more competitive
- An evaluation tool that focuses directly on the standards – reduce the model teaching
- Continued professional development in differentiating instruction in order to meet every students’ needs
- Better, faster, relevant data from state assessments
- Practical applications in teacher delivery methods – more training
- Collaborative days – expectations/structure/product
- K-6 hands-on needs more!
- IMAP process – student work samples
- Focus on standards and continue to create strategies over time

| Meeting feedback | |
|---|--|
| + | △ |
| <ul style="list-style-type: none"> - Interaction, sticky notes - “Brutal truth” upfront | <ul style="list-style-type: none"> - Earlier in the day |

Appendix K: Grand Junction – March 3, 2009

CAP4K questions, issues or concerns

Mission

- How will CAP4K impact high schools?
- What impact is the hope for CAP4K?
- What will be the impact K-4?
- How does CAP4K address students not going to college (vocational) and community college?
- How will CAP4K affect high school students transitioning to college or workforce?
- Will there be more statewide consistency in teaching?

Power

- How many other states are following the CAP4K initiative?

Structure

- How will the revised standards be assessed?
- How will it be assessed?
- What definition set of 21st century skills are we looking at?
- Will the revised standards be specific enough for better assessment?
- Consistency of program across the state

Resource

- Don't know anything about it
- \$
- What is CAP4K?
- The enormity of the project! Can we get it right?
- Will \$ actually impact the classroom?

What impact will the next generation of standards and assessments have on teaching and learning?

- If new standards mirror 21st century skills then impact is positive
- Assessments must be relevant
- Time limits creativity
- Students can demonstrate deeper problem solving
- Assessments must be based on a growth
- If new standards directly relate to 21st century skills the impact will be positive
- For assessments to have a positive impact they must be relevant with regard to time, creativity, fundamental skills and follow longitudinally
- Fast turn-around is essential to truly impacting learning

- Adjustment of status quo
- Workforce readiness is encouraging for our special education population
- 21st century skills assessment:
 - How to measure
 - Impact on IEP
 - How will we make the playing field fair for assessment of these skills (accommodate for their learning differences)
- I hope they will:
 - Guide teachers to concept-based curriculum and instruction (H. Lynn Erickson)
 - Really allow advanced students to move through school faster than is currently occurring
 - Make better use of teachers' styles and strengths, so students aren't "married" to a teacher for a whole term/school year/flexible grouping
 - Lead teachers to focus more on standards and less on textbooks; reading programs (and – if we take that to its logical consequence – cause higher education teacher prep. institutions to prepare teachers to teach that way)
 - Assess thinking skills (critical, creative, organizational, analytical and meta cognitive)
 - Educate students with focus on concepts, generalizations, principles and complex processes (Erickson)
 - Point the way to the use of backwards design (UBD-Wiggins and McTighe) and proactive differentiation (Tom)
 - Set out clear expectations for students to aim for
- Endorsed diploma – where does that start? Can students have options along the way to achieve an endorsement?
- Perception – how will the community view these proposals for assessments? Will they embrace their value?
- If assessments are meaningful to students, teaching/learning will follow
- Assessments (standards) need to align with level of development
- What do we provide teachers to be able to know what is appropriate? Exemplars
- More resources – if things (standards/assessment) change how do we support it?
- If there is transparency around what proficient and advanced looks like, we will be able to focus instruction to get students there
- Teaching and learning will follow to address the standards and assessments
- The one they follow is the one that has the most information available to teachers (specific examples and examples of proficiency levels)
- If the information is from the assessment (like CSAP released items) or from the standards (not currently available), teachers will emphasize the most clear source
- Criteria for assessment – what elements need to be included in the pilot to inform the decision?
- If we don't know the end result, how can we realign standards and assessments?
- Mobility – school district to school district or out of state

- Relevant to time/skills
- Funding
- In-service for staff
- Resources
- Technology’s impact on education i.e. attention, generational gap, financial implications (low income families)
- Importance of (all) stakeholders buy-in/perception – assessments
- Transparency around “proficient” and “advanced” clear, specific communication to teachers
- Resources and funding for teachers
- Level playing field when assessing skills (special education students)
- Time, creativity, longitudinal assessments

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*

- Ongoing and relevant professional development – centered around standards and assessments
- Statewide professional development – all parts of state consistency
- Online
- Staff embedded
- How we’re teaching (not just what)
- Intervention supports – what effect and how to reproduce
- Coaching and mentoring, supported by education programs
- Effective, meaningful in-services
- Alignment with teacher prep
- Professional development is dependent on the resources of the district – our district struggles to provide this for our teachers
- Statewide professional development needs to reach to all parts of the state consistently
- Delivery models: a variety of methods – video classes, short-term classes, online learning, facilitation guides for professional learning communities, seminars, regional trainings with follow-up coaching
- One to two statewide days for professional development – all teachers across the state learn the same information at the same days
- Set of essential modules standardized – with trained facilitators and/or online instruction (good example: gifted online modules)
- Ongoing and relevant. Professional learning communities need to be centered on standards and assessments
- Varied upon the needs of the individual school and/or faculty, need several sources

- Instructional/participant
- Technology (hardware and software) for teachers and kids
- Vision of what proficiency looks like
- Support and building level to support teacher learning and implementation which means we need more money to pay for coaches
- Transparency – we need to know how children performed – where were the problem areas (on the test) – can you learn
- Support at building level – money – no coaches in D51
- Assessments to match the 21st century skills
- Learning needs to be systemic and sustained, staff-embedded
- Money for coaching/mentoring
- Implementation of standards-based
- Supported by teacher education programs (deeper connections for students-teachers earlier)
- Ongoing
- Videos
- Exemplars of student work (state = central resource) and exemplars of teacher practice
- Face-to-face and web-based
- Clear direction – what does it really look like?
- Meaningful and effective in-services
- Consistent implementation
- Resource alignment
- Grading practices – will this become standards-based (not A, B, C, ...), measure skills and content?
- Clear definition of skills
- 21st century skills
- Teacher prep needs improvement
- Transparency – we need to know what is expected – how the child performed – where were the problems (on the test)
- The assessment needs to inform instruction – we need to see the results
- Support money for coaching and mentoring current teachers
- Assessments – 21st century
- What about higher education? How will teacher training change?
- More time or equal time around how to teach rather than what I am teaching
- Assessment, formative, to know when/how we are teaching is not effective
- Intervention supports when students can't pass competency exams. What's effective and how can it be reproduced?

| Meeting feedback | |
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| <ul style="list-style-type: none"> - Keep coming! - We have a voice, carry messages back with you - Working with HQ consultants - Maintain strong and be constructive about standards - Come more – better, stronger, more communication, different forms, more time = better | |

Leave-behind questionnaire

1. What additional advice do you have for us on:

- a. Working together
- b. Support for implementation

2. If you had what you wanted in a state-wide system of support, what would it look like?

- Money for geographically isolated school districts to get to Denver

3. If you had what you wanted in a state-wide system of accountability, what would it look like?

4. What can the Colorado Department of Education do to help you?

- Be transparent
- Transparent, explicit standards with clear levels of proficiency (with examples of student work)

5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.

- Strongly agree (II)
- Agree
- Disagree
- Strongly disagree

Additional feedback

- I certainly hope – I do feel rushed to take all of this in and that decisions have already been made
- I'd give more time (half hour)
- Thanks for keeping us engaged

Appendix L: Eagle – March 5, 2009

CAP4K questions, issues or concerns

Mission

- What do you believe to be the number one challenge to helping kids achieve?
- Does CAP4K address this challenge?

Power

- How does it relate to Governor's P-20 Committee?

Structure

- Any impact on CSAP at high school?
- What will be the impacts on graduation requirements?
- How are populations handled? English Language Learners, special education, alternative

Resource

- Not positive exactly what it is?
- Do you have funding concerns “in this economy”?

What impact will the next generation of standards and assessments have on teaching and learning?

- Relevance to learning
- What did we learn from the first time?
- Our want is the same – engagement, achievement, competitive
- Fewer, clearer
- End in mind – high school
- Job embedded
- State national learning conferences (exposure)
- Not too much – narrow focus
- Differentiated – with follow-up
- How long is it going to take for implementation?
- What are diploma requirements? (and graduation)
- Impact on local control
- Fewer standards – move individual instruction
- More time to spend on topic or standard
- More time to differentiate
- More projects are relevant
- Lots of repeat standards, why not have fewer relevant standards and teach to mastery?

- What have we learned from '93?
 - o Engagement
 - o High achievement
 - o Competitiveness
 - o Become more doable – “fewer”
 - o Better connection between standards and assessments
 - o Alignment with higher education is crucial

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*

- Professional development outside of school year – in summer
- Experts in content provide professional development
- Time
- Ongoing professional development
- Differentiated
- Not more books, curricular materials
- Time to use what we have
- Narrow focus in-depth
- Time!
- Professional development – have to learn
- Classroom
- Paid to do professional development in summer
- Don't need more resources we need time
- Year round school?
- Clear explanation of standards, target (assessment) and understanding
- Clear and consistent explanation of best practices so we don't continue to “reinvent the wheel”
- Is there any flexibility with special populations?
- Paid time in which we are not pulled from our classroom
- Given by experts in the field

| Meeting feedback | |
|--|---|
| + | △ |
| <ul style="list-style-type: none"> - Responding to audience - Thanks to local promotion - Format - Mission | |

Leave-behind questionnaire

1. What additional advice do you have for us on:

a. Working together

- We all need to work together with equal voice: teachers, administrators, CEA, CDE, CASE, CASB

b. Support for implementation

2. If you had what you wanted in a state-wide system of support, what would it look like?

- More \$\$

3. If you had what you wanted in a state-wide system of accountability, what would it look like?

- Teacher impact

4. What can the Colorado Department of Education do to help you?

- Listen

5. Assuming CDE uses the advice gathered here, I believe this has been a worthwhile use of our time.

- Strongly agree (I)
- Agree
- Disagree
- Strongly disagree

Appendix M: Burlington – March 25, 2009

CAP4K questions, issues or concerns

Mission

- The goal of CAP4K seems awfully broad. How can one set of standards encompass both school to work/postsecondary education?
- How has postsecondary readiness changed in the past 20 years?
- What is under the surface? Only skill attainment will move students forward?
- How will CAP4K impact schools directly?
- What is behind workforce ready? Is it the same as college ready?
- How will it affect my teaching?

Power

- When is the State Board going to release the state graduation requirements?
- Who decides on the standard/goals we need to reach?

Structure

- 21st century skills have been debated as being too nebulous and postsecondary readiness can be difficult for rural schools. Can we better define?

Resource

- How will the initiatives of CAP4K be funded?
- What is CAP4K?
- What is CAP4K?
- What is CAP4K?
- What is it?
- What does funding look like for CAP4K in this budget climate?

What impact will the next generation of standards and assessments have on teaching and learning?

- If the standards are clear and few in number, teachers will incorporate them into their daily activities. If written poorly and great in number, they will be largely ignored.
- If adequate training in utilizing the program effectively is offered in an easily attainable format that is readily available, the likelihood of effective implementation will increase dramatically.
- Depends on how well written and how they correlate with ELT work.
- Depends on type of students – incentives for students.
- Until postsecondary schools tell us their expectations we will not be able to succeed.
- What is the discussion around students being developmentally ready?
- Modernize state assessment tool

- We believe: we need stage development (differentiated instruction/standards are necessary)
- We don't need state assessment
- Need assessments – progress of kids
- Cultural/parents – need to get quality teachers in kids
- Frustrating – if we could get the kinds of attention basketball gets
- Need more money
- How will teachers be able to incorporate technology with constraints of their knowledge, budgets and student/family budgets?
- How will assessment of soft skills be measured?
- How will this be different from other curriculum?
- The intent is positive. I would challenge all stakeholders to evaluate how to not make this initiative just another thing. Leave a legacy behind that truly impacts student achievement. Your/the state's intentions are admirable, but don't always play out well in the actual field.
- Road blocks: wasted time submitting reports
- Triangulation of data – districts are using multiple assessments. Why is that data not considered when research supports the practice?
- This is a continued challenge on local control. CDE needs to be realistic about the number of projects currently being implemented or attempts to sustain.
- I can see it only getting better...based on better understanding/interpretation of the standards via the implementation of a process, such as: essential learning targets, see more examples of progress monitoring as a result of ELTs
- Highly qualified teachers
- Recruiting retention in classroom
- Parent engagement
- Funding resources
- Creating urgency
- How do we do things differently? What will really change?
- Alignment with postsecondary (no moving goal post)

What support will be needed to be successful in this environment? What support will teachers need to implement the next generation of standards and assessments?

- *What kind of professional development?*
- *Which delivery methods?*
- *What role would you like to play?*
- Technology in the classroom (workshops that show teachers how they can implement technology more. The kids know more about this than their teachers)
- Individual accountability and incentives for students – motivation?
- Professional development training in interventions: implementation in the classroom
- Build the capacity of the regional director

- Improve the funding for the support programs (English Language Learners, migrant, special education, Title I, parent involvement)
- Professional development needs to be embedded at district and regional level
- Connect/align the spinning plates at CDE
- Provide excellent leadership
- Grants are provided based on greatest need
- Lower/less competitiveness in RFP
- Resources: funding for summer school; intervention on weekend/after school
- Purchasing interventions materials and training
- Streamline reporting
- Stick with a program more than one year
- The use of a body of evidence to assess students/schools rather than one test
- Make professional development efficient and meaningful
- Teachers need professional development around data analysis, interventions and differentiation
- Identify the schools that need support and provide them what they need and leave the rest alone (schools that are working)
- Ongoing professional development with coaching
- Different departments within CDE need to communicate with each other to share information
- Limit repeated information requested on different reports
- What recourse if a student can't or won't meet the standards?
- Local educational/training opportunities
- Most rural schools have a distance learning room (video and voice). It would be great if they were utilized.
- Local control - accountability, local school boards
- Teacher retention
- More frequent, relevant classroom assessments
- Triangulation at state level
- Accreditation/Growth Model based on multiple accountability measures (not just CSAP)
- Specificity - support for implementation (aligned reports)
- Focus state effort on lowest performing schools
- Support that is ongoing, embedded, relevant sustainable
- Pick a reform and stick with it

Meeting feedback

- It's only as good as you use it
- Get information back to us - what was learned
- Feedback should make a difference in legislation/policy
- Come to Burlington
- Regional access to meetings, etc.
- Consistency and momentum

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