



Colorado Academic Standards Review & Revision
Colorado Succeeds Standards Business Outreach Task Force
June 7, 2017 | 8:30 - 10:00 AM
Meeting 1 Notes

Overview/Process:

- Attendee: Aren't optional standards monetarily incentivized?
 - SN clarified the industry credentials bill that is different
- CDE: Starting in 2018 will be revisiting standards every 6 years (per CAP4K)
- Attendee: Do revisions also include going more in-depth as opposed to revising/rewriting everything?
 - CDE: Yes
- Attendee: What about teacher input/perspective?
 - CDE: To get broad engagement, we need to do more than form committees – online standards feedback system for teachers to contribute for several months; feedback given directly to the committees; feedback spreadsheet posted online (transparency)
 - MS: essential skills and academic standards?
 - CDE: No – different process for essential skills

Essential Skills Activity

- **General Feedback:** Consider adding how to teach these skills (PBL) rubrics, performance assessments, students self assessments.
- **General Questions:**
 - Attendee: How does it map through content? If I'm a science or math teacher, how can these skills be met in higher math? Is there a network mapping through each content area so a teacher understands how it touches through the progression of the subject?
 - CDE: that is what they are working towards overall – essential skills need to be woven into the standards; link skills such as critical thinking, risk taking to classroom strategies that can be employed for each content area; two-fold – an accurate/useful document and actual training
 - Attendee: Wondering about ECE and building the foundation – kids in preschool now are learning these things, but students in high school perhaps never did
 - CDE: the early childhood folks who helped with essential skills validate this thought
 - Everyone wondering about how they will be measured.
 - CDE: talked about overarching school accountability/performance measured; these essential skills will be integrated into standards, which are evaluated by the state – currently, there is no direct way that schools will be accountable for measuring
 - Attendee: what about attention for detail, for example? Where does this fall into content for measurability?
- **High Level Feedback:**
 - Attendee: Using project-based/case study to integrate essential skills into the classroom instead of silos of learning where they don't actually understand a real-world example – lacking in K-12
 - Attendee: Needs to link to life, something students can identify with – not math problems that are so far-fetched and made up just to practice the math skills

- Attendee: Biggest challenge is the integration of skills and the strategy to teach – most successful model is taught the skills individually/in isolation – then use strategies to apply it and understand in the real-world (found in his soft-skills report)
 - Attendee: This is very interesting to think about...may depend on the skill. Obviously critical thinking is straightforward, but a risk-taking exercise may teach that skill as well as the gained confidence, etc. from taking a risk. This is where the mapping would come in handy for teachers to understand that if the activity is done well, these are the things they should gain/understand.
 - Attendee: Also interesting to me in thinking about our professional development for employees – strikes me that there is no ultimate end achievement – they are all continuous improvement/evolving which are helpful for everyone. It would be very challenging for an instructor to integrate these skills at the same time they are trying to teach chemistry – but, a process for teachers to provide feedback/discussion around when they are observing the use of these skills seems more realistic/feasible
- Attendee: Draft is great. Teachers will need a rubric that says specifically “in this grade students should be/have these skills” – grade-level specifics would be helpful for students, parents, and teachers.
- Attendee: Professionals and teachers need to understand the processes/structures that allow students to build these skills – what explicit training/teaching can be done? Example of preparing students for work-place culture.
 - Attendee: Agreed - how does this translate into understanding, adapting, and overcoming the obstacles of culture?
- Attendee: 1. Way too many skills/progressions – as a teacher I would be overwhelmed, which leads to ineffective process no matter how perfect the document is; 2. Biggest challenge/missing opportunity is how it will be measured; 3. Significant culture changes for businesses as they bring in the millennial workforce – shifting to their way, mindset, perspectives – I don’t think I know what skills and values will be relevant to these folks that I will have to manage, work with.
- Attendee: Need a map that connects everything!
- Attendee: Fine-tuning the key skills that can transfer into every content area?
- Attendee: This is fantastic, conversation is incredible; what’s missing especially with the millennial generation is the skills of how do you dress appropriately, stay off your phone and social media – as well as sending appropriate emails, communicating with your team, etc. – confusing between personal and professional skills – a lot of overlap, could all be in one category that IS the essential skills. The document now is too overwhelming for teachers.
- Attendee: *PD* – less about the manager trying to drive PD, but about the employee driving their own PD (self-assessing, self-awareness) so that they are understanding and aware (ownership) of what they need to do to get where they want to be? How do we put more ownership on the students?
 - CDE: discussed how this is more about the ecosystem of education and the environment we want to create (culture, training teachers, admins, etc.) – essential skills need to be “name it and claim it” – once we teach students these skills, then they will be able to apply to a work/school culture, etc.
 - Attendee: So important for the recipient of this education can take ownership
- **Skills Changed/Added?**
 - Attendee: Business acumen is lacking under entrepreneurship; people are missing elementary concepts even at the adult level – do teachers truly understand these concepts? More around the how/implementation – how do you measure?
 - Basics of business, financial terms, etc.
 - CDE said this is more in the content areas than essential skills piece

- Attendee: Percentage of suburban/college-bound kids have low self-awareness/concept/restraint which are inhibitors – same for high-risk populations. The only way to develop higher personal skills is start with these self- skills (confidence not in the essential skills). You can't really teach leadership; you teach the attributes of a leader.
 - More related to self-confidence; More on optimism and self-belief (either in professionalism or entrepreneurial skills)
- Attendee: Information transfer seems to be missing – learning the skills, and now how to apply it – he sees this all the time in professional world; Also, productivity, task and time management lacking in how important it is (most people think quicker is better, as opposed to I'm in charge of my time and efforts). Feeds into the self-efficacy and confidence.
 - Attendee: Suggest splitting productivity and accountability; replace task and time management with productivity – productivity is more transferable
- Attendee: Where is “accepting constructive feedback”?
- **Written Feedback:**
 - Attendee: Standards content suggestions-Additional projects, skills or tasks to include? Business ownership, expense reports, scenario planning, return on investments, include real life examples for learning to be relevant, social media skills, articles-concise and ability to tell a story, research-competitive analysis/trends, memos, presentations, project reviews, concise well-reasoned arguments with ability to back up with confidence, spelling and grammar (spell check does not catch everything), developing and communicating the right questions concisely,
 - Attendee: No suggestions for content area details. General suggestions-emphasize software use in all standards, moving forward everything will require software use\
 - Attendee: Teach skills as transferrable in all content areas. Additional skill ideas-openness to new ideas, curiosity, inquisitiveness, creativity, imagination, optimism, resiliency-just about every scientific discovery requires these.
 - Attendee: Frame expectations in questions and not statements/opinions. Additional skill ideas-Research-multiple skills, presentation skills, identify false assumptions, ability to respond to questions/feedback following a presentation by others, ability to present a sequential thought or argument culminating in a concrete conclusion
 - Attendee: Evaluate feedback on peer proposal, give presentations to inform, inspire, lead to action, ethical responsible use of social media, forensic research-determine validity of information and source.
 - Attendee: Tasks and projects look good-group work and presentation will help develop these skills as well. Some business math tasks would be beneficial (break even analysis, gross profit analysis, return on investment analysis). Skills related to personal finance cost of debt and impact of borrowing.
 - Attendee: The focus on math should include problem solving that connects to real world application as much as possible. The three math standards categories look good. Skill development on actually setting up the problems is critical. Preparing students to think through how to formulate the set-up or creation of the problem statement or equations is the most important part.