

Committee Change Protocol

Building a Rationale for Making Changes to the Colorado Academic Standards

Standards revision committees will review a variety of data points to determine recommendations for changes to the Colorado Academic Standards. In reviewing data points, committees will consider the following factors to determine the necessity for change:

- **Demand for proposed change:** To what degree is the proposed change based on feedback from multiple sources?
- **Impact of proposed change:** Is the impact of the proposed change proportional to the benefit?

When committees are considering recommendations the following guiding questions will be used.

Guiding Questions Related to the Demand for Proposed Change:

1. What sources indicate change is needed? Is the motivation for change:
 - Evident in multiple feedback sources (i.e., benchmark reports, research, public feedback, committee members, letters/emails, etc.)?
 - High Demand: Multiple sources
 - Low Demand: Few sources
 - Expressed by a relatively large number of people?
 - High Demand: Many public comments
 - Low Demand: Few public comments
 - Held by a variety of stakeholders?
 - High Demand: Multiple stakeholders (i.e., teachers, parents, administrators)
 - Low Demand: Few stakeholders
 - Based in a strong research- or evidence-based rationale?
 - High Demand: Suggestion has a strong research- or evidence-basis
 - Low Demand: Suggestion has weak research- or evidence-basis
2. Is the proposed change based in the substance of the standards (i.e., not related to curriculum, assessment, accountability, or issues beyond the scope and function of the standards)?

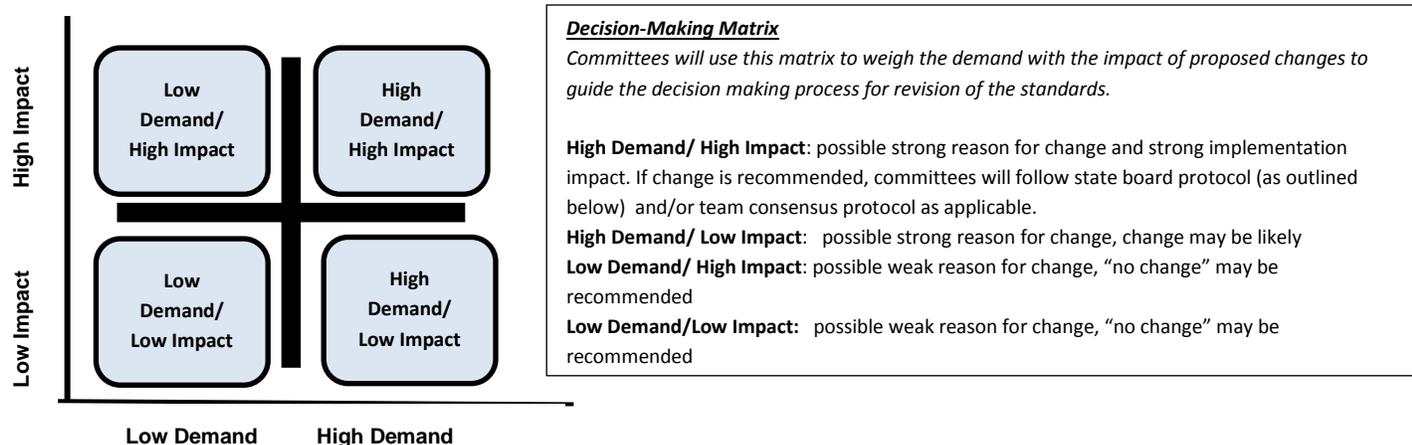
Guiding Questions Related to the Impact of Proposed Change:

1. Will the proposed change to the standards have a significant effect, positive or negative, on:
 - Classroom-level teaching and/or learning?
 - High Impact: Significant impact on classroom level teaching and/or learning
 - Low Impact: Little impact on classroom level teaching and/or learning
 - Multiple evidence outcomes (EOs), grade level expectations (GLEs), and/or prepared graduate competencies (PGCs)?
 - High Impact: Multiple EOs, GLEs, and/or PGCs affected
 - Low Impact: Few EOs, GLEs, and/or PGCs affected
 - Multiple grade levels?
 - High Impact: Multiple grade levels affected
Many additional grade level requirements would be needed
 - Low Impact: Few to no additional grade levels affected
Few to no additional grade level requirements needed
 - Potential cost for district level implementation?
 - High Impact: Significant time, money, and/or curriculum, or other resources needed
 - Low Impact: Little to no time, money, and/or curriculum, or other resources needed

- Sequence or coherence of the standards?
 - High Impact: Significant adjustment to sequence or coherence of the standards within grades or across grades
 - Low Impact: Little to no adjustment to sequence or coherence of the standards within grades or across grades
- Depth and/or breadth of expectations?
 - High Impact: Significant adjustment to the depth and/or breadth within grades or across grades
 - Low Impact: Little to no adjustment to depth and/or breadth within grades or across grades
- Readability and usability of the standards?
 - High Impact: Significant adjustment to the readability and usability within grades or across grades
 - Low Impact: Little to no adjustment to the readability and usability within grades or across grades

In summary, review and revision committee members will consider the following questions throughout the process:

- In what ways could a proposed change to the standards bring about *positive* impacts to teaching and/or learning?
- In what ways could a proposed change to the standards bring about *negative* impacts to teaching and/or learning?
- Altogether, would a proposed change to the standards likely be a net positive or negative?
- How broad would the impact of a change likely be?



Additional Considerations for High Impact Recommendations

Some *high impact* recommendations will require State Board of Education approval. The recommendations that would require State Board approval would include:

- Adoption of national standards
- Leaving current national standards participation
- Adding a new standard or removing an existing standard
- Adding a new content area
- Changing from grade level to grade banded standards

Any high impact recommendation that requires State Board approval would follow these steps:

1. Committee comes to consensus on a formal proposal including data points and rationale.
2. CDE content specialists and committee chairs develop a plan to consult additional stakeholders to verify external perspective/ support.
3. If stakeholder consultation results in support of moving the recommendation forward, formal recommendation is made to CDE Executive Team for review.
4. Executive Team organizes communication plan to engage the State Board of Education