



CURRICULUM DESIGNERS

CURRICULUM DESIGNERS INC, RYE, NY

Curriculum Mapping Newsletter

Mapping Around the World
Volume I, No. 3

Greetings!

This month we feature the National Conference in Sante Fe, what's going on with CM here in the states and around the world, and the link between Mapping and Understanding by Design ...

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12th Annual National Mapping Conference - - July 12-16 in Sante Fe, NM



Join us in Sante Fe, NM for the 12th National Curriculum Mapping Institute. This Institute, sponsored by [TEACHSCAPE](#), is the largest gathering of curriculum mappers in the country and your chance to spend quality time with some of the best practitioners from across the nation.

A separate pre-conference session for those new to Curriculum Mapping will be held on July 12 with the main conference occurring from July 13 through Sunday the 16th.

Formerly held in Park City and Snowbird in Utah, this national conference has grown to the point where a larger location was necessary. Heidi Hayes Jacobs and Bena Kallick are the featured keynoters along with nationally-

April 19-21 Boston Conference - SOLD OUT...

Thank you. Your response to the Boston Conference making the connection between Curriculum Mapping and Understanding by Design has been tremendous.




Unfortunately, we have reached maximum capacity of the convention center and cannot accept further registrations.

Read Bena Kallick's article "Pulling It All Together" below which makes the connection between mapping and UBD. Look for us to feature this important connection again in the near future.

A Message from Heidi Hayes Jacobs ...



Welcome to our third Curriculum Mapping Electronic Newsletter. Much exciting work is going on in the international school community. This month we feature a report from Bambi Betts which highlights mapping activities in the international community.

 This month I am also pleased to feature a progress report from Lynda Martin, Area 4 Assistant Superintendent with the Cobb County Schools in Georgia.

- Heidi

Curriculum Mapping Goes International



by Bambi Betts, Director of the Principals' 1/2 and Teachers Training Centers for international Educators.

Most American teachers may be unaware that there are hundreds of schools in every city around the world, providing a K-12 education in English for thousands of children. (For the most comprehensive information about these international schools, including, job opportunities, curriculum, etc. visit www.tieonline.com)

Just as in American schools, the curriculum challenges loom large in the international schools. In the past few years, international schools have begun to recognize the benefits of the notion of mapping the curriculum. Unlike in American schools, international schools are independent and do not have a required set of standards and benchmarks, so the notion of mapping becomes even more critical.

[Read the entire article here ...](#)

Mapping and Understanding by Design: Pulling It All Together

by Dr. Bena Kallick

As Heidi suggests in her most recent book, *Getting Results with Curriculum Mapping*, curriculum mapping can serve as the hub for curriculum, instruction and assessment. The map is a place where educators can see what is happening in the district from as broad a view as the entire district all the way down to the view from the classroom. The map can serve as the hub for data that will inform the decisions we make about curriculum revision.



Understanding By Design provides one of the best design processes for curricular units that take us directly into an in-depth view of the curriculum work in the classroom. Based on the thoughtful work of Grant Wiggins and Jay McTighe, this model provides a step by step process for starting with assessment and working back to instruction that will serve as a scaffold for success with the assessment. As is stated by Stephen R. Covey in

known presenters from every region of the country.

Breakout sessions each day allow participants to interact on a one-to-one basis with mapping facilitators from all areas. Whether you are in a school with ten staff members or part of a county- wide staff of thousands there is something at the National Conference for you...

[Register now for the National Conference...](#)

Helpful Links...

[Register for Spring/Summer Workshops](#)

[12th Annual National Curriculum Mapping Conference July 13-16 in Sante Fe, NM](#)

[A Template to Understand Your Mapping Process](#)

[More About Curriculum Designers and what we do...](#)

Mapping Software



his book, *The 7 Habits of Highly Effective People*:

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.

[Read the entire article here ...](#)

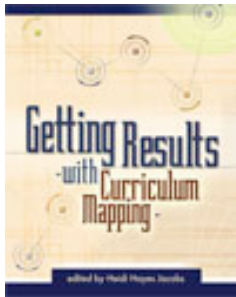
[Rubicon Atlas](#)



[TechPaths](#)

Getting Results at the Local Level ... Cobb County, GA

by Lynda Martin, Area 4 Assistant Superintendent



We are in our first year of mapping in Area 4 of the Cobb Co. School District located in suburban Atlanta. Area 4 has approximately 17,000 students of the 105,000 students in Cobb. Obviously undertaking a mapping initiative in 18 schools at the elementary, middle, and high school levels is a huge task. However, we have

found careful planning and the development of our own materials to be the keys to a successful first year. We spent an entire year in 2004-2005 preparing for implementation of mapping this school year. All participants agree that this was time well spent. Rather than slowing the process down, the attention to detail and selection of the right teacher leaders have actually enhanced the quality of training and coaching of others. Doing things the right way and the Cobb way have been critical to the process.

At this point, all teachers have mapped one preparation at the middle and high school levels and for specialists at the elementary level. Core elementary teachers have mapped math, a choice based on new state standards and the area in which our students need the improvement. We are in the process of beginning first Read Throughs. As with all schools that begin the mapping process, the conversations have been rich, the collaborative work powerful, and the appreciation for each other rewarding. Principals are excited to see a renewed focus on the curriculum and more sharing among teachers. Combined with our district purchasing laptop computers for our teachers this spring and our adoption of a software package for mapping this summer, we are looking forward to a productive 2006- 2007 with our mapping efforts.

When we talk about the value of mapping, it is normal to think of the obvious: alignment of curriculum, prioritizing of standards, incorporation of benchmark assessments, integration of curriculum and all the other benefits that one usually sees. However, it is perhaps the less obvious incidents that have been the most meaningful: the admiration of a 30-year veteran teacher for the wide array of quality assessments included in the maps of a first year teacher and the feeling of pride voiced by teachers for their

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own work. I think this message from Susan Eppley, a new teacher at Keheley Elementary School makes the point best:

I thought I'd share my thoughts as a "new" teacher about the mapping. I am excited about it for several reasons. I think it will create an environment of collaboration within our teams, school, and with the parents. I feel it is a very professional way to handle the information we deliver to our children and provides a level of accountability that is not punitive but proactive. I think it's a wonderful way to help new teachers feel they can be effective in the classroom instead of feeling like they're always two steps behind in lessons. Oh, and the opportunity for communicating lessons and units to and from student teachers is pretty exciting. I know I'm getting ahead of myself so let me bring it back to the present by finishing up with this; I see it as a way to be "published" and to share my ideas with others in a safe way without the risk of being judged. I guess I'm trying to say it's leveling the playing field for all teachers from the 25 year veterans to the new ones like me.

Quick Update from ASCD Chicago...

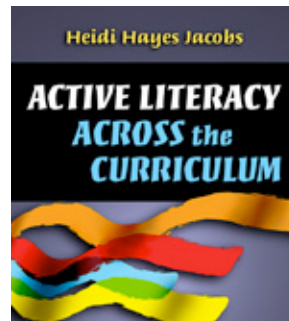


Heidi Jacobs and Susan Udelhofen work with one of the groups from their March 30-31 ASCD pre- conference on using assessment data with curriculum maps in Chicago as part of the national conference.

Just Released This Week... Heidi's Newest Book

Eye on Education publishers have just released Heidi's newest book - *Curriculum Mapping and Active Literacy*

Next month we will focus on Curriculum Mapping and Active Literacy.



[Read more and order your copy here ...](#)

Strategies for Reading,
Writing, Speaking,
and Listening

Upcoming Spring/Summer Conferences and Workshops

Visit us this Spring/Summer at one of our upcoming conferences:

- **SOLD OUT - April 19-21, 2006 - Boston**
- **June 28-30, 2006 - St. Cloud, MN ([SU-Consulting](#))**
- **July 13-15, 2006 - 12th Annual National Curriculum Mapping Conference - Sante Fe, NM**
- **July 25-27, 2006 - Bismark, ND ([SU-Consulting](#))**
- **August 17-18, 2006 - Augusta, Maine**
- **September 27-29, 2006 - East Lansing, MI**

[View the Spring/Summer Conference Schedule ...](#)

Pre-Register for 2007 National Institute...

Mark your calendar now for the 13th Annual National Curriculum Mapping Institute. July 18-22, 2007.

In 2007 we will return to Park City, Utah.

For more information and to reserve your spot now, contact CurricMapping@aol.com

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