

# Upgrading Your Professional Development: Using Digital Applications to Enhance Your Training



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## Session URL's

1. <http://curriculum21.com>
2. <http://annjohnson.yolasite.com>
3. <http://c-21today.com>



## The Four Phase of Mapping - Implementation Process

### I. Laying the Foundation

- Determining the Prologue for Mapping/Mapping Basics
- Establishing the Purpose for Mapping
- Making the Transition from Past to Present Standards

### II. Launching The Mapping Process

- Creating Consensus Core Maps
- Transitioning to Quality Unit Maps
- Initiating the Review Process

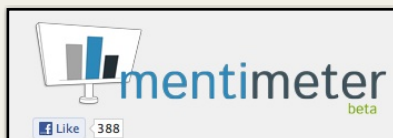
### III. Sustaining the Core Mapping Process: Informing Curriculum with Assessment Data

- Developing Benchmark Assessments
- Integrating 21<sup>st</sup> Century and Literacy Skills into the Maps

### IV. Advancing the Work: 21st Century Upgrades

- Upgrading Dated Content, Skills, and Assessments
- Integrating Web 2.0 tools, Digital and Media Literacy
- Versioning: New Structures and Forms

Use your phone, tablet or laptop to  
participate!



Go to [m.mentimeter.com](http://m.mentimeter.com)

## Intended Outcomes:

- ✓ How can you effectively **lead** the process in your school?
- ✓ What is the **vision** and how does it support your mission?
- ✓ How can you **connect mapping** with other school improvement efforts?
- ✓ What are possible **entry points**?
- ✓ How do you establish **“realistic” goals** and action steps?
- ✓ How can you craft a comprehensive **professional development plan**?

## Leaders in Learning Communities – Attributes for Success (Fullan)

- **Knowledge and Skills**
- **Collaborative Teaming**
  - Clearly articulated goals
  - Monitor progress
  - Focus on improved student performance
- **Program Coherence** – coordination with all school improvement efforts
- **Technical Resources**

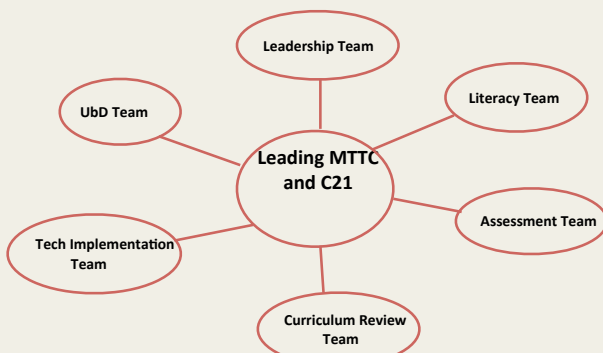


## Map Your Current Leadership Structure

- ✓ Identify the **key individuals** or committees who currently support or could support implementation.
- ✓ Define their **roles and responsibilities**.
- ✓ Who might be other **possible members** who could be added to the team?



## Possible Members of the Team...



Visual Tools: David Hyerle

## Mapping Your Support Structure

Members of the Team	Potential Roles and responsibilities	

## Clarifying Your Roles

Possible leaders and/or committees	Potential Roles and responsibilities	
Principal	<ul style="list-style-type: none"> <li>*Co-facilitate training with teacher leaders</li> <li>*Collaboratively develop a vision and implementation plan</li> <li>*Coordinate training and remove obstacles for successful implementation</li> <li>*Coach teachers</li> </ul>	
Teacher Leaders	<ul style="list-style-type: none"> <li>*Deepen your understanding of mapping/practice the strategies</li> <li>*Develop maps and practice</li> </ul>	

## Possible Training for Leadership Teams...

- **MTTC and C21 Basics** for leadership teams
- **Making Sense of the Standards**
- Developing **quality maps**
- Common tools and templates
- **Read Through Process**
- Mapping a **PD plan**



## Defining the Focus

- What is **MTTC and Curriculum 21**?
- What are the **Benefits** for the students, staff, and parents?
- What is the **Value-Added** for Students?

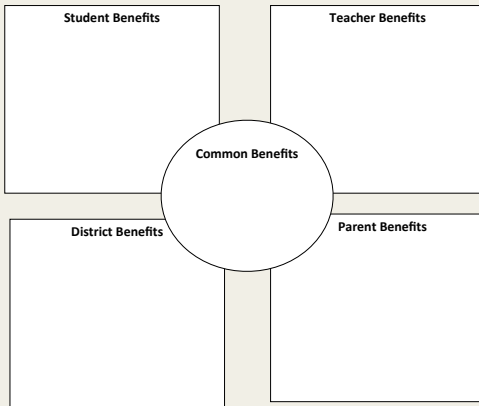


## Defining the Focus Activity...

- Using a metaphor, analogy, or a visual – **highlight the key areas of focus for MTTC and C21.**
- Include the **value-added** for students and benefits for stakeholders.



### Benefits of Curriculum Maps



...How could MTTC and C21 support your school's mission?



## Mission Statement

To provide a school experience which supports and provides a curriculum that helps all individuals **develop the attitudes, skills and knowledge to be productive members** of our world.

## Mission Statement

心怀中华  
精益求精  
立足世界



**Embrace Chinese**  
**Become your best self**  
**Create your place in the world**

CAIS 2012

What would you **hope to see (evidence)** in the curriculum that you feel would reflect your mission, vision, goals, and philosophy?.....

### *Connections to Other Initiatives...*

- Place your visual from Defining the Focus in the middle of your table
- Ask school or district teams to **brainstorm a list of current building and/or district initiatives**. Write each initiative on a separate post-it note.
- Brainstorm **two or three value-added points** for students from implementing each initiative.
- As a team, **discuss the connections**.



## Graphic Organizer

**bubbl.us**  
2.3.35

Brainstorming made simple.

[What's New in 2.0 »](#)

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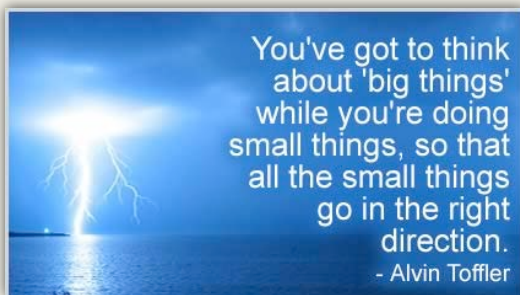
**Start**  
Brainstorming

## ***In Teams Brainstorm Possible***

- Curriculum reviews
- Analysis of data
- Unit upgrades
- Integration of CCSS
- Integration of other initiatives
- Textbook/materials Adoption
- Training in digital tools
- Others....



## ***Setting Goals...***



## ***Setting Realistic Goals:***

What would you hope to accomplish long term?



## ***Possible Goals***

- Updated Curriculum
- Curriculum Aligned to the CCSS
- Coherence – Curriculum, Assessment, Instruction
- Balanced Assessment System
- Core Maps in All Subjects
- Reduce Achievement Gap
- Meaningful Data Aligned to the Curriculum and Used to Make Instructional Decisions

# Back Channel Conversation

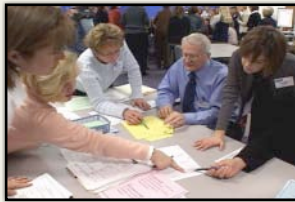
Backchannel conversation is the practice of using networked computers to maintain a real-time online conversation alongside live spoken remarks. (Wikipedia, 2012)

www.todaysmeet.com



## Setting Realistic Goals:

- What would you hope to accomplish short term?
- What would you accept as **evidence** you have been successful at reaching your goal?



## Possible Goals:

- Need to deepen the understanding of the mapping of the process.
- **Unpack and Translate the Standards**
- Integrate the Common Core Standards into maps
- **Establish our leadership team**
- Design Cornerstone Assessments for math and ELA
- **Conduct a Read Through – vertical articulation... gaps/repetitions**
- Upgrade our assessments

## Setting SMART Goals...:

- ✓ Specific
- ✓ Measurable
- ✓ Attainable
- ✓ Realistic
- ✓ Time Related



## Determining Your Goals....

### Broad Goals:

We have a consistent core curriculum for all subjects and courses.



### Possible Goals:

- Identify an **organizational framework** for the content area (Strands, topics, BIs, EQs, Content, Skills, Assessments)
- Develop **Consensus** that identify **Core Maps the nonnegotiables** for math and ELA
- Conduct a **targeted Read Through** to check for gaps, repetitions, and scaffolding of skills

## Determining Your Goals....

### Broad Goals:

We want to upgrade assessments.



### Specific Goals:

- Familiarize staff with **digital tools** and how they can be used to upgrade assessments
- **Experiment** in pairs with possible **upgrades**
- **Identify an assessment** on your map that you could **upgrade**
- **Upgrade the assessment** to include digital tools and 21<sup>st</sup> century skills.
- Collect student work to **assess impact** and make revisions
- **Share upgrades** with colleagues

## Determining Your Goals....

### Broad Goals:

We have started the MTT process.



### Specific Goals:

- **Review the organizational structure** of the Standards
- **Unpack the Standards** and identify the **nonnegotiables** across the grades/courses (e.g. Content, Skills)
- **Translate** the nonnegotiables into precise language to ensure consistency
- Identify the **Big Ideas and Essential Questions** that provide focus and help target the standard(s)
- Brainstorm **evidence of learning**
- **Cross-walk** with other standards and assessment data to check for gaps, repetitions, and scaffolding of skills (quality check)

## Draft Your Short Term Goals

<http://www.jottit.com>





## Mapping Moments

- ✓ In-service days
- ✓ Faculty meetings
- ✓ Grade level/ department meetings
- ✓ Sharing a Sub
- ✓ Free periods
- ✓ Study groups
- ✓ Breakfast meetings
- ✓ Brown bag lunches
- ✓ Curriculum Review Committees
- ✓ Classes and workshops
- ✓ Summer training
- ✓ Training in other initiatives (e.g. Active Literacy, Differentiation, UBD, technology, etc.)
- ✓ Mentoring training

## Different Types of Learning



- Hands-On Labs
- Small Group Workshops
- On-line Courses
- Targeted Groups
- Observing Mentors
- Web Sessions
- Virtual Coaching/ Training

## Drafting a Plan

- ✓ Time/Dates for Professional Development
- ✓ Areas of Focus
- ✓ Content
- ✓ Skills/Activities
- ✓ Evidence/Products Produced
- ✓ Assignments



## Mapping Software

Atlas

Browse

Atlas

Click on Browse to begin!

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Dates		<b>Professional Development Map</b>
Areas of Focus		
Content		
Skills/Activities		
Evidence/Tasks to be completed		
Assignment		

<b>Curriculum Alignment: Mapping the Sessions</b>				
Session(s)/Date(s)	Session One	Session Two	Session Three	Session Four
Goal/Area of Focus	Review the Organizational Structure of the Standards, Identify the purpose, function	Unpack and Translate one of the standards (e.g. informational text or writing)	Conduct a mixed group Read Through – check for scaffolding of skills, precision language, etc.	Develop Unit Maps which integrate the standards.
Content				
Skills/Activities				
Assignment For next session				

Dates		<b>Session 1 Professional Development Map</b>	
Areas of Focus		Unpacking and Translating the Standards	
Content		<p>Unpacking and translating the standards is a process in which the faculty determines the nonnegotiables in the standards and writes them in precise language that can help ensure a guaranteed curriculum for all students.</p> <ul style="list-style-type: none"> <li>•Definition of unpacking and translating</li> <li>•Purpose and Rationale</li> <li>•Big Picture Delivery of the CCSS (The Core Map plan)</li> </ul>	
Skills/Activities		<p>Define "unpacking and translating" standards Identify the steps in unpacking and translating the standards Identify nouns and action verbs in common core state standards Translate nouns and action verbs in CCSS to content Translate verbs in CCSS to precise skills Create Big Ideas that align to the standards Craft Essential Questions Brainstorm possible evidence of learning Check alignment with level of understanding in the standards</p>	
Evidence/Tasks to be			

Dates	Session 1	Session 2
Areas of Focus	Making Sense of the Standards Determining the Nonnegotiables	Connections with other School Improvement Efforts
Content	<p>In order to make sense of the standards and integrate them in maps, teachers need to familiarize themselves with the terminology and understand the organizational structure.</p> <ul style="list-style-type: none"> <li>•Definition of the Standards</li> <li>•Purpose and Rationale</li> <li>•Organizational Structure</li> <li>•Anchor Standards</li> <li>•Text Complexity for ELA</li> <li>•Terminology</li> <li>•Appendixes</li> </ul>	<p>By understanding the basic components of the mapping process, teachers can develop high quality maps.</p> <ul style="list-style-type: none"> <li>•Definition of mapping</li> <li>•Components and Format</li> <li>•Types of maps</li> <li>•Sample Maps</li> <li>•Link with Standards</li> <li>•Connections with other initiatives</li> <li>•Reasons for mapping</li> </ul>
Skills	<ul style="list-style-type: none"> <li>✓ Determine the reasons for standards</li> <li>✓ Identify the terminology used in the standards</li> <li>✓ Use the organizational structure to unpack the standards</li> <li>✓ Discuss how the Mathematical Practices and Capacities of a Literate Individual</li> <li>✓ Discuss the purpose of anchor standards</li> <li>✓ Define Text Complexity</li> <li>✓ Review Appendixes for key information</li> </ul>	<ul style="list-style-type: none"> <li>✓ Define mapping</li> <li>✓ Discuss the components and reach consensus on terms for your school</li> <li>✓ Distinguish between the different types of maps</li> <li>✓ Review sample maps to determine info that can be gleaned from maps</li> <li>✓ Determine where CC Standards can be integrated into maps</li> <li>✓ Discuss how maps can aid in connecting all initiatives</li> <li>✓ Explain the purpose of mapping</li> </ul>

Dates	In-service 12:30-3:30 p.m.	In-service 9:00-12:00 p.m.
Essential Questions	What is Curriculum Mapping? How can it serve as a HUB for school improvement?	How can you upgrade your assessments to address 21 <sup>st</sup> century skills? How can you replace dated assessments types with more contemporary forms?
Content	Curriculum Mapping is like a two-sided coin. One side is the map itself or diagnosis and the other side is using the map to make instructional decisions – prescription. -Definition of mapping -Components and examples -Connections -Possible products that could be produced in the process.	Curriculum design requires deliberate choices reflecting the time in which we live. -Sample Contemporary assessments -Digital 2.0 Tools -Alignment to skills in maps and level of understanding
Skills	Identify the components of a map. -Review different maps and determine the specific elements that provide more information. -determine connections with other initiatives -Identify the reasons for mapping.	-View 21 <sup>st</sup> century classroom projects and brainstorm possible applications for your maps -Identify skills in maps that could best be demonstrated using 2.0 Tools -Unpack assessments to crosscheck alignment with skills, content, and level of understanding
Evidence	-Graphic organizer distinguishing between old and new terms. -Graphic organizer connecting initiatives -List of reasons for mapping. -List of products that can be produced in the process.	Upgraded classroom assessments incorporating appropriate digital tools Brainstormed assessment ideas with a partner Mini projects using 21 <sup>st</sup> century classroom
Assignment	Identify a unit you wish to map and identify the most important concept you want students to understand.	Upgrade assessments in two more units before our next session,

Implementation (PD) Map			
Dates	September 2 In-service 12:30-3:30 p.m.	October 15 Video Conference/Skype 3:00-4:30 p.m.	March 6 In-service 12:30-3:30 p.m.
Essential Questions	What is Curriculum Mapping? How can it serve as a HUB for school improvement?	What strategies can be used to ensure high quality maps?	How can the mapping process be used to make instructional decisions?
Content	Curriculum Mapping is like a two-sided coin. One side is the map itself or diagnosis and the other side is using the map to make instructional decisions – prescription. -Definition of mapping -Components and examples -Connections -Possible products that could be produced in the process.	Coaching protocols can be used to ensure high quality maps. -The components: essential questions, concept/content, skills, assessments. -Coaching protocols and rubric	The Read Through process provides data that can be used to make instructional decisions. -Seven Stage Review Model -Process and Protocols -Data collection -Targets and priorities -Action Plan_Next Steps
Skills	Identify the components of a map. -Review different maps and determine the specific elements that provide more information. -determine connections with other initiatives -Identify the reasons for mapping.	-unpack standards to identify precision skills and content. -Develop quality maps using a step-by-step approach. -Use coaching protocols and rubric to strengthen maps.	-Summarize the Review Process -Use protocol to implement the Review Process. -Collect and analyze data. -Determine targets and priorities. -Develop an Action Plan to address gaps and repetitions.
Evidence	-Graphic organizer distinguishing between old and new terms -Graphic organizer connecting initiatives -List of reasons for mapping. -List of products that can be produced in the process.	-Sample standards the teams have unpacked -One month quality maps. -Feedback and highlights from coaching sessions using protocols.	-Data charts from different teams. -Analysis of data from Read Through with noted priorities. -Action Plan to address targets.
Assignment	Identify a unit you wish to map and identify the most important concept you want students to understand.	Complete two more months and bring them to the next study group session.	Implement the Action Plan.

Sample Implementation (PD) Map			
Goal(s):	Use Curriculum Mapping as the HUB for all school improvement initiatives in the system.		
Dates	In service (example)	In-service ( Integrated example)	In-service (integrated example)
Essential Questions	What is curriculum mapping? How can it serve as a HUB for school improvement?	How can mapping be used as a tool in other trainings? Why map literacy?	How can mapping support our work in UbD? How can "Backwards Design" be used to sharpen our maps?
Content	CM can provide the Hub for effective decision making and serve as the connector for all school improvement efforts. - Purpose/Rationale - Connections with other initiatives - Definition - Components - Quality examples - Possible Benefits	Language capacity is the root of all student performance. -Seven Essential Strategies for Integrating Active Literacy skills (e.g. vocabulary, note taking, editing and revising, speaking and listening, etc.) - Examples of maps that have that include the integration of literacy skills	Backwards Design focuses on beginning with the end in mind. -Definition of UbD -Examples of UbD -Purpose and Value-Added Focus -Application of the principles with Mapping
Skills	Identify the strengths and changes that would enhance the curriculum -Develop a shared definition -Identify components -Review sample maps -Identify quality indicators -Identify how a map can be used as a tool to link initiatives -Brainstorm possible benefits	Identify specific literacy skills they could include at their grade level or in their course -Identify expected level of application -Work in small groups to brainstorm possibilities -Review maps and integrate appropriate skills	-Compare and Contrast UbD and Mapping -Identify reasons to incorporate UbD -Work in pairs and apply the principles of UbD to individual maps -Review maps to strengthen focus
Evidence	List of strength and changes List of benefits	Maps with integrated literacy skills	Revised maps that incorporate UbD principles
Assignment	Develop a unit map to bring to the next in-service.	Bring feedback from lesson to after school study group session.	Use the UbD principles and tools to develop another unit map.

curriculum 2						
Alignment to the Common Core Standards						
Professional Development Plan for Curriculum Mapping for School Staff						
Dates	Session 1 Year 1	Session 2 Year 1	Follow-up Web Session (Additional Options)	Follow-up Web Session (Additional Options)	Session 3 Year 1	Follow-up Web Session (Additional Options)
Areas of Focus	Making Sense of the Common Core Standards, Implications for Curriculum and Instruction, Laying the Foundation for Curriculum Mapping, The Four Phases of Curriculum Mapping	Developing Quality Units: Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments, Activities, and Resources	Developing Quality Maps: Revisiting the Elements and the Process	Determining the Big Ideas/Major Concepts and Crafting Quality Essential Questions	Coaching for Quality: Training in Master Mapping Strategies, Coaching Strategies and Protocols	Master Mapping: Sharpening the Alignment
Essential Questions	<ul style="list-style-type: none"> <li>How can mapping serve as a vehicle for 21<sup>st</sup> century curriculum design?</li> <li>How can the mapping process be used as tool to align the curriculum to the Common Core Standards?</li> <li>What are the basic tasks in mapping process and curriculum alignment?</li> </ul>	<ul style="list-style-type: none"> <li>What strategies can be used to develop quality unit maps?</li> <li>How can we ensure alignment between the standards and the elements on a unit map?</li> </ul>	<ul style="list-style-type: none"> <li>What coaching strategies can be used to ensure high quality maps?</li> <li>How can the mapping review process be used as tool to upgrade our maps?</li> </ul>			

<p><b>Concept/Content</b></p>	<p>Curriculum mapping is a systematic process for aligning the curriculum the Common Core Standards and integrating the skills students will need in the future.</p> <ul style="list-style-type: none"> <li>Intended Outcomes, Rationale, Goals, Products to Be Produced</li> <li>Using Curriculum Mapping As a Learning Point for Designing 21<sup>st</sup> Curriculum <ul style="list-style-type: none"> <li>The Four Phases of Mapping <ul style="list-style-type: none"> <li>Definition of Mapping and Alignment</li> <li>Mapping as a two-sided coin</li> <li>Types of maps</li> </ul> </li> <li>Elements on a map</li> </ul> </li> <li>The connection with standards <ul style="list-style-type: none"> <li>Definition of standards</li> <li>Types of Standards</li> <li>Purpose of Standards</li> <li>Common Core Standards</li> </ul> </li> <li>Review the Common Core and discuss organizational structure</li> <li>Unpacking Common Core Standards: Preparing to Map</li> <li>Translating Standards into user-friendly and precise language</li> <li>Crosswalk with quality</li> </ul>	<p>Quality unit maps reflect the policy agreed upon by a staff and target those nonnegotiables in each discipline that are to be addressed with consistency and flexibility in a school or district.</p> <ul style="list-style-type: none"> <li>Creating quality maps - getting started</li> <li>Types of maps and their functions</li> <li>Format and critical components</li> <li>Alignment of all elements on the map</li> <li>Integrating the Common Core Standards</li> <li>Essential questions</li> <li>The big ideas/major concept(s)</li> <li>The content</li> <li>Precision skills</li> <li>Determining appropriate assessments for the level of understanding or depth of knowledge (DOK)</li> <li>Supporting activities and resources</li> <li>Consistency and flexibility</li> </ul>	<p>Teachers can employ Master Coaching Strategies to strengthen the alignment and enhance the quality of their maps.</p> <p>Data collected during the Read Through Process can be used to strengthen the alignment in the curriculum thus impacting student achievement.</p> <ul style="list-style-type: none"> <li>Master Mapping coaching strategies <ul style="list-style-type: none"> <li>quality criteria</li> <li>coaching strategies</li> </ul> </li> <li>Mapping protocols and rubric to ensure quality and alignment</li> <li>The Review Process</li> <li>Types of data: using curriculum data <ul style="list-style-type: none"> <li>Data informed discussions</li> <li>Collection and analysis of data</li> <li>Benefits of the Review Process</li> <li>Purpose of the Review Process</li> <li>Reading Maps for Information</li> <li>Types of Read-through</li> <li>Sample protocols for targeted Read-throughs</li> <li>Protocols for using feedback from coaching sessions</li> </ul> </li> </ul>
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<p><b>Steps in the Process/Skills</b></p>	<ul style="list-style-type: none"> <li>Review the common core and in cross level groups (ELA and Math) and discuss the organizational structure.</li> <li>Take one of the standards and unpack it across the grades</li> <li>Translate the language to make it more precise and user friendly</li> <li>Add additional content that may be critical for that grade or course</li> <li>Discuss where they would fit in a map.</li> <li>Define Mapping <ul style="list-style-type: none"> <li>Types of Maps - Connection of Unpacked Standards to Consensus Maps</li> </ul> </li> <li>Distinguish between the different types of maps</li> <li>Review sample maps to determine consistent elements, possible information that can be gleaned from maps, and possible uses.</li> <li>Determine where they would fit in a map.</li> <li>Discuss the purpose and benefits of Mapping</li> </ul>	<ul style="list-style-type: none"> <li>By grade level, identify possible consensus units that align and support the teaching of the Common Core</li> <li>Identify the current units that are being taught.</li> <li>Determine gaps and reach consensus on the units that should be taught</li> <li>Coach teams in developing unit maps. Begin by identifying the unit titles and Big Ideas/major concept(s) for each unit.</li> <li>Craft the essential questions.</li> <li>Identify the grade level content to be taught.</li> <li>Include any key terms/vocabulary</li> <li>Using feedback from coaching partners, make any needed edits/adjustments.</li> <li>Add skills and check skills for precision and level of understanding (DOK) and make any needed adjustments to clarify expectations</li> <li>Work in unit development teams and identify appropriate assessments for the units they are developing</li> <li>Identify and/or create assessments for alignment to the precise skills and standards</li> <li>Cross check the assessments by "unpacking" the skills needed for success</li> <li>Add activities and resources that support the teaching of the unit</li> </ul>	<ul style="list-style-type: none"> <li>Work in unit development teams to use the protocols and master mapping strategies to revise their maps.</li> <li>Extract coaching questions from general session</li> <li>Apply strategies to edit your own unit map</li> <li>Continue to work on additional unit maps</li> <li>Coaching partners will practice coaching strategies and provide feedback to partner teams</li> <li>Continue to work on additional unit maps as time permits.</li> <li>Summarize the Seven Stage Curriculum Review Model.</li> <li>Distinguish between different types of Read-throughs.</li> <li>Use a protocol to implement the targeted Review Process.</li> <li>Read maps for specific data/areas of focus.</li> <li>Collect and analyze data to determine immediate priorities.</li> <li>Generate strategies to address priorities.</li> <li>Develop a timeline and determine next steps.</li> <li>Identify the benefits of the Read-through Process.</li> </ul>
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<p><b>Evidence/Artifacts</b></p>	<ul style="list-style-type: none"> <li>Examples of unpacked and translated Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>List of target units to be designed for each grade and/or course</li> <li>Completed unit maps that align to the Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>Revised unit maps</li> <li>List of coaching questions to use in revision work</li> </ul>
<p><b>Assignment</b></p>	<p>Read chapter one in Jacobs, H. H., and Johnson, A. (2009). <i>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Read chapter one in Martin-Kasep, G. (2000). <i>Becoming a Better Teacher</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>and Chapter 5 in McTighe, J. and Wiggins, G. (2005). <i>Understanding by Design</i>. Alexandria, VA: Association for Supervision and Curriculum Development as a background to essential questions.</p>	<p>Review coaching protocols and rubric provided in resources</p> <p>Read chapter six in Jacobs, H. H., and Johnson, A. (2009). <i>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>	<p>Read chapter nine in Jacobs, H. H., and Johnson, A. (2009). <i>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Read Jacobs, H.H. (2007). <i>Active Literacy Across the Curriculum</i>. Larchmont, NY: Eye on Education.</p>

# MANAGING COMPLEX CHANGE

SOURCE: Brandeis University's Center for Youth and Communities

Vision	Skills	Incentives	Resources	Action Plan	CONFUSION
Vision	Skills	Incentives	Resources	Action Plan	ANXIETY
Vision	Skills	Incentives	Resources	Action Plan	GRADUAL CHANGE
Vision	Skills	Incentives	Resources	Action Plan	FRUSTRATION
Vision	Skills	Incentives	Resources	Action Plan	FALSE STARTS
Vision	Skills	Incentives	Resources	Action Plan	- CHANGE -

Source: [http://www.cydjournal.org/Brandeis/smith\\_0322.html](http://www.cydjournal.org/Brandeis/smith_0322.html)

## A HUB for Learning

1. <http://annjohnson.yolasite.com>
2. <http://c-21today.com>
3. <http://curriculum21.com>



## Monitoring the Plan

*...How can we collect ongoing feedback to monitor our progress?*



## Data Collection



## Communicating for Success

- *What are different ways that we can keep our staff in the "loop"?*
- *Which are most effective?*



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- Developing Benchmark Assessments
- Integrating 21<sup>st</sup> Century and Literacy Skills into the Maps

**IV. Advancing the Work: 21st Century Upgrades**

- Upgrading Dated Content, Skills, and Assessments
- Integrating Web 2.0 tools, Digital and Media Literacy
- Versioning: New Structures and Forms

...What do you see as a possible first step for you as you think about helping to lead your colleagues through this process?



Questions...????

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# ***Leading MTTC and Curriculum 21***



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