

Coaching Protocol for Developing Quality Maps

Purpose: To collaboratively discuss and learn from the strengths and areas for improvement on curriculum maps and use the guiding questions in the *Coaching Protocol Descriptors* in each section to collaboratively modify the map wherever necessary. This protocol helps to generate evidence-based conversation on the elements needed to develop quality maps. Educators may take the insights gained from this process and apply it in the development of both diary and consensus maps.

Time: 65 minutes for each map (This protocol may be done over the course of a few days)

Directions: Use this protocol to look at maps developed within **your school/district**. As you review the maps use the *Coaching Protocol Descriptors* to focus on the **Standards, Content, Skills, Assessments, and Essential Questions**, on the curriculum map.

1. Sit in groups of 3-5 according to subject area
2. Each teacher will choose one area of the map on which to focus. (1 minute)
3. Read the section that pertains to the area of the map that you are focusing on. (5 minutes)
4. Use the questions to guide your analysis of the map. (15 minutes)
5. Record any suggestions for modifications (10 minutes)
 - a. *Perhaps you may have a section with minimal or no information. Suggest one specific addition you would make to that section of the map.*
6. Come together as a group to discuss questions that surfaced. (10 minutes)
7. Share suggested modifications for each section. (15 minutes)
8. Whole-room debrief on the process. (10 minutes)

The First-Read Through Protocol

Purpose: To focus reviewers' attention on the purpose of reviewing any given map in each of the six areas. This protocol is a great setup for a small group review protocol.

Time: Depends on the number of educators in the building. Each map should be reviewed in all six areas. Approximately 2-5 hours.

Directions: Work **independently** to review the curriculum map in the following areas:

Task for Reviewing Maps of Teachers in an Unrelated Subject Area

1. Gain Information

- Highlight something new that you learned about the curriculum.

Tasks for Reviewing Maps of Teachers in the Same Subject Area

2. Gap Analysis: What is missing in the students' learning?

- **Vertical Alignment:** Is there a specific learning progression of content, skills and assessments?
- **Horizontal Alignment:** Are there non-negotiables that provide a guaranteed curriculum for all students?
- **Precise Language:** Are the skills specific, observable and measurable?

3. Patterns of Repetitions

- Is there spiraling of the curriculum or are there meaningless redundancies?

4. Match Assessments with Standards

- Do the assessments align to the standards? Are the benchmark assessments defined?

Tasks Reviewing Maps of Teachers in a Related Subject Area

5. Identify Potential Areas for Integration

- **Integration of curriculum:** Where can you use collaborative interdisciplinary unit design?

6. Timeliness

- Does the map reflect current content & modern assessment forms?
- In light of the new CCLS is there evidence of integration of literacy skills?

Note any questions related to items on the curriculum maps that may need to be addressed.

Small Group Review Protocol

Purpose: This protocol may be used once the first read through of maps are completed. This process helps educators to objectively identify specific areas for revision in unit maps and is a great set up for large group reviews in determining immediate areas of revision and those that need more research and development.

Roles: Facilitator, 2 Recorders

Time: Approximately 90-120 minutes.

1. Participants will break up into cross-curricular groups of 5-7 people.
2. Using a round robin format, the facilitator will ask each member of the group to give an overview of his or her map and share the feedback on each of the following areas: (10 minutes each person)
 - Possible Gaps
 - Patterns of Repetitions
 - Alignment of Standards and Assessments
 - Potential Areas of Integration
 - Literacy Skills
 - Questions related to items on the curriculum maps that may need to be addressed
3. These responses are simultaneously recorded on large paper by one recorder. After everyone passes, the facilitator proceeds on to the next person's map and repeats the process until everyone's map has been reviewed. The second recorder will record any Parking Lot questions that surface during the discussion.
4. After everyone's map has been reviewed, the group should discuss the items recorded and asterisk the priority areas. (15 minutes)