

Ten Minute Mapping Moments

Essential Questions

- How can we use 10 minute time slots to maximize our work with mapping?
- In what ways do small chunks of work time help us to sustain our mapping efforts?

Finding the Time

- *Generate a list of possible mapping moments in which you have a limited amount of time that could be devoted to the work.*

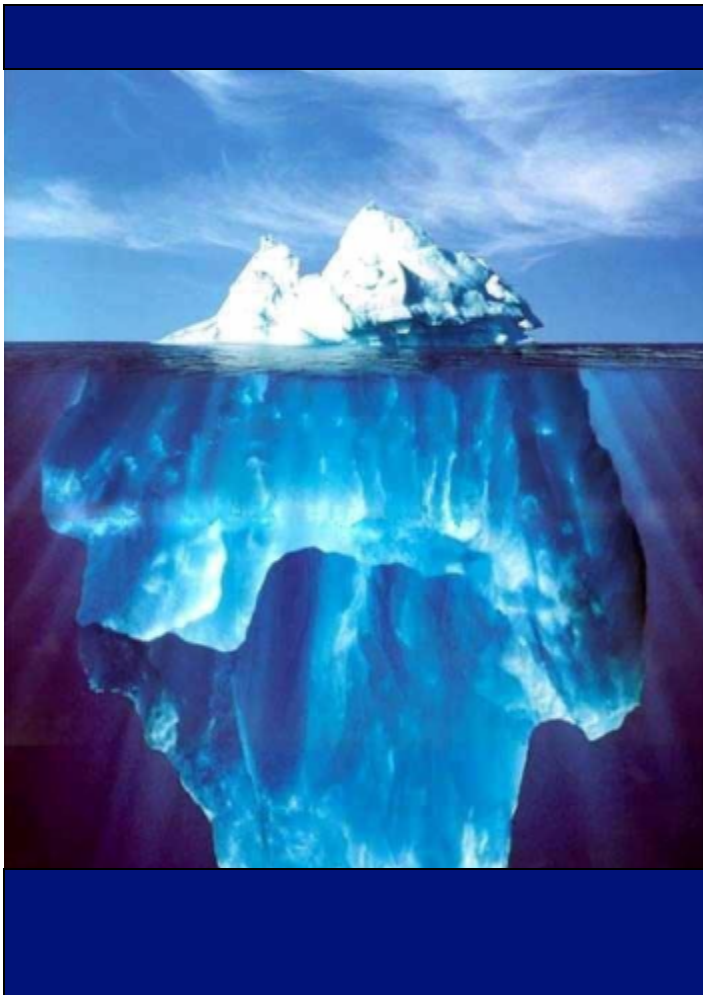
Asking the Right Questions

QUESTIONING WITH INTENTION

1. Are Invitational:
Plurals, Tentativeness,
Invitational stems
2. Use Positive Presuppositions
3. Reach for Complex Thinking

German Coastguard

THINKING AND COMMUNICATING WITH CLARITY AND PRECISION



“SURFACE LANGUAGE”

GENERALIZATIONS

DELETIONS

DISTORTIONS

DEEP STRUCTURE
LANGUAGE

Invitational Stems:

- “As I understand you....”
- “As we anticipate.....”
- “As we envision.....”
- “Given what we know about.....”

EMPOWERING PRESUPPOSITIONS

“WHAT ARE SOME OF THE
GOALS THAT WE HAVE IN
MIND FOR THIS MEETING?”

POSITIVE PRESUPPOSITION

“AS WE CONSIDER
ALTERNATIVES WHAT
SEEMS MOST PROMISING?”

REACH FOR COMPLEX THINKING

- AFTER LOOKING AT THE DATA,
WHAT QUESTIONS DID THE DATA
RAISE FOR YOU?

**HABIT OF MIND: QUESTIONING AND
PROBLEM POSING**

DATA ANALYSIS

- What additional information might be helpful for us to gather in order to understand the information better?

HABIT OF MIND: GATHERING DATA THROUGH ALL THE SENSES

TASK

- Take all of the maps for the grade level.
- Determine which contents, skills, and strategies you agree that all students should be able to do.
- Do not worry about the sequence in which you teach the contents or skills, just focus on your agreements about what should be addressed.

Quality Units

- **Content:**

- Have you identified the big ideas for the unit?
What are the larger concepts that you want the students to understand?

Skills

- Have you identified the thinking skills that will be required to give meaning to the content?
- Have you identified the literacy skills?
- Have you identified the pre-requisite skills in order for students to be successful with the work?

21st CENTURY ATTRIBUTES & ABILITIES

<p>CRITICAL THINKING</p> <ul style="list-style-type: none"> Analysis Precision and accuracy Managing complexity Inductive and deductive reasoning Information Development 	<p>CREATIVE THINKING</p> <ul style="list-style-type: none"> Inventive and Intuitive Thinking Innovation Adaptability Problem-solving Curiosity
<p>COMMUNICATION:</p> <ul style="list-style-type: none"> Professional and technical and writing Information Development Rhetoric/Persuasion Confidence Credibility and charisma 	<p>COLLABORATION</p> <ul style="list-style-type: none"> Small group dynamics Management of outcomes Networking skills Interpersonal
<p>RESPONSIBILITY AND LEADERSHIP: Ethics, Initiative, Persistence, Accountability, Endurance and Sustainability</p>	
<p>21st CENTURY MODEL: Global Awareness, Financial Responsibility, Civic duty, Global Economic Principals, Information Communication Technology Literacy, Thematic Integration</p>	

THINKING VERBS FOUND IN STANDARDS

ANALYZE

APPLY

CLASSIFY

COMPARE

CONNECT

CONTRAST

DESCRIBE

DISCUSS

ELABORATE

EXPLORE

DIAGRAM

IDENTIFY

INTERPRET

JUDGE

OBSERVE

ORGANIZE

PARAPHRASE

PREDICT

RESPOND

SUPPORT

REPRESENT

VISUALIZE

REASON

VERIFY

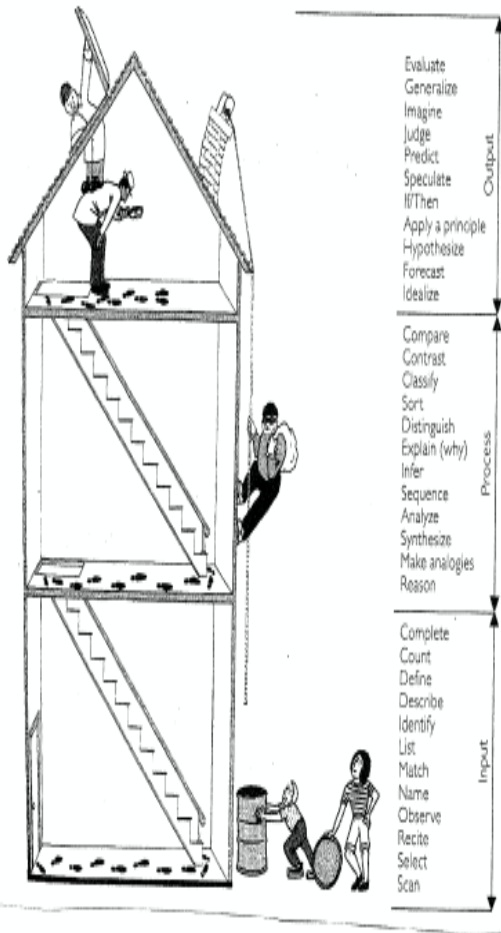
SOLVE

SUMMARIZE

SIMPLIFY

The Three Story Intellect

The Three-Story Intellect Model



There are one-story intellects, two story intellects, and three-story intellects with skylights. All fact collectors, who have no aim beyond their facts, are one-story men.

Two-story men compare, reason, generalize, using the labors of the fact collectors as well as their own.

Three-story men idealize, imagine, predict--their best illumination comes from above, through the skylight.

The Three Story Intellect



Complete	Identify	Observe	Input
Count	List	Recite	
Define	Match	Select	
Describe	Name	Scan	

The Three Story Intellect



Compare	Distinguish	Analyze	Process
Contrast	Explain	Synthesize	
Classify	Infer	Make analogies	
Sort	Sequence	Reason	
Complete	Identify	Observe	Input
Count	List	Recite	
Define	Match	Select	
Describe	Name	Scan	

The Three Story Intellect

Evaluate	Predict	Hypothesize	Output
Generate	Speculate	Forecast	
Imagine	If/then	Idealize	
Judge	Apply a principle		
Compare	Distinguish	Analyze	Process
Contrast	Explain	Synthesize	
Classify	Infer	Make analogies	
Sort	Sequence	Reason	
Complete	Identify	Observe	Input
Count	List	Recite	
Define	Match	Select	
Describe	Name	Scan	

Assessments

- Have you identified the ways that students can show you what they know?
- Have you provided a range of assessments rather than just one type?
- How are you providing for assessments for learning?

Alignment

- Look at the elements for internal alignment
- What questions do you want to ask of the person who prepared this map?

Lessons

- Do the lessons provide scaffolds for learning?
- Are there choices for students that match different learning styles?
- What are the products and activities that will support the learning?

What are the results?

Protocol for Studying Student Work

Teacher/presenter gives a brief introduction to the work (10 minutes)

- What was the purpose for this unit?
- How did this unit fit into the projected map for the year?
- How long did unit take?
- How was the unit evaluated?

Finding the Time

- Return to your list and now that you have some ideas about how to use the time, see where you can find time to make the work happen.