Mapping to the Core
The Ultimate Mission

Keynote Presentation
CMI 2013- Salt Lake City, Utah
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CURRICULUM
MAPPING
INSTITUTE

Our Essential Questions

How can we best prepare our students for the future?

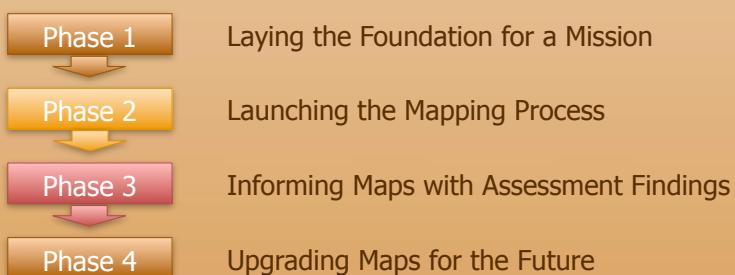How can we transform our school into a contemporary learning system?

Right...but deep inside we are all thinking...

Is this mission possible?

Mapping to the Core: 4 Phases

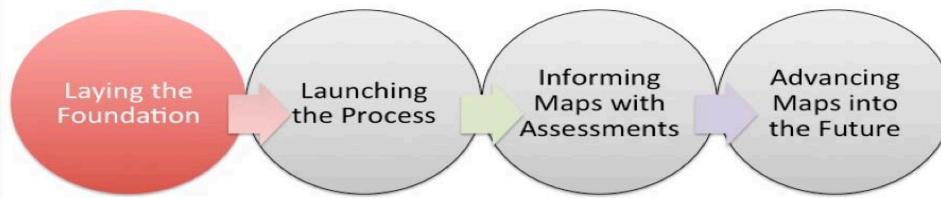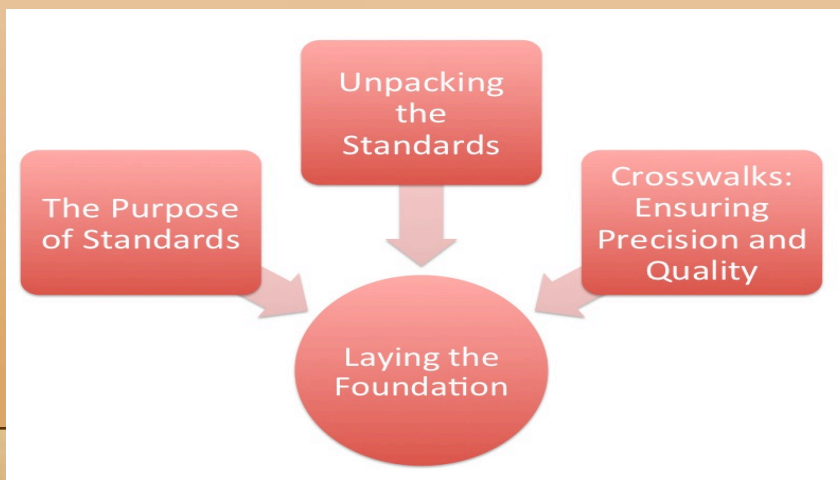| Phase 1 | Laying the Foundation for a Mission |
Phase 2	Launching the Mapping Process
Phase 3	Informing Maps with Assessment Findings
Phase 4	Upgrading Maps for the Future

Readiness Prologue

- Background on CCSS
- Curriculum Mapping
- Culture of Collaboration
- Curriculum 21

Phase I

Laying the Foundation

MISSION DRIVEN vs COMPLIANCE DRIVEN

Laying a Foundation for the Common Core

Moving away from PAPER renditions of the CCSS

Teacher ownership and engagement

Seeing the SHIFTS and living them in the classroom

Common Core WEBSITE Agility

Unwrapping to Translation

○ In our view, the purpose of unwrapping is to immediately move to curriculum translation

○ For each of the NOUNS we suggest that teachers in small groups give examples of content topics they would address in their curriculum.

○ For each of the VERBS we suggest that teachers in small groups give examples of skills and strategies that they would address in their curriculum.

AVOIDING Cherry Picking

Vertical and Horizontal Collaboration

At the heart of mapping and working effectively with the standards will be vertical collaboration over the grade levels.

Strategic grouping across with key team members

Jigsaw your faculty members for meaningful unwrapping of the standards.

Phase II

Laying the Foundation → Launching the Process → Informing Maps with Assessments → Advancing Maps into the Future
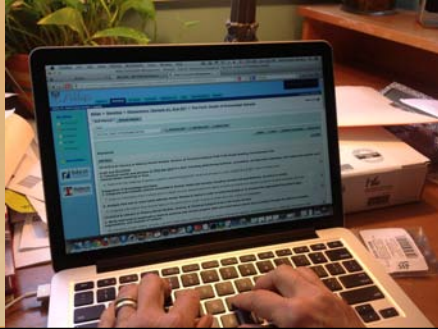
Launching the Process

What is Curriculum Mapping?

Calendar-based curriculum mapping is a procedure for collecting and maintaining a data base of the operational curriculum in a school and/or district.

It provides the basis for authentic examination of the data base for open review by colleagues via net-based tools.
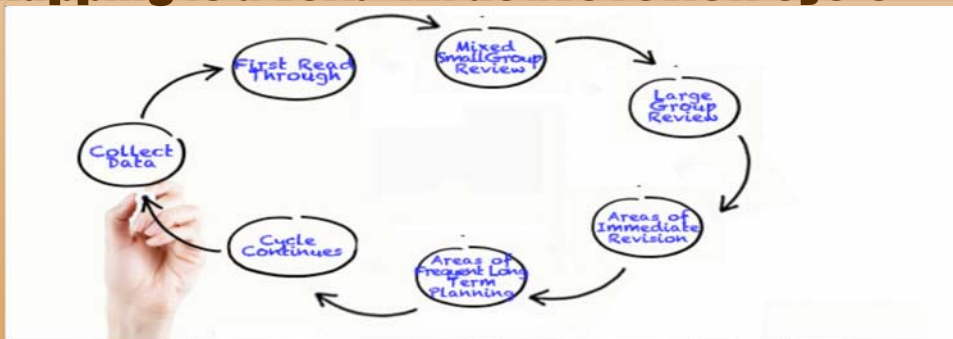
Mapping is A Coin with two sides

○ One side is the documentation – the maps themselves.

○ One side is the review process – examining and revising map cumulatively between teachers.

Mapping is a verb. An active review cycle

Consensus Maps: Guaranteed

AP Biology (7/wk)

View Course Description | Print

School	Teacher	Email	Course#	Grade Level
Ames District Office	MASTER MAPS, K-12	curriculumoffice@yahoo.com	0HS5Bio	10-12

Show Icon

September 2009

Content	Skills	Assessment	Instructional Methods	Resources, CRISS, etc.
A. Chemistry of life (CLE: AB.L.1, **AB.I.1-AB.I.5**) (ICC: PS.1, PS.3, PS.5, LS.5)	A.1 Relate atoms, molecules, elements and compounds then describe bonding with analogies A.2 Organize organic molecules and monomers into categories A.3 Express the role of Nucleic Acids in inheritance			A. Buffer animation (Humanbiology.com) Campbell *Biology* 6e CH 2-6, and 41

Close

Integrating benchmark assessments
Collaborative commitments
Consistency

Diary Maps: Viable

Curriculum Map 2009-2010
Pelham Union Free School District
Kayser, Emily / Science 3 / Grade 3 (Prospect Hill Elementary School)

Essential Questions	Assessment	Other Assessments	Content	Skills / Strategies
Living vs. Non-Living (Week 4, 4 Weeks) •What makes something living vs. non-living? •Can something be considered living but not alive? nonliving.jpg:	**Preassessment** (Is it Alive Data Recording Sheet) **Other Visual Assessment** (collage of living and non living things) **Other Visual Assessment** (Benchmark assessment: One of these things is not like the other (McRel Standards activity))	Pre-assessment: Diagnostic: Is it Alive? data recording sheet Formative performance based assessment: collage of living and non living things Benchmark assessment: One of these things is not like the other (McRel Standards activity) Bilevel assessment: ability to predict and justify predictions	All living and nonliving things are made of matter, with the most basic unit of matter being the atom. Living is used to describe anything that is or has ever been alive: all living things grow, breathe, reproduce, excrete, respond to stimuli, and have similar basic needs (organic) Non-living is used to describe anything that is not new nor has ever been alive (inorganic) classification for grouping	Study the characteristics of living and nonliving things by viewing a discussing video clip Predict which items are living and nonliving in TerrAq Column Observe living and nonliving in TerrAq Column Record observation in Is it Alive? Data Sheet Document changes predictions Classify things as

Individual classroom teacher~ Responsive to students ~Flexibility

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Elements of Curriculum

- Content
- Skills
- Assessment
- Framed by Essential Questions

Let's Remember

● **Content** - is the subject matter; key concepts; facts; topics; important information

● **Skills** - are the targeted proficiencies; technical actions and strategies

● **Assessment** - is the demonstration of learning; the products and performances used as evidence of skill development and content understanding
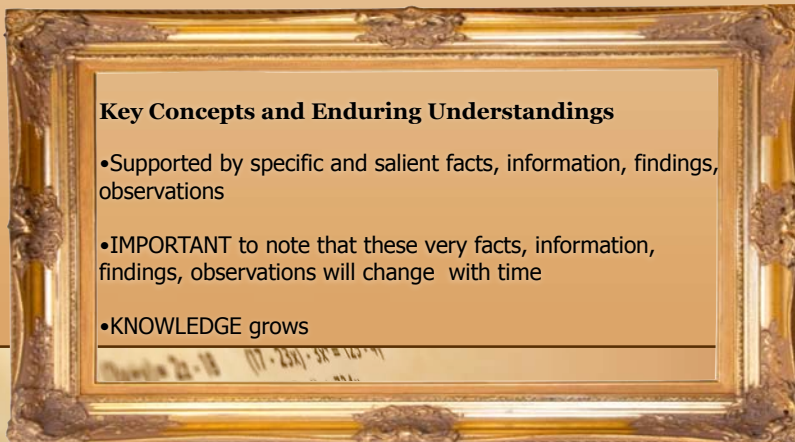
Essential Questions

Essential questions provide focus and direction to engage learners in fulfilling the mission.

How can we organize and frame essential knowledge?

Key Concepts and Enduring Understandings

• Supported by specific and salient facts, information, findings, observations

• IMPORTANT to note that these very facts, information, findings, observations will change with time

• KNOWLEDGE grows

Examples of BIG IDEAS

A unit focus on Ancient Egypt

A unit focus on the Rainforest

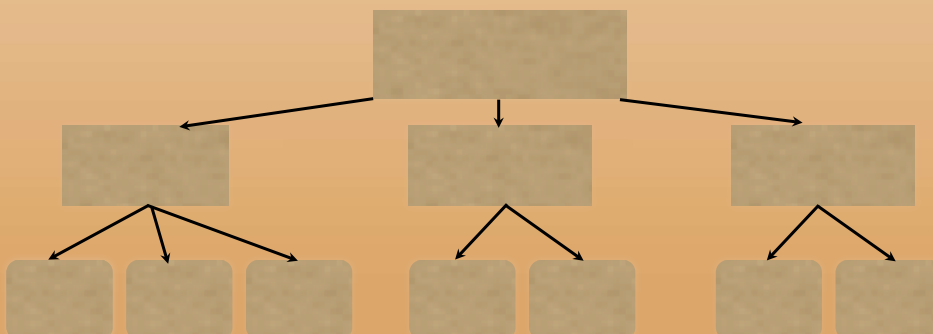The geographical location of a culture largely determines its social, political and economic possibilities.

In the natural world there are systems comprised of interdependent component parts.

designing essential questions

- Structure the unit around 2 to 5 essential questions
- Use questions as the scope and sequence of unit
- Embrace the appropriate standards

Essential Questions as an Organizer

ESSENTIAL QUESTIONS are Curriculum Chapters

Potential tasks to address school/district/ complex problems:

- Gain information
- Avoid repetition
- Identify gaps
- Locate potential areas for integration
- Match with learner standards
- Examine for timeliness
- Edit for coherence

to gain Task information on maps

- Highlight something new you have learned about the operational curriculum.
- When sharing with colleagues, this process expands a teacher's understanding of the students' experience.

Edit for repetition

Recognize the difference between meaningless redundancy and powerful spiraling.

Edit for Gaps

Examine maps for gaps in:
Content, Skills, Assessments

Embed & Validate Common Core Standards

Search the maps for places where students are completing Performance Tasks related to Skills and Content that match the CCSS

Edit for Timeliness

- Be vigilant about technology in all aspects of learning.
- Review the maps for timely issues, breakthroughs, methods, materials, and new types of assessments.

Integrate Curriculum

- Find natural points of integration between subjects for either content connections, cross disciplinary skills, or shared assessment designs.

Edit for Coherence

- Scrutinize the maps for a solid match between the choice of Content, the featured Skills & Processes, and Assessments.
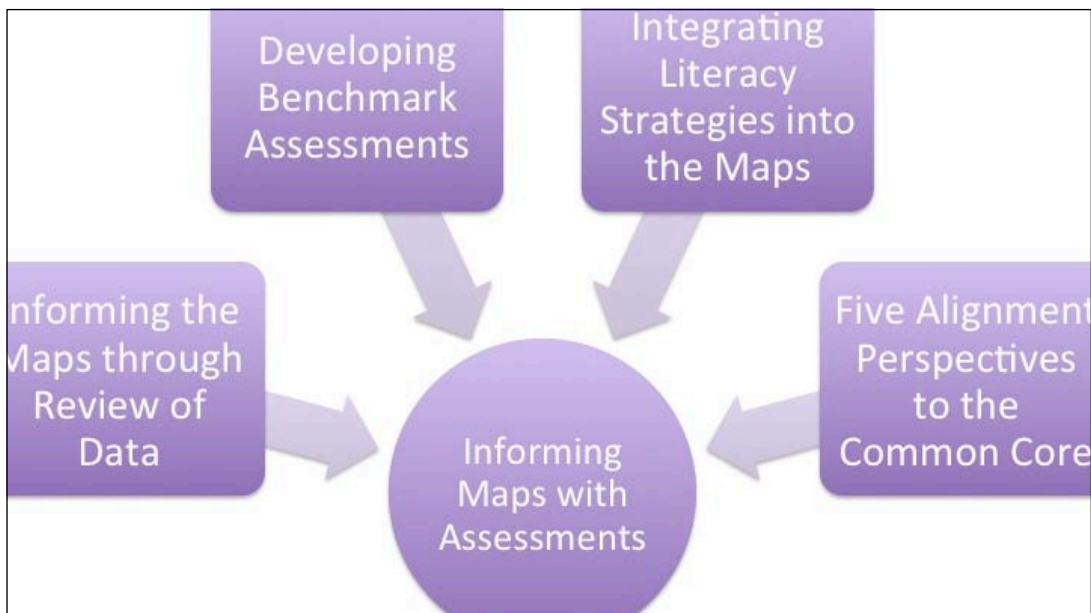
Consensus mapping

Establishing benchmark
assessments to monitor CCSS
Informing maps with assessment
results

PHASE 3:
Informing
Maps
with
Assessment
Findings

Diagnosis

finding what our learners need from the assessment data

Prescription

revising our maps collaboratively to respond to those targeted needs

What is Collaborative Inquiry?

Collaborative inquiry is a sustained process of investigation and action that empowers teachers to improve student learning, close the achievement gap and develop school wide leadership.

The Collaborative Inquiry Process Is:

Data Driven by demographics, assessment, previous maps

Lead by Strategic Selection of Teachers

Structured to Promote Distributed Leadership
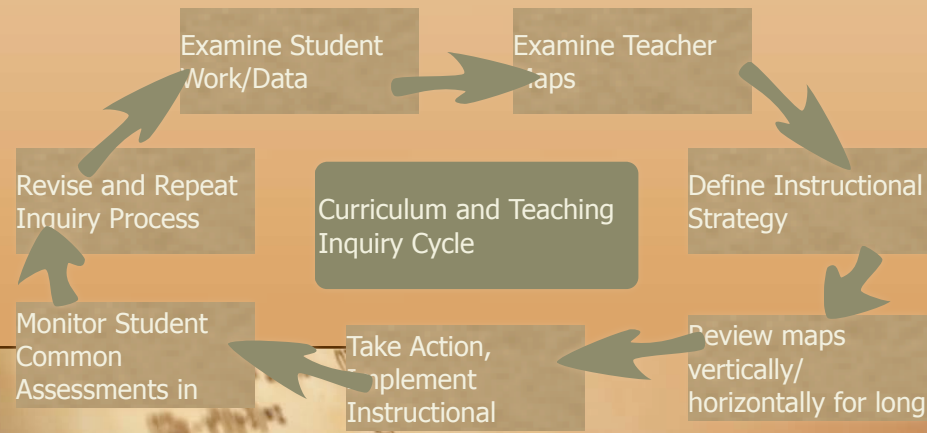
Focused on Student Learning through a Range of Assessments

Designed to engage teams in creating researched based learning
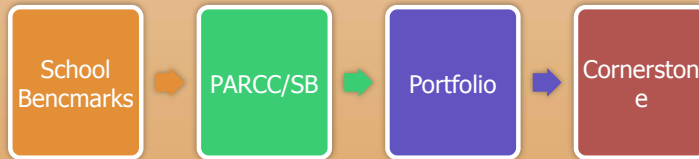

Collaborative Inquiry Process

Examine Student Work/Data

Examine Teacher Maps

Revise and Repeat Inquiry Process

Curriculum and Teaching Inquiry Cycle

Define Instructional Strategy

Monitor Student Common Assessments in

Take Action, Implement Instructional

Review maps vertically/ horizontally for long

* Source: NYC DOE

Leading to School Based Benchmark Assessments

POLICY for MONITORING BENCMARK ASSESSMENTS with INQUIRY REVIEWS

•Strategic faculty grouping

•Focus on student work

•Focus on feedback for learners

•Focus on feedback to inform
•maps

•Use of formal protocols

School Bencmarks → PARCC/SB → Portfolio → Cornerstone

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benchmark assessments

- Benchmarks can be designed on multiple levels: state tests, district, classroom tasks.
- A school establishes a common set of skills needing development.
- An internally generated benchmark assessment task is developed by teachers with the same protocols;   the same timetable.
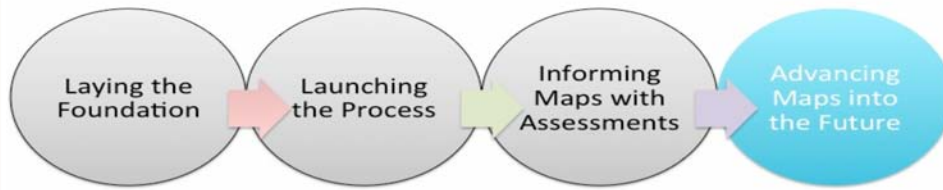

Mapping cornerstone & Benchmark

- The task should merge with the on-going curriculum naturally.
- Student products can then be evaluated both vertically and horizontally.
- Revisions in the curriculum map should reflect a few targeted skills needing help.
- Revisions should be applied thoughtfully to developmental characteristics of the learner.

Phase IV

Laying the Foundation → Launching the Process → Informing Maps with Assessments → Advancing Maps into the Future
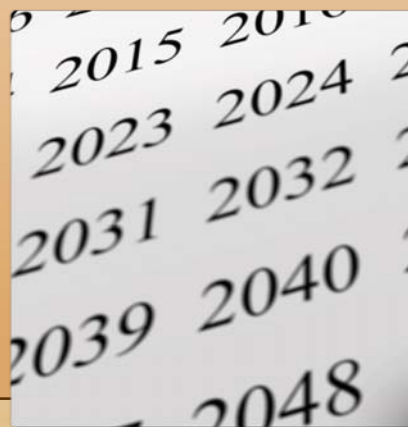
Advancing Maps into the Future

Upgrades for Student Engagement

New Standards en Route

Advancing Maps into the Future

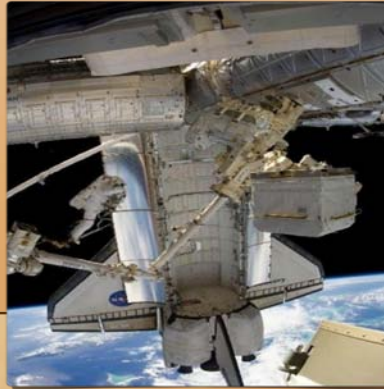# Advancing maps into the future

Preparing for next standards from CCSSO

Integrating 21st century skills

Replacing dated content

Upgrading to contemporary assessment types

Map professional development

Rethinking school formats and leadership protocols

2015   2010
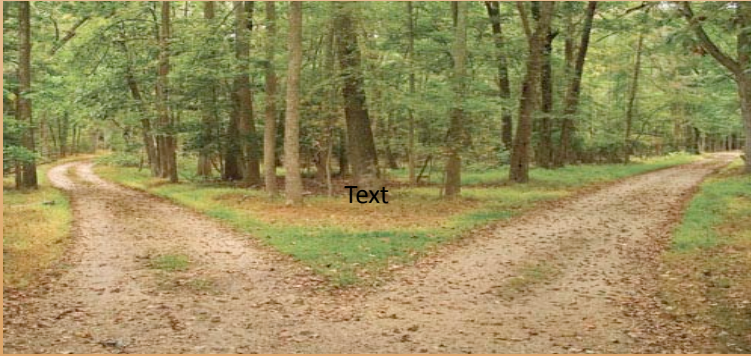2023   2024   2
2031   2032   2
2039   2040   2
2048

recast content for timeliness

- Breakthroughs
- Contemporary issues
- International perspectives
- Modern forms of expression
- ..A deliberate need to replace and to shed dated curriculum.

Building a Culture With A Growth Mindset

Your choice: Learner or Judger?

Text

Change Your Questions, Change Your Life
Marilee Adams,PhD

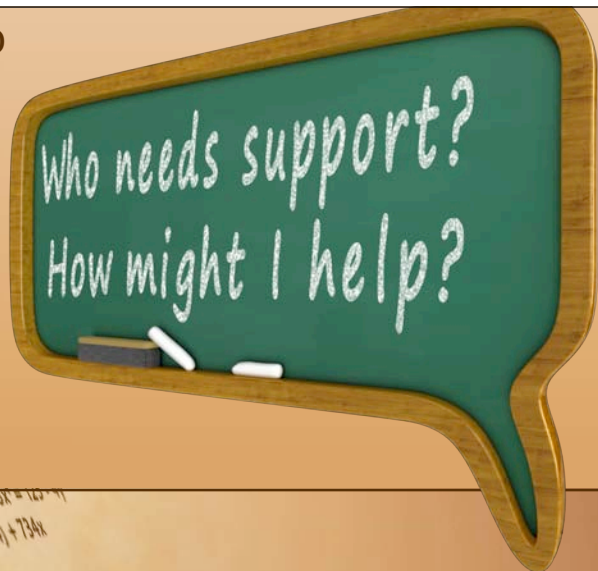| What's wrong with me? Whose fault is it? Why are they so stupid? How can I prove that I am right? Haven't we been there, done that?	What do I want? What works? What are the facts and What can I learn? What are my choices? What action steps make sense?
A mood of pessimism,stress and limitation A mindset that's judgmental, reactive, inflexible Relating with "attack or defensive" behaviors	A mood of optimism, hope, and possibilities A mindset that's thoughtful, understanding, flexible Relating that is connected and collaborative

Levels of Competence

•Conscious of Unconscious Competence

•Unconscious Competence

•Conscious Competence

•Conscious Incompetence

•Unconscious Incompetence

Think of a teacher who you would consider to need improvement.

What are some strategies you might use to bring them along?

Who needs support? How might I help?

Mentoring

Use the PLC

Offer a flipped PD model

Purpose of Protocols

- sharpen communication

- enhance collective thinking

- build knowledge.

Going Online with Protocols: Tools for Teaching and Learning
in the 21st Century, Joseph P. McDonald, Janet Mannheimer Zydney, Alan
Dichter, Elizabeth C. McDonald, Teachers College Press, Sept, 20012

Self-directed, highly performing,

Self-monitoring
Self-managing
Self-modifying

○Have capacity to monitor their own work

○Think about their own thinking, behaviors, biases and beliefs

○Have sufficient self-knowledge to know what works for them

○Establish conscious metacognitive strategies to monitor effectiveness of own plans

○Persevere in generating alternative action plans

○Know how and where to turn when perplexed

SELF-MONITORING

○Control first impulse for action

○Delay premature conclusions

○Clarify outcomes and gather relevant data

SELF MANAGING

○Think flexibly, develop alternative strategies

○Draw on past knowledge and apply to new situations

○Can change self

○Reflect on experience and evaluate, analyze, and construct meaning

○Readily admit they have more to learn

○Apply what's learned to future activities, tasks and challenges

Communicate their conclusions with clarity, precision, and prudence

SELF MODIFYING

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Your organization functions and grows through conversations......

The quality of those conversations determines how smart your organization is.

David Perkins, *King Arthur's Round Table*

Relational Trust in Schools is directly correlated

✓ **School Professional - Parent Relations**

✓ **Teacher - Principal Relations**

✓ **Teacher - Teacher Relations**

✓ **Teacher - Student**

Anthony S. Bryk and Barbara Schneider (2002) Trust in Schools: A Core Resource for Improvement: NY, Russell Sage Foundation

RELATIONAL TRUST

Personal Regard for Others

✔**Interpersonal trust deepens as individuals perceive that others care about them and will extend themselves beyond what their**

Relational Trust

✔**Is based on social exchanges organized around a set of role relationships in a school.**

✔**Makes it more likely that people in school will begin and continue the kinds of activities necessary to improve student achievement.**

Trust in the Principal

✔**Showing consideration and sensitivity for staff's needs and interest and by acting in a way that protects their rights and by refraining from exploiting them for the benefit of personal interest.**

Meaningful Dialogue

Which habits of mind do we need to draw upon to make certain that we are thinking and problem solving collaboratively?

Building the Team

- Listening with Understanding and Empathy
- Questioning and Problem Posing
- Communicating with Clarity and Precision

Teaching and Learning Study Teams

- The group exists to gain understanding about important issues regarding student learning.
- Each group member argues and debates not to win a point but to consider what is best for the student and the school as an organization.

Building a Collaborative Culture

Culture

What are the attributes of a school culture that uses data to support teaching and learning?

How do you plan collaborative curriculum work when there's barely enough time to teach?

What tools need to be in your toolbox to help you "meet without meeting?"

What should we be virtually meeting about?

Meetings are fun.

Typical Curriculum Meetings:

- Inconvenient Time
- Unfocused work sessions
- Unclear expectations
- Rehash of the same old conversations, but no real impact

So what can you do?

Go To The CLOUD

Tools we'll explore throughout

Google Docs

BLOG

skype™

TodaysMeet

wallwisher

wiki

…and

MODELING:

" What you are speaks so loudly, they can't hear what you say."

Ralph Waldo Emerson

DON'T WORRY THAT CHILDREN NEVER LISTEN TO YOU; WORRY THAT THEY ARE ALWAYS WATCHING YOU.

ROBERT FULGHUM