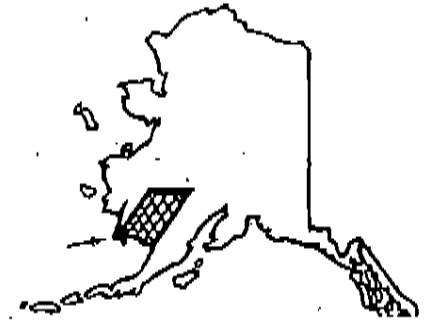




TOGIAK SCHOOL  
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TO: Jack Foster DATE: 1/23/08

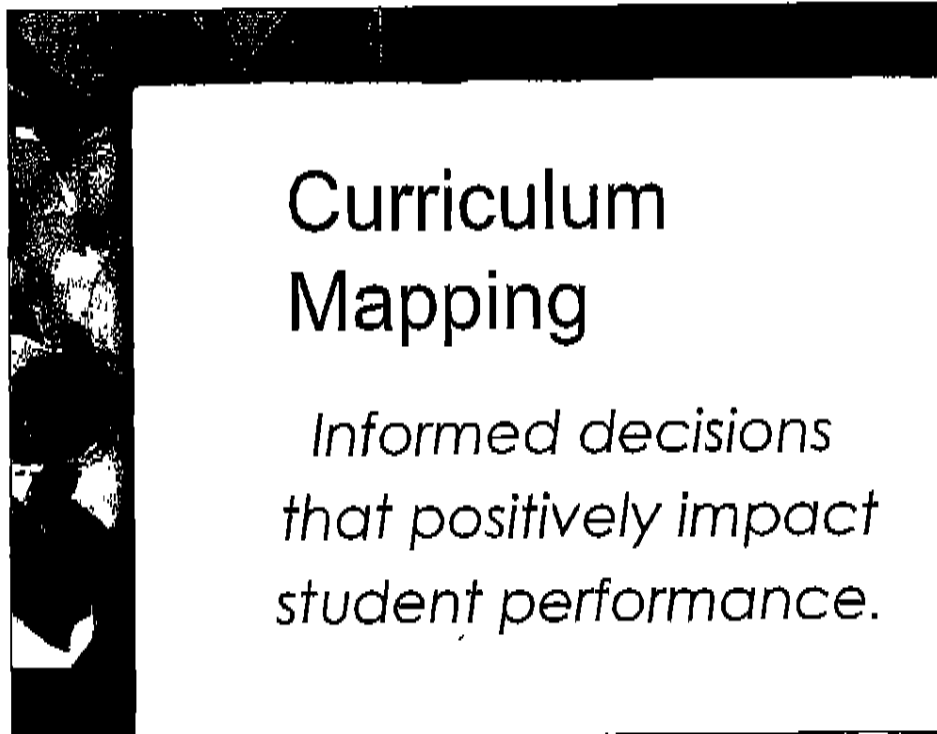
FROM: D. Wick PAGES(INCLUDING THE COVER) 7

Jack,


Togiak staff and I will do an  
informative presentation to the board  
next week on Curriculum Mapping and  
what we have been doing with it. Enclosed  
is information for the board packet.

David

IF YOU HAVE ANY PROBLEMS, PLEASE CALL 493-5829 OR 493-5613



Collaborative Learning, Inc. is dedicated to improving student learning. We believe that educators who have access to essential curriculum and assessment data can make informed decisions that positively impact student performance.



## Curriculum Mapper will transform...

- Static curriculum • Dynamic curriculum
- Hidden curriculum • Transparent curriculum
- Committee curriculum Global curriculum
- Fractured curriculum Seamless curriculum

Mapping is not something that we are adding to our burden – according to Heidi Hayes Jacobs, it is a Replacement Strategy. What that means is that we are putting in place a process that will allow us to do away with things like our curriculum guides, thus moving away from curriculum committees. Mapping should give us the power to eliminate things from our work load that do not directly support the instructional process.

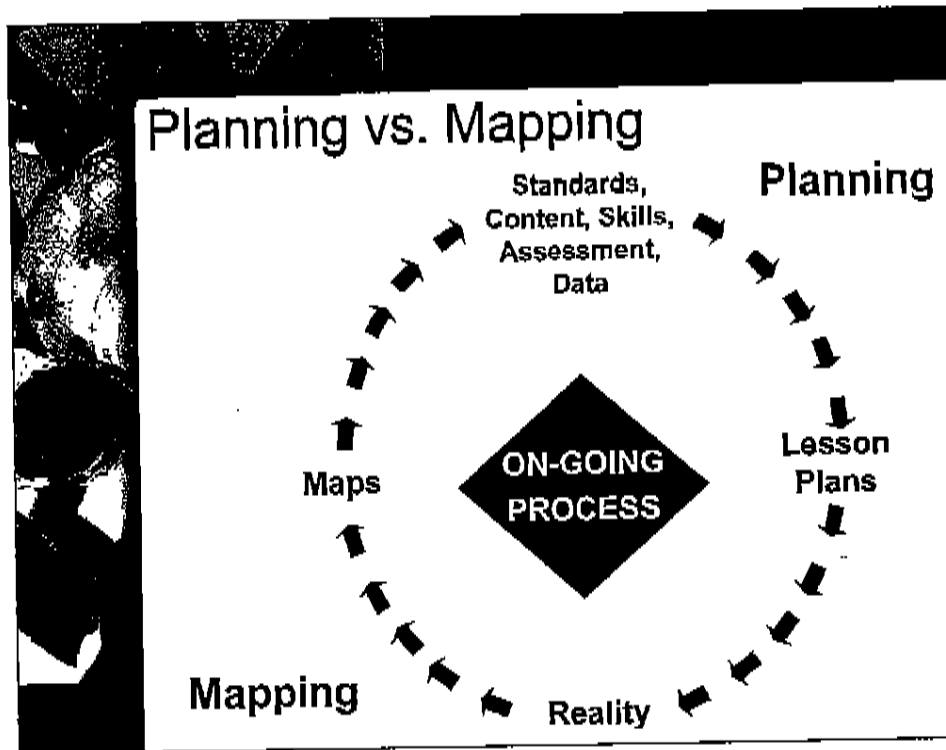
**Static – Dynamic:** The curriculum guide (sometimes called “Shelf Art”) is something most of us never use. It is the “learning on the four year plan” where the committee worked during the summer to create something that was presented to the school board and then put away until four years later when it is dug out for the next revision.

**Hidden – Transparent:** The only people who currently know the curriculum are the students we teach because they experience it. We meet in grade level teams or subject area groups but never – or very rarely – in cross-curricular or cross-grade level teams. If we want to truly refine the curriculum, we must be able to see it. We can then study the curriculum and make it better.

**Committee – Global:** The curriculum must be the responsibility of everyone who teaches kids, not the task of a small group of people. The exciting thing about mapping is that it makes the curriculum a living document.

**Task – Usable:** We all have been through this. We are told that something needs to be done, we do it, and it gets put away without anything ever changing. This is not the case with mapping. If we create maps and then don't use them – the failure is on us. Maps are tools to help us do our job better, not something that is done to satisfy the needs of a committee.

**Fractured – Seamless:** We all are working hard, doing the best job we can. Unfortunately, there are repetitions in our instruction as we move through the grade levels, and there are some gaps as well. The question is: where are they? Mapping allows us to work with our curriculum to make it a seamless experience for our kids – to help improve learning.



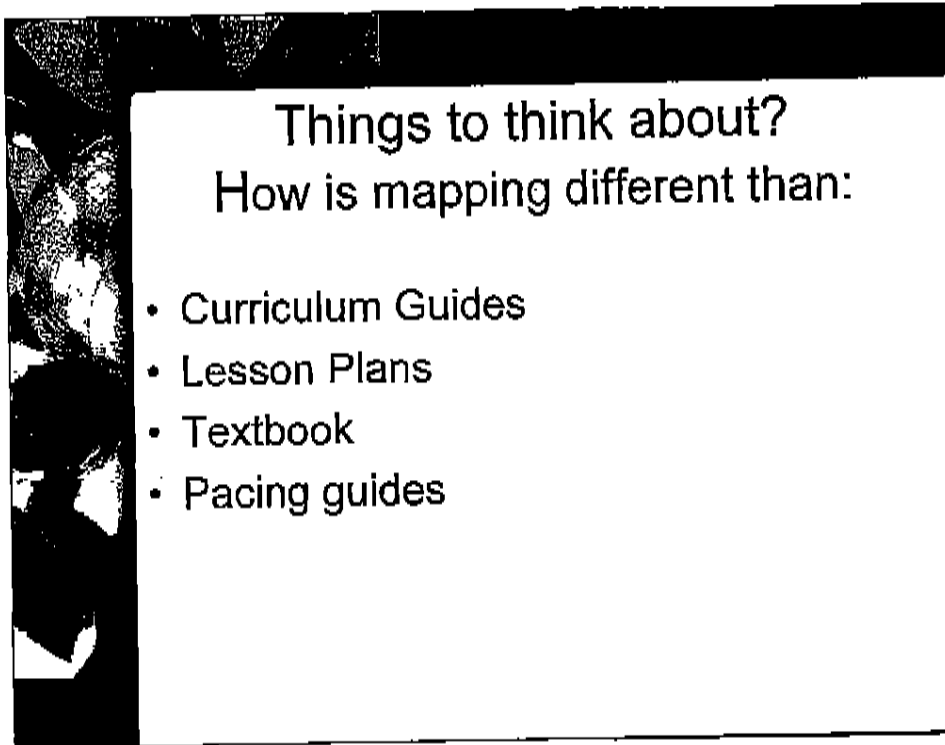
We developed our basic definition from the mapping work of Heidi Hayes Jacobs, Susan Udelhofen, and our experiences working with thousands of schools. Mapping is a process, an ongoing process, separate from planning. Mapping is not something we get "done" or that we do this year and then move on to something else. This is all about studying our instruction and that takes time.

We take our standards, the content of the textbook etc to construct our lesson plan-The **INTENDED** Curriculum. Those plans then run head long into our students-making it necessary in some instances to alter what we accomplish. The reality thing.....

Once we complete the instruction we have a clear view of the operational curriculum and we can then develop our maps which identify the essential components of our instruction.


Curriculum Mapper provides the missing data on the "operational" or actual "taught" curriculum. Maps are not about making teachers better organized instructionally. They are about making everyone more cognizant of the curriculum covered.

Curriculum Mapping never ends and should become a part of doing educational business in any school/district. Mapping becomes an ongoing process and eventually evolves into our curriculum review cycle.



Things to think about?  
How is mapping different than:

- Curriculum Guides
- Lesson Plans
- Textbook
- Pacing guides



## Types of Maps

- **Diary or Journal Maps**
  - "Do as you go"
  - On-going record
  - Created by individuals
  - NO team diary mapping
- **Master or Consensus Maps**
  - "The road map"
  - Created by team
  - Outlines the plan

### VOCABULARY OF MAPPING

Diary mapping-A. tells us a lot – what is being taught, by whom, and when – it was not designed to tell us HOW you taught the content (that is the purpose of your lesson plans) and it doesn't tell us if the kids learned anything (that is why we use state and local assessments). This is a definite paradigm shift. We've always planned what we do now mapping is suggesting we document the what we did

#### Master Maps-

Outlines the plan in terms of Essential Content, Skills Suggested and District Assessments and Standards

Curriculum is Fluid... You have new text books new teachers, NEW Kids!

MM are Generalized. "Set in Times" and do not recognize the fluidity.

We believe that diary mapping is essential to truly aligning and refining the curriculum. If you deal just with MM you end up with another planning documents (which most of you already have) that are works of fiction.

How does it help the 4<sup>th</sup> grade teacher when all of grad 3 work on a map together. How does that 4<sup>th</sup> grade teacher know what truly happen when the doors of those 3<sup>rd</sup> grade teachers were closed. The research of O'cooner and HHJ tells us that even when we have a MM/Guide when we close the doors to our classroom the curriculum is changed... mostly to meet the need of our kid.

We add things and drop them as we go along

Curriculum Mapping: PLA's Process for Continuous Improvement	
Phase One: <i>Building a Solid Foundation</i>	Planning for Success
	Constructing High Quality Maps
Phase Two: Understanding the Software	
Phase Three: <i>Refining and Aligning the Curriculum Process: Read- Through Process</i>	Calibrating Maps
	Identifying Revision Points
	Connecting Interdisciplinary Efforts
	Correlating Maps with Data
Phase Four: Using Maps for Programmatic Decision-Making	
Phase Five: Refining the Curriculum Mapping Process	

**“You have the right to succeed.” Goals for Curriculum Mapping are:  
Create a planning team to support initiatives.**

**Provide training to other staff members.**

**Present a clear definition of mapping to the staff.**

**Provide on-going support to sustain initiative.**

Curriculum Mapping is a multi-phase process, that once successfully implemented in your district, will simply become part of doing educational business. Since it's a process as such, you should look at your district's specific needs/resources/outcomes and begin developing a mapping process that fits with your expectations. While this model was developed by Professional Learning Associates, it is based on the research and work of practitioners like Drs. Heidi Hayes Jacobs and Susan Udelhofen, as well as our work with over 60,000 teachers and administrators during the past several years who are implementing curriculum mapping.

**Phase 1: Building a solid foundation; This is where we learn the process. Starting with planning with a leadership.** What will be mapped who will map, what does the map look like. Then constructing high quality maps, Learning the difference between mapping vs. planning and in writing C,S,A statements.  
**Phase 2: Understanding Curriculum Mapper.** Here is where you learn to create and update your maps, view other teachers' maps, compare your map to a map of a teacher at the same grade level, search for key components of the curriculum, add your standards, and identify to what level the standards are taught.. **Phase 3: This next phase may evolve in a number of ways...depending upon your immediate needs and the size of your district. Aligning and Refining the Curriculum.- Learning the ReadThrough Process. The most important thing to remember is that teachers need to start using their maps in a VERY short time. We begin by calibrating our maps.** Here we look at ours as well as others' maps to examine format, structure of statements, how easily we can follow along, and whether or not we have any questions or needs for clarification. Next we look for revision points we're looking for places where we may make changes regarding instruction. We will look at our maps through various lenses (specific aspects of our maps) to investigate how to improve them. Next, we Connecting Interdisciplinary efforts- working together across content areas in order to foster the learning in one particular content or skill set. Maps are just one piece of the data puzzle. Finally, we also need to look at test data, state, local benchmark assessments, student grades, demographics – all those contextual pieces that will give us a clearer picture of our successes and challenges. With the data collected and the a-ha's experienced during the RT process we now begin to use that information to make critical decision about what needs to be refined in our curriculum in order to align it. We use the ADV Features to look at instructional sequence. We take the RT info gleaned in order to come to consensus about the key components of the curriculum that must happen in each course and grade level. Are consensus maps written in stone...NO this again is a continuous process, they adapt to the changes and abilities of the students, the material that are used teachers that are in our classrooms. Remember that mapping is a process, and in next year's cycle you may find different revision points. **Phase 4: A bit down the road.. Using Maps for Programmatic Decision Making-as mapping leaders you need to have a complete picture of the entire process. As maps become more aligned and we make natural connections among the disciplines, you will begin to find more and more ways to use the maps on a regular basis. How can maps help potential hires or novice teachers? Can maps assist in identifying possible staff development needs? How will maps be used to help us in deciding what district initiatives need to be added, changed, or dropped?**  
**Phase 5: Refining the Process** It is vitally important to document your mapping journey and collect data along the way. You will need to look at your accomplishments, struggles, and new targets in order to refine the process for the next school year. Your mapping council will be the critical force to ensuring mapping does what it has the power to do. You and the eyes and ears of the district and it is crucial that you help to refine the process along the