

ASCD conference held in Colorado, Heidi was approached by Dr. Ann Johnson, who was working in Iowa with the Ankeny School District. The other leader was Mary Ann Holt, who was serving as an elementary principal in Chattanooga, Tennessee. Ann and Mary Ann “got mapping” from the beginning and believed it had the potential to improve communication and ultimately learning in their respective schools. Each of these visionaries has been featured in publications and DVD programs developed by ASCD. Both of these practitioners felt that a training manual needed to eventually emerge that could provide direction and help to their colleagues.

This training manual is intended to provide leaders with a map to guide professional development as they work to implement curriculum mapping in their school. It is not intended to be the answer, but it is intended to help them focus on the key components that are essential to ensure successful implementation.

## Becoming a Curriculum Mapping Learning Organization

Curriculum mapping can be applied to any educative endeavor, including professional development. With this in mind, we have created a four-phase professional development program composed of 12 modules, which are presented as 12 curriculum maps. In short, this book will help you map “mapping.” Our sincere hope is to provide some guidance to the many staff developers, teacher leaders, administrators, regional service centers, and national educators concerned with moving their constituents into a 21st century approach to creating curriculum.

Moving into mapping requires a genuine paradigm shift. Rather than filing curriculum guides on shelves in binders, educators throughout the world share their work electronically. With immediate access to their work, classroom teachers can indicate precisely what curriculum they have been able to share with their specific learners, what skills and strategies are being nurtured, and conversely which ones need ongoing attention. Assessments can be reviewed openly, both vertically K–12 and across grade levels, with an eye to diagnosing student needs.

The trends in mapping are dynamic, reflecting the power of the technology tools we use to share our work. The new import/export business in education is the uploading and downloading of curriculum maps nationally and internationally between classroom

## ESSENTIAL QUESTIONS

- So why map?
- How can you determine your school or district's current readiness status?
- What are possible entry points to mapping?

## CONTENT

**Concept: Establishing the reasons to map in your school or district can lay the foundation for lasting change.**

- Strengths and Limitations of the Current Curriculum in Your School or District
- Analysis of Assessment Data
- Current School Improvement Initiatives
- Entry Points to the Mapping Process
- Reasons to Map
- From . . . To
- Curriculum Mapping as a Hub
- **TERMS** Data Analysis, Entry Points, Hub Skills

## SKILLS

- Identify strengths in the current curriculum and changes that would positively impact student achievement.
- Analyze school or district data to determine strengths and targets for growth.
- Connect other school or district initiatives to the curriculum mapping process.
- Identify possible entry points for the mapping process.
- Summarize the reasons for your school or district to map.
- Brainstorm possible obstacles to mapping and generate possible solutions to address those obstacles.
- Explain the evolution of curriculum, assessment, instruction, and professional development in your school or district.
- Predict how curriculum mapping could serve as a hub for school improvement.

## EVIDENCE OF LEARNING

- List of strengths and changes that would enhance the curriculum generated by the group
- List of strengths and targets for growth identified by the data teams using the puzzle pieces
- Graphic organizer that identifies possible entry points for implementing curriculum mapping
- List of reasons for your school or district to map
- List of obstacles and possible solutions
- Graphic organizer "From . . . To" (depicting the evolution of curriculum, assessment, instruction, and PD in your school)
- Curriculum mapping as a hub organizer used to identify possible entry points for the integration of curriculum mapping

## ACTIVITIES

### Thinking about the Future (small group exercise)

- In small groups, brainstorm five or six innovations, inventions, discoveries, or technological advancements that have occurred during the past five years that have had or will have an impact on the curriculum.

- Discuss the potential impact on the curriculum. What changes will need to be made?
- As a team, brainstorm what skills will be critical for students in the future.
- Discuss whether or not they are being addressed in the current curriculum.
- Be prepared to share an advancement and sample skills in the large group.

## Initiating the Review Cycle: The Read Through Process

Mapping is a verb. It is an active review process articulated in the Curriculum Mapping Seven-Step Review Process developed by Jacobs (1997). After developing maps, schools and districts enter the editing phase of the process, known as the read through. During this editing phase, schools or districts find teachers experience the purpose of curriculum mapping. Teachers who may not have been on board in the early stages frequently find themselves very engaged in the rich dialogues that come about as a result of the mapping process. They begin to understand how the maps can become the focal point around which meaningful professional discussions can take place in an efficient manner.

During this phase in the process, teachers have an opportunity to gain a deeper understanding of the curriculum by examining their colleagues' maps. They gain a better understanding of the curriculum across the system in addition to having the opportunity to “zoom in” on specific targeted areas. Teachers practice their editing skills as they review the maps for possible gaps, repetitions, and omissions. In addition, they also note questions they may have and clarifications needed to understand the content being taught in different classes or courses.

While this is an exciting, engaging process, it is not uncommon for teachers to feel somewhat vulnerable during this because since they are baring their souls by sharing what they believe to be most important in learning—their curriculum. For this reason, we have suggested some strategies that can be used to ensure a safe, respectful sharing environment that encourages these rich professional dialogues.

## Activities and Supporting Materials

Activities are included to help teams identify the different types of data they have available in their school or district to help them make meaningful instructional decisions to analyze the data, to determine targets for growth, and to use the findings to inform instruction. Participants also have opportunities to check the alignment of the data with the content and skills included in the maps. This process shows teachers how, by tightening the alignment, they can generate better data that can have a greater impact on student performance. We have provided a couple of sample benchmark reports and district maps for schools who may not have immediate access to reports.

Built into the activities is also an opportunity for participants to become more familiar with the software they are using to manage the mapping and assessment data. Workshop participants have a chance to examine reports and determine those that will be more helpful in providing feedback to inform classroom instruction. After discussing different types of assessments, alignment with the maps, and reports that can be generated in the software, teams have a chance to analyze their current assessment system in their school or district and identify changes that if made could provide them with better data that could be used to make instructional decisions in their system.

## Training Tips

When designing this module, we assume that your school or district is using a software package to manage the curriculum mapping process and that you have access to achievement reports. If this is not the case, the activities can be modified accordingly. If you are unable to generate electronic reports, you probably have access to state assessment reports or classroom data that can be used for the data analysis activity. Participants should be encouraged to bring some type of data so they can examine the alignment between the assessments and content and skills in their own curriculum. This will make the activities more valuable and provide teachers with data they can use immediately in their own classrooms. One of the most important points made in this module is that alignment between the curriculum and achievement data is critical if it is to be used to maximize the impact on student achievement.

### ESSENTIAL QUESTIONS

- Why map literacy?
- How can mapping serve as a tool to integrate literacy skills throughout the curriculum?
- How can mapping serve as a unifying vehicle in schools and districts to ensure the teaching of active literacy in every subject at every grade level?

### CONTENT

**Concept: Teachers from every discipline can use curriculum mapping as a unifying schoolwide vehicle to develop formal benchmark assessments to ensure active literacy in every subject at every grade level.**

- Seven Essential Strategies for Integrating Active Literacy in the Curriculum:
  1. Every Teacher is an Active Literacy Teacher
  2. Three Distinctive Types of Vocabulary
  3. Creative Note Taking Strategies
  4. Editing and Revising Framework
  5. Speaking and Listening in Groups
  6. Technical Instruction in Each Classroom
  7. Mapping: A Vehicle to Integrate Formal Benchmark Assessments in Literacy
- Mapping Active Literacy
- **TERMS** Active Literacy, Seven Essential Strategies for Integrating Active Literacy

### SKILLS

- Summarize how mapping can serve as a tool to strengthen the teaching of literacy in all subjects at all grade levels by using the Seven Essential Strategies for Integrating Active Literacy.
- Explain why every teacher should be an active literacy teacher.
- Describe where distinctive types of vocabulary could be integrated into maps.
- Determine how mapping could resolve note taking issues.
- Explain how mapping could be used as a tool to ensure a consistent framework for teaching editing and revising.
- Identify types of group speaking and listening skills that could be integrated in the maps.
- Explain how technical listening and speaking skills could be taught throughout the curriculum.
- Explain how mapping can be used as a vehicle to develop formal assessments for active literacy in every subject at every grade level.

### EVIDENCE OF LEARNING

- Reasons why every teacher should be an active literacy teacher
- Summary of the Seven Essential Strategies
- Summary of how mapping can serve as a tool to strengthen the teaching of literacy in all grades and subjects
- Coaching strategy ideas for integrating active literacy in maps