

MAPPING TO THE CORE:

Integrating the Common Core Standards into
Your Local School Curriculum

Heidi Hayes Jacobs
Ann Johnson, Marie Alcock, Debbie Sullivan
www.curriculum21.com



A promotional graphic for LiveBook. It features a central image of a hand touching a tablet. To the left, there's a section titled 'LiveBook: The Newest Concept in eReading' with sub-sections 'Reading is now SOCIAL' and 'Mapping to the Core: A LiveBook and LivePlanner'. To the right, there's a section titled 'Mapping to the Core by Heidi Hayes Jacobs' and 'A LiveBook and LivePlanner' with a 'learn more' button. At the bottom right is the LiveBook School Improvement Network logo.

OUR ESSENTIAL QUESTIONS

- How can we design curriculum to prepare our learners for their future?
- How can we integrate the Common Core Standards into our local school curriculum to support student learning?



FOUR PHASES
Implementation Process

WHERE IS YOUR FACULTY?

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



GREEN FLAG

Culture of Collaborative Inquiry
Culture of Strategic Communication



RED FLAG

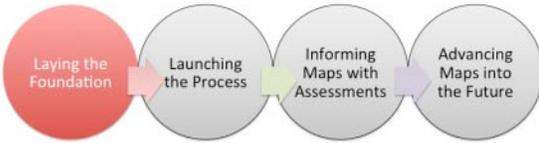
Culture of Compliance



COACHING POINTS

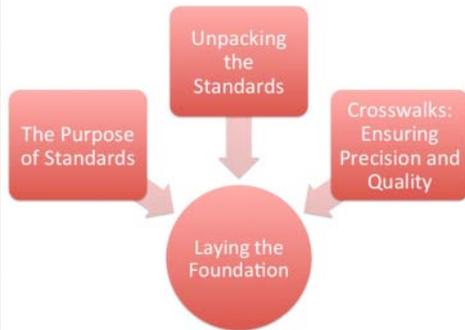
Tips and Strategies to
Ensure Success





PHASE I

Laying the Foundation



CHERRY PICKING

COMMON CORE STATE STANDARDS

<http://corestandards.org>

STANDARDS

Definition – Level of quality accepted as norm



Types of Standards:

- Common Core State Standards
- College Readiness (ACT)
- National Organizations
- International (AERO)



WHY STANDARDS?

- Establish a "staircase" of increasing complexity in content and skills across the grades and subjects
- Provide building blocks for successful classrooms
- Ensure a consistent core curriculum for all students

I. LAYING THE FOUNDATION

Setting up leadership team in each building to LEARN the Fundamentals:

- Unwrapping the Core Standards
- The Prologue to Mapping



Reading Standards for Informational Text K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, relating explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationships between a series of historical events, scientific ideas or concepts, or ideas in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Use text features and search tools (e.g., key words, indexes, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information presented.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., when, where, why, and how key events occur).	7. Integrate information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/last/next/and in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

LITERATURE AND INFORMATIONAL TEXT

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

UNWRAPPING TO TRANSLATION

- 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.



able to stimulate reflective...
the decision to present...
museum's collection...
res the oppo...
tempo...
se

INFORMATIONAL TEXT

Special implications for ALL subject areas, all grades and all teachers

CC INFORMATIONAL TEXT KEY IDEAS AND DETAILS

Grade 4

- Draw on details and examples from a text to support statements about the text.
- Determine the main ideas and supporting details of a text; summarize the text.
- Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in the text.

CC INFORMATIONAL TEXT KEY IDEAS AND DETAILS

Grade 4

- Draw on details and examples from a text to **support statements** about the text.
- **Determine** the **main ideas and supporting details** of a text; **summarize** the text.
- **Describe** the **sequence of events** in an historical or scientific account, including what happened and why, based on specific information in the text.

Core Map Template: Strand:

Big Idea(s)/ Major Concept(s)	Essential Questions	Core Content	Skills	Evidence

INFORMATIONAL TEXT - KEY IDEAS AND DETAILS

Grade 4

Big Idea/ Major Concept	Essential Questions	Core Content	Skills	Assessment & Evidence of Learning
Determining the key ideas and details in the text can help students determine the author's purpose.	How can I determine the author's purpose?	<ul style="list-style-type: none"> •Supporting Details •Specific Examples •Main Idea •Sequence of Events •Process - Drawing Conclusions •Fact and Opinion •Summarization multiple ideas 	<ul style="list-style-type: none"> •Supports statements about the text using specific details and examples •Explain how the supporting details support the main idea •Identifies and summarizes main idea (s) in the text •Orders and explains the sequence of events in the text •Cites evidence from the text to support conclusions 	

INFORMATIONAL TEXT KEY IDEAS AND DETAILS

Grade 8

Big Idea/ Major Concept	Essential Questions	Content	Skills	Assessment
<ul style="list-style-type: none"> •Essays provide a format for a writer to communicate with readers by developing a topic through relevant details and appropriate support. •Writers use a variety of strategies to enhance their message and engage the reader. 	<ul style="list-style-type: none"> Why do writers pick a particular format/ structure for writing? What strategies can I use to help me be a more effective writer? Why does the process of writing have a positive effect on both the reader and the writer? 	<ul style="list-style-type: none"> •3-5 paragraph essay format •Thesis statement •Focused introductory paragraph •Relevant details and supporting evidence •Logical organization of ideas (e.g., order by chronology, importance...) •Unity/ Cohesion •Transitional words and phrases •Personal Writing Style/Voice •Sentence variety •Supportive and evaluative materials 	<ul style="list-style-type: none"> •Write a 3-5 paragraph using the appropriate format •Develop a clear and precise thesis statement as the main idea for the essay •Design an interesting and focused introductory paragraph •Support the development of the thesis with relevant details, facts, examples, and other specific information •Select and organizes relevant content in appropriate order •Includes a closing statement that summarizes the information presented •Substitutes general terms with precise language to explain a topic •Use a variety of transitional words and phrases to create cohesion and unity within and between paragraphs •Apply a variety of sentences to create a certain effect in making your writing more interesting (e.g., short, clear sentences to create a sense of speed, longer, more complex sentences to create a sense of leisureliness...) •Employ a variety of sentence structures and types to enhance meaning •Evaluate your writing with the criteria and levels of 	

INFORMATIONAL TEXT - KEY IDEAS AND DETAILS

Grade
10

Big Idea/ Major Concept	Essential Questions	Core Content	Skills	Assessment & Evidence of Learning
Key ideas and details in text can be used to make assertions, inferences, generalizations, and to draw conclusions.	How does interacting with the text provoke thinking and response and help us determine the author's purpose?	<ul style="list-style-type: none"> •Development of the text •Development of an idea •Techniques used to introduce and justify key points •Connection of ideas to informational texts and life •Influences on authors •Inductive and deductive reasoning 	<ul style="list-style-type: none"> •Explains specific evidence that supports the analysis of the text •Explains the development of the main idea and how specific details support it •Analyzes how the author uses ideas, events, and order to strengthen connections •Analyzes ways in which ideas in informational texts connect to real-life situations and represent a view or comment on life •Researches and analyzes an author's background, culture, and philosophical assumptions to detect and explain possible bias in informational text. •Analyzes main ideas and supporting details within informational text to draw conclusions inductively or deductively 	

COACHING POINTS

Tips and Strategies to
Ensure Success



CCLS: MATH, NUMBER & OPERATIONS—FRACTIONS

5.NF Use equivalent fractions as a strategy to add and subtract fractions.

Grade 5

- 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
- 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

CCLS: MATH, NUMBER & OPERATIONS—FRACTIONS

5.NF Use equivalent fractions as a strategy to add and subtract fractions.

Grade 5

- 1. **Add and subtract fractions** with **unlike denominators** (including **mixed numbers**) by **replacing** given fractions with **equivalent fractions** in such a way as to **produce** an equivalent sum or difference of fractions with **like denominators**.
- 2. **Solve word problems** involving addition and subtraction of **fractions** referring to the same **whole**, including cases of **unlike denominators**, e.g., by **using** visual fraction models or equations to **represent** the problem. **Use** benchmark fractions and **number sense** of fractions to **estimate mentally** and **assess** the **reasonableness** of answers.

Balancing Informational and Literary Text

Building Knowledge in Disciplines

Staircase of Complexity

Text-Based Answers

Writing from Sources

Academic Vocabulary

SIX SHIFTS IN ELA/LITERACY

Strand: Numbers and Operations- Fractions 5th

Big Idea(s)/ Major Concept(s)	Essential Questions	Grade Core Content	Skills	Evidence
		A. Equivalent fractions (Adding and Subtracting) <ul style="list-style-type: none"> * fractions with unlike denominators (including mixed numbers) * equivalent fractions (like denominators) * adding and subtracting fractions with like denominators * $a/b + c/d = (ad + bc)/bd$ * word problems * visual fraction models or equations as examples * mental estimation * reasoning of answers 	A1. Solve addition and subtraction problems with fractions with unlike denominators A2. Solve addition and subtraction problems using mixed numbers with unlike denominators A3. Replace given fractions with equivalent fraction producing like denominators A4. Solve word problems involving fraction with unlike denominators. Students must use visual fraction models or equation to represent problem A5. Estimate mentally and Assess reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answer	

Strand: Numbers and Operations- Fractions 5th Grade

Big Idea(s)/ Major Concept(s)	Essential Questions	Core Content	Skills	Evidence
A Quantity can be represented numerically in various ways. There are multiple ways to solve a problem.		A. Equivalent fractions (Adding and Subtracting) <ul style="list-style-type: none"> * fractions with unlike denominators (including mixed numbers) * equivalent fractions (like denominators) * adding and subtracting fractions with like denominators * $a/b + c/d = (ad + bc)/bd$ * word problems * visual fraction models or equations as examples * mental estimation * reasoning of answers 	A1. Solve addition and subtraction problems with fractions with unlike denominators A2. Solve addition and subtraction problems using mixed numbers with unlike denominators A3. Replace given fractions with equivalent fraction producing like denominators A4. Solve word problems involving fraction with unlike denominators. Students must use visual fraction models or equation to represent problem A5. Estimate mentally and Assess reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answer	

Strand: Numbers and Operations- Fractions 5th Grade

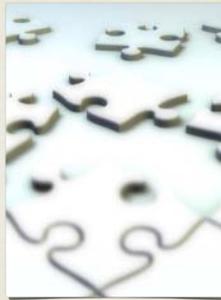
Big Idea(s)/ Major Concept(s)	Essential Questions	Core Content	Skills	Evidence
A Quantity can be represented numerically in various ways. There are multiple ways to solve a problem.	1. Why are there so many different ways to represent something? (MP #7) 2. How do I determine which problem solving strategy to use when solving a problem?	A. Equivalent fractions (Adding and Subtracting) <ul style="list-style-type: none"> * fractions with unlike denominators (including mixed numbers) * equivalent fractions (like denominators) * adding and subtracting fractions with like denominators * $a/b + c/d = (ad + bc)/bd$ * word problems * visual fraction models or equations as examples * mental estimation * reasoning of answers 	A1. Solve addition and subtraction problems with fractions with unlike denominators A2. Solve addition and subtraction problems using mixed numbers with unlike denominators A3. Replace given fractions with equivalent fraction producing like denominators A4. Solve word problems involving fraction with unlike denominators. Students must use visual fraction models or equation to represent problem A5. Estimate mentally and Assess reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answer	

Strand: Numbers and Operations- Fractions 5th Grade

Big Idea(s)/ Major Concept(s)	Essential Questions	Core Content	Skills	Evidence
<p>A Quantity can be represented numerically in various ways.</p> <p>There are multiple ways to solve a problem.</p>	<p>1. Why are there so many different ways to represent something? (MP #7)</p> <p>2. How do I determine which problem solving strategy to use when solving a problem?</p>	<p>A. Equivalent fractions (Adding and Subtracting)</p> <ul style="list-style-type: none"> * fractions with unlike denominators (including mixed numbers) * equivalent fractions (like denominators) * adding and subtracting fractions with like denominators * $a/b + c/d = (ad + bc) / bd$ * word problems * visual fraction models or equations as examples * mental estimation * reasoning of answers 	<p>A1. Solve addition and subtraction problems with fractions with unlike denominators</p> <p>A2. Solve addition and subtraction problems using mixed numbers with unlike denominators</p> <p>A3. Replace given fractions with equivalent fraction producing like denominators</p> <p>A4. Solve word problems involving fraction with unlike denominators. Students must use visual fraction models or equation to represent problem</p> <p>A5. Estimate mentally and Assess reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answer</p>	<p>A-1 Blue Print Design Summative Performance Task EQ #1 representing Math Practice 7 DOK 4 sketchup.google.com for blueprints. You will have to download the program. Students will need computer time to complete items.</p> <p>A-1-3 Test with some computation 10 questions (Type: Brief Response) Summative Test: Common DOK 1 and DOK 2</p> <p>A-4 Essay Question-How do I determine which problem solving strategy to use when solving a problem? (Type: Brief Response) Summative: Essay Test: DOK 3</p>

VERTICAL COLLABORATION

- At the heart of mapping and working effectively with the standards will be vertical collaboration.
- Jigsaw your faculty members for vertical comparisons of the unwrapping process and discuss:
 - What were the common nouns and verbs?
 - How did they scaffold in complexity?



English Language Arts Academic Content Standards Crosswalk Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio - 2001 Academic Content Standards Benchmarks
Grade Four	Reading for Literature	
	Key Ideas and Details	
	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4RPC Make meaning through asking and responding to a variety of questions related to text.
	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4LTC Differentiate comprehension by inferring themes, patterns and symbols. 3LTC Identify the theme of a literary text.
	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4LTA Describe and analyze the elements of character development. 4LTB Analyze the importance of setting.
	Craft and Structure	No Aligned Benchmark
	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	
	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	4LTF Identify similarities and differences of various literary forms and genres.
	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4LTD Differentiate between the points of view in narrative text.
Integration of Knowledge and Ideas		
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	No Aligned Benchmark	
8. Not applicable to literature.		
9. Compare and contrast the treatment of similar themes and topics (e.g.,	4LTF Identify similarities and differences of various literary forms and genres.	

COACHING POINTS

Tips and Strategies to Ensure Success



USE YOUR PHONE, TABLET OR LAPTOP TO PARTICIPATE!

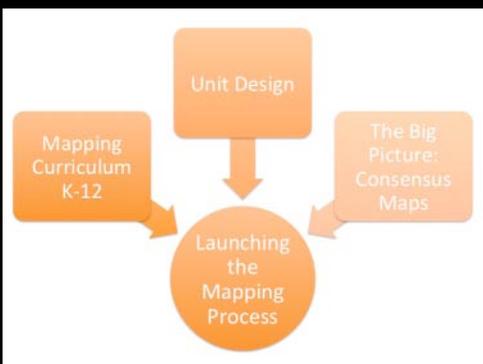


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PHASE II

Launching the Process



LAUNCHING THE PROCESS

The leadership team:

- Structures conditions that will make a difference in your planning and initiating
- Identify and choose a technology format and template
- Identify most valuable forms of assessment.
- Draft an Action Plan (Timeline) for introducing the mapping process to the faculty.



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.



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



TARGET NEEDS: DISCUSSIONS, DEBATES, AND DECISIONS WILL BE BASED ON

- What is in the best interest of our specific clients, the students in our educational setting?
 - Their ages
 - Their stages of development
 - Their learning characteristics
 - Their communities
 - Their aspirations
 - Their needs
 - The need for cumulative learning



School	Teacher	Email	Course#	Grade Level
Ames District Office	MASTER MAPS, K-12	curriculumoffice@yahoo.com	DHSSE80	10-12

September 2009

Content	Skills	Assessment	Instructional Methods	Resources, CRIS, etc.
A. Chemistry of life (C, E, AdL, ABL, ABLS) ECC, PS.1, PS.3, PS.5, LS.3	A.1. Write atoms, molecules, elements and compounds that describe bonding with isotopes A.2. Organize organic molecules and monomers into categories A.3. Explain the role of Nucleic Acids in inheritance	A.1. Write atoms, molecules, elements and compounds that describe bonding with isotopes A.2. Organize organic molecules and monomers into categories A.3. Explain the role of Nucleic Acids in inheritance	A.1. Write atoms, molecules, elements and compounds that describe bonding with isotopes A.2. Organize organic molecules and monomers into categories A.3. Explain the role of Nucleic Acids in inheritance	A. Buffer animation (biologyonline.com) Campbell <i>Biology</i> 9e CH 2-4, etc.11

CONSENSUS MAPS:

*Integrating benchmark assessments
Collaborative commitments
Consistency*

Curriculum Map 2009-2010 Pelham Union Free School District Kaysner, 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?	Pre-assessment (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)) Other Visual Assessment (Benchmark assessment: One of these things is not like the other (McRel Standards activity))	Pre-assessment: Diagnostic: Is It Alive? 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) Sieve! 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 organizing

DIARY MAPS: VIABLE

Individual classroom teacher- Responsive to students -Flexibility

Unit: Multiple Paragraph Essays

Grade or Subject: 8th Grade

Big Idea/ Major Concept	Essential Questions	Content	Skills	Assessments
<ul style="list-style-type: none"> Essays provide a format for a writer to communicate with readers by developing a topic through relevant details and appropriate support. Writers use a variety of strategies to enhance their message and engage the reader. The process of writing stimulates the thinking process. 	<ul style="list-style-type: none"> Why do writers pick a particular format/structure for writing? What strategies can I use to help me be a more effective writer? Why does the process of writing have a positive effect on both the reader and the writer? 	<ul style="list-style-type: none"> 3-5 paragraph essay format Thesis statement Focused introductory paragraph Relevant details and supporting evidence Logical organization of ideas (e.g., order by chronology, importance...) Unity/Coherence Transitional words and phrases Personal Writing Style/Voice Sentence variety Supportive and evaluative materials <p>Vocabulary Organizational structures, Sentence types (e.g., short, simple, compound, complex, compound-complex), Personal style, Controlled organization, Internal Unity, Voice</p>	<ul style="list-style-type: none"> Write a 3-5 paragraph using the appropriate format Develop a clear and precise thesis statement as the main idea for the essay Design an interesting and focused introductory paragraph. Support the development of the thesis with relevant details, facts, examples, and other specific information Select and organize relevant content in appropriate order Includes a closing statement that summarizes the information presented Substitutes general terms with precise language to explain a topic Use a variety of transitional words and phrases to create cohesion and unity within and between paragraphs Apply a variety of sentences to create a certain effect in making your writing more interesting (e.g., short, clear 	<ul style="list-style-type: none"> 5 paragraph essay on focused topic Multiple paragraph essay using two different structures- sequence of ideas and comparison/contrast Graphic organizer - possible supporting details, information, data, charts, and graphs Essay revision task focusing on improving transitions and precise language. Self-assessment using essay rubric

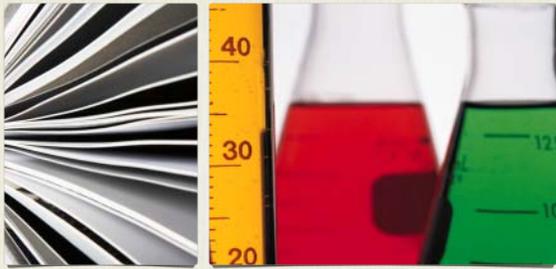
COACHING POINTS

Tips and Strategies to Ensure Success



ELEMENTS OF CURRICULUM

- Content
- Skills
- Assessment
- Framed by Essential Questions



CONTENT

The subject matter itself: key concepts, facts, events

SKILLS ARE DISPLAYED ON A MAP AS:

- Precise skills that can be:
 - Assessed/measured
 - Observed
 - Described in specific terms
- Skills are action verbs...
- Skills scaffold over time
- Unlike general processes



ON MAPS, ASSESSMENTS ARE THE MAJOR PRODUCTS AND PERFORMANCES:

- Assessment is the demonstration of learning
- Assessment is the observable evidence of the CC STANDARD
- They must be listed as defined nouns:
 - Tangible Products or
 - Observable Performances



European Exploration Final Exam

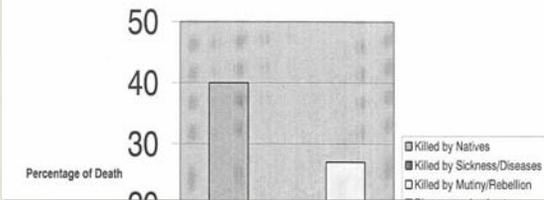
Multiple Choice Section:

1. This is the great Spanish conquistador who, with a couple hundred Spaniards conquered the Aztec Empire in Mexico:
a. Hernan Cortes b. Hernando de Soto c. Francisco Pizarro d. Robert La Salle
2. This spice comes from the bark of a tree, either in sticks or powder, and is rusty-brown in color, found in South Asia and the southeast Asian islands, and is used for a variety of medicinal purposes:
a. pepper b. cloves c. ginger d. cinnamon
3. During the Renaissance period the Europeans began to build bigger and better ships that could

SELECTED RESPONSE

Multiple Choice- 50 QMC Quiz

Failures of Exploration



CONSTRUCTED- RESPONSE QUESTIONING

10- 2 Short Answer Test

COLLECTION OF ASSESSMENTS:

- Portfolios
- Anthologies
- Recordings of observable performances



Student NEWS ACTION Network

WRITE IT FILM IT MAKE IT HAPPEN

Hosted by Washington International school

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HOME

MY PAGE

MEMBERS

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ABOUT

VIDEOS

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archdiocese in Italy January 2010

A Day of Dev. in the city February

2010

Getting ahead at school issues in

only the first page February 2010

The better we prepare, the better

lockdown February 2010

Local activities help students

February 2010



EARTHQUAKE IN HAITI

a video by Josh Weisner

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COACHING POINTS

Tips and Strategies to
Ensure Success



DIAGNOSIS

finding what our learners need
from the assessment data



PRESCRIPTION

revising our maps
collaboratively to respond to
those targeted needs



ESSENTIAL QUESTIONS

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



ESSENTIAL QUESTIONS

A Form of Mental Velcro

- A literacy tool
- An instructional focus
- An aid for knowledge retention



ESSENTIAL QUESTIONS SHOULD ALIGN WITH KEY CURRICULUM ELEMENTS



- Content
- Assessment
- Skills



A "big idea" is a concept stated as a relational statement that provides the focus and basis for acquiring knowledge.

Concept based learning sustains long term recall of facts vs. isolated fact base learning.

A concept is synonymous with the enduring understanding or big idea from UbD.

EXAMPLES OF CONCEPTS



A history unit on Ancient Egypt might focus on the concept:

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



A science unit on the Rainforest might focus on the concept:

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

SUPPORTING ROLES IN THE MAPPING PROCESS

- In your team, identify the key individuals or committees who will help support and lead mapping in your school.
- Define their roles and responsibilities.
- Also, identify the training needed to for them to be successful in that role.



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RETHINKING LEADERSHIP STRUCTURE

Possible leaders and/or committees	Potential Roles and responsibilities	Training needed to be successful

RETHINKING LEADERSHIP STRUCTURE

Possible leaders and/or committees	Potential Roles and responsibilities	Training needed to be successful
Principal	<ul style="list-style-type: none"> • Co-facilitate training with teacher leaders • Collaboratively develop a vision and implementation plan • Coordinate training and remove obstacles for successful implementation • Coach teachers 	<ul style="list-style-type: none"> • Overview of Mapping • Training in developing a map • Training in developing an implementation plan • Facilitation training
Teacher Leaders	<ul style="list-style-type: none"> • Deepen understanding of mapping • Develop maps and practice strategies • Work with principal to develop implementation plan • Coach colleagues in the process • Work with the team to provide training to colleagues 	

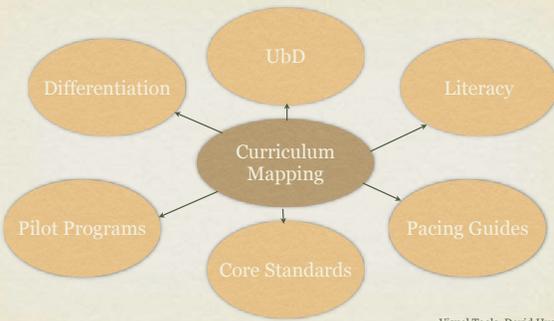
MOTIVATING & ENGAGE STAFF

Best Practice:

- Introduce CM as a tool to solve a specific teaching and learning problem at the school for the “child” in the empty chair
- Introduce CM as a hub for integrating building and district initiatives



MAPPING AS A HUB



Visual Tools: David Hyerle

COACHING POINTS

Tips and Strategies to Ensure Success



GREEN FLAG

Culture of Collaborative Inquiry
Culture of Strategic Communication



"TEAM LEARNING IS VITAL BECAUSE TEAMS, NOT INDIVIDUALS, ARE THE FUNDAMENTAL LEARNING UNIT IN MODERN ORGANIZATIONS"

Peter Senge: The Fifth Discipline

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 AND MAPPING

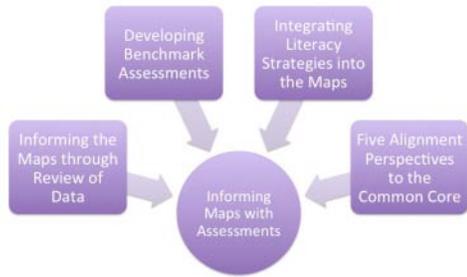


- The collaborative inquiry process supports each phase of the mapping process.
- Key element in sustaining the mapping process on both a school and district level.
- Focuses teachers on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement.



PHASE III

Informing Maps with Assessments



INFORMING MAPS WITH ASSESSMENT

Sustaining and Integrating the System:

- Consensus mapping
- Establishing benchmark assessments to monitor CCSS
- Informing maps with assessment results



What policies are governing your school practice in assessment?

FORMAL BENCHMARKS

Smarter Balanced - <http://www.smarterbalanced.org/smarter-balanced-assessments/>
 PARCC - <http://www.parcconline.org/parcc-assessment-design>



CM REVIEW & REVISION PROCESS

The procedures for mapping are best presented in a seven-phase model for teachers.

7 STEP REVIEW PROCESS

- 1. Collecting the Data
- 2. First Read-Through
- 3. Small Like/Mixed-Group Review
- 4. Large Like/Mixed-Group Comparisons
- 5. Determine Immediate Revision Points
- 6. Determine Points Requiring Some Research and Planning
- 7. Plan for Next Review Cycle

(from Mapping the Big Picture: Integrating Curriculum and Assessment K-12; 1997, ASCD, Jacobs, III.)

PURPOSE OF REVIEWS

Horizontal & Vertical

- To identify the areas or priorities in need of monitoring or changing
- To examine maps for gaps, absences, and redundancies
- To raise central or extended questions and issues concerning on-going mapping discoveries



STRATEGIC GROUPING FOR PROFESSIONAL REVIEWS

- **Vertical – K-12**: extended departmental meetings
- **Targeted Vertical**- examples: K-1; 3-6 ; 7-11; 10-12
- **Across grade level**- all third grade; all teachers of freshmen
- **Targeted cross grade level**- interdisciplinary 7th grade team
- **Extended team**- special area teachers, special ed staff, ESL
- **Feeder pattern**- in larger districts only those sharing same students; within school following student groups
- **Expanded local team**- virtual groupings (online); parents; community; internships
- **Global team**- Feedback and collaboration with meaningful worldwide educators and students.

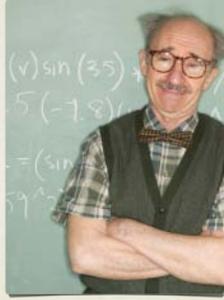
COACHING POINTS

Tips and Strategies to Ensure Success



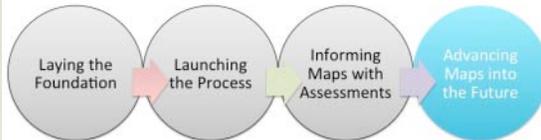
DIFFERENTIATED STAFF DEVELOPMENT

- According to experience with curricula and technology
- According to demonstrated competence
- According to what will best help the learners



CONSIDER A RANGE OF PD VENUES

- Various Groupings
- Hands-On Labs
- Small Workshops
- Work Sessions
- On-line Courses
- Staff Development Days Based On Data
- Observing Mentors
- Peer Coaching
- Video Conferencing



PHASE IV

Advancing Maps into the Future

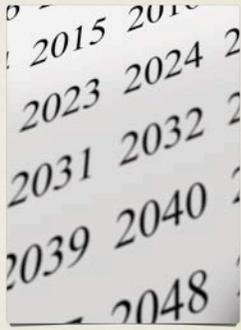
Upgrades
for Student
Engagement

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



WHAT IS NEEDED?

- SHORT TERM- UPGRADES- “revision and replacement” of dated curriculum and assessment types with more vital contemporary forms.
- LONG TERM- VERSIONING to new versions of the program structures in our school institutions that house curriculum and instruction.



TOP TEN REASONS *for Curriculum Mapping*

TOP TEN REASONS TO CURRICULUM MAP

- #10- Mapping is a systems wide planning approach: each teacher and administrator maps
- #9- Mapping provides immediate and strategic access to all maps in a school and between schools





- #8- Mapping is time efficient and eliminates unnecessary meetings by providing a virtual platform for information.
- #7- Collaborative Inquiry is the heart of the mapping process creating genuine PLC's for vertical/cross grade level reviews.

- #6- Maps ensure all critical elements are designed to support learning: content, skills, assessments, essential questions, vocabulary
- #5- Common Core Standards are visibly aligned in each element for a consistent and guaranteed curriculum.



- #4- Consensus Maps provide the "place" to monitor student performance assessments: the diagnosis
- #3- Consensus Maps are revised according to what assessment data reveals about students: the prescription



- #2- Diary maps are tailored to the specific needs of your students to provide a viable, differentiated curriculum.
- #1- Mapping keeps a school modern as they are upgraded to prepare learners for their future.



VISITORS AROUND THE WORLD

NEWS

WORLD

CMI 2011



PLAN FOR THE FUTURE

<http://curriculum21.com>