



# **Curriculum Mapping. Purpose, Possibilities, and Practices**

**ASCD- ACEL**

**AUSTRALIA**

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# What this means to each of us...



- Consensus can be reached at various levels while supporting the need for responsive autonomy in the classroom.
- Administrators and Classroom teacher can find the operational curriculum within and between buildings.
- Professional development can be targeted for the needs of specific teachers.
- Drill down from the standards to the district, to the classroom, to the student!
- Integrated, focused location...an electronic town square.

# Our Essential Questions:



- **How can we structure school decision making to support cumulative learning?**
- **How should we design our curriculum to prepare learners for their future?**
- **How does curriculum mapping serve as a HUE for all initiatives regarding teaching and learning?**

# FOUR PHASES for CURRICULUM MAPPING TRAINING



- I. Laying the Foundation**
- II. Launching the Process /Getting Starte**
- III. Maintaining, Sustaining, and Integrating the System-Merging Assessment Data into Maps**
- IV. Advanced Mapping Tasks**





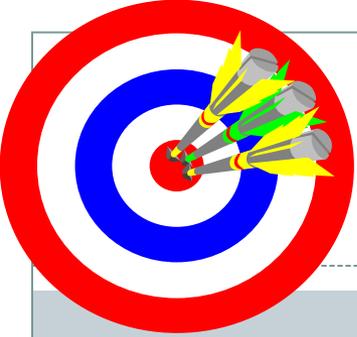
# Mapping is a coin with two sides

- ONE SIDE IS THE DOCUMENTATION –THE MAPS THEMSELVES
- ONE SIDE IS THE REVIEW PROCESS – EXAMINING AND REVISING MAP CUMULATIVELY BETWEEN TEACHERS

# 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.



# Targeting Needs:

*Discussions, debates, and decisions will be based on.*

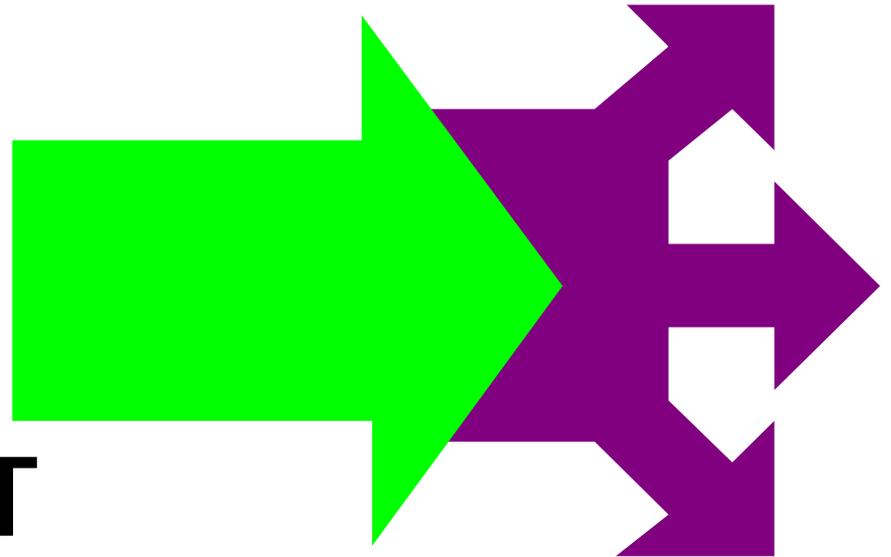


- ← What is in the best interest of our specific clients, the students in our educational setting?
- ← Their ages
- ← Their stages of development
- ← Their learning characteristics
- ← Their communities
- ← Their aspirations
- ← Their needs
- ← The need for cumulative learning



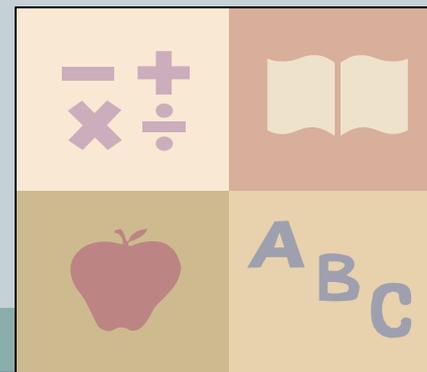
What information do we collect initially on a map?

- **CONTENT**
- **SKILLS**
- **ASSESSMENT**



## *Content:*

The subject matter itself; key concepts, facts, events, which may be presented with a map in three formats:



# Content Formats

## Discipline-Based

*Focus on subjects:  
math, science,  
social studies,  
literature, arts,  
physical education,  
etc.*

*Should be active:  
students as  
“scientists”; as  
“artists”*

## Interdisciplinary

*Focus on  
connections  
between two or  
more subjects  
examining common  
organizing center*

*Rigorous; avoiding  
potpourri*

## Student- Centered

*Focus on student-  
developed interests*

*Emerges directly  
from learner*

# What is a concept? Why are they so critical to learning and to mapping?

- A concept is 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.

# 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.



# Skills are displayed on a map as **ACTION VERBS**



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



# Precision expectation is crucial to skill development.

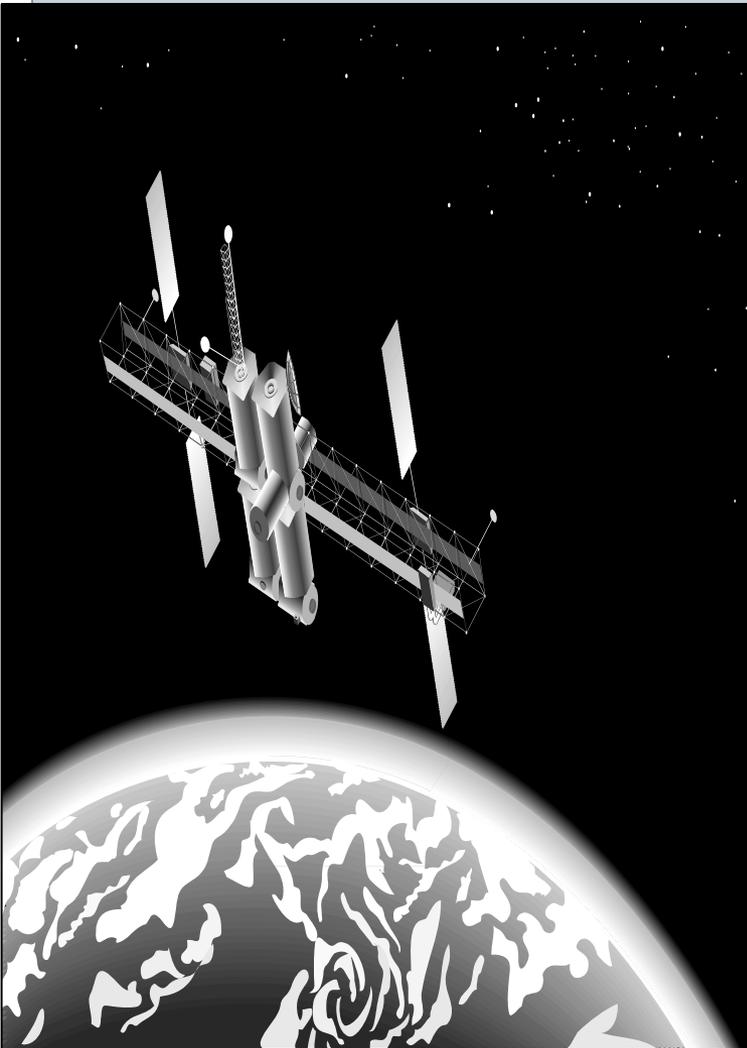


- THE COACH **DOESN'T SAY**: “We’re working on **critical playing skills** today.”
- THE COACH DOES SAY:  
“We’re working on driving into the basket.”



Precision Skills within Disciplines:  
In Science, there is the general process  
of INQUIRY ... *Precise Skills* might be:

- **Observe** and **make notations** of an event in the natural world or space
- **Collect** and **display** data
- **Cite** significant variables
- **Pose** explanations
- **Predict** future results



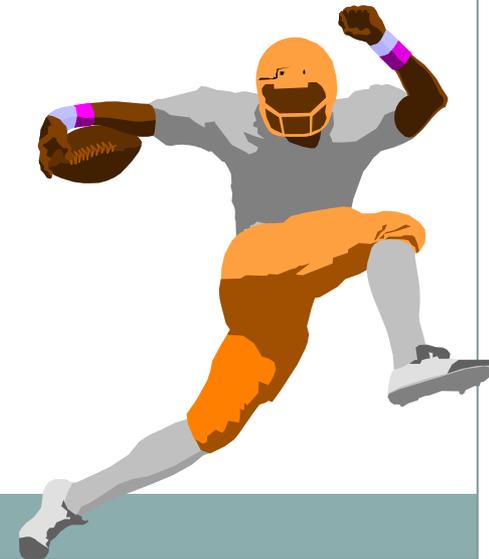
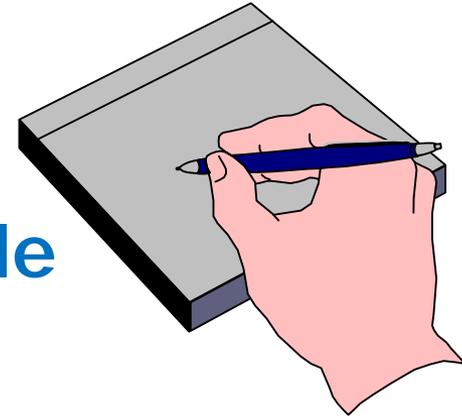
# Skills across disciplines *precise skills* might include:

- **Edit** and **revise** in all disciplines
- **Utilize** organizational skills
- **Read** for decoding
- **Read** for text interaction
- **Speak** in a range of forums
- **Research** using technology for information access
- **Create** a technological production purposes
- **Isolate** and **improve** career habits for personal and group work



# On Maps, Assessments are the Major Products and Performances:

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



# SELECTED RESPONSE:

## Multiple Choice 50-Q M.C. Quiz

### 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 sail out into the oceans, tacking into the wind and carrying three masts filled with sails, called:

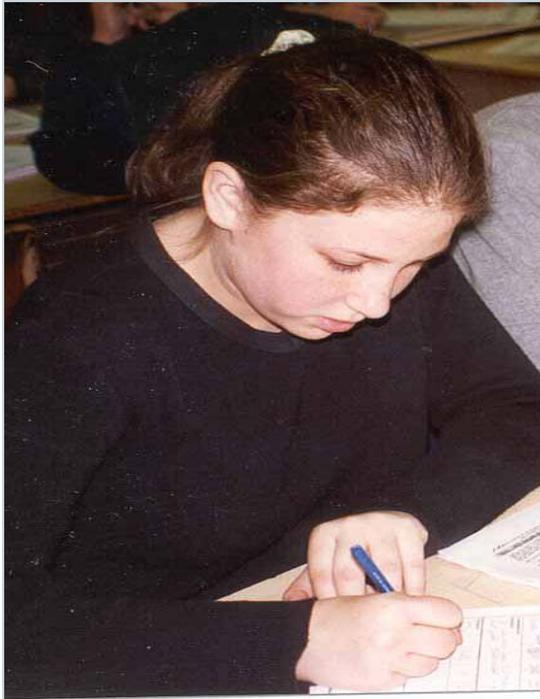
- a. Clipper Ships      b. Trireme Galleys      c. Spanish Galleons      d. Viking Long Ships

4. The Treaty of Tordesillas was an agreement between which two nations that divided the world into their separate spheres of trade and exploitation based on their discoveries and explorations?

- a. Spain and Italy      b. Spain and Portugal      c. Portugal and France      d. England and Holland

5. One of the great trading centers of Central Asia, a way station on the Great Silk Road out of China, was the city of:

- a. Calicut      b. Constantinople      c. Samarkand      d. Baghdad

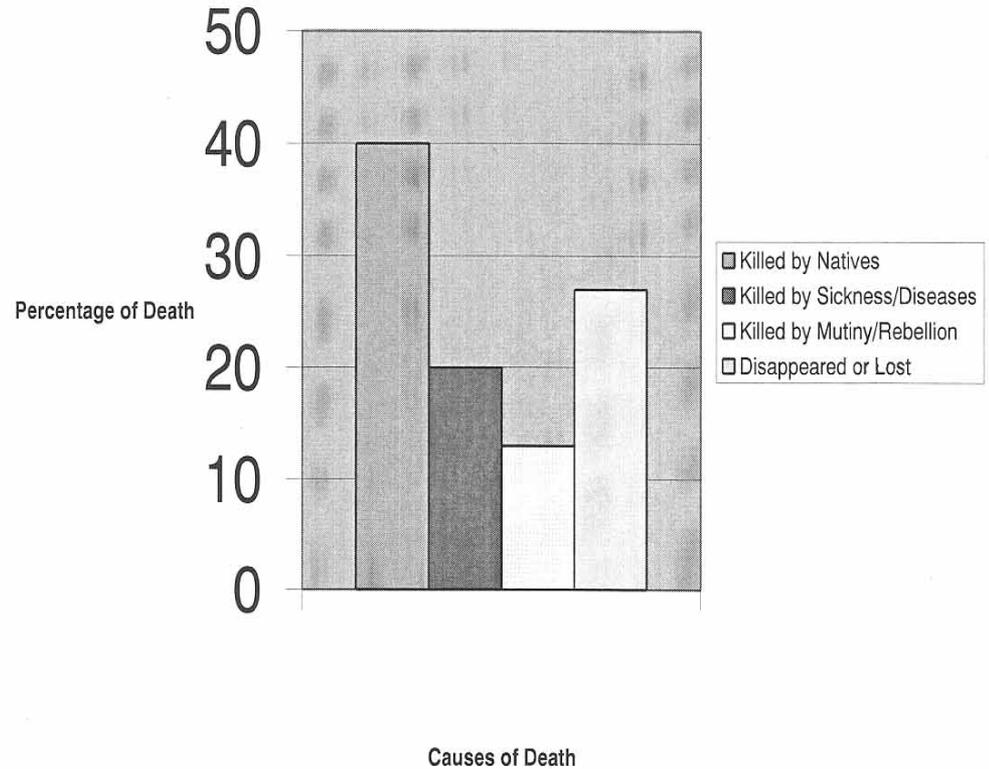


# Constructed-Response Questioning?

## 10-Q Short-Answer Test



Failures of Exploration



9. Being an explorer was a very dangerous profession. According to this bar graph:
- What percentage of the Europeans could be considered "unwelcomed guests" in the countries they explored?

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- Generate two reasons why explorers may have not been welcomed:

◆ \_\_\_\_\_

# Collections of Assessments:



- Portfolios
- Anthologies
- Recordings of observable performances

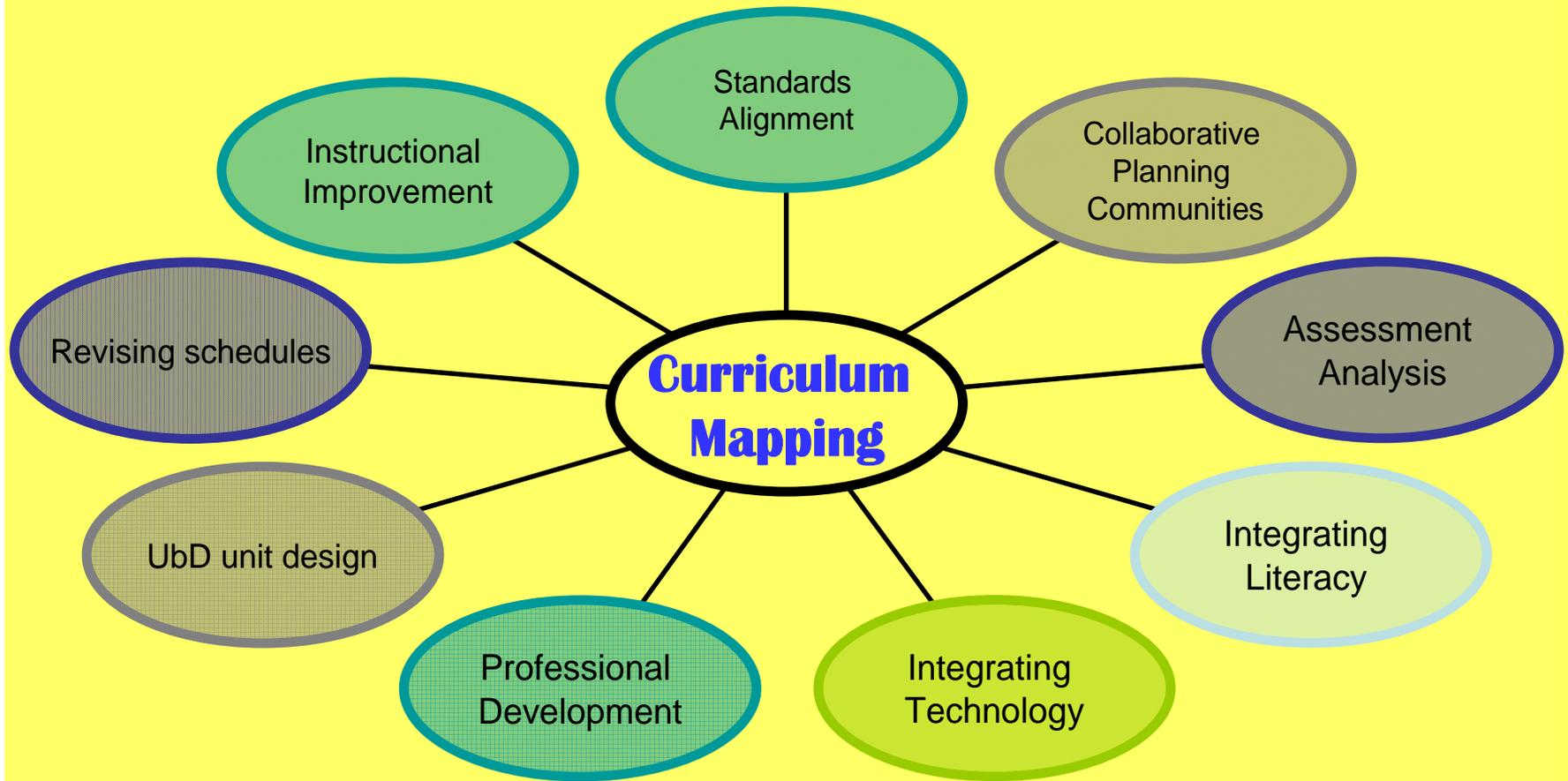


# Performance-Based Assessment?

**Mount Vernon  
Historical Research:  
Individual and Group  
Presentations**



# The **Hub** Effect: Linking Initiatives



# ASSESSMENT reveals:



- \_ PROFICIENCY OF TARGETED SKILL DEVELOPMENT**
- KNOWLEDGE AND INSIGHT INTO CONTENT**



# CURRENT TRENDS: MERGING ASSESSMENT DATA INTO MAPS

- New versions in mapping software are linking to assessment data
- Links to assessment data
- Tabs to differentiated curriculum





➤ **DIAGNOSIS-**

➤ FINDING WHAT OUR LEARNERS  
NEED FROM THE ASSESSMENT DATA

➤ **PRESCRIPTION-**

➤ REVISING OUR MAPS  
COLLABORATIVELY TO RESPOND TO  
THOSE TARGETED NEEDS

# MAPPING ACTIVE LITERACY IN EVERY CLASSROOM K-12



Every teacher in every classroom maps necessary language capacity strategies.

We will inform and revise our  
maps on two levels:



■ **THE NEEDED AREAS TO BE  
ADDRESSED IN THE CONTENT AND  
SUBJECT-AREA SKILLS**

■ **THE CROSS-DISCIPLINARY  
LITERACY STRATEGIES NEEDING  
ATTENTION.**



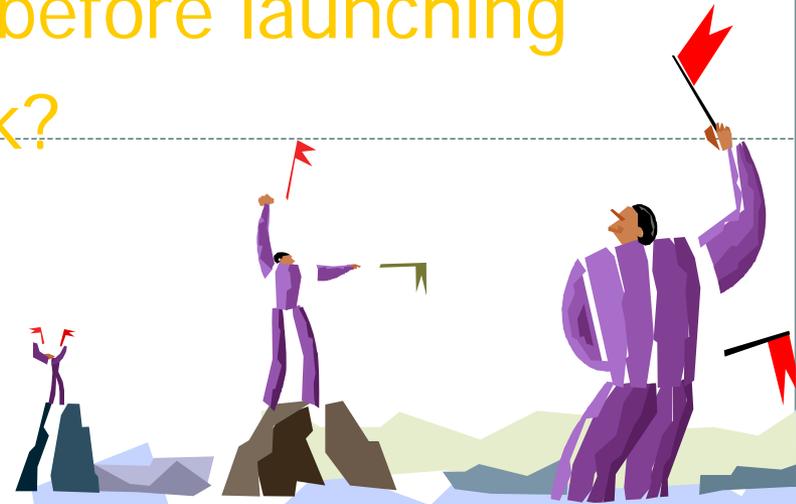
# Let's remember ...



- ***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***

# How can we set the stage before launching our CM work?

- Setting up leadership groups (teams) in each building (or district level) to create the conditions for success
- Structuring conditions that will make a difference in your planning and initiating
- Creating meaningful roles for cadre's participants
- Carrying out effective R & D for technology and long-term plans



Prologue:  
Establishing a  
Leadership Cadre



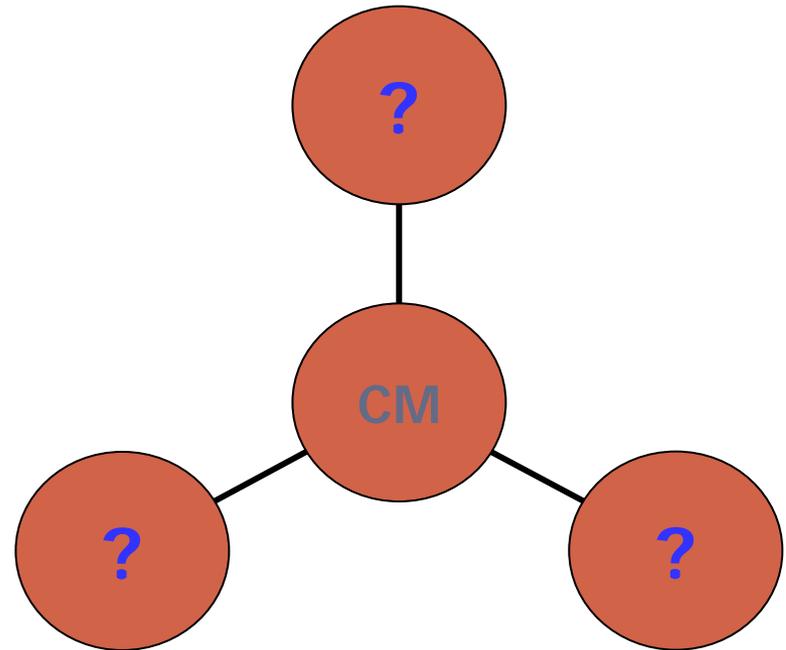
# First Charge for the Lead Mapmakers:



- ✓ BECOME KNOWLEDGEABLE ABOUT, AND COMFORTABLE WITH, THE MAPPING "BASICS"
- ✓ 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.

# The Hub Effect

- Identify initiatives that would be better served through the use of the CM review process, for example...



# In order to motivate and engage staff:



***BEST PRACTICE:***

**INTRODUCE CM AS A TOOL TO SOLVE A SPECIFIC  
TEACHING AND LEARNING PROBLEM AT THE SCHOOL.**

***BEST PRACTICE:***

**INTRODUCE CM AS A HUB FOR INTEGRATING BUILDING AND  
DISTRICT INITIATIVES.**

# Establishing “Purpose” for Curriculum Mapping



- THE USE OF THE EMPTY CHAIR
- EXAMINING BEGINNING AND FUTURE MAPPING TASKS



# 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...



- **Underline** 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 Repetitions...



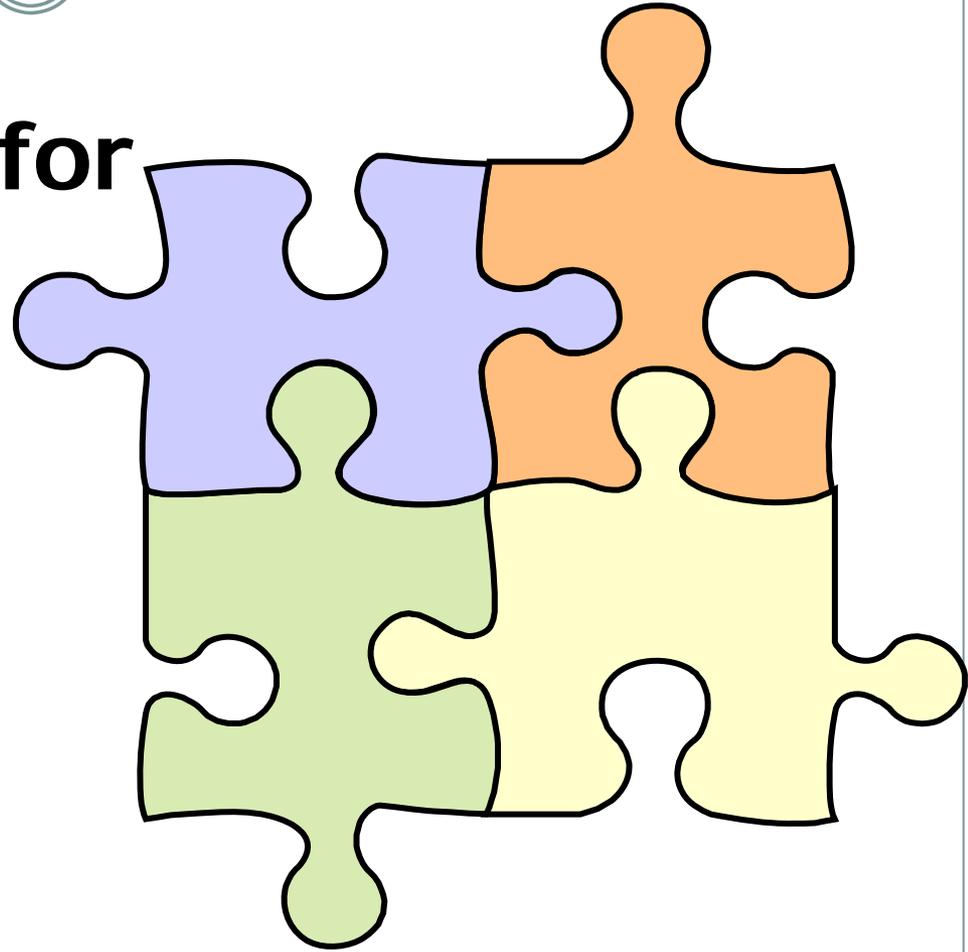
- **Recognize the difference between meaningless redundancy and powerful spiraling.**



## Edit for Gaps...



- **Examine maps for gaps in:**
- **Content**
- **Skills**
- **Assessments**



# Validate State, District, Site, Power Standards...



- Search the maps for places where students are completing Performance Tasks related to Skills and Content that match your Standards.
- Identify gaps or repetitions of “intensity” of Standards.



# Edit for timeliness...

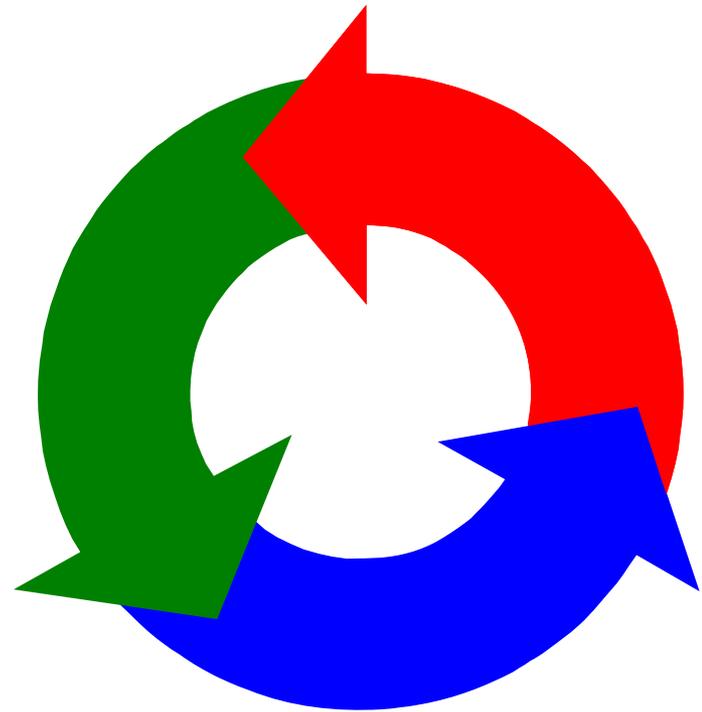


- Review the maps for timely issues, breakthroughs, methods, materials, and new types of assessments.
- Be vigilant about technology in all aspects of learning.

# Edit for Coherence...



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



# THE CM REVIEW AND REVISION PROCESS



**THE PROCEDURES FOR MAPPING ARE BEST PRESENTED IN A SEVEN-PHASE MODEL FOR TEACHERS and ADMINISTRATORS.**



# *The CM Seven-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, HH.)*



**Define...**

**QUALITY**

*What do exemplary  
maps look like?*

# Key Initiative Points

## First Experiences:



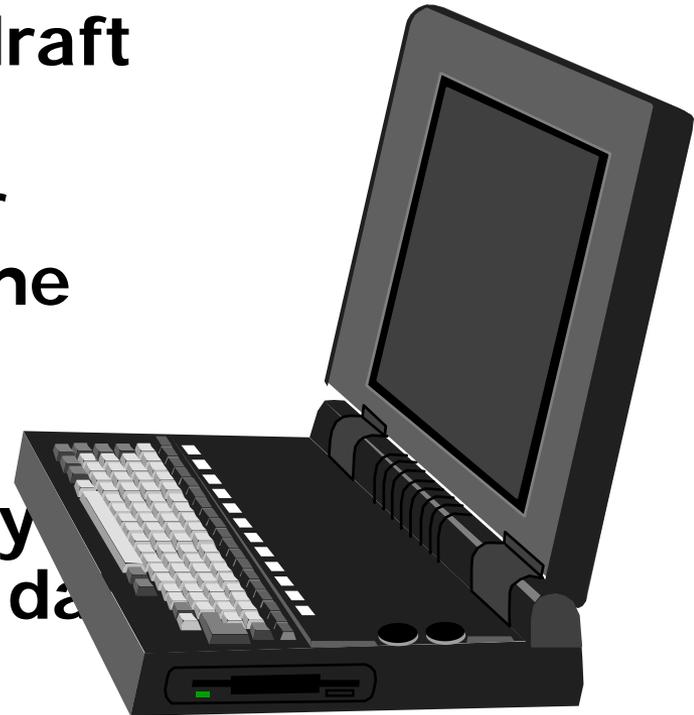
Red Flag!

- Do not **overwhelm** teachers with an initial task entry that is too large!
- **One discipline** in an elementary school; preferably one in need of attention given student performance.
- **One prep** per secondary teacher.

# ➤ 1. Collecting the Data



- **Eventually each teacher in the building completes a first-draft of a projected or diary map**
- **The format is consistent for each teacher, but reflects the individual nature of each classroom**
- **Important Note: Technology simplifies the publishing of data collection**



Content can be presented in a range of formats:



### *Configuration*

- ☒ **Discipline-Field Based**
- ☒ **Interdisciplinary**
- ☒ **Student-Centered**

### *Type of Focus*

- **TOPICS**
- **ISSUES**
- **WORKS**
- **PROBLEMS**
- **THEMES**

# Recording and Collecting Skill and

## Assessment Data:

- **Enter the Skills and Assessments foregrounded for each unit of study or course**
- **Precision is the key**
- **Enter the Skills and Assessments that are on-going through the course of a year**
- **Portfolio Checks**
- **Early Childhood Assessments**



# Is Honesty an Issue?

*Huge Red Flag!*

- How will the maps be used?
- Who will see the maps?
- How will my peers react to my map?
- Does my name need to be on my map?

FAQ's:



Plausible Time Frames for a FIRST DRAFT of  
projected map with enough initial understanding and  
training....

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- **Elementary**: Approximately 1 hour for Content; 2-3 hours for Skills and Assessment *per course*. (exception is ELA K-2)
- **Secondary**: Approximately 45 minutes for Content; 2 hours for Skills and Assessments *per prep*.

## 2. First Read-Through



- Each teacher reads the entire grade-level, discipline, or school-wide maps as an **editor** and carried out the prescribed “tasks.”
- Places where new information is gained are noted/recorded. Places **requiring potential revision** are also noted/recorded.



How do we set up our data review teams for the first year of CM ?



- **IDENTIFYING THE BEST GROUPING PATTERNS FOR REVIEW.**
- **USING PRODUCTIVE COMMUNICATION FOR FEEDBACK AND DECISION MAKING.**

## ➤ 3. Mixed Small-Group Review



- Groups of 5 to 8 faculty members are formed
- Groups should be from diverse configurations (i.e., different grade levels and departments)
- Meetings should run approximately 1-1/2 hours
- The goal is to simply share individual findings
- No revisions are suggested at this time



# What are the purposes of the 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/or issues concerning on-going mapping discoveries



## ➤ 4. Large-Group Review



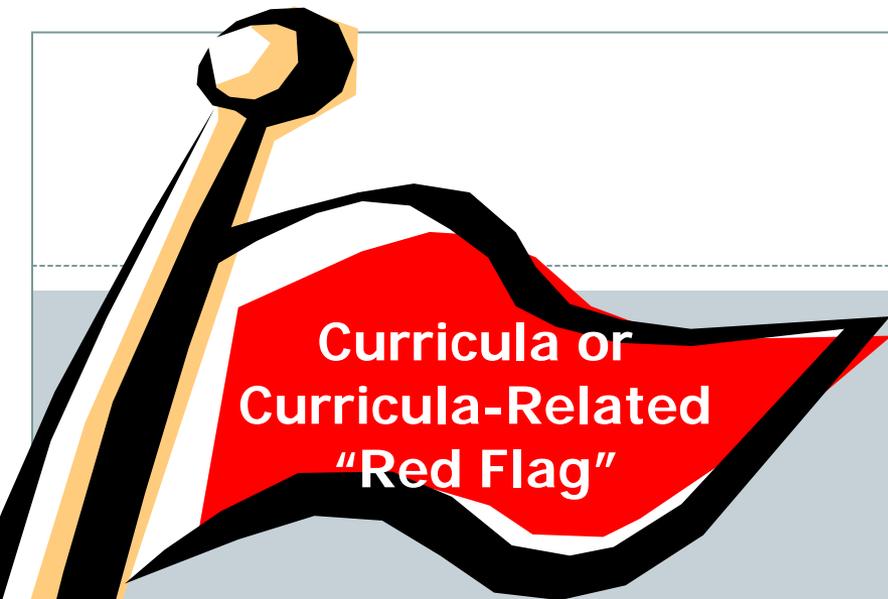
- **All faculty members come together and examine the compilation of findings (based on recorded notations) from the smaller group meetings**
- **Session is facilitated by principal and/or teacher-leader(s)**

## ➤ 5. Determine areas for immediate revision



- The faculty identifies those curricula decisions/areas that can be handled by the site with relative ease.
- The specific faculty members involved in those revisions determine a timetable for action.





Curricula or  
Curricula-Related  
"Red Flag"



Teachers return to original grouping: mixed teams, grade levels...

### Begin the sorting process:

- Which of the items/issues appear to be solved with relative ease?
- Who might be the right people on staff to resolve these items/issues?
- Which items/issues will take extensive R & D?

➤ 6. Determine those areas requiring term planning



- **Faculty members identify those areas that have implications beyond the site and into/with other sites.**
- **Faculty members identify those areas where more research is needed.**



# Using the Maps to Impact Learning

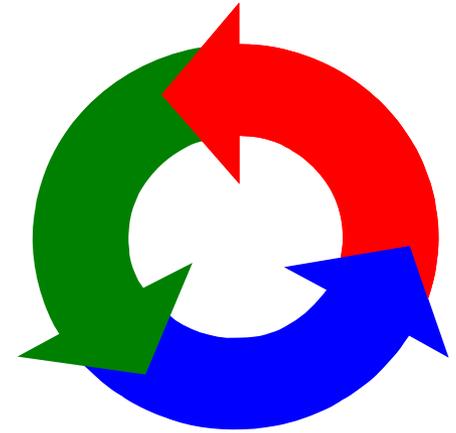


- Review maps to determine where and with what frequency skills are taught
- Review timeline to determine when they are taught
- Make needed changes or revisions
- Develop goal plans and timelines
- Develop staff-development plan(s) and timelines

## ➤7: The Cycle Continues-As you transition to new decision making structures...



- Once CM is established, the District CM Cabinet meets approximately three to four times annually for review updates.
- Task forces report on their timetables.
- The site-based CM Councils continue with ongoing review.



# Long-Term Time Frames...



- **Data Collection:** Within 3-5 months of initially learning the mapping elements and process of map recoding
- **First Reviews:** Try to have within 2 months after initial data collection
- **First Minor Revisions:** Immediately after first reviews
- **Major R & D Review:** Planned within first year
- **Begin On-going Review Site Councils:** Second year

# Differentiated Staff Development...

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



CM. LANGUAGE

HIGH

LOW

#2 Low Technology High CM. Language	#1 High Technology High CM. Language
#4 Low Technology Low CM. Language	#3 High Technology Low CM. Language

LOW

HIGH

TECHNOLOGY

# Consider a Range of P.D. Venues...



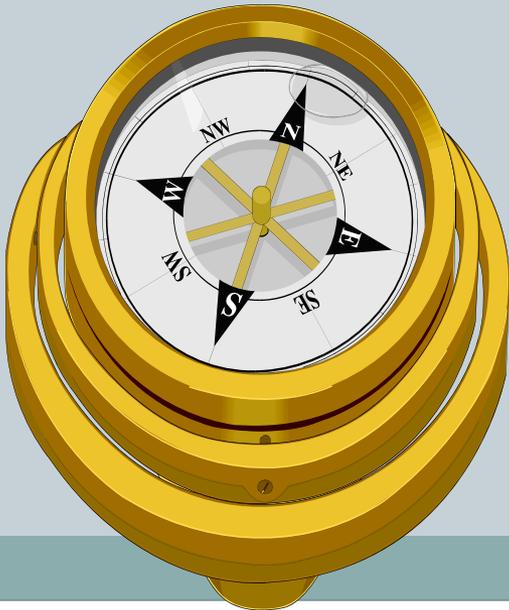
- **Various** Groupings
- **Hands-On** Labs
- **Small** Workshops
- **Work** Sessions
- **On-line** Courses
- Staff Development **Days** Based On Data
- **Observing** Mentors
- **Peer** Coaching
- **Video** Conferencing

# Site-Based Staff Development



- Cumulative decision-making patterns
- Targeted groups of teachers building on-going assessment review collectively
- Based on a range of assessment data

Schools and District wrestling with consensus are developing Master Maps to replace guidelines..



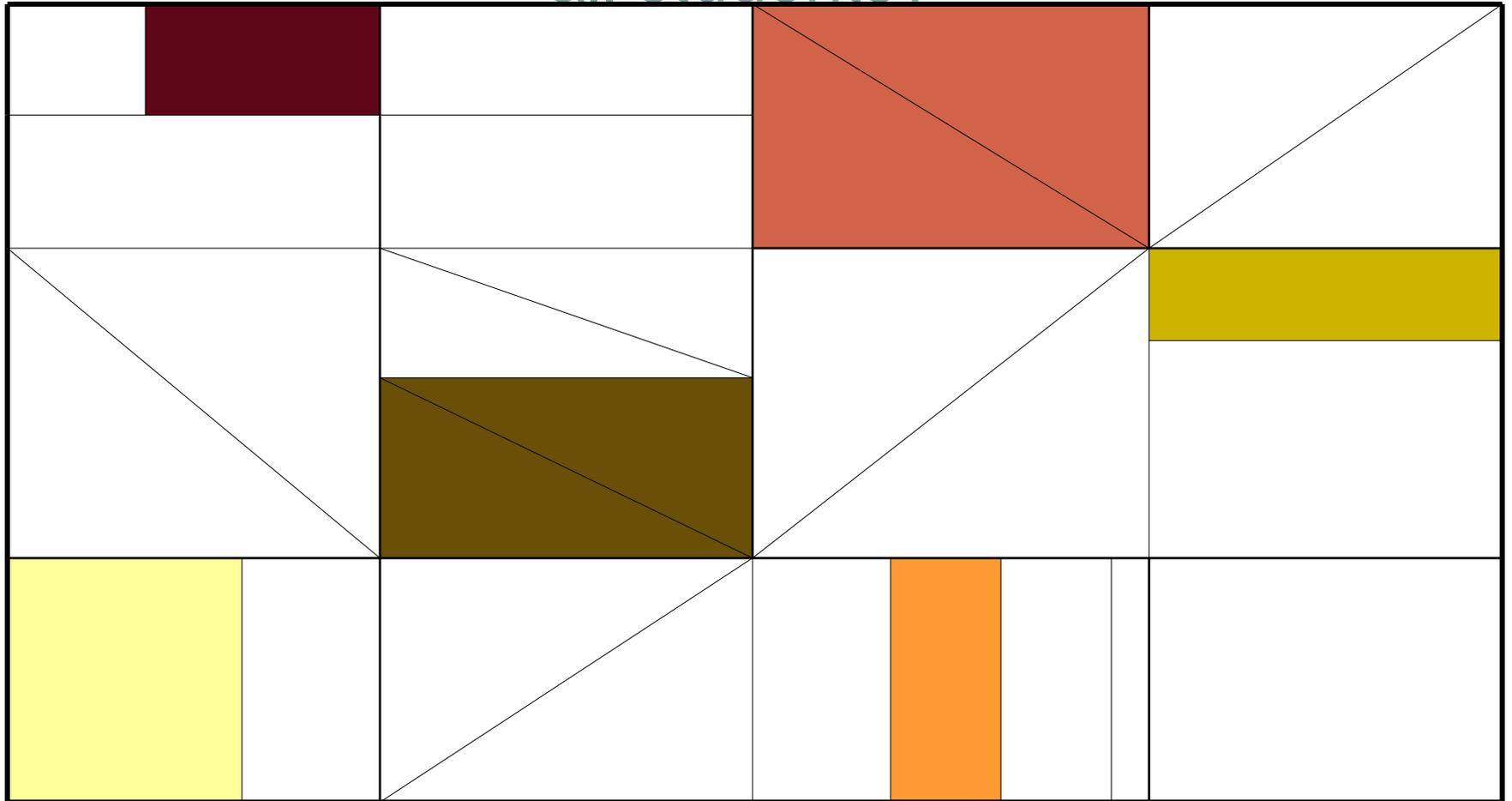
**CONSENSUS**

# determine what terms you will use at your building



- Master Map
- Consensus Map
- Essential Map
- Core Map
- Collaborative

How do we weave our individual maps  
into a meaningful design that will benefit  
all students?



# CONSENSUS: Creating an Essential Map



- **Developing an essential map that eventually replaces course or grade-level guidelines**
- **Considering each discipline separately**
- **Identifying cross-disciplinary consensus**



# Policy concerning...

Where is consistency critical for our students' learning?

Where is flexibility equally as important?

## *Two Basic Approaches:*



- **One: Using individual diary maps, have grade-level or course teachers develop a subject or course's **Essential Map** by identifying:**
  - ✓ **The core curriculum concepts**
  - ✓ **The critical focal skills**
  - ✓ **Benchmark assessments**
  - ✓ **Common essential questions**
  - ✓ **Essential learnings/Power standards**

## *Two Basic Approaches:*



- Two: **Revising and reacting to an already existing set of guidelines,**

- Reviewing an agreed-upon district or school's guidelines and **modifying it so that it has a Curriculum Mapping "look"** (by months, etc.);
- Instructing in the individual classroom to see how the **drafted Essential Map** plays out
- Re-visiting the first-draft Essential Map and converting it to an **active Essential Map**

Contact us for additional questions and  
resources:



[www.curriculumdesigners.co](http://www.curriculumdesigners.co)  
[m](mailto:)

# Site Based Councils and Cabinets



# Developing an CM Implementation Plan and Timeline

- ***Start by creating a Professional Development Projected Map!***

- What will the steps be and who will be responsible along the way?
- What is the mapping goal(s) for the first year, second year, etc.?
- What skills will the staff need to be successful at completing the goal(s)?
- What products/evidence will they produce?
- What resources will be incorporated in the process?
- How will the mappers and staff developers get feedback?
- How will you ensure quality?

# Professional Learning Communities and Curriculum Mapping

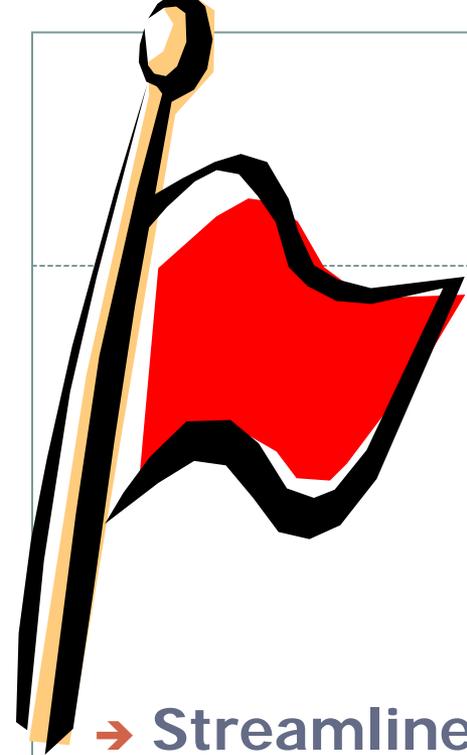


- *A professional learning community is a place where teachers and students care about, look after, root for one another and work together for the good of the whole, in times of need as well as time of celebration.*
  - Roland Barth

# Summary: Professional learning community tenets



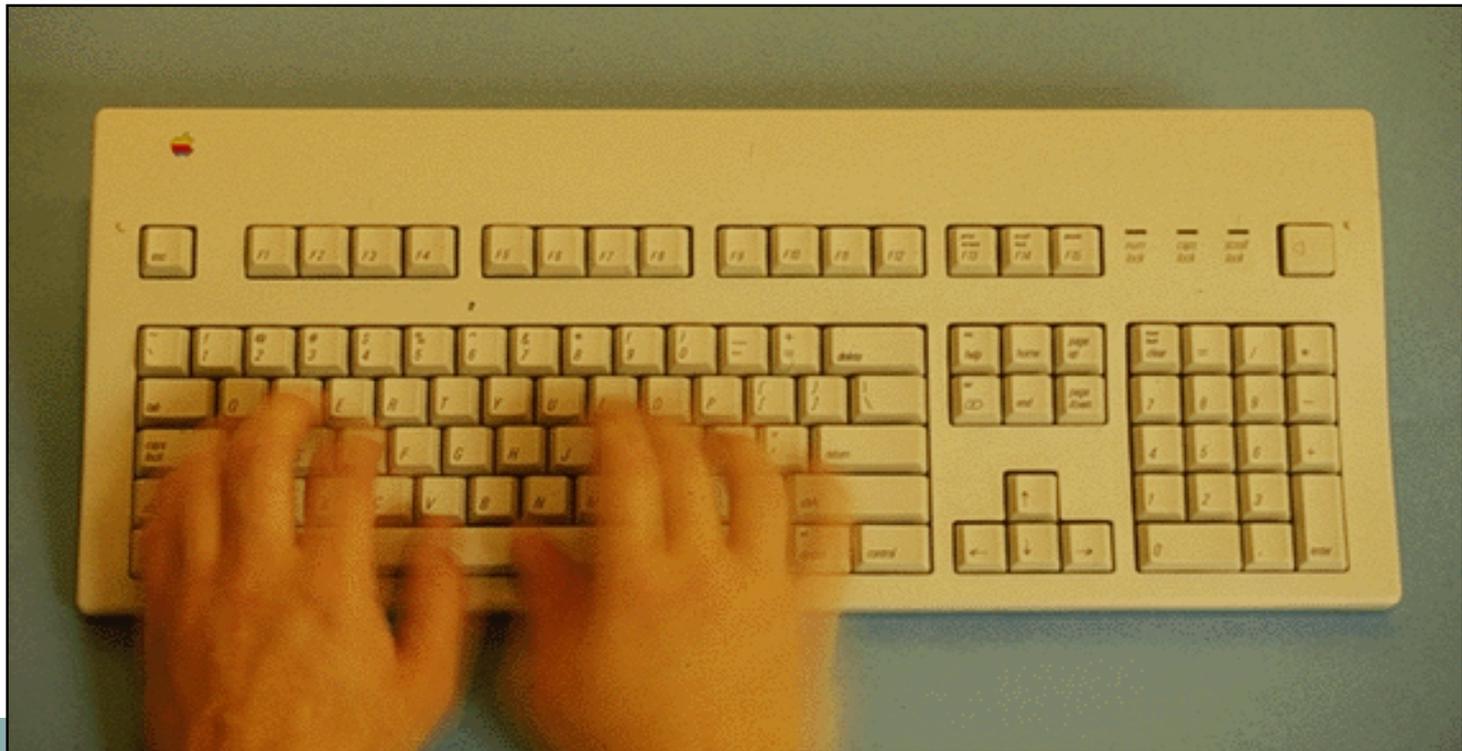
- *Clear purpose*
- *Effective Schools research*
- *Required product*
- *Flexible grouping*
- *Opportunities for collaboration and reflection*
- *Establishment of common ground –shared vision*
- *Most important focus - talk about students*



## How do we shift to Site-based Councils and District Cabinets to sustain the CM initial and long-term processes?

- Streamline decision making with mapping by **shedding existing structures**;
- Set-up site-based teaching and learning councils to **replace existing structures**;
- Create **bridges and on-going communication** between buildings, grade levels, and departments.

Technology *is* necessary to  
create a new type of paradigm  
for **successful** educational  
planning!



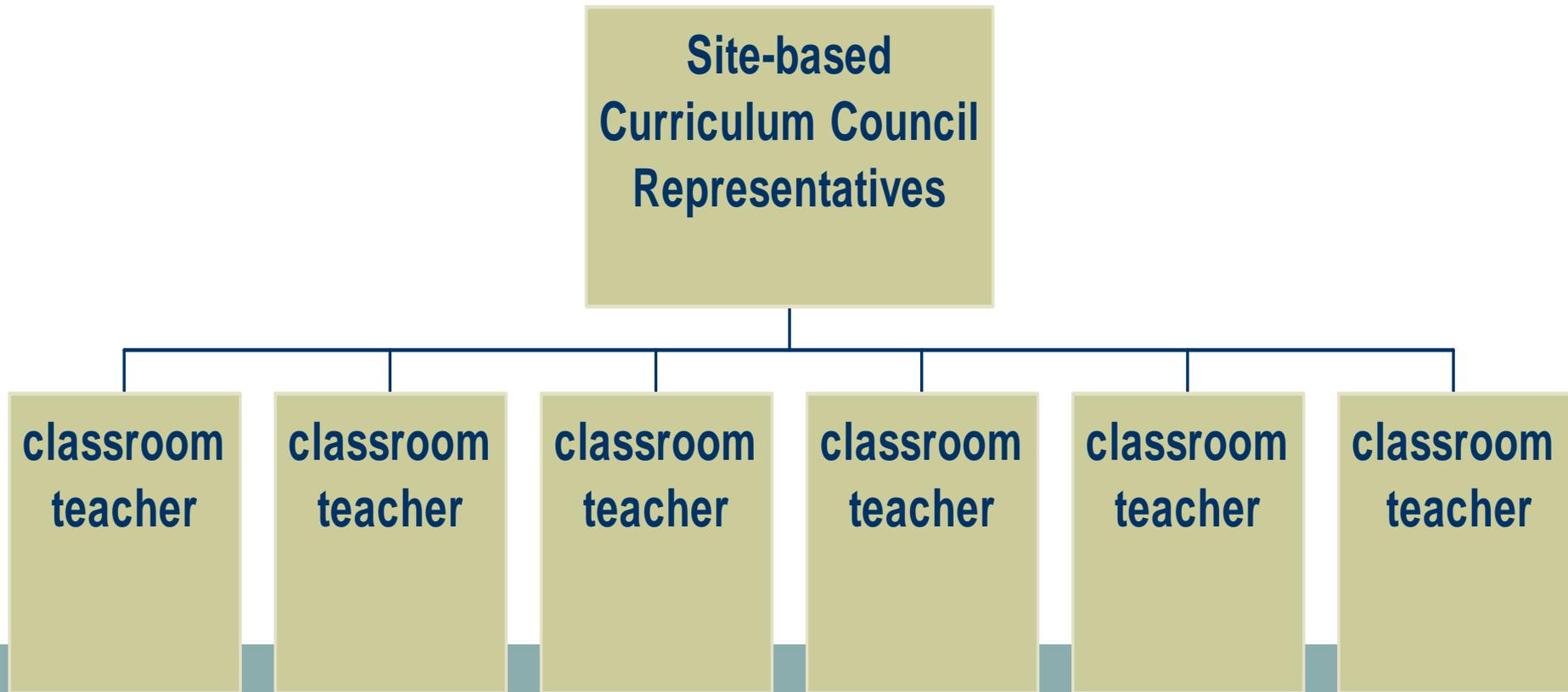
# *Task:* Decision Making for Curriculum- *The Status Quo*



- Create a **flow chart** that reflects the **current way** curriculum decision making occurs in your setting (school and/or district).
- Note all **external and internal influences** on the choices that finally reach the classroom teacher and our students.
- Identify **if and how assessment data** impacts decisions.

# The Role of the School Curriculum (CM) Councils

## At the School Level

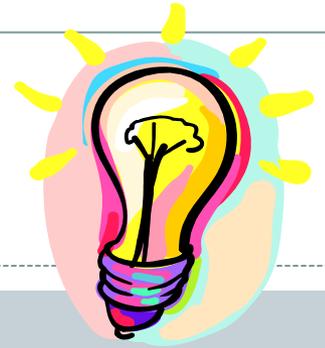


# Building Your Curriculum CM Councils



- Meets **regularly** with diary and projected (and eventually, essential) maps
- Focus on **school-based** curriculum, assessment, and instruction
- **Open to all members** of school faculty
- Representatives selected via a “**job description**”
- Determine **future focuses** for individual/corporate staff development

# Site-Based Councils: Some Ideas



- **Rotate** council membership
  - **Create** a job description
  - **Look** at the issue of time
  - **Plan** for future staff development
  - **Train** new staff members on process of mapping, etc. (on-going)
- Note: The principal is a "sitting member" on the council.*
- Consider having teachers serve 1, 2, and 3 years so no one is on the council for ever (**rotation-style**)
  - Determine **times** for meetings; **lengths** of meetings
  - Generate **agendas for all to see**: Remember, meetings are always open
  - Determine how teachers will be **rewarded** for time on the council

# Relationship Between Inter-Schools Curriculum (CM) Councils

Relationship Between Sites



High School  
or  
Upper School

Middle School  
or  
Junior High School

Elementary School

Elementary School

Elementary School

*Consider  
Your  
Feeder  
Patterns!*

# “Receiving” and “Feeder” School Sites



- It is **critical** that you focus on the actual pattern of students in a K-12 continuum.
- Larger districts should keep **communication regularly channeled** within specific feeder patterns.
- In school districts set up with short-grade spans, **feeder patterns can also play a critical role** (i.e., K-2; 3-5 grade levels in one building).

# The Role of the District Curriculum (CM) Cabinet



District Curriculum Cabinet

*These representatives play a crucial role in your CM success!*

Elementary School  
Council

Elementary School  
Council

Elementary School  
Council

Middle School  
Council

High School  
Council

# Creating The District-Level Curriculum (CM) Cabinet

- After the initial pre-cursor “Exploration of CM Process” year (if this can feasibly be done, please know it is well worth it!), the CM Cabinet usually meets three to four times per year
- There needs to be a **balanced number of representation** from each site’s CM Council

# Creating The District-Level Curriculum (CM) Cabinet

*(cont.)*

- It is recommended that the **district-level technology person(s)** are involved in the **CM Cabinet** as well, especially when utilizing an Internet-based Curriculum Mapping system
- Focuses on **district-level** curriculum, assessment, and instruction questions and concerns
- When more **R & D** is needed, the CM Cabinet sets up Task Force(s).

# The CM R&D Task Force(s)



**DISTRICT  
CURRICULUM  
CABINET**

**Task Force on  
K-8 Science**

**Task Force on  
Technology  
Across the  
Curriculum**

**Task Force  
on Writing  
Portfolios  
K-12**

## Do the Task Forces always stay “alive” and “together?”

- No! Only bands for **specific purposes** with an action plan and timeline
- A **time frame** is followed to keep on course
- When the Task Force’s work is complete, that Task Force is **dismantled**.
- The Task Force’s **final results** are then shared with the CM Councils via the CM Cabinet members **who also sit on the CM Council** at their school site



# Forming Site-Based “Expert” Groups



- As you process your diary, projected, and/or essential maps, **what do you do when you find areas of need or concern?**
- Form **study groups** who will become the “**experts**”
- The experts will eventually (based on a pre-planned timeline) **share their study groups’ insights** with the entire staff and design an **Improvement Plan**
- Everyone will need to come to consensus on the **Implementation Timeline(s)**, which may have an **instant, short- or long-term implementation process**

# ADVANCED Curriculum Mapping



- Upgrading maps
- Active Literacy
- Professional Development Maps
- Student Mapping
- Global communities

- We review and revise our maps in targeted groupings both between and across grade levels in order to solve specific problems:

- align with standards,
- eliminate repetitions
- analyze gaps
- update for timeliness
- integrate effectively



- **SHORT TERM- UPGRADES-** “revision and replacement” of dated curriculum and assessment types with more vital contemporary forms.

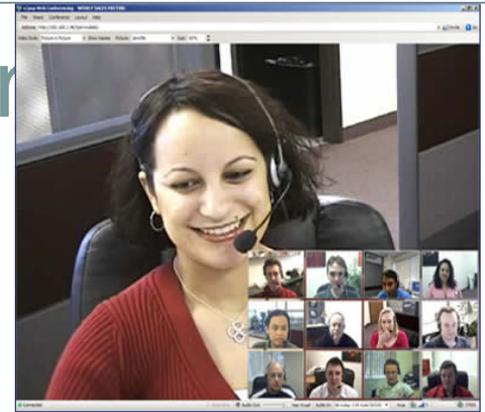


- **LONG TERM- VERSIONING** to new versions of the program structures in our school institutions that house curriculum and instruction.

- *A Model for Creating New Essential Curriculum and New 21<sup>st</sup> Century Learning Environments*
- (upcoming-H. H. Jacobs, **A New Essential Curriculum** (ASCD))

# Upgrading Maps for Learning Engagement

- screenplays
- Teleplays
- podcasts
- Broadcasts
- documentaries
- Email
- The SKYPE grandmothers
- self publishing
- facebook pages of historical figures
- text messaging as notetaking



- Video conferences in
- world language classes
- My space as biography
- grant proposals
- web page
- spread sheets
- CAD blueprints
- forecasts
- media criticism
- Webquests
- Second life technology
- Digital portfolios

# Student Mapping Project: Digital Portfolio

- Richer Picture software from Ideas Consulting
- David Niguidula, [david@ideasconsulting.com](mailto:david@ideasconsulting.com)
- Rhode Island – Graduation by Proficiency
  - class of 2008
  - students will demonstrate mastery through portfolio, senior project, certificate of initial mastery



N. , Carlene



Richer Picture Elementary

You are logged in as  
Mrs. Teacher



Reading

Writing

Summary

Math

My Goals

Biography

+ Carlene N.



Carlene N.

# Essential Questions:



- What seven essential strategies can be and must be implemented to increase student literacy?
- How can bi-level analysis of assessment data improve student performance?
- How can curriculum mapping assist my school setting in improving active literacy?

# Baseline assumptions:

- Every teacher is a language teacher.
- A learner's language capacity is at the root of all performance.
- There is a direct relationship between the four language capacities.
- Language capacity can be improved in any learner with ongoing review of assessment data.
- Cumulative precision skill instruction integrated into all curriculum areas is critical for language development.
- Open and direct articulation among teachers K-12 is central to building student language capacity.

*A Fact: Every teacher is a language teacher*

- ➔ **Upgrading language skills across all curriculum areas**
- ➔ **Interdependence of the four language skills.**
- ➔ **EVERY test we give in EVERY subject is language based.**

▶▶ **reading**

▶▶ **writing**

▶▶ **speaking**

▶▶ **listening**



# Formal, open, collective and cumulative focus on literacy

CURRICULUM MAPPING PROVIDES THE VEHICLE PRE-K-GRADE12

# Seven School Wide Essential Literacy Strategies:



- **Strategy # 1-** Employing Bi-Level Analysis of assessment data
- **Strategy #2-** Replacing the old way of developing vocabulary with THREE distinct approaches to words in EVERY class.
- **Strategy # 3-** Elevating CREATIVE note taking and note making skills as evidence of text interaction.
- **Strategy # 4-** Using essential questions as a literacy comprehension tool by making it “*mental velcro*” .
- **Strategy # 5-** Developing a school wide consistent editing and revision policy for every class K-12.
- **Strategy # 6-** Formally developing and assessing speaking skills through Discussion Types Model and speaking genre.

# Strategy # 1- Employing Bi-Level Analysis of Assessment Data

All educators in your school community examine student work and performance data on two levels:

- The ***subject matter concepts and skills*** needing attention.
- The ***requisite language capacity*** necessary to carry out tasks:

# Linguistic patterns that can give the learner problems when reading solo:

- More than four sentences in word problem
- Use of conjunctions in the prompt
- Distracters in the problem
- Problem or item begins with a prepositional phrase, gerund, or infinitive.
- Long and complex sentences

*We will inform and revise our maps*  
*on two levels:*



- **THE NEEDED AREAS TO BE ADDRESSED IN THE CONTENT AND SUBJECT-AREA SKILLS**
- **THE CROSS-DISCIPLINARY LITERACY STRATEGIES NEEDING ATTENTION.**



**Strategy #2-** Replacing the old way of developing vocabulary with **THREE** distinct approaches to words in **EVERY** class.



Central key to improved reading, writing,  
speaking and listening in every class

- **Key high frequency words**



- **Specialized terms**

- **Embellishments**

# Strategy # 3- Elevating CREATIVE note taking and making skills as evidence of text interaction

- 1) SOURCES
- 2) STUDENT STRATEGIES
- 3) DEVELOPMENTAL CONSIDERATIONS
- 4) SUBJECT AREA CONSIDERATIONS
- 5) FOUR TYPES OF NOTES



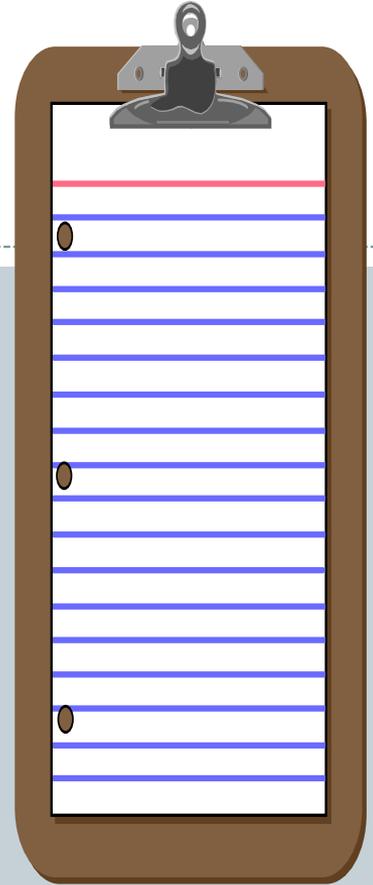
What is noteworthy?

taking notice;

lifting it off the page

pulling it out of speech

**EXTRACTION AND  
REACTION**



# Five sources for NOTES

<b>Written Text-</b>  <i>Formal and informal</i>	<b>Aural Text-</b>  <i>Speech</i>	<b>Visual Text-</b>  <i>Charts, Graphs, paintings</i>	<b>Live perf</b>  <i>Sports, Music, Drama, Dance</i>	<b>Visual and Aural</b>  <i>TV, computer</i>
--------------------------------------------------------	-----------------------------------------	-------------------------------------------------------------	------------------------------------------------------------	----------------------------------------------------

VELCRO-  
What is the sticking point? What should  
I NOTICE?  
What do I NOTICE?



○ **The velcro effect – use real velcro**

✦ **TAKING NOTICE**

✦ **Noticing**

✦ **Noteworthy**

○ **Using essential questions**

○ **Practice with viewing a video**

○ **Practice with listening to a teacher presentation**

○ **Practice with text material**

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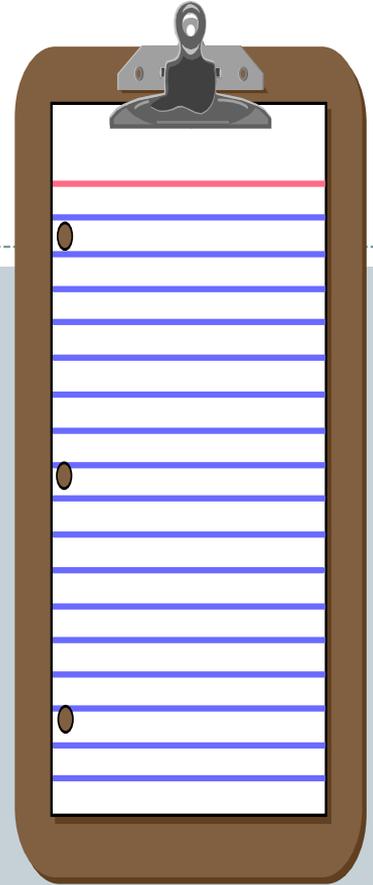
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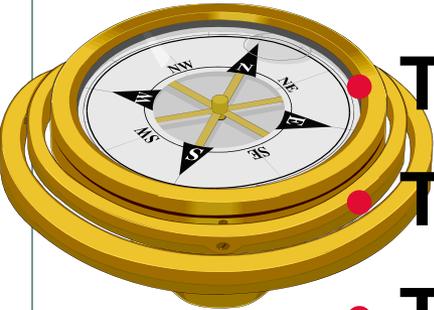
○ **Practice with viewing a video**

○ **Practice with listening to a teacher presentation**

○ **Practice with text material**

# Strategy # 4- Using Essential questions as a literacy comprehension tool by making it “*mental velcro*” .

- To set direction
- To **increase text interaction and retention**
- To focus content
- To meet standards
- To work within time constraints
- To avoid coverage



# Essential questions are designed to meet the needs of YOUR SPECIFIC student population:

- ← their stage of development
- ← their age group
- ← their learning characteristics
- ← their communities
- ← their aspirations
- ← their needs

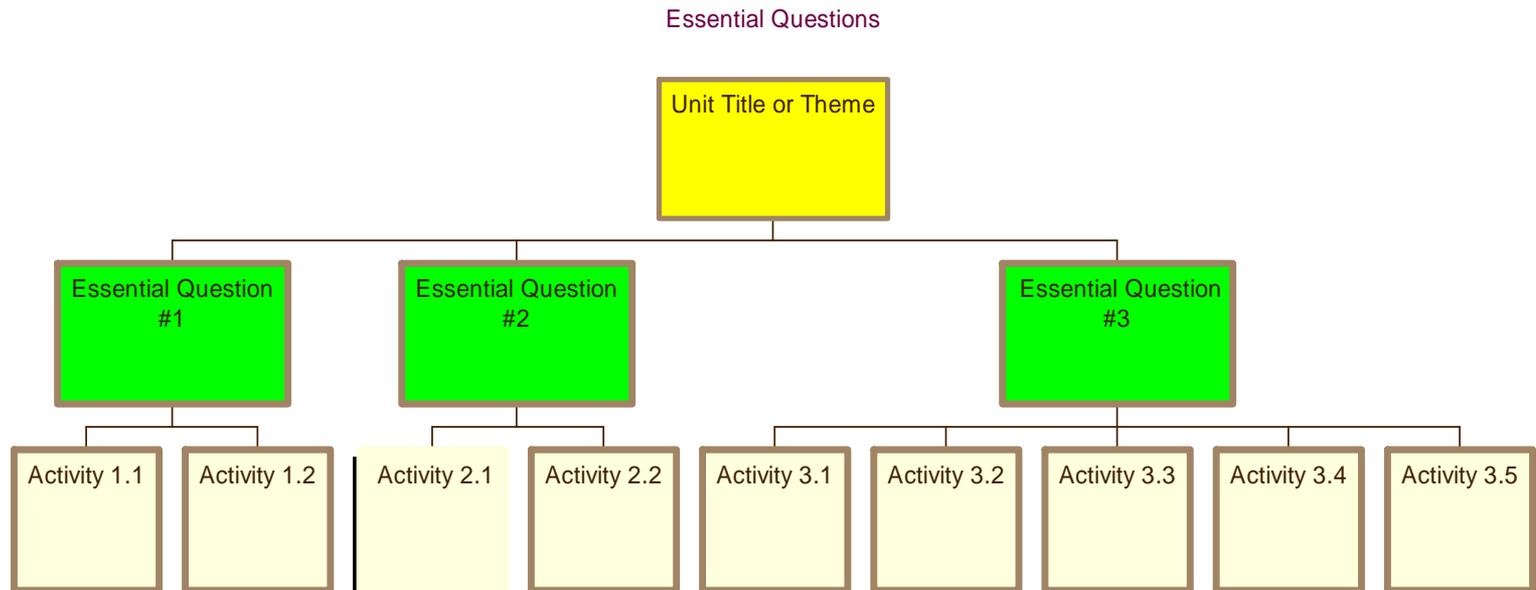


# Criteria for Essential Questions:



- **Highlights conceptual priorities**
- **Fulfills outcomes**
- **Language for organizing**
- **2 to 5 questions**
- **Distinct section**
- **Non-repetitive set**
- **Realistic set of time**
- **POSTED by all**
- **Connects a range of disciplines (if.....)**
- **Logical sequence**
- **Understood by each child**
- **Open for investigation**

# Essential Questions as an Organizer



# ANCIENT EGYPT: Land of the Pharaohs



- **Why Egypt?**
- **What were major contributions of the Ancient Egyptians?**
- **What is their legacy?**
- ↓ ***Sixth grade- 7 week humanities unit-middle school interdisciplinary team unit***

# INTELLIGENCE



- **What is intelligence?**
  - **How has intelligence evolved?**
  - **How is intelligence measured?**
  - **Is intelligence solely a human phenomenon?**
  - **How will intelligence be altered?**
- ↓ *11th grade-A.P.. Biology -interdisciplinary-four week unit*

# Prejudice and Tolerance



- **What are the different kinds of human prejudice?**
- **How can tolerance be taught?**
- **What has been the impact of individual and group prejudice?**
- **How can I become more tolerant?**
- ***8th grade-interdisciplinary team-thematic unit- 3 weeks***

# SNOW



- **What is snow?**
  - **How does it affect people?**
  - **How does it affect me?**
- ↓ ***First grade-3 weeks-interdisciplinary unit***



# **STRATEGY #5:**

## **DEVELOPING A SCHOOL WIDE CONSISTENT EDITING AND REVISION POLICY FOR EVERY CLASS K-12.**

- 
- AN EMPHASIS ON INDEPENDENCE
  - AN EMPHASIS ON CONSISTENCY BETWEEN TEACHERS
  - A SPECIAL ROLE FOR ENGLISH AND LANGUAGE ARTS INSTRUCTORS
  
  - A FOCUS ON THE LOGIC OF GRAMMAR

# Editing and revising across the disciplines

- ▶▶ The student needs to edit NOT the teacher.
- ▶▶ Teach specific editing techniques.
- ▶▶ Revision should be TAUGHT
- ▶▶ in all subject for all types of working: writing, drawing, computing, building, etc..
- ▶▶ Editing itself should be
- ▶▶ assessed





- I have pet rats and I like them. Tim

# Editing and Revising for Every Classroom



- Set a common visible policy:
  - for editing
  - for revising
  
- devise each policy based on developmental considerations
- to be developed independently

# All students in K-2 will independently:

- EDIT for
  - ◆ end punctuation
  - ◆ capitals at the beginning of each sentence
  - ◆ capitals on proper names
  - ◆ complete sentence by reading aloud

- REVISE for
  - ◆ replacing one word for a better word.



# Students in grades 3-5 will:

- **EDIT for:**

- ✎ end punctuation
- ✎ internal punctuation for commas
- ✎ all capitals
- ✎ subject/verb agreement
- ✎ proper tense
- ✎ fuzzy spelling

- **REVISE for**

- ✎ embellished adjectives
- ✎ variation in sentence length
- ✎ paragraph formation
- ✎ engaging openings



# All students in grades 6-7-8 will **edit** in ALL subjects for:

- ↩ end punctuation
- ↩ internal punctuation (comma, semi-colon, quotation marks)
- ↩ all capitalization
- ↩ complete sentences
- ↩ run-ons/fragments
- ↩ subject-verb agreement
- ↩ proper tense



In grades 6-7-8 students will revise in all subjects:

- ↪ precise and rich vocabulary with a focus on adjectives and adverbs
- ↪ sentence variety
- ↪ paragraph formation



# All students grades 9-12 will edit in each class for:

- end punctuation
- internal punctuation (comma, semi-colon, quotation marks)
- all capitalization
- complete sentences
- run-ons/fragments
- subject-verb agreement
- proper tense



# All students 9-12 will **revise** for:



- 📄 precise and rich vocabulary for adjectives, adverbs with a focus on verbs
- 📄 sentence variety
- 📄 paragraph formation and smooth transitions
- 📄 expansive openings
- 📄 including concessions in arguments
- 📄 increased voice and expanded range in genre choices

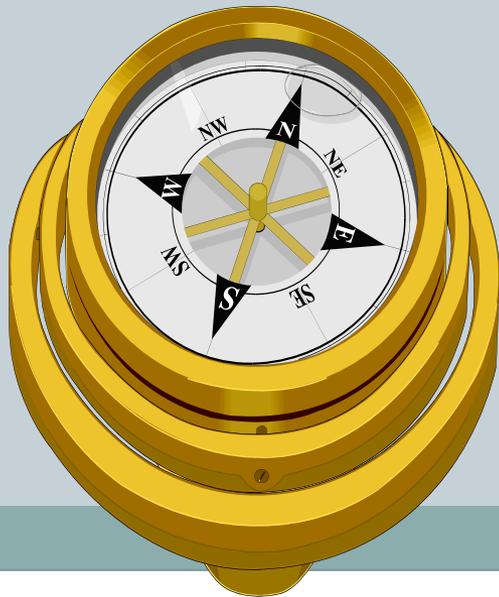


# e-feedback



**BOTH WRITTEN AND VOCAL INSERTS**

# Strategy #7: Mapping the Strategies into the Curriculum



- WRESTLING WITH CONSENSUS
- DEVELOPING ESSENTIAL MAPS
  - FORMAL ENTRY OF ACTIVE LITERACY STRATEGIES



- Next steps and new challenges

