



Alignment to the Common Core Standards

Professional Development Plan for Curriculum Mapping for Leadership Teams

Dates	Session 1	Session 2	Follow-up Web Session (Additional Option)	Follow-up Web Session (Additional Option)	Session 3	Follow-up Web Session (Additional Option)
Areas of Focus	Making Sense of the Common Core Standards, Implications for Curriculum and Instruction, Laying the Foundation for Curriculum Mapping, The Four Phases of Curriculum Mapping	Developing Quality Units: Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments, Activities, and Resources	Developing Quality Maps: Revisiting the Elements and the Process	Determining the Big Ideas/Major Concepts and Crafting Quality Essential Questions	Coaching for Quality, Training in Master Mapping Strategies, Coaching Strategies and Protocols	Master Mapping: Sharpening the Alignment
Essential Questions	<ul style="list-style-type: none"> • How can mapping serve as a vehicle for 21st century curriculum design? • How can the mapping process be used as tool to align the curriculum to the Common Core Standards? • What are the basics tasks in mapping process and curriculum alignment? 	<ul style="list-style-type: none"> • What strategies can be used to develop quality unit maps? • How can we ensure alignment between the standards and the elements on a unit map? 		<ul style="list-style-type: none"> • What coaching strategies can be used to ensure high quality maps? • How can the mapping review process be used as tool to upgrade our maps? 		

Concept/Content	<p>Curriculum mapping is a systemic process for aligning the curriculum the Common Core Standards and integrating the skills students will need in the future.</p> <ul style="list-style-type: none"> • Purpose, Structure, Goals, Products to Be Produced • Using Curriculum Mapping As a Launching Point for Designing 21st Curriculum <ul style="list-style-type: none"> - The Four Phases of Mapping - Definition of Mapping and Alignment - Mapping as a two-sided coin - Types of maps - Elements on a map • The connection with standards <ul style="list-style-type: none"> - Definition of standards - Types of Standards - Purpose of Standards - Common Core Standards • Sample Maps • Connections with Other Types of Curriculum Work (i.e. pacing guides, alignment projects) • Unpacking Common Core Standards: Preparing to Map 	<p>Quality unit maps reflect the policy agreed upon by a staff and target those nonnegotiables in each discipline that are to be addressed with consistency and flexibility in a school or district.</p> <ul style="list-style-type: none"> • Creating quality maps - getting started • Types of maps and their functions • Format and critical components • Alignment of all elements on the map • Integrating the Common Core Standards • Essential questions • The big ideas/major concept(s) • The content • Precision skills • Determining appropriate assessments for the level of understanding or depth of knowledge (DOK) • Supporting activities and resources • Consistency and flexibility 	<p>Teachers can employ Master Coaching Strategies to strengthen the alignment and enhance the quality of their maps.</p> <p>Data collected during the Read Through Process can be used to strengthen the alignment in the curriculum thus impacting student achievement.</p> <ul style="list-style-type: none"> • Master Mapping coaching strategies <ul style="list-style-type: none"> -quality criteria -coaching strategies • Mapping protocols and rubric to ensure quality and alignment • The Review Process • Types of data: using curriculum data • Data informed discussions • Collection and analysis of data • Benefits of the Review Process • Purpose of the Review Process • Reading Maps for Information • Types of Read-throughs • Sample protocols for targeted Read-throughs • Protocols for using feedback from coaching sessions
------------------------	---	---	---

Steps in the Process/Skills

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Describe the relationship between the “two sides of the coin” and what happens if one or the other is missing.• Explain the reasons for the widespread use of Mapping.• Brainstorm problems/issues in your school or district that could be addressed with curriculum mapping.• Distinguish between the different types of maps using a graphic organizer.• Review sample maps to determine consistent elements, possible information that can be gleaned from maps, and possible uses.• Determine how curriculum mapping connects with other curriculum work your school is doing.• Distinguish between old and new curriculum terms.• Discuss the different types of standards and how they are alike and how they are different.• Review the common core and in cross level groups (ELA and Math) identify and discuss the critical areas of focus at each level.• Determine where they would fit in a map. | <ul style="list-style-type: none">• By grade level, identify possible consensus units that align and support the teaching of the Common Core• Identify the current units that are being taught.• Determine gaps and reach consensus on the units that should be taught• Coach teams in developing unit maps. Begin by identifying the unit titles and Big Ideas/major concept(s) for each unit.• Craft the essential questions.• Identify the grade level content to be taught.• Include any key terms/vocabulary• Using feedback from coaching partners, make any needed edits/adjustments.• Add skills and check skills for precision and level of understanding (DOK) and make any needed adjustments to clarify expectations• Work in unit development teams and identify appropriate assessments for the units they are developing• Identify and/or create assessments for alignment to the precise skills and standards• Cross check the assessments by "unpacking" the skills needed for success• Add activities and resources that support the teaching of the unit | <ul style="list-style-type: none">• Work in unit development teams to use the protocols and master mapping strategies to revise their maps.• Extract coaching questions from general session• Apply strategies to edit your own unit map• Continue to work on additional unit maps• Coaching partners will practice coaching strategies and provide feedback to partner teams• Continue to work on additional unit maps as time permits.• Summarize the Seven Stage Curriculum Review Model.• Distinguish between different types of Read-throughs.• Use a protocol to implement the targeted Review Process.• Read maps for specific data/areas of focus.• Collect and analyze data to determine immediate priorities.• Generate strategies to address priorities.• Develop a timeline and determine next steps.• Identify the benefits of the Read-through Process. |
|---|---|--|

Evidence/ Artifacts	<ul style="list-style-type: none"> • Examples of unpacked Common Core Standards 	<ul style="list-style-type: none"> • List of target units to be designed for each grade and/or course • Completed unit maps that align to the Common Core Standards 	<ul style="list-style-type: none"> • Revised unit maps • List of coaching questions to use in revision work
Assignment	<p>Read chapter one in Jacobs, H. H., and Johnson, A. (2009). <u>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</u>. Alexandria, VA; Association for Supervision and Curriculum Development.</p> <p>Read chapter one in Martin-Kniep, G. (2000). <u>Becoming a Better Teacher</u>. Alexandria, VA: Association for Supervision and Curriculum Development. and Chapter 5 in McTighe, J. and Wiggins, G. (2005). <u>Understanding by Design</u>. Alexandria, VA: Association for Supervision and Curriculum Development as a background to essential questions.</p>	<p>Review coaching protocols and rubric provided in resources</p> <p>Read chapter six in Jacobs, H. H., and Johnson, A. (2009). <u>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</u>. Alexandria, VA; Association for Supervision and Curriculum Development.</p>	<p>Read chapter nine in Jacobs, H. H., and Johnson, A. (2009). <u>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</u>. Alexandria, VA; Association for Supervision and Curriculum Development.</p> <p>Read Jacobs, H.H. (2007). <u>Active Literacy Across the Curriculum</u>. Larchmont, NY: Eye on Education.</p>