Curriculum Mapping
Essential Questions

- How can curriculum mapping improve student performance?
- What are initial mapping tasks?
Our roles...

- Researchers
- Designers
- Writers
- Editors
- Systems analysts
- Sociologists
What is Mapping?

Calendar based curriculum mapping is a procedure for collecting a data base of the operational curriculum in a school or district.

It provides the basis for authentic examination of that data base.

It replaces curriculum committees with a site based cabinet.
All discussion, debate, and decisions will be based on:

- What is in the best interest of our specific clients... the students in our setting:
  - Their age
  - Their stage of development
  - Their learning characteristics
  - Their communities
  - Their aspirations
  - Their needs
Who are YOUR learners?
What information do we collect on the Map?

- Content
- Assessment
- Skills/Thinking Processes
Your design elements:

- Choice of CONTENT: the type of format and the nature of the subject matter.
- Choice of THINKING PROCESSES: the precise technical and thinking skills.
- Choice of ASSESSMENT: the product or performance to demonstrate learning.
Content can be designed in different formats:

- **Discipline Field**: with integrity; focus on the knowledge and specific problem solving tools.
Content can be shaped in different formats:

- **Interdisciplinary:** combination of two or more disciplines to examine a common focus.
- **Student Centered:** content is focused on investigation of student generated interests derived from their personal interests and needs.
Skills and Thinking Processes are displayed on the map:

- Note the difference between broad based thinking processes: analysis, synthesis, decision making, creative, critical, etc... and

- Specific techniques: comparing, contrasting, using sentence variety, etc.
Assessments are the Major Products and Performances:

- Assessment is a demonstration of learning
- Assessment is observable evidence
- They must be nouns
- Tangible products
- Observable performances
Some questions to think about:

- What is possible with these data?
- What would you be able to do if you had these data?
- How would your school be different if you had these data available now?
Editing, auditing, updating and creative development tasks:

- Gain information
- Avoid repetition
- Identify gaps
- Identify potential areas for integration
- Match with learner standards
- Examine for timeliness
- Edit for coherence
Gain Information

- Underline every place in the map where you learned something new about the operational curriculum.
- This expands the teacher’s understanding of his/her students’ experience.
Edit for Repetitions

- Recognize the difference between repetitions and redundancy.
- Spiraling as a goal.
Edit for Gaps

Examine maps for gaps in:
- Content
- Thinking processes and skills
- Assessments
Locate potential areas for integration

- Peruse the map and circle areas for integration of content, skills, and assessment.
- These can serve as the springboard for curriculum planning.
Validate standards

- Search the maps for places where students are completing performance tasks that match your standards.
- Identify gaps.
Applying your standards

- National
- State
- District
- Site
Edit for timeliness

- Review the maps for timely issues, breakthroughs, methods, materials, and new types of assessment.
- Be vigilant about technology.
Edit for Coherence

Scrutinize maps for a solid match between the choice of content, the featured skills and processes, and the type of assessment.
Procedures

- PHASE 1: collecting the data
- PHASE 2: first read-through
- PHASE 3: small mixed group review
- PHASE 4: large group comparisons
- PHASE 5: determine immediate revision points
- PHASE 6: determine points requiring some research and planning
- PHASE 7: plan for next review cycle
PHASE 1: Collecting the Data

- Each teacher in the building completes a map
- The format is consistent for each teacher, but reflects the individual nature of each classroom
- Technology simplifies data collection
Collecting Content Data

Types of focus:
- Topics
- Issues
- Works
- Problems
- Themes

Configuration:
- Discipline field based
- Interdisciplinary
- Student centered
Collecting Skill and Assessment

- Enter the skills and assessments FOREGROUNDED for each unit of study or course.
- Precision is the key.

- Enter skills and assessments that are ongoing through the course of a year.
- Portfolio checks
- Early Childhood assessments.
PHASE 2: First Read-Through

- Each teacher reads the entire school map as an editor and carries out the “tasks”.
- Places where new information was gained are underlined.
- Places requiring potential revision are circled. (repetitions, gaps, etc.)
PHASE 3: Mixed Small Group

- Groups of 5 to 8 faculty members are formed.
- Groups should be from diverse configurations (I.e. different grade levels and departments)
- The goal is to simply share individual findings.
- No revisions are suggested.
PHASE 4: Large Group Review

- All faculty members come together and examine the compilation of findings from the smaller groups.
- Session is facilitated by principal and/or teacher leader.
PHASE 5: Determine areas for immediate revision

- The faculty identifies those areas that can be handled by the site with relative ease.

- The specific faculty members involved in those revisions determine a timetable for action.
PHASE 6: Determining those areas requiring long term planning

- Faculty members identify those areas that have implications beyond the site with other sites.
- Faculty members identify those areas where research is needed.
PHASE 7: The Cycle Continues

- The district cabinet meets 3 times annually for review.
- Task forces report on their timetables.
- The site based council continues its review of the maps through the course of the year and into the next.
Why Mapping?
Mapping is a Communication Tool

- Between teachers in a building.
- Between teachers in feeding and receiving sites.
- For parents.
- For students.
Mapping is a Planning Tool

- For curriculum reform.
- For meeting date standards.
- For ordering materials, software...
- For coordinating events.
- For assessment reform.
Mapping is a Pedagogical Tool

- For the new teacher.
- For the special education teacher.
- For the new student.
- For seeing the operational program.
- For designing staff development.
Mapping needs to be tailored to your locale

- The school and district culture.
- The decision making process.
- A deliberate timetable.
- Available time.
- Leadership at each site.