Curriculum Mapping Implementation: The Center for Curriculum Mapping

Student Learning	*Pre mapping curricular process*	▸	▸	▸	*Fully operational mapping process*
	1	2	3	4	5
Aligned to standards	No direct or formal attention to aligning curriculum to either state; national; or organization standards.	Selection to align to standards is random approaching "cherry-picking" by each isolated teacher.	Standards are identified by school or group with deliberation but are formally integrated into curriculum. They are a separate list of targets.	Standards are thoughtfully identified and directly matched with specific grade levels and departments to assist in improving student learning.	Power standards are identified as most pertinent and necessary by faculty and leadership and each school based on needs of specific student population. These are formally entered on each teacher's map and are reviewed on an ongoing basis.
Integrated Instruction	Faculty loosely follows traditional curricular documents that are difficult to keep updated. Therefore, most teach to their own strengths and preferences because there is no K-12 plan for students.	Faculty and administrators agree upon goals for student achievement and agree to focus instruction so that each student will meet the academic goals and standards. These are posted but not mapped formally.	Using the help of computer software, yearly benchmarks based on academic standards are designated for student learning. These are formally mapped.	Instruction is designed to support student achievement of academic standards. Regular assessments and review of curriculum occur throughout each year, so teachers, parents and students are aware of progress towards benchmarks based on school-wide standards.	The faculty and administration collaboratively set forth a pre-12th grade concensus map (master map or essential map) that contains designated yearly benchmarks and assessments linked to District/ School Standards and Intended Outcome statement.
Linked Learning	At times, students experience unlinked learning episodes. Learning experiences may repeat or contain learning gaps.	Awareness of the opportunity to link learning experiences is developed with the mapping process.	Subject strands collaborate to eliminate gaps and repetitions within the curriculum Pre-12th grade.	Learning experiences are vertically linked, sequential and spiral within each subject strand Pre-12th grade.	Power standards are identified as most pertinent and necessary by faculty and leadership and each school based on needs of specific student population. These are formally entered on each teacher's map and are reviewed on an ongoing basis.
Integrated Assessment	In general, traditional methods of evaluation define the grading process.	Rubrics and other means of authentic assessment are introduced and used to determine student achievement according to each teacher.	Faculty and administrators collaborate to determine authentic assessments that demonstrate students' yearly progress with benchmarks.	Assessments are aligned within strands and grade levels. Faculty and administrators use student assessment data to inform curricular decisions.	The faculty and administration collaboratively set forth a pre-12th grade concensus map (master map or essential map) that contains designated yearly benchmarks and assessments linked to District/ School Standards and Intended Outcome statement.

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Faculty and Administrative Planning	*Pre mapping curricular process*	▸	▸	▸	*Fully operational mapping process*
	1	2	3	4	5
Collaboration	Little or no curricular collaboration or consultation exists between faculty members. Teachers may have only an occasional awareness of what is taught in other classes.	Faculty gain an awareness of what is being taught in "like" areas of the school across a grade level on elementary and within department on the secondary level. Awareness in middle schools is within teams.	All faculty members align essential questions, content, skills to academic standards vertically within subject strands and horizontally across grade division levels.	Faculty members continually review and adjust student benchmarks within subject strands and across grade division levels based on data they collect and on research that they conduct or read.	Teachers and administrators collaboratively adjust what is taught based on the best interest of the students; related to student performance needs. TARGETED work sessions develop between the professionals who are best suited to solve a problem. An essential curriculum is put forth on the school's website that is periodically updated according to faculty research.
Professional Development	Faculty members engage in solo professional development experiences. Reports to colleagues are brief if at all.	Groups of teachers experience professional development with the expectation and opportunity to share with other faculty.	Faculty members work with administrators to designate and plan faculty development based on data they have gathered.	Faculty and administration gather data to measure how professional development has affected student achievement.	Resources spent on Professional Development can be directly assessed and aligned to student achievement.
An Accessible Curriculum	Teacher planning occurs in isolation and does not inform other faculty members or other departments of the school (i.e. Admissions, Development).	The Office of Curriculum Coordinator is created to coordinate and display the curriculum. Faculty begins work on computer curriculum maps.	Faculty works with a computer mapping process to coordinate and develop a sequential and spiraled essential curriculum for students pre-12th grade.	Faculty is ready to make public an abridged, core essential curriculum that will inform the work of the admissions office as well as other departments and constituents of the school.	The public, essential curriculum is periodically updated on web site. In-house, faculty members use computer software to share their maps and lesson plans as needed to expedite coordination and planning for students.

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Curriculum Development	*Pre mapping curricular process*	▸	▸	▸	*Fully operational mapping process*
	1	2	3	4	5
Joint Decision Making Process	Faculty members make curricular decisions, independently. Some decisions are mandated by administration.	The Faculty Curriculum Council is formed that works in tandem with administrators. The Curriculum Coordinator facilitates and coordinates the work of these two groups.	Teachers work in subject area strands under the leadership of an appointed coordinator. Representatives from each grade level and department compose the site based curriculum council with an administrator present.	Task Forces address curricular issues that go across subject strands and grade levels. Groups may include other constituents of the school as well.	Site based decision making is institutionalized. Excess and unneeded committees are eliminated. Faculty and administration make curricular decisions jointly. A fluid curriculum review and change process is in place with regular meeting times.
Decisions Based on Data	Working independently from one another, teachers adapt, adjust, or discard ideas from outdated curricular documents.	Teachers and administrators read data that has been gathered from mixed reviews of maps and ISACS reports and then consult various academic standard documents.	As a school, faculty and administration explore what data is available and how and when to use it.	Teachers and administrators generate data from student assessments to inform curricular decisions. Action research is explored as a way of collecting data as well.	Teachers and administrators make curricular decisions based on external data they have consulted or internal data they have generated, including action research conducted in classrooms. New breakthroughs from the larger world will be thoughtfully entered in the curriculum.
			Teachers and administrators gather data from a variety of sources to inform curricular decisions.		

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Curriculum Mapping Entries	*Pre mapping curricular process*	▸	▸	▸	*Fully operational mapping process*
	1	2	3	4	5
Detail on Content	Vague, general description.	Listing of topic and a few general topics.	Concept with supporting subcomponents.	Deliberate choice of topic, problem, theme, issue, or work describes main concepts, and subject matter with a focus.	Details succinct, clear, specific references to key concepts, facts, materials.
Essential Questions	No essential questions are entered.	Simplistic, uneven in quality, lacking in relevance.	Clear focus question that are accessible to learners.	Questions are conceptual and targeted; open for inquiry.	Engaging, targeted, insightful question; frames and aligns content, skills, and assessment that work developmentally.
Precise skills	Missing, or inaccurate.	Generic verb; broad process.	Action verbs are listed indiscriminately; too many.	Action verbs are used consistently; skills sets in the "foreground."	Commences with action verb; reflects standards and desired proficiencies.
Targeted Assessment	Absent, incomplete, or unfocused.	Generic product or performance is listed.	Generic products only; teacher role is noted but not students (i.e. ...teacher observation).	Specific product and performance is noted and aligns with skills.	Specific and engaging product and performance providing evidence of student learning; aligns with other elements.
Developmental Focus	No attention to developmental considerations.	Uneven reflection of developmental appropriateness.	Limited attention to developmental appropriateness in certain elements.	Age, stage of development is reflected in all entries.	Age, stage of development is reviewed and considered among faculty regularly.
Accuracy of response	Inaccurate information is entered.	Attempt at accuracy is inconsistent.	*General representation of curriculum with little attention to timeframes.	Reasonable representation of operational curriculum.	Consistent and accurate reflection of operational curriculum anchored in real time.
Conceptual understanding of the design process	*Understanding is not evident.	*Shows some understanding with some support.	Displays understanding of material and design principles consistently.	Conveys a depth of understanding of curriculum supported by salient details.	Creates engaging imaginative, rigorous curriculum with deep understanding.
Internal Alignment	No alignment, elements are missing.	Elements are all entered but not aligned.	Minimal attention is evident to alignment.	Demonstrates alignment between some of the key elements internally but not all.	Demonstrates a clear, coherent, complete correspondence between content, assessment, skills, and essential questions and standards.

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