Alignment to the Common Core Standards
Professional Development Plan for Curriculum Mapping for School Staff

Dates	Session 4 **Year 2**	Follow-up Web Session **(Additional Option)**	Session 5 **Year 2**	Follow-up Web Session **(Additional Option)**	Session 6 **Year 2**	Follow-up Web Session **(Additional Option)**
Areas of Focus	**Interdisciplinary Units and Integrating Literacy in the Maps**	**Integrating Literacy into the Maps**	**Analyzing the Common Core: What Would We Accept as Evidence of Learning, Assessment Literacy, Designing Summative Assessments**	**The Four Phases of Mapping: Focusing on Integrating Assessment Data in the Maps**	**Designing Formative Assessments, Aligning Assessments to the Maps**	**Aligning Assessments to the Maps**
Essential Questions	• How can mapping serve as a unifying vehicle in developing integrated units and integrating active literacy in every subject at every grade level? • Why map literacy?		• What would we accept as evidence of learning in relationship to the Common Core? • What do we mean by balanced assessment? • How might we use collaborative inquiry to build common assessments?	• How can assessment data be used to refine maps and improve student achievement?	• How does assessment data inform my curriculum map? • How can I ensure alignment between my classroom assessments and the unit maps?	• What strategies can we use to upgrade our assessments and strengthen the alignment with the skills?

Proposed Professional Development Maps for Staff

Content/Concept	Teachers from every discipline can use Curriculum Mapping as a unifying school- wide vehicle to develop integrated units and ensure active literacy in every subject and every grade level.
	
	• Principals of interdisciplinary curriculum
	• Strategies to develop interdisciplinary units
	
	• Seven Essential Strategies for Integrating Active Literacy in the Curriculum:
	  - Every Teacher an Active Literacy Teacher
	  - Three Distinctive Types of Vocabulary
	  - Creative Note-taking Strategies
	  - Editing and Revising Framework
	  - Speaking and Listening in Groups
	  - Technical Instruction in Each Classroom
	  - Mapping: A Vehicle to Integrate Formal Benchmark
	• Assessments in literacy
	• Mapping active literacy
	• Bi-Level thinking
		By analyzing the standards and determining the accepted level of understanding in the skills, we can determine the types of products, performances, and exhibitions that allow students to demonstrate their understanding of the main concepts.
		
		• Evidence of learning
		• Assessment of and for Learning
		• Types of assessments
		• Alignment with the Common Core
		• Selection of appropriate assessments
		• Balanced assessments
		
		Assessment data is the basis for diagnosis and prescription in the mapping process.
		
		• Types of summative assessments
		• Purpose of summative assessments
		• Alignment with the components on the unit maps
		• Gap and item analysis methodologies
			Formative assessments need to aligned with precise skills so that the data is detailed enough to pinpoint the specific problems.
			
			• Types of formative assessments
			• Purpose of formative assessments
			• Aligning assessments to levels of understanding and DOK
			• Variety of assessments
			• Differentiated assessments
			• Interventions
			• Design strategies
			• Criteria for quality assessments
			• Editing strategies
			• Feedback loop to determine Effectiveness and possible revisions

Steps in the Process/Skills	• Use the maps to identify possible areas that lend themselves to interdisciplinary approach • Work in pairs or teams to develop interdisciplinary units • Summarize how mapping can serve as a tool to strengthen the teaching of literacy in all subjects at all grade levels by using the Seven Essential Strategies for Integrating Active Literacy. • Identify where distinctive types of vocabulary could be integrated into the maps • Identify types of group speaking and listening skills that could be integrated into the maps • Explain how technical listening and speaking skills could be taught throughout the curriculum. • Align note taking skills • Share maps with coaching partner team and discuss needed revisions • Integrate Literacy assessments in maps • Use bi-Level thinking to check alignment in maps	• Discuss different types of evidence • Distinguish between Assessment of and for Learning • Develop examples of both types of assessment (of and for learning) that align with the Common Core • Review the skills in the Common Core and determine the level of understanding • Discuss appropriateness of different types of assessment and how they align with the Common Core • Discuss the purpose of summative assessments • Identify the types of data that are most helpful in making Instructional decisions. • Check the alignment of the assessments with the content and skills in your unit maps. • Check alignment of level of understanding with the map and skills addressed in the assessments • Assess the status of your assessment system and reporting tools and recommend needed changes.	• Recognize the research-based rationale for a balanced assessment program including formative and summative assessments • Explore the use of formative assessment data as a vehicle for differentiated instruction • Recognize the role of student data as a catalyst for "curriculum upgrading" • Discuss how formative assessments can increase student motivation through curricular connections • Develop quality formative assessments that align with the core curriculum
Evidence/ Artifacts	• Maps that reflect the integration of literacy skills • Interdisciplinary Units aligned to Common Core Standards	• Sample summative assessments that align to the Common Standards	• Maps that include formative assessments that align with Common Core Standards

Proposed Professional Development Maps for Staff

| Assignment | Assigned readings from Kallick, B. and Colosimo, J. (2008) <u>Using Curriculum Mapping and Assessment Data to Improve Learning</u>. Thousand Oaks, CA: Corwin Press.

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Read chapter eight 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.

. | Jacobs, H. H. (2010). <u>Curriculum 21: New Essentials for 21st Century Learners</u>. Alexandria, VA; Association for Supervision and Curriculum Development.

Review the clearinghouse on the Curriculum 21 website, www.curriculum21.com. Preview some of the links for your curricular area. |