

CURRICULUM MAPPING

Mixed-Group and Like-Group

Review Protocol/Process

In small cross-curricular teams, please complete the items noted on the Curriculum Mapping Feedback form. This feedback will be used by staff to develop follow-up sessions to work on resolving the gaps, repetitions, and issues that surface during the review process.

1. Divide teachers into cross-curricular groups of 5-8 people. Have the facilitator distribute copies of their team member's maps to all members of their team. Teachers in each team are asked to read their other team members' maps for the following items before they come to the read-through session:
 - Something you learned/Something that became clearer to you
 - Possible gaps/repetitions
 - Evidence of higher-order thinking
 - Questions/Clarifications related to items on the curriculum maps that may need to be addressed
2. Assign each team to a table.
3. Appoint two recorders. One will neatly record the information generated in the group on the Curriculum Mapping Feedback form. The second recorder will record any Parking Lot items that surface during the discussion.
4. Ask one member of the team to help keep the group on task and discourage debate. (Keep in mind that the purpose of this process is to

identify the questions and areas that need to be discussed further at a later time.) Appoint a time keeper to keep the group focused and on task.

5. Using a round robin format, the facilitator will ask each member of the team to take one minute and highlight aspects of his/her map that he/she would like others to note.
6. Next, the facilitator will ask the team to focus individually on each person's map in order and note feedback on each of the following areas:
 - Something you learned/Something that became clearer to you
 - Possible gaps/repetitions
 - Evidence of higher-order thinking
 - Questions/clarifications related to items on the curriculum maps that may need to be addressed
7. These responses are recorded on large paper by the recorder. After everyone passes, the facilitator proceeds on to the next person's map and repeats the process until everyone's map has been reviewed.
8. After everyone's map has been reviewed, the team should discuss the items recorded and asterisk those areas that they believe are priorities.
9. The sheets from all teams are posted and all staff has an opportunity to review them during a Gallery Walk.
10. A facilitator for combined teams at each level will work with the staff to identify the common priority areas.
11. The teams and leadership team will use the data to develop an action plan to determine next steps and the process to address the priority areas.

