

# Implementation (PD) Map

Goal(s):

<b>Dates</b>		
<b>Essential Questions</b>		
<b>Content</b>		
<b>Skills</b>		
<b>Evidence</b>		
<b>Assignment</b>		

# Professional Development (Implementation) Map

Goal(s):

<b>Dates</b>			
<b>Essential Questions</b>			
<b>Content</b>			
<b>Skills</b>			
<b>Evidence</b>			
<b>Assignment</b>			

# Sample Implementation (PD) Map

Goal(s): Complete a map for one course or subject and conduct a mixed group review.

<b>Dates</b>	<b>September 2 In-service 12:30-3:30 p.m.</b>	<b>October 15 Study Group 3:00-4:30 p.m.</b>	<b>March 8 In-service 12:30-3:30 p.m.</b>
<b>Essential Questions</b>	<b>What is Curriculum Mapping? How can it serve as a HUB for school improvement?</b>	<b>What strategies can be used to ensure high quality maps?</b>	<b>How can the mapping process be used to make instructional decisions?</b>
<b>Content</b>	<b>Mapping is a two-sided coin: diagnosis and prescription. -Definition of mapping -Components and examples -Connections -Possible products that could be produced in the process.</b>	<b>Coaching protocols can be used to ensure high quality maps. -The components: essential questions, concept/content, skills, assessments. -Coaching protocols and rubric</b>	<b>The Read Through process provides data that can be used to make instructional decisions. -Seven Stage Review Model -Process and Protocols -Data collection -Targets and priorities -Action Plan..Next Steps</b>
<b>Skills</b>	<b>-Identify the components of a map. -Review different maps and determine the specific elements that provide more information. -determine connections with other initiatives -Identify the reasons for mapping.</b>	<b>-unpack standards to identify precision skills and content. -Develop quality maps using a step-by-step approach. -Use coaching protocols and rubric to strengthen maps.</b>	<b>-Summarize the Review Process -Use protocol to implement the Review Process. -Collect and analyze data. -Determine targets and priorities. -Develop an Action Plan to address gaps and repetitions.</b>
<b>Evidence</b>	<b>•Graphic organizer distinguishing between old and new terms. •Graphic organizer connecting initiatives •List of reasons for mapping. •List of products that can be produced in the process.</b>	<b>•Sample standards the teams have unpacked. •One month quality maps. •Feedback and highlights from coaching sessions using protocols.</b>	<b>•Data charts from different teams. •Analysis of data from Read Through with noted priorities. •Action Plan to address targets.</b>
<b>Assignment</b>	<b>Identify a unit you wish to map and identify the most important concept you want students to understand.</b>	<b>Complete two more months and bring them to the next study group session.</b>	<b>Implement the Action Plan.</b>

# Sample Implementation (PD) Map

Goal(s): Use Curriculum Mapping as the HUB for all school improvement initiatives in the system.

Dates	In service (example)	In-service (integrated example)	In-service (integrated example)
<b>Essential Questions</b>	<b>What is curriculum mapping?</b> <b>How can it serve as a HUB for school improvement?</b>	<b>How can mapping be used as a tool in other trainings?</b> <b>Why map literacy?</b>	<b>How can mapping support our work in UbD?</b> <b>How can “Backwards Design” be used to sharpen our maps?</b>
<b>Content</b>	<b>CM can serve as a HUB for school improvement .</b> - Purpose/Rationale - Connections with other initiatives - Definition - Components - Quality examples -Possible Benefits	<b>Language capacity is the root of all student performance.</b> -Seven Essential Strategies for integrating Active Literacy skills (e.g. vocabulary, note taking, editing and revising, speaking and listening, etc.) - Examples of maps that have that include the integration of literacy skills	<b>Backwards Design focuses on beginning with the end in mind.</b> -Definition of UbD -Examples of UbD -Purpose and Value-Added Focus -Application of the principles with Mapping
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify the strengths and changes that would enhance the curriculum</li> <li>• Develop a shared definition</li> <li>• Identify components</li> <li>• Review sample maps</li> <li>• Identify quality indicators</li> <li>• Identify how a map can be used as a tool to link initiatives</li> <li>• Brainstorm possible benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific literacy skills they could include at their grade level or in their course</li> <li>• Identify expected level of application</li> <li>• Work in small groups to brainstorm possibilities</li> <li>• Review maps and integrate appropriate skills</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast UbD and Mapping</li> <li>• Identify reasons to incorporate UbD</li> <li>• Work in pairs and apply the principles of UbD to individual maps</li> <li>• Revise maps to strengthen focus</li> </ul>
<b>Evidence</b>	<b>List of strength and changes</b> <b>List of benefits</b>	<b>Maps with integrated literacy skills</b>	<b>Revised maps that incorporate UbD principles</b>
<b>Assignment</b>	<b>Develop a unit map to bring to the next in-service.</b>	<b>Bring feedback from lesson to after school study group session.</b>	<b>Use the UbD principles and tools to develop another unit map.</b>