

## Curriculum Mapping and Alignment Process

I first worked with the Regional Literacy Specialist in GM to help them align and map the district curriculum because it is a requirement of their plan to get out of Level 4 status. The Superintendent and Director of Teaching and Learning asked the DSAC Literacy Specialist and I to assist the district Math Coach and Literacy Coach in this process. Communication between the parties was an issue that had to be strategically navigated. It required clear communication skills to bring the parties to consensus on what they wanted to get out of this work. All parties did not have the same reasons for doing the work. The catalyst was the Level 4 review, but some parties viewed the task as necessary to complete a requirement while others wanted it to be a process and wanted the resulting document to be an iterative document that teachers believe in and want to use in their practice. The Literacy Specialist and I each gave the district five full days in which we worked with the coaches and teaching staff to develop curriculum maps, in addition to planning meetings.

Subsequently, I have worked with three other districts to do similar work. Working with other districts made me realize that while there are similarities in the goals and the process, districts should be viewed in the context of their individual needs and capacities, just like a classroom teacher should look at students in the context of their individual needs and capacities.

Stage	Task	Who	Key Questions and Considerations	Opportunities for Assistance, PD, and Capacity Building
<b>Theory of Action</b>	Plan with administration	Possibly: <ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Assistant Superintendent</li> <li>• Principal(s)</li> <li>• Curriculum Directors</li> <li>• Student Services Director</li> <li>• Math Coach</li> <li>• RMS</li> <li>• Other DSAC staff</li> </ul>	<ul style="list-style-type: none"> <li>• What does the district hope to achieve with this work?</li> <li>• What does the district expect to happen as a result of this work?</li> <li>• How does the district see the curriculum map being used by staff?</li> </ul>	<ul style="list-style-type: none"> <li>• Assist administration to view this work strategically, rather than as a compliance activity or task to check off a list.</li> </ul>

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<b>Design the Plan</b>	Plan with administration	Possibly: <ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Assistant Superintendent</li> <li>• Principal(s)</li> <li>• Curriculum Directors</li> <li>• Student Services Director</li> <li>• Math Coach</li> <li>• RMS</li> <li>• Other DSAC staff</li> </ul>	<ul style="list-style-type: none"> <li>• What is curriculum?</li> <li>• Fidelity should be to the 2011 Curriculum Framework for Mathematics</li> <li>• Must the teachers follow a textbook program or may they modify it?</li> <li>• What should be included in a map?</li> <li>• Who will decide this?</li> <li>• Who will facilitate the work?</li> <li>• Who will do the work?</li> <li>• How will they be chosen?</li> <li>• If teachers are involved, what restrictions will they have?               <ul style="list-style-type: none"> <li>○ Completing template</li> <li>○ Materials to include</li> <li>○ Level of detail</li> </ul> </li> <li>• How does the design align with the intended purpose?</li> <li>• How will the plan be executed?               <ul style="list-style-type: none"> <li>○ When</li> <li>○ Administration or Coach role in work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate conversations that will result about what is important to include in a Curriculum Map.</li> <li>• Do we have a common understanding of curriculum?</li> <li>• If not, facilitate an activity to develop one.               <ul style="list-style-type: none"> <li>○ Who should be included in this?</li> </ul> </li> </ul>
	Communication	Whoever oversees the project should communicate the plan	<ul style="list-style-type: none"> <li>• How will the plan be communicated?</li> <li>• How will ongoing communication take place?</li> <li>• Should meetings be set up to take stock as process moves forward?</li> </ul>	

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Alignment and Mapping	Develop a Plan	<p>Hopefully:</p> <ul style="list-style-type: none"> <li>• Coach or Curriculum Director</li> <li>• Special education teacher</li> <li>• Classroom teaching staff</li> </ul> <p>Possibly:</p> <ul style="list-style-type: none"> <li>• Administration <ul style="list-style-type: none"> <li>○ As questions arise that should be district decisions, it is helpful to have a decision maker present or near to hand</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What is curriculum?</li> <li>• How does what we teach now align with the 2011 Curriculum Framework for Mathematics?</li> <li>• What do we want students to learn?</li> <li>• How will we know if they have learned it? <ul style="list-style-type: none"> <li>○ What should students be able to do if they have learned it?</li> <li>○ Details of assessments do not need to be written, but team should have an idea about what they want students to know/what they want to assess</li> </ul> </li> <li>• What units of study will align with our learning plan? <ul style="list-style-type: none"> <li>○ Critical areas</li> <li>○ PARCC Content Emphases by Cluster</li> </ul> </li> <li>• In what order should the units be taught?</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate an activity to develop a common understanding of curriculum</li> <li>• Mathematics Beliefs Protocol</li> <li>• Critical Area Activity (Focus)</li> <li>• Coherence Activity</li> <li>• Facilitate a PARCC MCF discussion</li> <li>• Facilitate a Progressions discussion (<a href="http://commoncoretools.wordpress.com">commoncoretools.wordpress.com</a>)</li> <li>• Facilitate a discussion about lesson goal setting</li> <li>• Ongoing unpacking of and deepening understanding of standards</li> </ul>

Stage	Task	Who	Key Questions and Considerations	Opportunities for Assistance, PD, and Capacity Building
Alignment and Mapping, continued	Write the Curriculum Map	<p>Hopefully:</p> <ul style="list-style-type: none"> <li>• Coach or Curriculum Director</li> <li>• Special education teacher</li> <li>• Classroom teaching staff</li> </ul> <p>Possibly:</p> <ul style="list-style-type: none"> <li>• Administration</li> </ul> <p>As questions arise that should be district decisions, it is helpful to have a decision maker present or near to hand</p>	<ul style="list-style-type: none"> <li>• Plan the units <ul style="list-style-type: none"> <li>○ What resources do we have that align with the Framework?</li> <li>○ What resources do we need?</li> </ul> </li> <li>• If a previously taught/included lesson does not match a grade-level standard should we keep it? <ul style="list-style-type: none"> <li>○ Should have a compelling reason</li> </ul> </li> <li>• Eliminate barriers to learning</li> <li>• Avoid taxing working memory unnecessarily</li> </ul>	<p>Helpful ideas:</p> <ul style="list-style-type: none"> <li>• have a computer/projector set up so everyone can see the Curriculum Map as it evolves</li> <li>• have an electronic copy of the Framework to copy and paste from</li> <li>• include standard language so document is an easy reference on a teacher's desk</li> <li>• highlight portion of standard covered in a unit to focus instructional planning and call attention to gaps</li> </ul>
	Write Assessments	<ul style="list-style-type: none"> <li>• Coach or Curriculum Director</li> <li>• Special education teacher</li> <li>• Classroom teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Do assessment questions mirror what was taught?</li> <li>• Do assessments emphasize priorities?</li> <li>• Are barriers eliminated?</li> </ul>	