

Building Consensus Maps

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Essential Questions

- What do we learn from reading each other's maps?
- How can we identify gaps and repetitions that effect student learning?
- How can we develop a consensus map based on what we learn from the read through?

Agenda

- Overview
- Protocols for Read Through Process to Build Consensus
- Protocol for Group Work
- Review of Maps
- Action plan for next steps

The Curriculum Mapping Process: *The Initial Cycle*

- **Step 1: Completing the individual maps**
- **Step 2: Reviewing groups of maps**
- **Step 3: Sharing reviews with colleagues**
- **Step 4: Large group sharing**
- **Step 5: Develop an action plan**
- **Step 6: Implementing the action plan and beyond**

Critical Friends

Protocols for sustaining on-going
work

“It’s not the map, it’s the rap!”

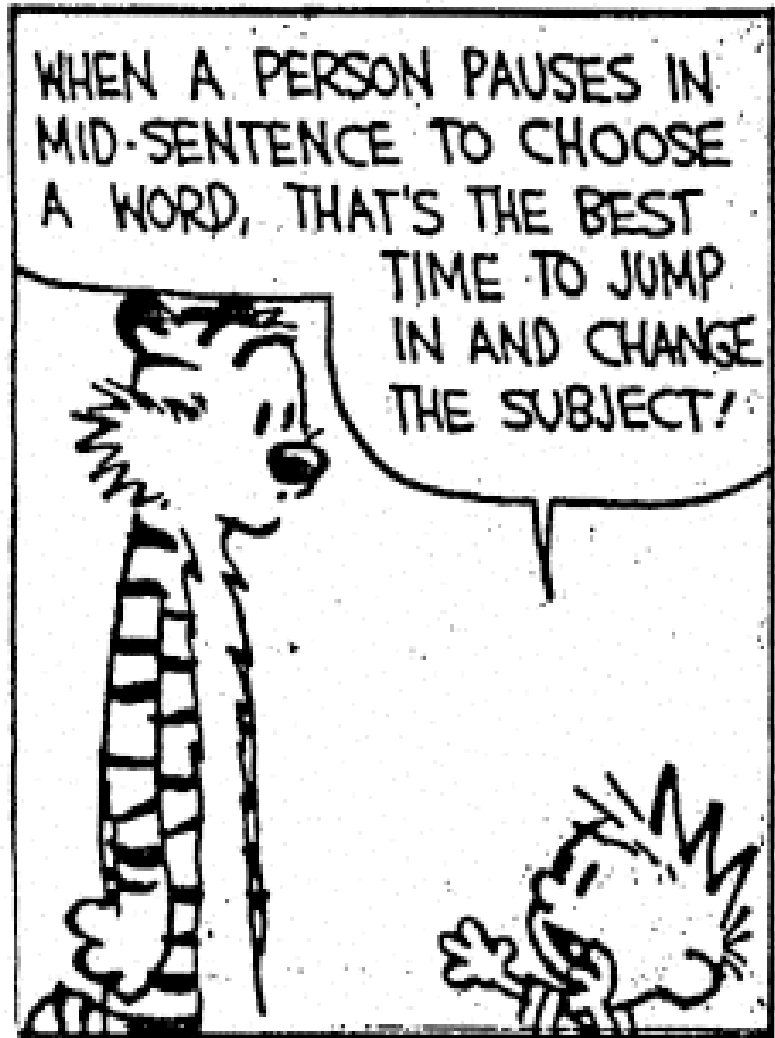
Communication video

LISTENING WITH UNDERSTANDING AND EMPATHY

Devoting mental energies to understanding others' thoughts and feelings.

Understand others!

CALVIN AND HOBBS *B*



IT'S LIKE AN INTERCEPTION
IN FOOTBALL! YOU GRAB
THE OTHER GUY'S IDEA AND
RUN THE OPPOSITE WAY
WITH IT!



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THE MORE SENTENCES YOU COMPLETE, THE HIGHER YOUR SCORE! THE IDEA IS TO BLOCK THE OTHER GUY'S THOUGHTS AND EXPRESS YOUR OWN! THAT'S HOW YOU WIN!



CONVERSATIONS
AREN'T CONTESTS!

OK, A
POINT FOR
YOU, BUT
I'M STILL
AHEAD.



1985 1-5

LISTENING SEQUENCE:

- Pause
- Paraphrase
- Probe
 - Inquire
 - Clarify

Listener: Use the
Pause, Paraphrase Probe
sequence

Speaker: Finish this sentence:

"As I reflect on mapping, I see the
benefits as..."

WHAT METACOGNITIVE
STRATEGIES DID YOU EMPLOY
TO MONITOR AND MANAGE
YOUR LISTENING SKILLS?

Listener: Use the
Pause, Paraphrase Probe
sequence

Speaker: Finish this sentence:

“As I reflect on my plans for mapping
this year, I am thinking...”

WHAT VALUES ARE YOU
EXPRESSING WHEN YOU
LISTEN TO OTHERS SO
INTENTLY?

- AFTER LOOKING AT THE MAP,
WHAT QUESTIONS ARISE FOR
YOU?

**HABIT OF MIND: QUESTIONING AND
PROBLEM POSING**

- What additional information might be helpful for us to gather in order to understand the information better?

HABIT OF MIND: GATHERING DATA THROUGH ALL THE SENSES

Review of Maps

- **Identify 3-5 power standards** from among the ones you have indicated in your maps to be included on the consensus map. (Look for overlaps of standards to look for clusters of the similar content or skills.)

What were the considerations?

- Knowing what is taught in grades that precede and follow
- Maps that represent what is taught in preceding grades and ones that follow
- Finding where the curriculum repeats and compacting what can be clustered together
- Check to see what is in your textbook and cross walk it with the curric
- What was taught and not learned (evidence from assessments)
- What is tested with ITBS or other standardized tests
- What is being introduced and is just at an awareness level
- Cross curricular integrations

Unpacking the Standards

- **Unpack each standard** by identifying content (key terms) and skills (verbs) embedded in each standard.

Unpack this Standard

Principles and Documents of Government

Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government.

Aligning Content and Skills

- **Review maps for content & skills covered by unpacked standards**

Identify Gaps

- **Identify content & skills *not* stated in standards.**
- **Identify *additional* content & skills ALL students should learn.**

Create a Consensus Unit

- Once you have developed a unit around a cluster of standards, follow the same steps for each cluster of units as you build a consensus map based on standards.

Editing Worksheet:

A Tool to Record Findings

Grade Level	Subject Area	Gaps	Repetition or Redundancy Concerns/ Questions	Assessment Concerns/ Questions	Other Questions/ Comments

Possible Times for Building Consensus Maps: 15 Minute Moments

- Department meetings
- Faculty meetings
- Grade level meetings
- Staff development days
- Late starts or early release days

Developing an Action Plan

- What issues can be addressed immediately?
- What issues will require more time, and research?
- What is our timeline?
- Who will be responsible?

Implementing the Action Plan and Beyond

- Establish communication flow
 - Curriculum Councils
- Continued map revisions and modifications
- Directions for staff development
 - assessments
 - literacy integration
 - district outcome data
 - consensus maps
- Demographic changes
- State and national policy changes

