

Curriculum Mapping Continuum for Development

	1 Initial Status	2 Prologue	3 Getting Started	4 Advanced Mapping	Organizational Process Established
Curriculum And Instruction	Curriculum guides are updated infrequently. There is little or no collection of evidence regarding what is actually taught in classrooms. Curriculum committees or central administrators make decisions about curriculum revision.	Mapping information is considered. Teachers and administrators study mapping and determine what their purpose would be for mapping. TechPaths is selected as the tool for managing curriculum, instruction, and assessment.	Teachers are introduced to mapping concepts and TechPaths technology. Initial data entry begins. The first read through of data from curriculum maps takes place. Initial revision of curriculum.	Read through of maps leads to professional development needs. Schools address instructional needs based on the quality of the units and their alignment as well as the quality of the classroom based assessments. Maps are continuously revised based on new learning.	Mapping is used as the tool for organizing, reviewing, and revising curriculum based on assessment data. Curriculum is aligned to standards and is also aligned according to essential questions, content, skills, assessments, and lessons. There is a system for identifying quality maps, units, lessons, and assessments based on student learning. All teachers use mapping tool for planning and documenting practice.
Assessment	Assessment data is analyzed by central administrators. Teachers do not do much data analysis based on classroom results as well as benchmark and state results.	Teachers see models of assessment data and how it is used for effective teaching innovations. Teachers begin to identify professional development needs with regard to building high quality assessments in their classrooms.	Professional development focuses on how to build high quality assessments in the classroom. System develops high quality benchmark assessments. Data is tracked and informational reports are made available to teachers for analysis and decision making.	Assessment practices interact with curriculum and instruction. Decisions are made on the basis of high quality data both in maps and in assessment results.	Assessment data drives changes in curriculum and instruction. There is a system for analyzing assessment and curriculum data in order to make revisions.
Professional Community for Learning	Teachers tend to either be isolated in their practices or meet only within their grades or courses. The general mode is: "close my door and do my thing"	Teachers are exposed to the research about professional learning communities. The first learning community is established as a study group to practice being a group that is focused on teaching and learning.	Teachers become part of the planning process. Councils for teaching and learning are established in the buildings and at the central level. Teacher leadership is recognized with some form of incentive. Learning communities reach beyond the school or district and learn from the TechPaths world wide search as well as conferences that are planned to foster networking around high quality maps, units, content, skills, assessments and lessons.	Many teachers have the capacity for facilitating groups and shepherding the process of studying curriculum, instruction and assessment. Curriculum decisions are made through a collaborative process. Timelines are met and the community maintains high standards for itself as well as for students.	Teachers share data, analyze curriculum, instruction and assessment. Self directed learning groups take leadership in learning and innovating on behalf of student learning.
Use of Technology	Teachers do not use technology for managing curriculum. There is no integrated approach for the organization of curriculum, instruction or assessment data.	Teachers attend training sessions on TechPaths. Teachers understand the possibilities that TechPaths offers in terms of a shared, relational data base.	Teachers enter mapping data into the software. They are able to use the search feature and are beginning to use reports on standards addressed, assessment types, this unit detailed and landscape versions. Teachers are using the world wide search for innovations from other schools in the TechPaths community.	Teachers are facile with the technology and know how to enter lessons and assessment associated with units of study. They are able to use all of the reports and are meeting with others on the basis of the data in the reports.	The technology is a tool for managing all lessons, assessments, and curriculum. The system is using the reports for all read through processes. The data from the reports serves as a basis for data driven decision making.

Curriculum Mapping Continuum for Development

Copyright Technology Pathways 2005