# pennsylvania
## DEPARTMENT OF EDUCATION

# SAS

## Standards Aligned System

# SAS Curriculum Mapping Trainer (SAS CMT)
## October 2011

⋮ Last Updated 10/14/2011

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# Standards Aligned System Curriculum Mapping Trainer (SAS CMT) Workshop

**Target Audience:** Intermediate Unit Curriculum Coordinators and Pennsylvania League of Urban Schools (PLUS) Curriculum Staff

**Prerequisite:** SAS 101

**Workshop Duration:** 1 day; 8:30am – 3:30pm

**Workshop Description:**

The **Standards Aligned System (SAS)** is **the Pennsylvania Department of Education's comprehensive approach to support student achievement across the Commonwealth**. The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement.

The SAS Curriculum Mapping Tool allows organizations to create a template for their own maps while optimizing both state and local resources and approaches. The tool includes the functionality to automatically add PA Standards, Anchors, and Eligible Content as well as information from the Curriculum Framework, such as Big Ideas, Concepts, and Competencies.

This one-day train-the-trainer workshop sponsored by PDE will train participants to become SAS Curriculum Mapping Trainers (SAS CMT). The workshop will include dialogue on facilitating the curriculum development process, as well as presentation and training techniques on the SAS Curriculum Mapping Tool. Participants of this workshop will commit to train and support colleagues in their member districts, buildings, and/or intermediate unit on the implementation and utilization of curriculum mapping via the SAS Portal Curriculum Mapping Tool.

**Workshop Objectives:**

Upon completion of the workshop, trainers will be able to:

- Assess district curriculum needs to create a customized Curriculum Mapping training workshop.
- Assist districts in developing customized Curriculum Maps based on identified vision and need for curriculum for individual districts and schools.
- Demonstrate strategies for identifying and integrating SAS portal resources and materials into Curriculum Maps - including Standards, the Curriculum Framework, Materials & Resources, Assessments, strategies for Instruction, Interventions, and other locally relevant materials.
- Identify sample resources and materials to embed within Curriculum Maps that can be shared with various content areas across grade levels.
- Demonstrate the use of the Teacher Tools section within SAS, including embedding individually developed and selected materials into the My Curriculum section.
- Instruct districts on using the Curriculum Mapping tool to create a customized map to meet district needs.

- Attendees should bring a wireless laptop to the training.*

\* To use the advanced features found in the SAS Portal, your computer must meet the following requirements:

<u>Windows XP or higher</u>:
- Internet Explorer 6.0 or higher
- Mozilla Firefox 2.0 or higher
- Google Chrome 2.0 or higher
- Safari 3.0 or higher
- Opera 9.0 or higher

<u>Mac OSX 10.4 or higher</u>:
- Mozilla Firefox 2.0 or higher
- Safari 3.0 or higher
- Opera 9.0 or higher

Additionally, prior to attending a SAS Portal Workshop, please ensure your computer meets the following requirements:

- Internet browser must be set to allow Javascript to run.
- Flash version 8 or higher is required.
- Pop-up blockers must be turned off or allowed for the website: www.pdesas.org.
- This site is best viewed with your monitor's resolution set to 1024 x 768 or higher.
- SAS is best viewed when your default font or view is set to "Medium" in Internet Explorer, "Normal" in Mozilla Firefox, or "Normal" in Google Chrome. If your font size is set significantly larger or smaller, you may experience some difficulty viewing the website.

# FULL Workshop Agenda

| | |
|---|---|
| | Preparing for Training |
| **General Overview – Use With Each Training** ||
| | General Overview: <br><br> • Welcome <br> • Activity: Stating Expectations <br> • Workshop Objectives <br> • Activity: SAS CMT Needs Assessment <br> • Creating a Common Language <br> • Activity: Vision for Curriculum |
| | Lingering Questions |
| **Module 1: What is Curriculum?** ||
| | What is Curriculum: <br><br> • Activity: Agree or Disagree – What is Curriculum? <br> • Identifying Curriculum Mapping Components <br> • Activity: Quality Curriculum Using Evaluation Rubrics <br> • Activity: Readiness for Curriculum Mapping - KUD |
| | Lingering Questions |
| **Module 2: Essential SAS Tools for Curriculum Development** ||
| | Essential SAS Tools for Curriculum Development: <br><br> • SAS Portal Review <br> • Curriculum Framework In-Depth <br> • Learning Progressions In-Depth |
| | Module 2 Action Planning |
| | Lingering Questions |
| **Lunch (12:00-1:00)** ||

## Module 3: SAS Portal Curriculum Mapping

| | SAS Portal Curriculum Mapping:<br><br>• Guided Practice<br>• Creating a Curriculum Map Template header<br>• Creating a Curriculum Map Template<br>• Creating a Curriculum Map<br>• My CMs & IMs<br>• Voluntary Model Curriculum Maps (VMCM)<br>• Activity: Creating an Instructional Map |
|---|---|
| | Module 3 Action Planning |
| | Lingering Questions |

## Module 4: Next Steps

| | Next Steps:<br><br>• Considerations for Curriculum Mapping<br>• Activity: Laying the Foundation<br>• Activity: Making Connections T-Chart |
|---|---|
| | Module 4 Action Planning |
| | Lingering Questions |

## Concluding Remarks and Evaluation

**Icon Legend:**

| | Group Activity | | Demonstration and Practice Using the SAS Portal |
|---|---|---|---|
| | Presentation | | Action Planning Activity |

# Preparing for Training (30 minutes)

## Section at a Glance
This section focuses on what the trainer should do prior to the start of training in order that the training runs smoothly and efficiently.

## Prior to Start of Training: (SAS CMT PowerPoint - Slide #2)

- Make sure the trainer's computer is hard-wired
- Make sure there are sufficient outlets for participants' computers
- Place Post-it Notes and markers on the tables
- Place the following tasks on the screen and have participants complete them prior to start of training. Have technical staff assist any participant who is not able to access the Internet
  - Connect to the Internet
  - Navigate to: http://www.pdesas.org
    - If a registered user, sign-in
    - If not a registered user, join now
  - Place your name and school district/organization on your name tent

## Logging into the SAS Portal:

- **Registered Users**
  - Login by clicking the **Login** link near the lower-right hand side of the page, or by clicking the **Login** link in the upper-right corner of the **Home Page**.
  - Complete the form with **Email Address** and **Password**, and then click the **Submit** button.

  > **SAS CMT Tip: Registered Users** who have forgotten their **Password** can click the **Forgot Password** button under the **Login** fields to have their **Password** sent to them via email.

- **New Users**
  - Participants who do not have accounts need to click the **Join Now** link in the lower right hand corner of the **Home Page**.
  - Complete the form with **First Name**, **Last Name**, **Email Address**, and then create and confirm your own **Password**. Click the **Submit** button.

  > **SAS CMT Tip:** Please direct participants to use their professional (organization/district) **Email Address** when registering for a SAS account.

⋮ Last Updated 10/14/2011

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# Module: General Overview (65 minutes)

## Module at a Glance
In this section, participants will establish a collegial relationship with their instructors and fellow participants. They will share their expectations for training and the vision for curriculum in their organization. They will also utilize a needs assessment to assist in planning future trainings.

## Objectives:

### *Curriculum Mapping Trainers (CMT) will:*

- Identify workshop expectations and current knowledge and understanding of curriculum and curriculum mapping.
- Align expectations with workshop objectives.
- Assess district curriculum needs to create a customized curriculum mapping training workshop.
- Examine the definition of curriculum mapping.
- State the vision for curriculum in their school/district/organization.

### *When providing turn-around training on this module, participants will:*

- Identify workshop expectations and current knowledge and understanding of curriculum and curriculum mapping.
- Align expectations with workshop objectives.
- Assess district curriculum needs to create a customized curriculum mapping training workshop.
- Examine the definition of curriculum mapping.
- State the vision for curriculum in their school/district/organization.
- Assess current readiness for curriculum mapping.

# Train-the-Trainer Agenda

| | | |
|---|---|---|
|  | Welcome | 5  minutes |
|  | Activity: Stating Expectations | 15  minutes |
|  | Workshop Objectives | 5 minutes |
|  | Activity: SAS CMT Needs Assessment | 5 minutes |
|  | Creating a Common Language | 15 minutes |
|  | Activity: Vision for Curriculum | 15 minutes |
|  | Lingering Questions | 5 minutes |

## Icon Legend

| | | | |
|---|---|---|---|
|  | Group Activity |  | Demonstration and Practice Using the SAS Portal |
|  | Presentation |  | Action Planning Activity |

# General Overview Materials Checklist

## SAS CMT Instructor

- o  SAS CMT PowerPoint
- o  SAS CMT Training Manual
- o  SAS CMT Parking Lot posters
- o  Laptop or computer with hardwired Internet connection

## Participants

- o  Name Tents
- o  SAS CMT Training Manual
- o  Laptop or computer with Internet connection
- o  Markers (variety of colors; 4-5 markers per table)
- o  Post-it Notes

## Equipment and Site Requirements

- o  Multimedia projector
- o  Screen
- o  Chart paper
- o  Availability of loaner laptops or additional computer access

# General Overview (65 minutes)

## Welcome:

1. Welcome participants to the training (NOTE:  If a PDE representative is present, s/he will provide the welcome and opening remarks.)

2. Trainers should then introduce themselves and provide a *brief* background of their involvement in SAS.

3. Review the **FULL Workshop Agenda** (pp. 4-5) with participants.

**SAS CMT Tip:**  Stress to participants that they should feel free to annotate their manual as needed throughout training.  Blank copies of all trainer activities can be found in the manual's Appendix, and a digital copy of the manual can also be found online.

## Training Basics:

4. Point out necessary housekeeping basics:

   - Lunch will not be provided; training will pause for one hour to allow for a lunch break
   - Location of restrooms
   - Remind participants to sign in on the attendance sheet
   - Check to ensure that all participants have copies of the SAS CMT Manual and a name tent, as well as Post-its, markers, etc.
   - Check to ensure that all participants have successfully signed in to the portal, or have registered for a SAS account.
   - Remind participants to turn off the pop-up blocker in their web browser

5. Review the basic rules of participation:

   - Cell phones should be switched off or placed in silent mode
   - Don't be afraid to ask questions
   - If you think of a question that may be off topic, write the question on a Post-it to be addressed at the appropriate time
   - Respect others' opinions
   - If the participant gets lost they should raise their hand or place their name tent in the vertical position

6. Have participants click on **Teacher Tools**, and then select **Workshop Evaluation**.  Provide participants with a **Course Registration** code for training.  Once the code has been entered, participants can click on the **Register** button.  This will allow them to complete the evaluation survey at the conclusion of training.

**Activity: Stating Expectations (15 minutes)**

**Part One:**  Direct participants to share out with their tables – have them share their names and where they are from.  Share an expectation and a reason why they are attending the workshop.

- Each table should record their expectations for the workshop on a piece of chart paper.

- Have each table pick their top two (2) expectations for the workshop.

**Part Two:** Have each participant introduce themselves to the whole group: name, district, and position.

- Have each table report out on the expectations.   The last person who introduces themselves should share the group's two (2) expectations.

- Trainer will record expectations on chart paper or an overhead projector.

- Ask for participants to keep their name tents out for the duration of the training.

## Workshop Objectives: (SAS CMT PowerPoint – Slides #3-5)

1. Read the **Workshop Objectives** (p. 2).

> **SAS CMT Tip:**  These objectives may be modified due to the specific training needs of a school/district/organization.  The training manual is modularized, so that SAS CM Trainers can select modules based on the needs of an organization.

**Activity: SAS CMT Needs Assessment (5 minutes)**

Direct participants to review the SAS CMT Needs Assessment survey questions (pp. 13-16) regarding the current status of the Curriculum Mapping initiative in a school/district/organization.  This survey can be used prior to training to establish the needs of an organization, and to assist the trainer with the selection of appropriate training modules.  A blank copy of this assessment can be located on pp. 84-87.

# *SAS CMT Needs Assessment*

*Directions:* Please answer the questions below regarding the current status of the Curriculum Mapping initiative in your school/district/organization.

**Curriculum Status:**

1.  Do you have a written curriculum for all courses and content areas that is standards-aligned?  Please cite supporting evidence.

    > **SAS CMT Tip:** You may need to ask more probing questions related to the quality of their curriculum.  Perhaps ask them to rate their curriculum as outstanding, adequate, needs improvement and cite evidence to support their answer.)

2.  Does your written curriculum clearly delineate what students are supposed to know and be able to do?

    > **SAS CMT Tip:** This question should reveal the level of inclusion of components such as **Concepts** and **Competencies**.

3.  Does your district have an approved curriculum template? _____

4.  Does your curriculum template include (please indicate *Yes* or *No*):

> **SAS CMT Tip:** It may be helpful to see a copy of the existing curriculum template.  The answer to the *Curriculum Status* questions will help to determine which modules you may need to include in the training.

|  | Yes | No |
|---|---|---|
| a.  Standards | | |
| b.  Big ideas | | |
| c.  Concepts | | |
| d.  Competencies | | |
| e.  Assessments | | |
| f.  Instructional strategies | | |
| g.  Materials and resources | | |
| h.  Time/duration/pacing | | |

**Curriculum Process:**

5.  Who will lead/oversee the curriculum writing process?

6.  How does your curriculum align with your district mission and vision?

7.  Do you have a curriculum review process? If so, please outline your process?

8.  Can curriculum revisions/edits occur as needed?

9.  How do you use data to inform and revise your curriculum?

10. How do you ensure fidelity to your written curriculum?

> **SAS CMT Tip:** As a trainer, you will want to ask if the teachers use the curriculum on a daily basis and how they know that.

11. Has your district identified personnel to participate in the curriculum writing process?

12. How do you provide professional development to support the curriculum writing process?

13. What is your plan to implement the written curriculum?

14. How will teachers access the written curriculum? If electronic, please specify the warehouse/management/software utilized.

15. How do you ensure vertical articulation of the written curriculum?

**SAS CMT Tip:** Again, the answers to the *Curriculum Process* questions help to determine which modules might be needed for training to meet the needs of the school/district/organization.

**SAS Knowledge:**

16. Do you have a SAS account? _____

17. Do you know how to upload files to the ePortfolio tool in SAS? _____

18. Do you know how to bookmark Materials & Resources in SAS and save them to your ePortfolio?

    _____

19. Do you know how to locate Big Ideas, Essential Questions, Concepts, and Competencies within the Curriculum Frameworks?  _____

20. Do you know how to access and use the Learning Progressions in the SAS Portal?  _____

> **SAS CMT Tip:** The *SAS Knowledge* questions would be appropriate to direct to a curriculum writing team, prior to holding a Curriculum Mapping training workshop.

## Creating a Common Language: (SAS CMT PowerPoint – Slides # 6 - 13)

1.  Share with participants the *draft* definition of Curriculum Mapping from PDE:

    **Curriculum Mapping** is a collaborative, dynamic process for systematically aligning local content with the essential elements of Pennsylvania's Standards Aligned System.

    **Curriculum Mapping**:

    -   Optimizes individual student achievement.
    -   Organizes course content into an easily accessed online tool that informs teaching and learning.
    -   Serves as a means to communicate curriculum to stakeholders.

2.  Review the additional slides, reviewing the definitions for common terms (p. 18) that the participants will encounter during training; **Curriculum Map Template Header**, **Curriculum Map Template**, **Curriculum Map**, **Instructional Map**, **Curriculum Mapping Roles**.

3.  **Table talk** – What do you want Curriculum Mapping to do at your district?

**Activity: Vision for Curriculum (15 minutes)**

Direct participants to reflect upon the vision for curriculum in their school/district/organization or in their member districts.  Have them complete the **Vision for Curriculum** statement (p. 19 ).

**Lingering Questions (5 minutes)**

Have participants write down any questions that they have regarding the General Overview, using Post-its.  They should discuss the questions as a table group.

-   Participants will affix any remaining questions (written on a Post-It note) to the General Overview Parking Lot.
-   The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

# Creating a Common Language: A SAS CMT Glossary of Terms

**Curriculum Mapping** - A collaborative, dynamic process for systematically aligning local content with the essential elements of Pennsylvania's Standards Aligned System.  Curriculum Mapping optimizes individual student achievement, organizes course content into an easily accessed online tool that informs teaching and learning, and serves as a means to communicate curriculum to stakeholders.

**Curriculum Map** - A visual method for projecting instructional plans based on a sequence that describes the scope of what is taught.  A Curriculum Map captures the content, skills, and assessments taught or administered at each grade level within a school building or district, organizes this information into an easily accessed visual that presents a timeline of instruction by grade level or course, and ensures that there is consistency from one grade level to the next, and there is little redundancy in what is being taught at each grade level.

**Curriculum Map Template Header** - A heading for a Curriculum Map Template that contains text and/or images.  Typically, this will include the logo, name, mailing address, phone number, and web address of a school/district/organization.

**Curriculum Map Template** – A model that serves as a pattern for the creation of Curriculum Maps.  The template is used to define the columns that will be included in all Curriculum Maps created from that Template.

**Instructional Map** – A Curriculum Map that contains an additional column where educators can enter personal information regarding their own instruction.

**Curriculum Mapping Roles**
In order to create a Template and populate Curriculum Maps, users must have the appropriate role(s) assigned to their SAS Portal account.

- **Curriculum Map Template Admin** – This role allows administrative access to create Curriculum Map Templates and Headers.

- **Curriculum Map Creator** - This role allows administrative access to all of the Curriculum Maps created for a school/district/organization.  This role allows users to create new maps or modify any existing maps.  This role also allows the user to turn maps "offline" or "online"

## *Vision for Curriculum*

*Directions:* What is the vision for curriculum in your school/district/organization or in your member districts? Write a statement that captures your perception or understanding of the vision for curriculum in the space below.

# Module One: What is Curriculum? (80 minutes)

## Module at a Glance

This module focuses on the components of curriculum maps.  Participants will examine sample maps, evaluate them, and discuss the strengths and needs of various maps.  In addition, they will reflect on the foundational knowledge and skills that organizations must possess as they being the mapping process.

## Objectives:

***Curriculum Mapping Trainers (CMT) will:***

- Examine and discuss statements, examples, and non-examples of curriculum.
- Identify the key components of curriculum maps.
- Analyze curriculum documents by completing a self-assessment.
- Reflect on the self-assessment survey by participating in a gallery walk.

***When providing turn-around training on this module, participants will:***

- Examine and discuss statements, examples, and non-examples of curriculum.
- Identify and analyze the key components of curriculum maps.
- Analyze curriculum documents by completing a self-assessment.
- Reflect on the self-assessment survey by participating in a gallery walk

# Train-the-Trainer Agenda

| | | |
|---|---|---|
|  | Activity: Agree or Disagree – What is Curriculum? | 20  minutes |
|  | Identifying Curriculum Mapping Components | 20 minutes |
|  | Activity: Quality Curriculum Using Evaluation Rubrics | 20 minutes |
|  | Activity: Readiness for Curriculum Mapping - KUD | 15 minutes |
|  | Lingering Questions | 5 minutes |

## Icon Legend

 Group Activity

 Demonstration and Practice Using the SAS Portal

 Presentation

 Action Planning Activity

# Module 1 Materials Checklist

## SAS CMT Instructor

- o SAS CMT PowerPoint
- o SAS CMT Training Manual
- o SAS CMT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

## Participants

- o Name Tents
- o SAS CMT Training Manual
- o Laptop or computer with Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes
- o Copies of Sample Curricula (one per table group)
- o Copies of Evaluation Rubric (one per table group)
- o Chart paper
- o Masking tape

## Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

# What is Curriculum? (80 minutes)

## What is Curriculum?:

### Activity: Agree or Disagree – What is Curriculum? (20 minutes)

In order to provide participants with a common understanding of what is meant by the term "curriculum", have participants complete **Agree or Disagree - What is Curriculum?** (p. 24).

### <u>Debrief</u>: (SAS CMT PowerPoint – Slides #14 – 18)
Debrief each statement as a group by having individuals move to one side of room if they agree and the opposite side if they disagree.  Facilitate a discussion on the individual's rationale for agreeing or disagreeing with the statements.

## *Agree or Disagree – What is Curriculum?*

*Part One:* Based on your current knowledge and understanding of curriculum, read each of the following statements and place a check mark in the Agree or Disagree column.

| Agree | Disagree | Statement |
|-------|----------|-----------|
|  |  | 1.  Curriculum is a textbook. |
|  |  | 2.  Curriculum is a restating of Standards and Eligible Content. |
|  |  | 3.  Curriculum describes what students need to know and be able to do. |
|  |  | 4.  Curriculum is the processes, content, and knowledge combined with the experiences and realities of the learner to create new understandings and skills. |
|  |  | 5.  Curriculum is a product. |

*Part Two:* Debrief with a partner at your table. Did you come to the same conclusions? Be prepared to discuss the reasons for your position with the whole group.

## Identifying Curriculum Mapping Components:
## (SAS CMT PowerPoint – Slides # 19 - 21)

1. Review and discuss some examples of exemplary curricula and its components.

2. Have table groups brainstorm the top five components or items that they believe should be included when developing curriculum.

3. Groups should record these five components or items on chart paper as a grid.

| | |
|---|---|
| | *Item Name* |
| | *Item Name* |
| | *Item Name* |
| | *Item Name* |
| | *Item Name* |

4. Each group will be provided with a sample curriculum document to analyze.

> **SAS CMT Tip:** The sample curricula provided in step 4 are not intended as ideal representations of curriculum maps. Participants should evaluate them with that in mind.

5. As a group, participants should analyze their sample to determine whether or not the components or items they identified are present.

6. If the item is present, they should place a check mark (✓) in the column to the left. If it is not there, they should place an (X) in the column to the left.

7. Have participants post their chart paper on the wall.

### Activity: Using Evaluation Rubrics (20 minutes)

As a table group, participants will analyze the curriculum and complete the **Evaluation Rubric** (pp. 27-28) to rate their sample curriculum document. When they have completed the evaluation, ask each group to post their evaluation scale and the sample curriculum document next to their group's chart paper.

Participants will conduct a Gallery Walk to view samples and components. Facilitate a whole group discussion of the findings. Discuss areas of strength and need for each of the sample curriculum maps.

**SAS CMT Tip:** Remind participants that their individual district curriculum maps should focus on their needs and goals.  All curriculum maps do not look the same and should be district specific as desired.

# Evaluation Rubric*

**Directions:** Rate the following elements using the three point scale below:

1 –The component is missing or does not correspond to the descriptor.
2 – The component is present and includes some of the descriptors.
3 – The component includes all of the descriptors.

**Our curriculum includes the following components:**

| Components | | | | Comments:  If not, why not? |
|---|---|---|---|---|
| **Essential Questions**<br>Includes questions connected to the SAS framework and are specifically linked to the Big Ideas. Essential questions frame student inquiry, promote critical thinking, and assist in learning transfer. | 1 | 2 | 3 | |
| **State Standards & Eligible Content**<br>Correspond to the content | 1 | 2 | 3 | |
| **Concepts**<br>Describe what students should know (key knowledge) as a result of this instruction specific to grade level. | 1 | 2 | 3 | |
| **Objectives**<br>Describes what the learner must be able to do;<br>Developed by teacher groups determining what the state standard actually means;<br>Stated as an action verb | 1 | 2 | 3 | |

| | | | | |
|---|---|---|---|---|
| **Assessments**<br>Describes how the skill will be measured to determine level of student learning;<br>Conducted on a daily or weekly basis | 1 | 2 | 3 | |
| **Vocabulary**<br>Tier 3; consists of low-frequency words that occur in specific domains | 1 | 2 | 3 | |
| **Sample Materials & Resources**<br>Units, lesson plans, and content resources such as: digital resources, interactive documents, etc. | 1 | 2 | 3 | |
| **Time Frame**<br>Includes the week, month, or grade period in which teaching and learning occurs | 1 | 2 | 3 | |

**Additional Comments:**

*The components identified in this assessment are derived from the feedback from PDE Content Advisors and members of the SAS Quality Review Team (QRT).

### Activity: Readiness for Curriculum Mapping - KUD (15 minutes)

Have participants complete the **Readiness for Curriculum Mapping** (p. 30) activity, identifying what educators need to know, understand, and do as they begin the curriculum mapping process.

### Lingering Questions (5 minutes)

Have participants write down any questions that they have regarding Module 1, using Post-its. They should discuss the questions as a table group.

- Participants will affix any remaining questions (written on a Post-It note) to the Module 1 Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

# *Readiness for Curriculum Mapping*

**Directions:** In the space below, list all the things district teams and educators need to <u>know</u>, <u>understand</u>, and <u>do</u> as they begin the curriculum mapping process.

| **K**now | **U**nderstand | **D**o |
|---|---|---|
| *We know that assessing student learning is critical to effective instruction.* | *We understand that there are a variety of types of assessments and ways to assess student learning.* | *We need to define the assessments we want to include in our curriculum maps.* |

The *SAS CMT Needs Assessment* (pp. 13-16) may be a useful tool for you as a Curriculum Mapping Trainer to use as a formative assessment to help you identify the current status of the district in terms of SAS, curriculum, and available resources.

# Module Two: Essential SAS Tools for Curriculum Development (60 minutes)

## Module at a Glance

This module focuses on identifying the critical elements and resources within the SAS Portal to embed and enhance curriculum maps.  Moreover, trainers will identify methods for assisting participants in locating relevant resources and information to use throughout the curriculum mapping process.

## Objectives:

### Curriculum Mapping Trainers (CMT) will:

- Examine resources within the SAS Portal that can be used to inform and develop curriculum development.
- Demonstrate strategies for identifying and integrating SAS portal resources and materials into curriculum maps - including Standards, the Curriculum Framework, Materials and Resources, Assessments, strategies for Instruction, Interventions, and other locally relevant materials.
- Identify sample resources and materials to embed within curriculum maps that can be shared with various content areas across grade levels.

### When providing turn-around training on this module, participants will:

- Explore components of the SAS Portal that can be embedded within the Curriculum Maps.
- Demonstrate strategies for identifying and integrating SAS portal resources and materials into curriculum maps - including Standards, the Curriculum Framework, Materials and Resources, Assessments, strategies for Instruction, Interventions, and other locally relevant materials.
- Identify sample resources and materials to embed within curriculum maps that can be shared with various content areas across grade levels.

## Train-the-Trainer Agenda

| | | |
|---|---|---|
| | SAS Portal Review | 15  minutes |
| | Curriculum Framework In-Depth <br>• Activity: Curriculum Framework Definitions – Part I <br>• View Demonstration <br>• Activity: Curriculum Framework Definitions – Part II | 20 minutes |
| | Learning Progressions In-Depth | 10 minutes |
| | Module 2 Action Plan | 10 minutes |
| | Lingering Questions | 5 minutes |

### Icon Legend

| | Group Activity | | Demonstration and Practice Using the SAS Portal |
|---|---|---|---|
| | Presentation | | Action Planning Activity |

# Module 2 Materials Checklist

## SAS CMT Instructor

- o SAS CMT PowerPoint
- o SAS CMT Training Manual
- o SAS CMT Parking Lot posters
- o Laptop or computer with hardwired Internet connection
- o Content Area Strips for Curriculum Framework Definition Activity (one set per table group)

## Participants

- o Name Tents
- o SAS CMT Training Manual
- o Laptop or computer with Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

## Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

# Essential SAS Tools for Curriculum Development   (60 minutes)

## SAS Portal Review:

### Activity: SAS Portal Review (15 minutes)

Have participants complete the **SAS Portal Review** (pp. 35-37) activity, exploring essential tools that will provide assistance and resources when developing curriculum maps.  The instructor should circulate the room and provide assistance with the portal tools as needed.

## *SAS Portal Review*

*Directions:* Follow the steps below to explore the SAS Portal.

1. Navigate to **www.pdesas.org**, and log in to your SAS Account.

2. Click on the **Curriculum Framework** tab.  Review the introductory text regarding the **Curriculum Framework**.

3. Identify two (2) of the components of the **Curriculum Framework** that you believe are most important to include in a curriculum map.  In the space below, explain why you believe they are critical for curriculum mapping.

   • Component 1: _____

   • Component 2: _____

4. Select **Materials & Resources** from the navigation menu at the top of the page.

5. Click on the **Learning Progressions** tab.  Review the introductory text regarding the **Learning Progressions**.

6. Scroll to the bottom of the page, and save a copy of each of the **Learning Progressions** documents to the **My Documents** folder on your computer.

> **SAS CMT Tip:**  The **Learning Progressions** are available as both PDF documents and Microsoft Excel spreadsheets.  Please select the version that you prefer.

7. Click on **Teacher Tools** in the upper-right hand corner of the page.

> **SAS CMT Tip:  Teacher Tools** are only accessible to users who have registered for a SAS account. For information on setting up a SAS account, please visit the **SAS Help Desk** website at: http://websites.pdesas.org/helpdesk

8. Choose **My ePortfolio** from the **Teacher Tools** menu.

9. **Add** a new **Folder** and name it *SAS CMT*.

10. Click on the **Add Bookmark** button in the top menu of **My ePortfolio**.

11. Select the *SAS CMT* folder that you created from the **My ePortfolio Folders** drop-down menu.

12. Type the **Title** *SAS Curriculum Mapping Trainer Website*.

13. Type a **Description** for this site, such as: *Information and resources from the SAS CMT Workshop*.

14.  Type the **URL (web address)** http://www.pdesas.org/sascm**.**

15.  Click the **Save** button.  The window will close and the bookmark will be added to the *SAS CMT* folder.

16.  Click on the *SAS CMT* folder and the bookmark will appear on the right side of the **ePortfolio**.

17. Hover your mouse over the title *SAS Curriculum Mapping Trainer Website* to show the hover effect for the **Description**.

> **SAS CMT Tip:** The **'hover effect'** will cause the **Description** to appear in a small pop-up window that appears whenever a mouse is rested above the **Title** of a resource in the **ePortfolio**.

18. Click on the title *SAS Curriculum Mapping Trainer Website* to test the bookmark.  Close the window/tab and return to the **ePortfolio**.

> **SAS CMT Tip:** The *SAS Curriculum Mapping Trainer Website* will open in either a pop-up window or in another tab, depending upon the web browser you are using.  Be sure to close only that tab/window, and not the entire **ePortfolio** itself.

19.  Click the **Upload File** button in the toolbar.

20. Select the *SAS CMT* folder from the **My ePortfolio Folders** drop-down menu.

21. Click **Browse** to locate the **Learning Progression** documents you downloaded.  Choose the first document you locate**.**  Click **Open** or double-click the file.

22. Click the **Add File** button to add an additional file upload.  Repeat the steps to upload all four documents into your ePortfolio.

23. Once you have located all of the **Learning Progression** files, click the **Upload button** at the bottom of the window.

24. Click on the *SAS CMT* folder to verify all of the Learning Progressions were uploaded into your **ePortfolio**.

25. Click the **Upload File** button in the toolbar.

26. Select the *SAS CMT* folder from the **My ePortfolio Folders** drop-down menu.

27. Click **Browse** to locate an **image file** in the My Pictures folder on your hard drive.  Choose the first image you locate**.**  Click **Open** or double-click the file.

28. Click the **Upload button** at the bottom of the window.

29. Click on the *SAS CMT* folder to verify that the image was uploaded into your **ePortfolio**.

---

**SAS CMT Tip:**  Participants who complete the **SAS Portal Review** activity early may wish to save additional resources that are available on the *SAS Curriculum Mapping Trainer Website*, such as digital versions of the training manual, training PowerPoint and other resources.  All of these resources can also be uploaded to the *SAS CMT* folder in the **ePortfolio**.

# Curriculum Framework In-Depth: (20 minutes)

### Activity: Curriculum Framework Definitions – Part I (5 minutes)

Direct participants to review the six components of the Curriculum Framework (listed below). Distribute a set Curriculum Framework strips (pp. 94-106); one Subject Area per table. Ask each table to identify which statement is the Big Idea, the Essential Question and so forth. Each table should keep their results for later use.

**Definitions:**

1. Review the definitions of **Big Ideas**, **Essential Questions**, **Concepts**, **Competencies**, **Standards** and **Eligible Content**.

   o **Big Ideas** - Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

   o **Essential Questions** - Questions connected to the SAS framework, specifically linked to the Big Ideas. They should frame inquiry, promote critical thinking, and assist in learning transfer.

   o **Concepts** - Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

   o **Competencies** - Describe what students should be able to do (key skills) as a result of this instruction specific to grade level.

   o **Standards** – Statements that define what students should know and be able to do as a result of instruction.

   o **Eligible Content** - Helps educators identify how deeply they need to cover an Assessment Anchor and/or the range of content they should teach to maximize student achievement and best prepare their students for the PSSA.

**Curriculum Framework:**

1. Direct participants to the **Curriculum Framework** tab in the SAS Portal**.**

2. Have participants identify the search tools in the **Curriculum Framework**. How many search tools did you find? What did you find under each search tool?

> **SAS CMT Tip:** Relay to participants that the **Curriculum Framework** search tools allow users to navigate by:
>
> - **Subject Area:** All Subject Areas, plus more specific areas such as Listening, Dance, or Entrepreneurship.
>
> - **Grade Level, Band, or Stage:** Kindergarten to 12th grade, plus grade level Bands for K-2, 3-5, 6-8 and 9-12, as well as Stages for World Languages.
>
> - **Course:** Specific courses offered at the secondary level.
>
> - **School–Wide Area of Focus:** Student Interpersonal Skills

3. To begin, select the **Subject Area** *History* and **Grade Level 9**<sup>*th*</sup> *Grade*, and then click **Search**.

4. A list of **Big Ideas** will populate the screen. Select the **Big Idea** "*Historical interpretation involves an analysis of cause and result.*"

5. Once you select the **Big Idea**, the related **Essential Questions, Concepts, Competencies,** and **Standards/Eligible Content** will populate.

> **SAS CMT Tip:** A faint gray background will appear behind the selected **Big Idea**, and its related **Essential Questions**, **Concepts**, **Competencies**, and **Standards/Eligible Content**. Clicking a different **Big Idea** in the list in the left column of the **Curriculum Framework** will change the **Essential Questions**, **Concepts**, **Competencies**, and **Standards/Eligible Content** shown.

6. Demonstrate how to use the **Hide Essential Question** or **Hide Concepts** buttons to hide/show those columns within the chart. Click once to **Hide Essential Questions** and once to again **Show** them.

7. Show that the **Export/Print CF** button can be used to save the **Curriculum Framework** as a Microsoft Word document.

8. Locate the **Standard** code *8.1.9.A.* "*Compare patterns of continuity and change over time, applying context of events.*" It will be located in the first row of **Standards/Eligible Content**.

9. Demonstrate how to hover your mouse over the **Standard** or **Eligible Content** code to view the text of the statement.

> **SASIT Tip:** Clicking on any **Standard** or **Eligible Content** code in the **Curriculum Framework** will take you to the **Browse View** of the **Standards**.

10. Click on the **Standard** code: *8.1.9.A*

> **SASIT Tip:** Appearance of the **Materials & Resources** button to the right of the **Standard** statement indicates that there is content aligned to that **Standard** or **Eligible Content**.

11. Click on the button to show **Materials & Resources** that are aligned to the statement *8.1.9.A.*

12. Point out to audience that ***A Word Fitly Spoken: An Interactive Timeline of Lincoln's Most Famous Speeches on Union*** is aligned to the **Standard** *8.1.9.A.* This is an interactive resource that reviews Lincoln's speeches in the context of historical events on a timeline. Click on the link under ***Web-based Resource*** to view this material, and then close the window.

13. Click the **Curriculum Framework** tab to return to the search tool.

### Activity: Curriculum Framework Definitions – Part II (5 minutes)

Using the materials from the previous Curriculum Framework Activity, have participants locate that alignment in the Curriculum Framework. Once they have found the alignment in the Curriculum Framework, have them confirm their selection as appropriate or realign their Framework.

## Learning Progressions In-Depth: (10 minutes)

> **SAS CMT Tip:** Communicate to participants that the **Learning Progressions** identify foundational content standards (**Eligible Content**) that need to be mastered within a **Subject**. These pathways will provide teachers with the opportunity to determine whether students have successfully mastered skills and are able to move forward along the road to career and college readiness.

1. Direct participants to select the **Materials & Resources** tab in the navigation menu.

2. Click the **Learning Progressions** tab.

3. Briefly review the **legend** at the top of the page.

4. Select the ***Reading – Literature Learning Progression with ECs*** (Excel file).  Open and display the file.

5. Locate **Eligible Content** statement *R3.A.1.1.1* on the **Comprehension and Reading Skills** page.

6. Scan across to the columns for **Grades 2** and **3**.  Explain that the pink coding in the **Grade 2** column indicates that this skill should be introduced in this grade level.  The green coding in the **Grade 3** column indicates that this skill will be assessed in this grade level, and that the white dot indicates that there are **Voluntary Model Curriculum (VMC) Unit Plans** or **Lessons** that address this skill.

7. Click on the **Eligible Content** statement *R3.A.1.1.1* to be taken to the **Voluntary Model Curriculum (VMC)** resources that address the skill.

8. Click on the **Unit Plan** *Review of Resource Material*.

9. Click on the **plus sign (+)** to the left of **Eligible Content** to expand the field.  Point out that **Eligible Content** statement *R3.A.1.1.1* is listed there.

### Activity: Action Plan  (10 minutes)

Have participants complete the *Module 2: Action Planning* activity (p. 42), identifying several areas they would want to highlight when revisiting the SAS Portal with their participants.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

### Lingering Questions (5 minutes)

As part of the *Module 2 Action Planning* activity, participants will identify Lingering Questions and will discuss them as a group.

- Participants will affix any remaining questions (written on a Post-It note) to the Module 2 Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

# Module 2: Action Planning

## Step One: *Identify Key Components*

Identify several areas you would want to highlight when revisiting the SAS Portal with your participants and briefly explain why these areas are important.  Use the extra spaces to include other areas of the portal that were not covered in detail in this module.

| Section: | Critical Components to Convey in Training: |
|---|---|
| ▪ **My ePortfolio** | |
| ▪ **Curriculum Framework** | |
| ▪ **Learning Progressions** | |
| ▪ | |
| ▪ | |

## Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

## Step Three: *Lingering Questions*

On a Post-It, write down any questions that you may have.  Share with your table and discuss.  If after discussion with your table you are still unclear, place the Post-It on the Module 2 Parking Lot.

# Module Three: SAS Portal Curriculum Mapping (85 minutes)

## Module at a Glance
Through guided and independent practice, trainers will create curriculum map templates and populate maps using the SAS Portal Curriculum Mapping Tool.  Trainers will develop strategies for demonstrating and utilizing the Tool with different groups of participants, such as administrators and teachers.

## Objectives:

*Curriculum Mapping Trainers (CMT) will:*

- Practice creating a Curriculum Map Template Header.
- Practice setting up a Curriculum Map Template.
- Explore the functions and features of the Curriculum Mapping Tool by populating a practice Curriculum Map.
- Demonstrate the use of the Teacher Tools section within SAS, including embedding individually developed and selected materials into the My Curriculum section.
- Add a practice Curriculum Map to the My Curriculum (My CM) tab in the SAS Portal.
- Develop a rationale for creating Instructional Maps (IM).

*When providing turn-around training on this module, participants will:*

- Instruct districts on using the Curriculum Mapping tool to create a customized map to meet district needs.
- Develop and populate a Curriculum Map within the SAS Portal Curriculum Mapping Tool.
- Demonstrate the use of the Teacher Tools section within SAS, including embedding individually developed and selected materials into the My Curriculum section.
- Add a Curriculum Map to the My Curriculum tab in the SAS Portal.
- Understand the rationale for developing Instructional Maps and practice using this functionality with the Curriculum Mapping tool.

# Train-the-Trainer Agenda

| | | |
|---|---|---|
| | SAS Portal Curriculum Mapping:<br>  • Guided Practice<br>  • Creating a Curriculum Map Template Header<br>  • Creating a Curriculum Map Template<br>  • Creating a Curriculum Map | 45  minutes |
| | My CMs & IMs | 10 minutes |
| | Voluntary Model Curriculum Maps (VMCM) | 5 minutes |
| | Activity: Creating an Instructional Map | 10 minutes |
| | Action Planning on Module 3 | 10 minutes |
| | Lingering Questions | 5 minutes |

## Icon Legend

| | | | |
|---|---|---|---|
| | Group Activity | | Demonstration and Practice Using the SAS Portal |
| | Presentation | | Action Planning Activity |

# Module 3 Materials Checklist

## SAS CMT Instructor

- o SAS CMT PowerPoint
- o SAS CMT Training Manual
- o SAS CMT Parking Lot posters
- o Laptop or computer with Internet connection

## Participants

- o Name Tents
- o SAS CMT Training Manual
- o Laptop or tablet with Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes
- o Digital copy of sample curriculum map

## Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

# SAS Portal Curriculum Mapping (85 minutes)

> **SAS CMT Tip:** In order to follow the guided practice, participants must have the following roles applied to their SAS account:  **Curriculum Map Template Admin**, **Curriculum Map Creator**.  Please see the ***SAS Curriculum Mapping Tool: Role Request Form*** on p. 60 for more information.

**Guided Practice:**

1. Have participants navigate to the ***SAS Curriculum Mapping Trainer (CMT) website*** at http://websites.pdesas.org/sascm

2. Click on **Sample Maps** in the navigation menu.

3. Have participants download one (1) of the three (3) sample maps under the heading ***Guided Practice***. They will need to open the map so that they can access it throughout **Module 3**.

**Creating a Curriculum Map Template Header:**

1. Direct participants to the **Teacher Tools** section of the SAS Portal**.**

2. Click on **Curriculum Mapping**.

3. Locate and click on the **Curriculum Administration** tab.

> **SAS CMT Tip:** If any participants do not see the **Curriculum Administration** tab, have them log out of the portal and close their web browser.  When they log back into the site the new roles (**Curriculum Map Template Admin**, **Curriculum Map Creator**) should be applied to their account, and the **Curriculum Administration** tab should be visible.

4. Select **Create Header** from the **Map Options** menu on the upper-right side of the tab.

5. Enter a **Name** for the **Header**, using the following format:  *Last_Name Sample CMT Header*

6. Use the **SAS Rich Text Editor** to enter text and/or images that will appear in the **Header** of the **Curriculum Map**. Typically, this will include the name of the school/district/organization, the mailing address, web address, phone number, and/or logo of an organization.

> **SAS CMT Tip:** Any images placed in the **Header** must be uploaded to the **ePortfolio** prior to insertion.

7.  Click on the **Add from ePortfolio** icon in the toolbar of the **SAS Rich Text Editor**.

8.  Locate and click on the *SAS CMT* folder.

9.  Locate and place a **checkmark** to the left of the **image file** that was uploaded earlier in training.

10. Click **Insert Selected**.

11. Model how to resize the **image** by clicking on it and dragging the handles.  Provide participants some time to work with the placement and text wrap of the image.

12. Scroll down to the **Organizations** section.

13. Ensure that a checkmark is placed to the left of the **Organization** you wish for the **Header** to be associated with.

**SAS CMT Tip:** A participant's **Organization** is controlled by the choices they made when registering for a SAS Account. As they begin to create **Headers**, **Templates**, and **Curriculum Maps**, those items will only be available to users who are also associated with the same **Organization**.

The **Organization** can be changed in the **My Profile** section of **Teacher Tools**.

14. Click the **Save** button in the upper-right corner of the window.

15. Select **Manage Headers** from the **Map Options** menu.

16. Have participants enter their **Last Name** into the **Keyword Search** field in order to locate their **Header**.

17. Show participants how they can make changes to the **Header** by clicking the **Edit icon (pencil)** or delete the **Header** by clicking the **Delete icon (X)**.

**Action Plan (2-3 minutes)**

Have participants complete **Step One** of the *Module 3: Action Planning* activity for this section of the **Curriculum Mapping Tool** (p. 59), identifying the key components from this section to include in their training.

## Creating a Curriculum Map Template:

1.  Select **Create Template** from the **Map Options** menu on the upper-right side of the tab.

2.  Have participants select their **Header** from the **Select the Header** drop-down menu.

3.  Enter a **Name** for the **Template**, using the following format:  *Last_Name Sample CMT Template*

4.  Participants also have an opportunity to choose whether **Standards descriptions** will appear in **Curriculum Maps** created from the **Template**. Check the box to have them appear. If the box is unchecked, only the **Standards codes** will appear.

> **SAS CMT Tip:** Participants will create the **Template** using the **Sample Map** that they downloaded as a model.  They can copy and paste text from the **Sample Map** directly into the **Curriculum Mapping Tool**.

5.  Select a **Column Name** to appear in the **Template**.  Rename the **Column** if necessary.

6.  Select the **Column Tool** appropriate for the **Column**.

    - *HTML editor* – Allows you to enter and format text and images using the rich-text editor, as well as to include items from an **ePortfolio**.

    - *Standards Alignment* – Allows you to select and align **Standards** and **Eligible Content** statements.

    - *Curriculum Framework* - Allows you to select and align **Big Ideas**, **Essential Questions**, **Concepts**, and **Competencies**

7.  Repeat steps 5-6 to insert additional **Columns**.  Use the **Add Column** button to add a place for additional **Columns**, if necessary, and then click **OK**.

8.  Click the **Save Template** button, and then click **Ok**.

9.  Scroll down to the **Subjects/Courses/Grade Levels** area.

10. Select the **Grade Level(s)** appropriate for the **Template**.

11. Select the **Subject Area(s)** appropriate for the **Template**.

12. Select the **Course(s)** appropriate for the **Template**.

13. Select the **Time frame(s)** appropriate for the **Template**.

14. Click the **Save Template** button, and then click **Ok**.

15. Select the **Organization(s)** you wish to have access to the **Template**.

16. Click the **Save Template** button, and then click **Ok**.

17. Click the **Close** button to return to the **Curriculum Administration** tab.

18. Select **Manage Templates** from the **Map Options** menu.

19. Share with participants that once a **Template** has been created, there are several options available by selecting **Manage Templates** from the **Map Options** drop-down menu.

| | | |
|---|---|---|
| ✏️ | **Edit icon** | Opens the Template for revision |
| 🖨️ | **Print icon** | Prints the Template |
| 📄 | **Copy icon** | Makes a copy of the Template in the tool |
| ❌ | **Delete icon** | Permanently deletes the Template |
| 🖥️ 🚫 | **Online/Offline icon** | Makes the Template accessible to others |

> **SAS CMT Tip:** You may only **Delete** a **Template** if there have been no **Curriculum Maps** created with it, and the **Template** is marked **Offline.** Once **Maps** have been created with it, and/or the **Template** is marked **Online**, the **Delete icon** will no longer appear as an option.

20. Click the **Online/Offline** icon to make the **Template** available to others.

> **SAS CMT Tip:** When a **Template** is ready to be shared with others, it needs to be placed online. As you are creating the **Template**, only you are able to view it. To make it available to others in your organization, click the **Online/Offline icon** in the **Options** column.

**Action Plan (2-3 minutes)**

Have participants complete **Step One** of the *Module 3: Action Planning* activity for this section of the **Curriculum Mapping Tool** (p. 59), identifying the key components from this section to include in their training.

**Creating a Curriculum Map:**

**SAS CMT Tip:** Participants will create the **Curriculum Map** using the **Sample Map** that they downloaded as a model.  They can copy and paste text from the **Sample Map** directly into the **Curriculum Mapping Tool**.

1.  Select **Create Map** from the **Map Options** menu.

2.  Enter a **Name** for the **Curriculum Map**, using the following format:  *Last_Name Sample CMT Map*

3.  Have participants select their **Template** from the **Template** drop-down menu.

4.  Click the **Continue** button.  The **Curriculum Map** will open in a new tab/window, the **Curriculum Map Editor**.

5.  Click within the first cell, **Standards**, on the left side of the **Map**.

6.  A new window will open.  Click **Modify Alignment**.

7.  You have numerous options to find the **Standards** you want:

    •  *Search by Keyword* – Enter a Keyword, or phrase, into the search tool.

    •  *Select a Grade Level/Subject Area* —You may browse and filter standards by Grade Level and/or Subject Area.

    •  *Search by Course* – Select a Course from the drop-down menu.

    •  *Select a School-Wide Area of Focus* – You may filter standards by their area of focus (for example, English Language Proficiency).

**SAS CMT Tip:** Once you have selected search terms and filters in the drop-down menus, you can *further* limit the results with these checkboxes. For example, if you wish to only see **Anchor Descriptors for 6$^{th}$ grade Mathematics**, select the 6$^{th}$ grade level, then a subject area of Mathematics. Then check the **Anchor Descriptor** checkbox.

8.  Enter the first **Standard/Eligible Content** code from the **Sample Map** into the **Keyword Search** field, and click **Search**.

9.  The **Standards** that match your criteria will appear.

10. To select a **Standard**, click the **Add icon (+)** to its left. The selected standard(s) will then appear in the **Current Academic Standards** box to the right. To remove a **Standard** from the list, click the **Delete icon (X)** to the left of it.

11. You may be given an opportunity to include the **Related Eligible Content** for the standard. If so, click **Cancel** when asked.

12. Click the **Save** button when finished.  The **Standards** will populate the appropriate cell within the **Map.**

13. The window that contains the **Standards Alignment Tool** will stay open.

14. Have participants practice adding **Standards**, as well as moving to the next column to align **Keystone Assessment Anchors and Eligible Content**.

15. Select **Unit Concepts** from the **Matrix Columns** list.

16. Click **Modify Alignment**.

17. You have various options to find the **Big Ideas**, **Essential Questions**, **Concepts**, and/or **Competencies** you want:

   • **_Select a Subject/Grade_** —You may browse and filter by Subject Area and/or Grade Level.

   • **_Search by Course_** – Select a Course from the drop-down menu.

   > **SAS CMT Tip:** Once you have selected search terms and filters in the drop-down menus, you can *further* limit the results with these checkboxes. For example, if you wish to only see **Concepts for 6th Grade Mathematics**, select the 6th grade level, then a subject area of Mathematics. Then check the **Concepts** checkbox.

18. Enter a **Subject Area** and **Grade Level** appropriate for the **Sample Map**.

19. Place a **checkmark** next to **Concepts**.

20. **Concepts** that match your criteria will appear.

21. To select a **Concept**, click the **Add icon (+)** to its left. The selected standard(s) will then appear in the **Selected Curriculum Framework Statement** box at the top of the window. To remove a **Concept** from the list, click the **Delete icon (X)** to the left of it.

22. Have participants practice adding **Concepts**, as well as moving to the next column to align **Competencies**.

23. Select **Tier 3 Vocabulary** from the **Matrix Columns** list.

24. The **SAS Rich Text Editor** will open.

25. Enter information in the cell using the **SAS Rich Text Editor**. Use the word processing tool to enter and format text.

26. Click the **Save** button, and then click **Next**.

27. In the **Sample Materials and Resources** column, the **SAS Rich Text Editor** will also appear.  In the **Sample Maps** this column has been used to insert items, such as documents and bookmarks, that are stored in the **ePortfolio**.

28. Click on the **Add from ePortfolio** icon in the toolbar of the **SAS Rich Text Editor**.

29. Locate and click on the *SAS CMT* folder.

30. Locate and place a **checkmark** to the left of the **any file** that was uploaded earlier in training.

31. Click **Insert Selected**.

32. Click the **Save** button, and then click **Next**.

33. Have participants enter text in the remaining **Matrix Column**, **Sample Assessments**.  They should close the **Curriculum Map Editor** window when they are done entering information.

34. Add another **Row** to the **Map** by clicking **Add Row Above/Add Row Below** in the **Options** column.

> **SAS CMT Tip:** To **Reorder** or **Remove Rows**
>
> - To reorder rows, click the arrows in the **Options** column of the **Row(s)** you wish to move. The **Row(s)** will move up or down one space with each click.
>
> - To remove **Row(s)**, click the **Delete icon (X)** in the **Options** column of the **Row(s)** you wish to delete.

7. Scroll down to the **Subjects/Courses/Grade Levels** area.

8. Select the **Grade Level(s)** appropriate for the **Map**.

9. Select the **Subject Area(s)** appropriate for the **Map**.

10. Select the **Course(s)** appropriate for the **Map.**

11. Select the **Time frame(s)** appropriate for the **Map**.

12. Click the **Additional Information** tab and then click **Add Additional Info.**

13. This will create an **Additional Field** that will appear at the bottom or top of the **Curriculum Map**.  Enter the **Label** *Introduction*.

14. Copy and paste the *Introduction* text from the **Sample Map**.

15. Select **Top** from the drop-down menu underneath the **Editor**.

16. Click the **Save** button.  The Additional Field will be added to the top of the **Map**.

> **SAS CMT Tip:** To **Reorder**, **Edit**, or **Delete Additional Fields**
>
> o   To revise **Additional Field(s)**, click the **Edit icon (pencil)**
>
> o   To remove **Additional Field(s)**, click the **Delete icon (X)**
>
> o   Once you have created multiple fields, you may use the up/down arrows to re-order them.

17. Click on the **Availability** tab, and be sure that the appropriate **Organization** is selected.

18. Click the **Save** button, and then click **Ok**. Click **Close** to return to the **Curriculum Administration** tab.

19. Share with participants that once a **Curriculum Map** has been created, there are several options available by selecting **Manage Curriculum Maps** from the **Map Options** drop-down menu.

| | | |
|---|---|---|
| ✏️ | **Edit icon** | Opens the Map for revision |
| 🖨️ | **Print icon** | Prints the Map |
| 🗐 | **Copy icon** | Makes a copy of the Map in the tool |
| ❌ | **Delete icon** | Permanently deletes the Map |
| 🖥️ 🚫 | **Online/Offline icon** | Makes the Map accessible to others |

20. As a summary of the previous sections, review the *Curriculum Mapping Tool: Elements* diagram (p. 54).

### Action Plan (2-3 minutes)

Have participants complete **Step One** of the *Module 3: Action Planning* activity for this section of the **Curriculum Mapping Tool** (p. 59), identifying the key components from this section to include in their training.

# SAS Curriculum Mapping Tool: Elements
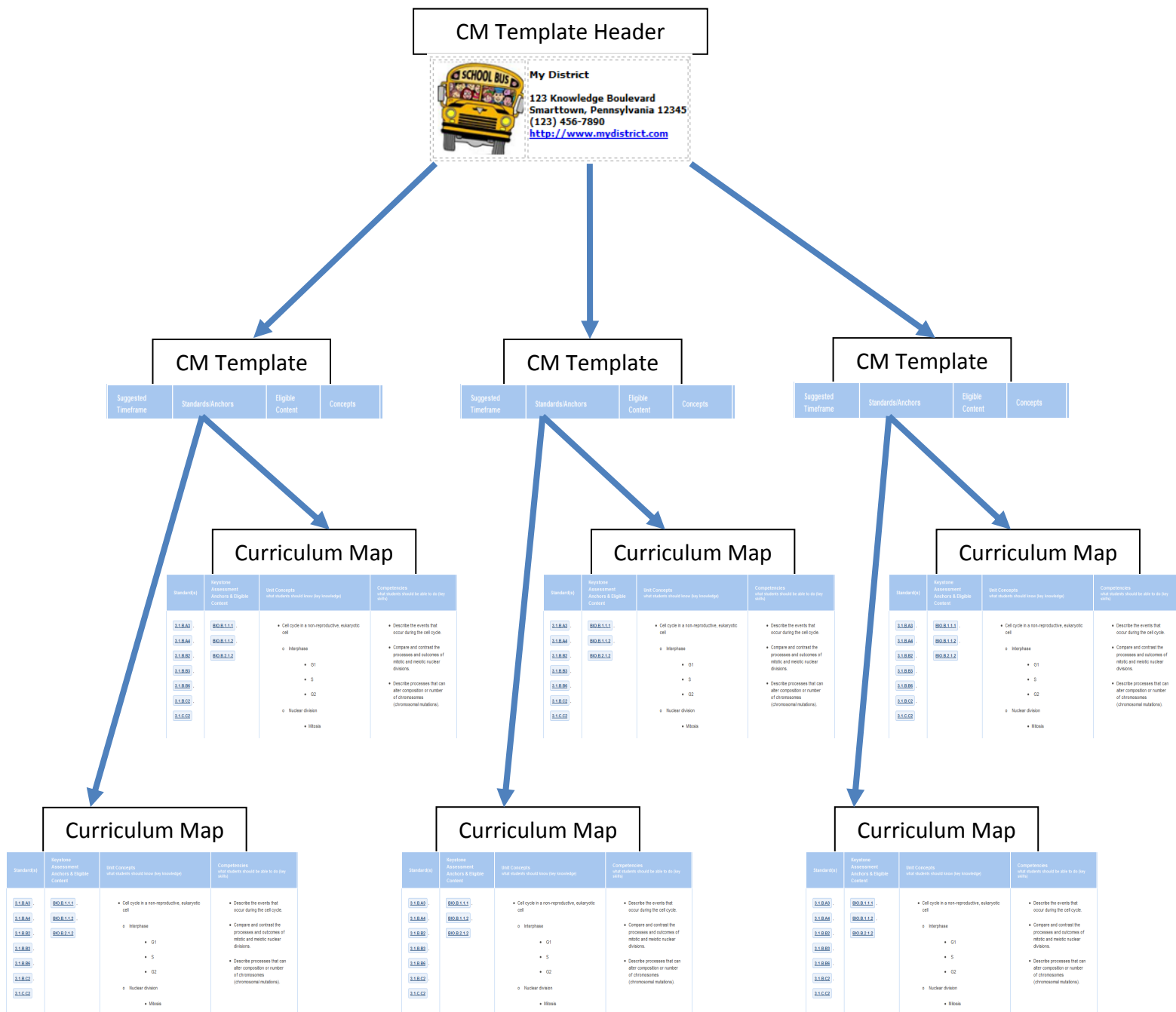


- A school/district/organization typically creates one (1) **CM Template Header** that they use to create multiple CM Templates.  CM Templates might vary by Subject Area, Grade Level, or Course.

- In return, each CM Template can be used to create multiple Curriculum Maps.

## My CMs & IMs: (10 minutes)

1.  Click on the **My Curriculum** tab.

2.  The **District CMs** tab will list all of the **Maps** that have been created for your organization.

3.  Have participants enter their **Last Name** in the **Keyword Search** field, and locate the **Curriculum Map** they created.

4.  Click on the **Add icon (+)** to save the **Map** to a personal curriculum map list on the **My CMs & IMs** tab.

> **SAS CMT Tip:** Creating an **Instructional Map (IM)** gives educators the opportunity to add their own notes and resources to a **Curriculum Map (CM)**.  This provides educators with a way to personalize **District CMs** to better prepare their own instruction.

5.  To create an **Instructional Map**, click the **Create a New Instructional Map icon** on the right side of the screen.

6.  The map will be added to your list of **Instructional Maps** at the bottom of the tab. You can customize the map for your own use by editing the **Title**, and adding notes for teaching. Click the **Edit icon (pencil)** to begin personalizing the **IM**.

7.  On the **Instructional Map Title** tab, edit the **Title** using the following format:  *Last_Name Sample CMT Instructional Map*

8.  Edit the **Teacher Notes Column Header** (if necessary).

9.  Click the **Save** button and then click **OK**.

10. To add notes to any **Row** on the **IM**, click within the **Notes for Teaching** column.

11. Enter information in the cell using the **SAS Rich Text Editor**. Use the word processing tool to enter and format text.  Items saved to your **ePortfolio** can also be included in the cell.

12. Click **Save** to enter the text into the **Notes for Teaching** cell within the map.

13. Share with participants that once an **Instructional Map** has been created, there are several options available in the **Options** column.

| | | |
|---|---|---|
| ✏ | **Edit icon** | Opens the IM for revision |
| 👤 | **Share icon** | Shares the IM with others |
| 🗍 | **Copy icon** | Makes a copy of the Map in the tool |

| | | |
|---|---|---|
| ❌ | **Delete icon** | Permanently deletes the IM |
| 🖨 | **Print icon** | Prints the IM |

14. Click the **Share icon** in the **Options** column.

> **SAS CMT Tip:** This feature allows users to be able to **Share IMs** with other educators who teach the same **Subject(s)**, **Grade Level(s)**, and/or **Course(s)**. It can also be used to share instructional information with Administrators, Special Education teachers, and various support staff members.

15. Enter email addresses for individuals you wish to share your **IM** with. Separate addresses with a comma. An email will be sent to each individual listed in the **Sending To:** box. The text of the email will appear in the **Rich Text Editor** at the bottom of the tab. You can make changes to the text by typing within the **Editor**.

16. When the message is complete, click **Share IM,** and then click **OK**. People will receive the invitation via email, including a link to your **IM**.

### Action Plan (2-3 minutes)

Have participants complete **Step One** of the *Module 3: Action Planning* activity for this section of the **Curriculum Mapping Tool** (p. 59), identifying the key components from this section to include in their training.

### Voluntary Model Curriculum Maps (VMCM): (5 minutes)

1. Locate **Algebra 1 – VMCM – Coordinate Geometry** on the **VMCM Maps** tab. Click on its **Title**.

   - Share with participants that this is a **Voluntary Model Curriculum Map (VMCM)**, which reflects the concepts and competencies identified in the *Algebra I Keystone Assessment Anchor and Eligible Content* document.

   - Talking points regarding the VMCM maps:
     o VMCMs can be used as a starting point for a district that has not developed curriculum maps.
     o In the maps educators can hover over standard to then view the standard wording, as well as connect with resources in SAS.
     o Sample assessments are under construction.
     o Additional trainings are offered in this area.

4. Scroll down to the columns on the map to show the **Keystone Assessment Anchors & Eligible Content** column.

5. Close the window/tab to close the **Algebra 1 – VMCM – Coordinate Geometry** map.

### Activity: Creating an Instructional Map (10 minutes)

Have participants complete the *Creating an Instructional Map* (p. 58) activity, creating and sharing an annotated map with another participant.

### Action Plan (2-3 minutes)

Have participants complete **Step One** of the *Module 3: Action Planning* activity for this section of the **Curriculum Mapping Tool** (p. 59), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

### Lingering Questions (5 minutes)

As part of the *Module 3 Action Planning* , have participants write down any questions that they have regarding Module 3, using Post-its.  They should discuss the questions as a table group.

- Participants will affix any remaining questions (written on a Post-It note) to the Curriculum Framework Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

## *Creating an Instructional Map (10 minutes)*

*Directions:* Follow the steps below to explore the SAS Curriculum Mapping tool.

1. Locate the **Voluntary Model Curriculum Map (VMCM)** titled *Literature – VMCM – Making Connections*.

2. Add the **VMCM** to **My CMs & IMs**.

3. Add the map to the list **My Instructional Maps** at the bottom of the tab.

5. Locate *Literature – VMCM – Making Connections* under **My Instructional Maps**.  Open the map for editing.

6. Locate the **Notes for Teaching** column , and open it for editing.

7. Type the phrase *Additional Resources:* into the editor, and then click the **Enter/Return** key on your keyboard.

8. Click the **Add from ePortfolio** button in the bottom toolbar in the editor.

   - Insert an image from your ePortfolio.
   - Insert a document from your ePortfolio.

9. **Save** your changes.

10. Email, via the sharing feature, your **Instructional Map** with the person on your right.

11. Delete the following objects from your SAS account:

   - My CMs & IMs:
     - Any Instructional Maps you no longer wish to keep
     - Any Curriculum Maps you no longer wish to keep
   - Manage Curriculum Maps
     - *Last_Name Sample CMT Curriculum Map*
   - Manage Templates
     - *Last_Name Sample CMT Template*
   - Manage Headers
     - *Last_Name Sample CMT Header*

## Module 3: Action Planning

### Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

| Section: | Critical Components to Convey in Training: |
|---|---|
| ▪ **Curriculum Map Headers** | |
| ▪ **Curriculum Map Templates** | |
| ▪ **Curriculum Maps** | |
| ▪ **My CMs & IMs** | |
| ▪ **VMCMs** | |

### Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

### Step Three: *Lingering Questions*

On a Post-It, write down any questions that you may have.  Share with your table and discuss.  If after discussion with your table you are still unclear, place the Post-It on the Module 3 Parking Lot.

# SAS Curriculum Mapping Tool: Role Request Form

**Name:** _____

**School/District/Organization:** _____

**Date(s) of Training:** _____

In order to create a Template and populate Curriculum Maps, users must have the appropriate role(s) assigned to their SAS Portal account.  Please indicate the role(s) you would like each individual to possess.

- **Curriculum Map Template Admin** – This role allows administrative access to create Curriculum Map Templates and Headers.

- **Curriculum Map Creator** - This role allows administrative access to all of the Curriculum Maps created for a school/district/organization.  This role allows users to create new maps or modify any existing maps.  This role also allows the user to turn maps "offline" or "online"

| Last Name | First Name | Email Address | CM Template Admin | CM Creator |
|---|---|---|---|---|
| For example, Smith | John | jsmith@myschool.com | ✓ | ✓ |
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**SASIT Tip:** A Microsoft Excel version of this form can be found on the **SAS Curriculum Mapping Trainer (CMT)** website at http://websites.pdesas.org/sascm

# Module Four: Next Steps (60 minutes)

## Module at a Glance

Within this module, trainers will facilitate an action planning process for utilization and implementation of the Curriculum Mapping Tool within the SAS Portal.  Participants will develop an action plan that will align with district and individual school goals and ultimately toward the common goal of student achievement.

**Objectives:**

*Curriculum Mapping Trainers (CMT) will:*

- Develop an understanding of a phased implementation of the curriculum mapping process.
- Align district and school initiatives with the curriculum mapping process.
- Develop strategies to assist districts and schools in setting goals and identifying leadership roles and responsibilities to facilitate the curriculum mapping process.

*When providing turn-around training on this module, participants will:*

- Develop an understanding of a phased implementation of the curriculum mapping process.
- Align district and school initiatives with the curriculum mapping process.
- Set goals and expectations for the curriculum mapping process.
- Identify leadership roles and responsibilities to facilitate the curriculum mapping process.

## Train-the-Trainer Agenda

| | | |
|---|---|---|
| | Considerations for Curriculum Mapping:<br>　• Activity: Laying the Foundation<br>　• Activity: Making Connections T-Chart | 35  minutes |
| | Action Planning for SAS CM Training | 20 minutes |
| | Lingering Questions | 5 minutes |

## Icon Legend

| | Group Activity | | Demonstration and Practice Using the SAS Portal |
|---|---|---|---|
| | Presentation | | Action Planning Activity |

# Module 4 Materials Checklist

## SAS CMT Instructor

- SAS CMT PowerPoint
- SAS CMT Training Manual
- SAS CMT Parking Lot posters
- Laptop or computer with Internet connection

## Participants

- Name Tents
- SAS CMT Training Manual
- Laptop or computer with Internet connection
- Markers (variety of colors; 4-5 markers per table)
- Post-it Notes

## Equipment and Site Requirements

- Multimedia projector
- Speakers/sound
- Screen
- Chart paper
- Availability of loaner laptops or additional computer access

# Next Steps (60 minutes)

## Considerations for Curriculum Development: (35 minutes)
## (SAS CMT PowerPoint – Slides #22 - 26)

Curriculum mapping is a complex process, but taking the time to develop strong curriculum maps means that you will spend less time planning in the future.

Dr. Heidi Hayes Jacobs* takes a four-phased approach to professional development for curriculum mapping:

1. Laying the Foundation
2. Launching the Process
3. Sustaining and Integrating the Mapping Tool
4. Advanced Mapping Tasks

**Laying the Foundation**

Involves preparing to institute curriculum mapping within a school/district/organization. It consists of doing research and homework to understand the nature of curriculum mapping.

_Getting the basics_ - Identify what curriculum mapping is and how it can impact teaching and learning.

_Establishing reasons to map_ – Brainstorm problems or issues that could be addressed by mapping, and connect existing district initiatives to the curriculum mapping process.

_Creating a vision for the school/district/organization_ – Begin to develop short- and long-term goals, select a team for overview and planning, identify the types for professional development needed, and select times for training.

### Activity: Laying the Foundation (15 minutes)

Have participants view the Heidi Hayes Jacobs video clip on _**Laying the Foundation**_ **(SAS CMT PowerPoint - Slide #23)**. Have table groups reflect on the discussion questions (p. 67), and then facilitate a whole group discussion.

**Launching the Process**

Involves assessing how to organize and orchestrate curriculum mapping based on the faculty's readiness level. Many schools/districts/organizations want to jump to this stage first before doing the necessary preparatory work with laying the foundation.

*Ensuring long-term support* - Determine roles and responsibilities for those involved in the mapping process, and develop an organizational structure and timeline to support mapping.

*Creating individual maps* – Unpack standards and assessments to identify essential content and skills.  Begin to develop maps that focus on major concepts.

*Initiating the Review Cycle* – Review existing maps and generate feedback to develop group consensus on major concepts.

*Developing Consensus Maps* - Develop maps that focus on the agreed upon curriculum that determines which elements must be consistently taught by all teachers in a course/subject or grade level.

## Maintaining, Sustaining, and Integrating the System

Consists of embedding mapping in the school/district/organization. In doing so, mapping becomes the basic way of communication to share curriculum, assessment, and integrating in instruction with the standards.

*Merging Assessment Data into Maps* – Identify different sets of data that can be used to inform instructional decisions. Check the alignment between existing maps and the skills needed for successful performance on assessments.

*Integrating Literacy Strategies into the Maps* – Identify how literacy skills can be integrated into every subject area.

*Developing a Professional Development/Implementation Plan* – Plan to address the long-term goals of the curriculum mapping process through professional development.

*Integrating Initiatives* – Align organizational initiatives to the curriculum maps.

### Activity: Making Connections T-Chart (15 minutes)

Have participants locate the Mission/Vision statement for their school/district/organization. They should **Add a Bookmark**, and save the statement in the **ePortfolio**.

Ask participants to brainstorm a list of organizational initiatives, and to reflect on how the curriculum mapping process might support the initiative.  They should complete the **Making Connections T-Chart** on p. 68.

**Advanced Mapping Tasks**

Involves looking at new ways of teaching to use in the instruction process.

_Into the Future_ – Integrate 21st Century skills into existing maps.  Identify ways to keep maps current.

*Jacobs, H. H., & Johnson, A. (2009). _The curriculum mapping planner_. Alexandria, VA: ASCD.

## Laying the Foundation

*Directions:*  An important step in the curriculum mapping process is articulating a vision for curriculum mapping.  After viewing the video *"Laying the Foundation"*, discuss the questions below with your table group. Be prepared to share with the larger group.

1.  What are some key questions that need to be answered in order to lay the foundation?

   ?

   ?

   ?

2.   Why do we want to Curriculum Map?  Why Curriculum Mapping?

3.  What problem does Curriculum Mapping solve?

4.  How can software/the SAS Curriculum Mapping Tool assist us in the work of Curriculum Mapping?

## *Making Connections T-Chart*

***Directions:*** Complete the T-chart around the discussion of current initiatives in your school/district/organization. Align these initiatives with the curriculum mapping process.

| Mission/ Vision Statement | |
|---|---|
| **School/District Initiatives** | **How does the Curriculum Mapping process inform this initiative?** |
| | |

Adapted from the work of Susan Udelhofen – SU Consulting

- Generate a realistic goal by completing the following statement(s):

    We are doing this curriculum work to_____.
    Our curriculum mapping supports initiatives in the following ways…

## Action Planning for SAS CMT Training:

### Activity: Curriculum Mapping Action Plan (20 minutes)

Direct participants to complete the **Curriculum Mapping Action Plan** (pp. 70-71), to begin developing a training plan for their school/district/organization.

Participants may choose to work alone, or to engage in planning with colleagues. They can draw from the SAS CMT training manual, their Action Plan from relevant SAS CMT modules, as well as any resources they located during training. The Thought Questions listed below may serve as a catalyst for discussion of planning concerns.

**SAS CMT Tip:** A blank reproducible version of the **Curriculum Mapping Action Plan** can be found on pp. 112 - 113 in the Appendix.

**Thought Questions:**

Will you be training alone, or co-facilitating? If the latter, how will you divide the training?

What will the venue be?

Will the computers meet the necessary system requirements? Do you need to have any technology installed or updated prior to training?

**SAS CMT Tip: System Requirements** for the SAS Portal can be found on the **SAS Help Desk Website**.

Do you have all of the necessary materials (e.g., markers, Post-its, etc.)?

When will the session(s) be held? Which of the training modules will you deliver?

Which module(s) support existing school/district/organizational initiatives?

Will the trainings be scheduled so as to provide adequate time for independent practice and collaboration between sessions?

Who are the target participants? How will they be grouped?

How will you tailor content to the needs of the participants to ensure active engagement?

# CURRICULUM MAPPING ACTION PLAN*

| Team Members: | | Table # | |
|---|---|---|---|
| Affiliation(s): | | | |

**VISION/BELIEFS:** *What are our foundational beliefs in terms of what should be occurring?*

## STEP 1:  LAYING THE FOUNDATION

| GOAL<br>*What do we want to do?* | INDICATORS<br>*What will success look like?* | METHODS/MEASURES<br>*How will we find out?* | EVALUATION<br>*What will we do with the results?* |
|---|---|---|---|
| | | | |
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## STEP 2:  LAUNCHING THE MAPPING TOOL

| GOAL<br>*What do we want to do?* | INDICATORS<br>*What will success look like?* | METHODS/MEASURES<br>*How will we find out?* | EVALUATION<br>*What will we do with the results?* |
|---|---|---|---|
| | | | |
| | | | |

## STEP 3:  SUSTAINING AND INTEGRATING THE MAPPING TOOL

| GOAL<br>*What do we want to do?* | INDICATORS<br>*What will success look like?* | METHODS/MEASURES<br>*How will we find out?* | EVALUATION<br>*What will we do with the results?* |
|---|---|---|---|
| | | | |
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| | | | |

⋮ Last Updated 10/14/2011

## STEP 4: MAPPING INTO THE FUTURE

| GOAL<br>*What do we want to do?* | INDICATORS<br>*What will success look like?* | METHODS/MEASURES<br>*How will we find out?* | EVALUATION<br>*What will we do with the results?* |
|---|---|---|---|
|  |  |  |  |
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|  |  |  |  |

**Lingering Questions (5 minutes)**

Have participants write down any questions that they have regarding Module 4, using Post-its. They should discuss the questions as a table group.

- Participants will affix any remaining questions (written on a Post-It note) to the Module 4 Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

### Training Registration/Evaluation Survey:

1. Direct participants back to the SAS Portal, and have them click on **Teacher Tools**.

2. Select **Workshop Evaluation**.

> **SAS CMT Tip:** As a **SAS Trainer**, your screen will look vastly different than the participants' screens. Explain that it is because you possess the role of **Trainer** within the SAS Portal.
>
> Once they have successfully completed SASIT training, the **Trainer** role will be assigned to their account as well. This will allow them to create training sessions, register participants, distribute online evaluation surveys, and view their survey results.
>
> Detailed instructions for using the **Workshop Evaluation** tool are on pp. 75-80.

3. Explain that **SAS Trainers** will have the option of creating two types of courses using the **Workshop Evaluation** tool:

   - **SAS-PD** – In this workshop, participants will be introduced to and understand the interconnectedness of all elements of SAS. Participants will learn how to navigate the SAS portal, utilize the Teacher Tools, and access targeted resources that are standards-based, promote active engagement, and reflect best practice.

   - **SAS Curriculum Mapping** - In this workshop, participants will build capacity for curriculum mapping and learn how to utilize the SAS Portal Curriculum Mapping tool.

> **SAS CMT Tip:** In order to successfully train others to utilize the **Curriculum Mapping** tool, it is required that participants attend a **Curriculum Mapping Tool (CMT)** training. A comprehensive list of SAS Portal trainings is available on the **Upcoming Trainings & Events** calendar on the **Home Page**.

4. Click **Create Session** to the right of **SAS-Curriculum Mapping**; a window will open.

5. Show participants where to enter a **Session Name** and **Location**.

6. Your name will pre-populate as the **Instructor**. To add **Additional Instructor(s)**, click the **green arrow** icon. Enter a name, and then click **Search**. Click the **Add icon (+)** to select an individual.

> **SAS CMT Tip:** The search results will only show SAS Users who also possess the role of **Trainer**.

7. Click the **green arrow** again to close the **Search** tool.

8. Trainers can select the **Module(s)** that they will be addressing during the training session by using the drop-down box.

9. Enter in the duration by using the **Hours** and **Minutes** fields to the right.

10. Click the **Add** button.  Once you click the **Add** button, you will see the **Module** information in the space below the header:  **Chosen Session Modules(s)**.

> **SAS CMT Tip:**  Trainers can select multiple **Modules**, depending upon the length and focus of their

11. Click on the **Calendar icons** to select a **Training Date** and **End Date** for the session.

12. Click on the **Clock icons** to select a **Start** time and **End** time for the session.

13. Click **Cancel**.  Explain that once you click the **Save** button, the session will be created.

14. Scroll down to the section of the tool named **My Training Sessions**.  Locate an example session, and show how the **Participant Registration Code** is generated.

15. Have participants recall that at the beginning of training, each of them entered a **Participant Registration Code** as part of their registration for SAS CMT training.  As they begin to create their own sessions, they will need to distribute a **Participant Registration Code** to their participants.

16. Direct participants to the **My Workshops** section of the tool.  They should locate the SAS CMT session they registered for, and then click **Take Survey** to begin the **Evaluation Survey** for the SAS CMT training.

### Activity: SAS CMT Evaluation Survey (15 minutes)

Participants should complete the SAS CMT Evaluation Survey for this training.  Once they have completed the survey, they are dismissed.

Remind participants:
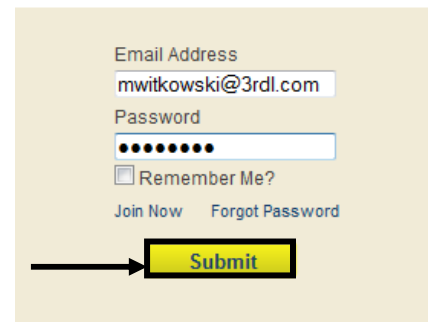
- To clean up their area; discard any trash, push in their chair, etc.
- Return any borrowed items (e.g., loaner laptops) to the front of the room
- The SAS Help Desk is available to all SAS CMT trainers (**SAS CMT PowerPoint – Slide #27**).
- Most importantly - thank participants for attending SAS CM Training!

## Workshop Evaluation: Training Registration

**Prior to holding a SAS Workshop:**

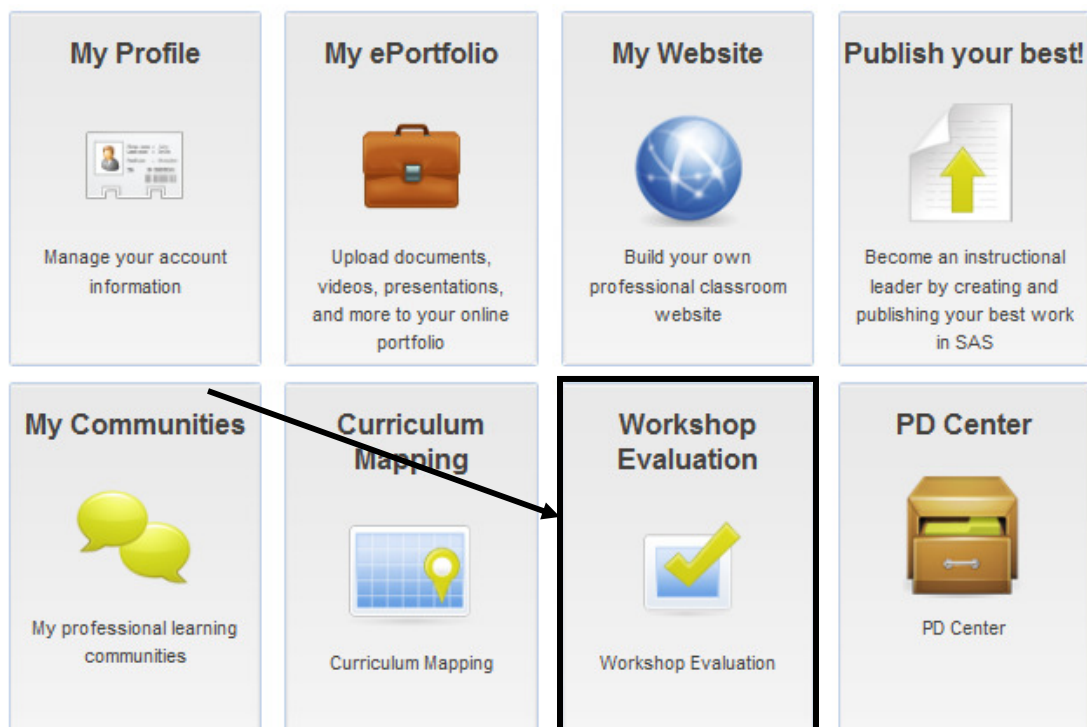1. Log in to the **SAS Portal**.  Enter your **Email Address** and **Password**, and then click **Submit**.

2. Click on **Teacher Tools** in the upper-right corner of the screen.
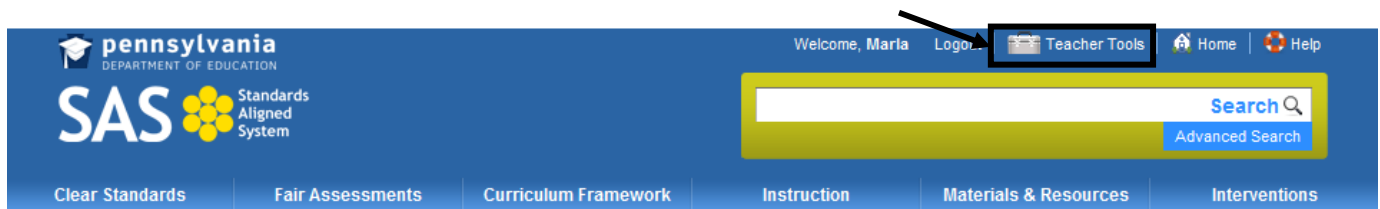
3. Click the **Workshop Evaluation** button.

4. Under **Course Offerings**, select an appropriate type of session and then click the **Create Session** button.



- **SAS-PD** – a comprehensive overview of all the six elements of SAS, and the Teacher Tools.
- **SAS Curriculum Mapping** – an introduction to the Curriculum Mapping tool.

5. In the **Create Training Session** form:

   - Enter a **Session Name**
   - Enter a **Location**



6. Your name will appear as the **Instructor**. To add co-facilitators, click the *green arrow* next to the **Additional Instructor(s)** field.

7. Enter their first or last name into the **Additional Instructor(s)** field, and then click **Search**.

8. A list of potential instructors will be returned. Click on the *green plus sign* to the right of the instructor you wish to select; they will be added to the **Chosen Instructor(s)** field.

9. Repeat steps 6 and 7 to add **Additional Instructor(s)** as needed.



> **NOTE:** In order to be selected as an Instructor, the person must be assigned the role of *Trainer* within SAS.

10. Select the **Module** that you will be addressing during the training session by using the drop-down box.

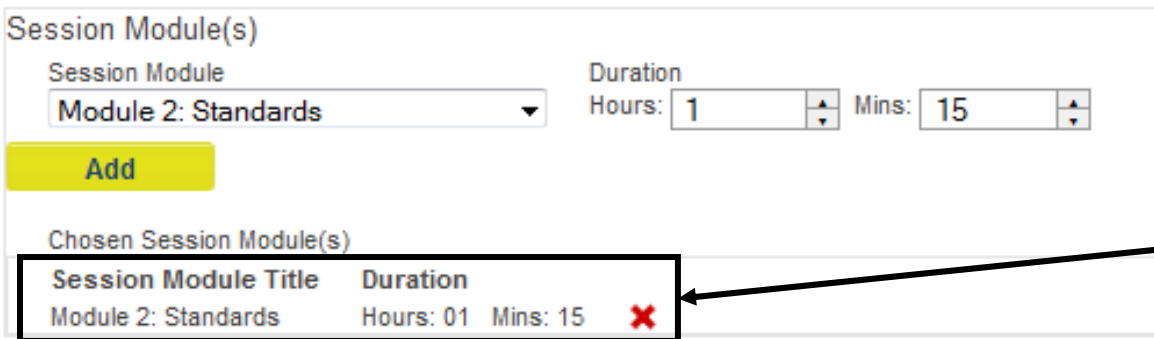11. Once you select the **Module**, enter in the duration by using the **Hours** and **Minutes** fields to the right.



12. Click the **Add** button.  Once you click the **Add** button, you will see the Module information in the space below the header **Chosen Session Modules(s)**.
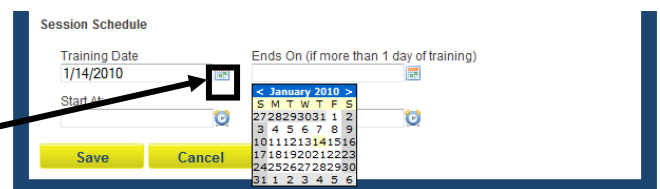


13. To **Add Additional Modules** to your training session, repeat steps 10-12.

14. Click on the **Calendar icons** to select a **Training Date** and **End Date** for the session.
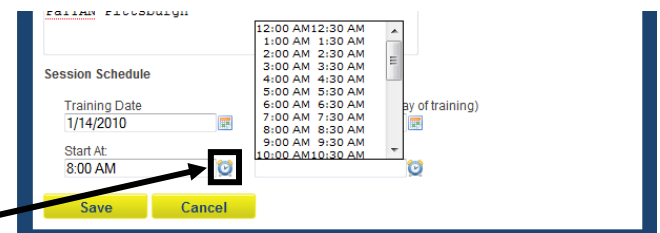


15. Click on the **Clock icons** to select a **Start** time and **End** time for the session.



16. Click the **Save** button.

17. The session will be added to the list under **My Training Sessions**.  It will include a **Participant Registration Code** that needs to be distributed to participants at your **Training Session**.
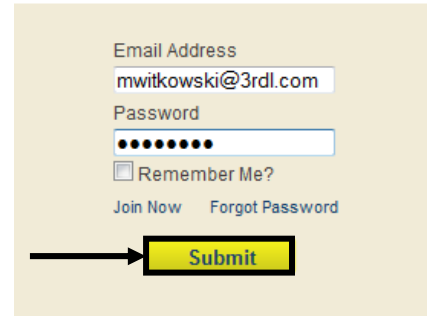


- To edit your session, click the **Modify Session** (pencil) **icon**.

- To view a list of participants, click the **View Participants** (people) **icon** (**NOTE:**  You will not be able to view a list of participants until they have had an opportunity to register during your session).

**During Your SAS Workshop:**

1. Have session participants log in to the **SAS Portal**.  They should enter their **Email Address** and **Password**, and then click **Submit**.



2. Participants should click on **Teacher Tools** in the upper-right corner of the screen.
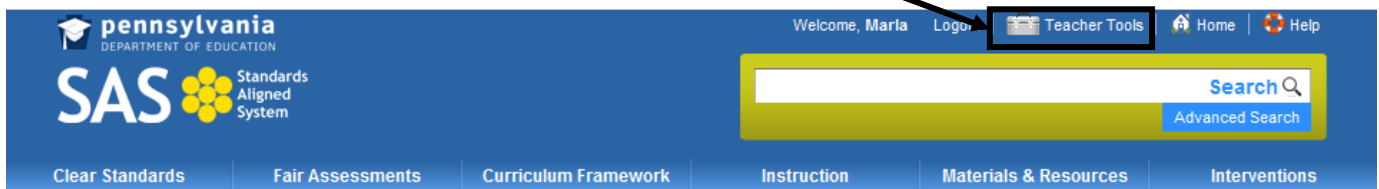


3. Participants should then click the **Workshop Evaluation** button.
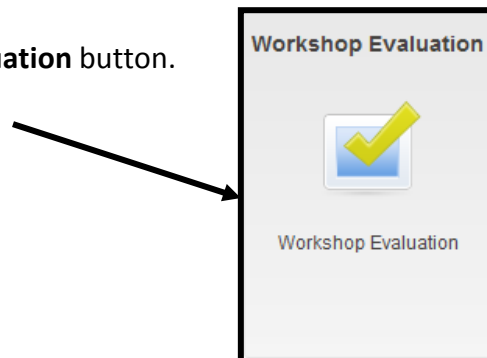
4. Participants should enter the **Participant Registration Code** for the session in the **Course Registration** field, and then click the **Register** button.

**Course Registration**
Enter the registration code provided by your trainer:

sas-pd-1255          **Register**

5. The session will be added to the list under **My Workshops**. Participants click on the **Take Survey** link to complete an online training evaluation at the end of the SASIT Training Workshop.

**My Workshops**

| Session Id | Course Name | Session Name | Location | Schedule | | Evaluation |
|---|---|---|---|---|---|---|
| 505 | SAS-PD | Introduction to SAS | My District | Date(s): 9/22/2011 - 9/22/2011 Time: 3:30 PM - 4:45 PM | | Take Survey |

**Reviewing Session Data**

1. Log in to the **SAS Portal**. Enter your **Email Address** and **Password**, and then click **Submit**.

Email Address
mwitkowski@3rdl.com
Password
••••••••
☐ Remember Me?
Join Now    Forgot Password
**Submit**

2. Click on **Teacher Tools** in the upper-right corner of the screen.

**pennsylvania**
DEPARTMENT OF EDUCATION

**SAS** Standards Aligned System

Welcome, **Marla**    Logout    Teacher Tools    Home    Help

Search
Advanced Search

Clear Standards    Fair Assessments    Curriculum Framework    Instruction    Materials & Resources    Interventions

3. Click the **Workshop Evaluation** button.

**Workshop Evaluation**

Workshop Evaluation

4.  Under **My Training Sessions**, locate the session you wish to review evaluation data for.

**My Training Sessions**

| Session Id | Course Name | Session Name | Location | Schedule | Participant Registration Code | | | |
|---|---|---|---|---|---|---|---|---|
| 511 | SAS-PD | Practice Session | My District | Date(s): 11/23/2010 - 11/23/2010<br>Time: 8:00 AM - 9:00 AM | sas-pd-1260 | ✏ | 👤 | 📋 |
| 505 | SAS-PD | Introduction to SAS | My District | Date(s): 9/22/2011 - 9/22/2011<br>Time: 3:30 PM - 4:45 PM | sas-pd-1255 | ✏ | 👤 | 📋 |

5.  Click the **View Survey Results** icon.
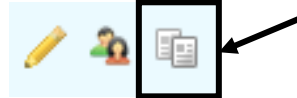
6.  The **Survey Results** will open in a new window.

**Survey Results**

Survey Results For:   Introduction to SAS

Survey(s) Completed:  44

   **1. The equipment functioned well.**
      Strongly Agree (3)                    7%
      Agree (36)                            82%
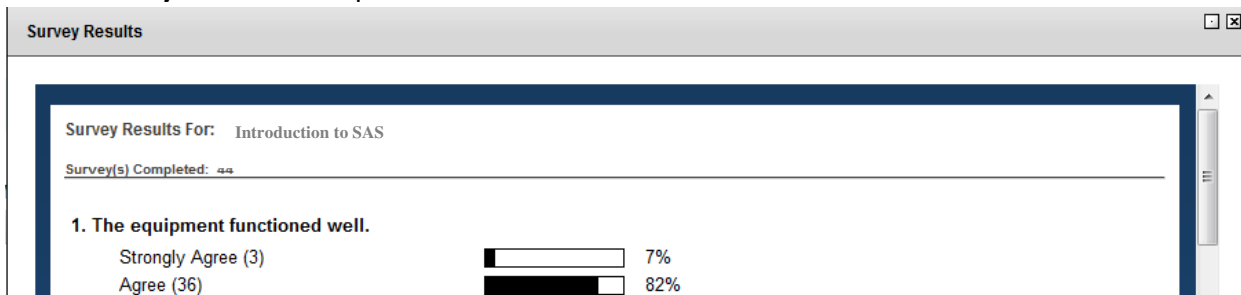
7.  Scroll to the bottom of the window to **Export/Print**.  The **Survey** print the PDF, and click the **Save** (disk) **icon** to save them.

Close        Export/Print

1 / 3      133%
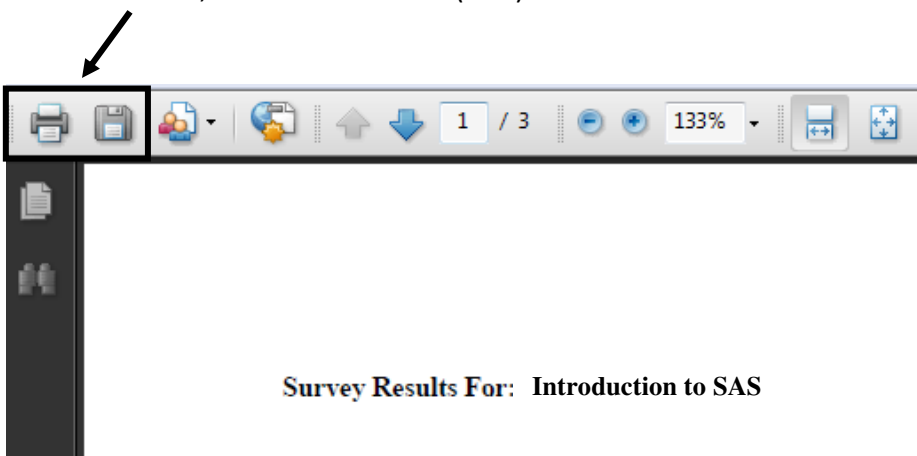
**NOTE:**  Viewing a file in PDF format requires Adobe Reader, a free application distributed by Adobe Systems.

http://www.adobe.com/products/reader/

**Survey Results For:  Introduction to SAS**

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: Last Updated 10/14/2011

# Appendix

: Last Updated 10/14/2011

: Last Updated 10/14/2011

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# *SAS CMT Needs Assessment*

***Directions:*** Please answer the questions below regarding the current status of the Curriculum Mapping initiative in your school/district/organization.

**Curriculum Status:**

1. Do you have a written curriculum for all courses and content areas that is standards-aligned? Please cite supporting evidence.

2. Does your written curriculum clearly delineate what students are supposed to know and be able to do?

3. Does your district have an approved curriculum template? _____

4. Does your curriculum template include (please indicate *Yes* or *No*):

|  | Yes | No |
|---|---|---|
| a. Standards |  |  |
| b. Big ideas |  |  |
| c. Concepts |  |  |
| d. Competencies |  |  |
| e. Assessments |  |  |
| f. Instructional strategies |  |  |
| g. Materials and resources |  |  |
| h. Time/duration/pacing |  |  |

**Curriculum Process:**

5. Who will lead/oversee the curriculum writing process?

6. How does your curriculum align with your district mission and vision?

7. Do you have a curriculum review process? If so, please outline your process?

8. Can curriculum revisions/edits occur as needed?

9. How do you use data to inform and revise your curriculum?

10. How do you ensure fidelity to your written curriculum?

11. Has your district identified personnel to participate in the curriculum writing process?

12. How do you provide professional development to support the curriculum writing process?

13. What is your plan to implement the written curriculum?

14. How will teachers access the written curriculum? If electronic, please specify the warehouse/management/software utilized.

15. How do you ensure vertical articulation of the written curriculum?

**SAS Knowledge:**

16. Do you have a SAS account? _____

17. Do you know how to upload files to the ePortfolio tool in SAS? _____

18. Do you know how to bookmark Materials & Resources in SAS and save them to your ePortfolio?
_____

19. Do you know how to locate Big Ideas, Essential Questions, Concepts, and Competencies within the Curriculum Frameworks? _____

20. Do you know how to access and use the Learning Progressions in the SAS Portal? _____

## *Vision for Curriculum*

**Directions:** What is the vision for curriculum in your school/district/organization or in your member districts? Write a statement that captures your perception or understanding of the vision for curriculum in the space below.

## *Agree or Disagree – What is Curriculum?*

*Part One:* Based on your current knowledge and understanding of curriculum, read each of the following statements and place a check mark in the Agree or Disagree column.

| Agree | Disagree | Statement |
|-------|----------|-----------|
|       |          | 1. Curriculum is a textbook. |
|       |          | 2. Curriculum is a restating of Standards and Eligible Content. |
|       |          | 3. Curriculum describes what students need to know and be able to do. |
|       |          | 4. Curriculum is the processes, content, and knowledge combined with the experiences and realities of the learner to create new understandings and skills. |
|       |          | 5. Curriculum is a product. |

*Part Two:* Debrief with a partner at your table. Did you come to the same conclusions? Be prepared to discuss the reasons for your position with the whole group.

## *Readiness for Curriculum Mapping*

**Directions:** In the space below, list all the things district teams and educators need to <u>know</u>, <u>understand</u>, and <u>do</u> as they begin the curriculum mapping process.

| **K**now | **U**nderstand | **D**o |
|---|---|---|
| *We know that assessing student learning is critical to effective instruction.* | *We understand that there are a variety of types of assessments and ways to assess student learning.* | *We need to define the assessments we want to include in our curriculum maps.* |

The *SAS CMT Needs Assessment* (pp. 13-16) may be a useful tool for you as a Curriculum Mapping Trainer to use as a formative assessment to help you identify the current status of the district in terms of SAS, curriculum, and available resources.

## SAS Portal Review

*Directions:* Follow the steps below to explore the SAS Portal.

1. Navigate to **www.pdesas.org**, and log in to your SAS Account.

2. Click on the **Curriculum Framework** tab.  Review the introductory text regarding the **Curriculum Framework**.

3. Identify two (2) of the components of the **Curriculum Framework** that you believe are most important to include in a curriculum map.  In the space below, explain why you believe they are critical for curriculum mapping.

   - Component 1: _____

   - Component 2: _____

4. Select **Materials & Resources** from the navigation menu at the top of the page.

5. Click on the **Learning Progressions** tab.  Review the introductory text regarding the **Learning Progressions**.

6. Scroll to the bottom of the page, and save a copy of each of the **Learning Progressions** documents to the **My Documents** folder on your computer.

> **SAS CMT Tip:** The **Learning Progressions** are available as both PDF documents and Microsoft Excel spreadsheets.  Please select the version that you prefer.

7. Click on **Teacher Tools** in the upper-right hand corner of the page.

> **SAS CMT Tip:** **Teacher Tools** are only accessible to users who have registered for a SAS account. For information on setting up a SAS account, please visit the **SAS Help Desk** website at: http://websites.pdesas.org/helpdesk

8. Choose **My ePortfolio** from the **Teacher Tools** menu.

9. **Add** a new **Folder** and name it *SAS CMT*.

10. Click on the **Add Bookmark** button in the top menu of **My ePortfolio**.

11. Select the *SAS CMT* folder that you created from the **My ePortfolio Folders** drop-down menu.

12. Type the **Title** *SAS Curriculum Mapping Trainer Website*.

13. Type a **Description** for this site, such as: *Information and resources from the SAS CMT Workshop*.

14. Type the **URL (web address)** http://www.pdesas.org/sascm.

15. Click the **Save** button.  The window will close and the bookmark will be added to the *SAS CMT* folder.

16. Click on the *SAS CMT* folder and the bookmark will appear on the right side of the **ePortfolio**.

17. Hover your mouse over the title *SAS Curriculum Mapping Trainer Website* to show the hover effect for the **Description**.

> **SAS CMT Tip:** The **'hover effect'** will cause the **Description** to appear in a small pop-up window that appears whenever a mouse is rested above the **Title** of a resource in the **ePortfolio**.

18. Click on the title *SAS Curriculum Mapping Trainer Website* to test the bookmark.  Close the window/tab and return to the **ePortfolio**.

> **SAS CMT Tip:** The *SAS Curriculum Mapping Trainer Website* will open in either a pop-up window or in another tab, depending upon the web browser you are using.  Be sure to close only that tab/window, and not the entire **ePortfolio** itself.

19.  Click the **Upload File** button in the toolbar.

20.  Select the *SAS CMT* folder from the **My ePortfolio Folders** drop-down menu.

21.  Click **Browse** to locate the **Learning Progression** documents you downloaded.  Choose the first document you locate**.**  Click **Open** or double-click the file.

22.  Click the **Add File** button to add an additional file upload.  Repeat the steps to upload all four documents into your ePortfolio.

23.  Once you have located all of the **Learning Progression** files, click the **Upload button** at the bottom of the window.

24.  Click on the *SAS CMT* folder to verify all of the Learning Progressions were uploaded into your **ePortfolio**.

25.  Click the **Upload File** button in the toolbar.

26.  Select the *SAS CMT* folder from the **My ePortfolio Folders** drop-down menu.

27.  Click **Browse** to locate an **image file** in the My Pictures folder on your hard drive.  Choose the first image you locate**.**  Click **Open** or double-click the file.

28.  Click the **Upload button** at the bottom of the window.

29.  Click on the *SAS CMT* folder to verify that the image was uploaded into your **ePortfolio**.

> **SAS CMT Tip:**  Participants who complete the **SAS Portal Review** activity early may wish to save additional resources that are available on the *SAS Curriculum Mapping Trainer Website*, such as digital versions of the training manual, training PowerPoint and other resources.  All of these resources can also be uploaded to the *SAS CMT* folder in the **ePortfolio**.

## Activity: Curriculum Framework Definitions – Part I

| Content Area: Reading, Writing, Speaking, and Listening, 3rd Grade | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Purpose, context and audience influence the content and delivery in speaking situations. | Deliver effective oral presentations by: <br><br> • Establishing a clear focus with a sharp distinct controlling point <br><br> • selecting and using appropriate content, grammar and language <br><br> • presenting relevant ideas that support the topic <br><br> • presenting ideas in a logical order <br><br> • utilizing appropriate technology to enhance or reinforce the message <br><br> • employing effective delivery techniques: volume, pace eye contact, body language, enunciation <br><br> • responding appropriately to the audience | 1.6.3.B: Use appropriate volume and clarity in formal speaking presentations. |
|---|---|---|---|---|---|

## *Activity: Curriculum Framework Definitions – Part I*

| Content Area: Mathematics, 5th Grade | | | | |
|---|---|---|---|---|
| *Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to represent it.* | *How can we gather, record, and organize information, and how does the type of data influence the choice of display?* | *Equations and Inequalities: Use patterns, models, and relationships. Construct and analyze double-bar and line graphs and use ordered pairs on coordinate grids* | *Use basic concepts of probability to predict the likelihood of an event occurring.* | *1.6.3.B: Use appropriate volume and clarity in formal speaking presentations.* |

## Activity: Curriculum Framework Definitions – Part I

| Content Area: Science, 5th Grade | Energy is neither created nor destroyed. Energy can be transformed from one form to another, but transformation between forms often results in the loss of useable energy through the production of heat. | How do energy transformations explain that energy is neither created nor destroyed? | Heat moves in predictable ways normally flowing from warmer objects to cooler ones, until the objects reach the same temperature. | Describe the flow of energy from the sun, throughout the earth's system, living and nonliving, from the cellular scale to the global scale, and describe the transformation of that energy as it moves through the system. | S8.C.2.2.1 – Describe the sun as a major source of energy that impacts the environment. |
|---|---|---|---|---|---|

## Activity: Curriculum Framework Definitions – Part I

| Content Area: Technology Education, 4th Grade | Technological literacy is the ability use, assess, and manage technology around us. | What is technology? | Throughout history technology has changed according to people's needs. | Describe how a technology in history has affected human needs. | S4.B.3.2.2: Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems. |
|---|---|---|---|---|---|

## Activity: Curriculum Framework Definitions – Part I

| Content Area: Ecology and Environment, 4th Grade | | | | |
|---|---|---|---|---|
| Sustainable use of natural resources is essential to provide for the needs and wants of all living things now and in the future. | Why is the sustainable use of natural resources necessary? | Recycling and waste management have an effect on the available resources. | Identify renewable and non-renewable resources and describe their uses in providing humans with energy, food, housing and water and the waste derived from them. | S8.D.1.2 – Describe the potential impact of human made processes (e.g. manufacturing, agriculture, transportation, mining) on changes to Earth's resources both nonliving (i.e. air, water, or earth materials) and living (i.e. plants and animals). |

## *Activity: Curriculum Framework Definitions – Part I*

| Content Area: Civics and Government, 12th Grade | Citizens understand their rights and practice their responsibilities in a vibrant society. | How do citizens effectively communicate with legislators, officers, and the legal system? | Every citizen possesses means to influence government. | Register to vote and cast a vote.. | 5.3.12.C: Evaluate how government agencies create, amend, and enforce regulations. |
|---|---|---|---|---|---|

## *Activity: Curriculum Framework Definitions – Part I*

| Content Area: Arts & Humanities, 8th Grade | *There are formal and informal processes used to assess the quality of works in the arts.* | *What is technology?* | *A vocabulary of critical analysis allows people to compare works in different arts disciplines and make judgments about quality even if the works are very different.* | *Compare and contrast their own musical performances with works in other arts disciplines using a vocabulary of critical analysis.* | *9.3.8.E: Interpret and use various types of critical analysis in the arts and humanities.*<br><br>• *Contextual criticism*<br>• *Formal criticism*<br>• *Intuitive criticism* |
|---|---|---|---|---|---|

*Activity: Curriculum Framework Definitions – Part I*

| Content Area: Physical Education, 12th Grade | *Participation in physical activity impacts wellness throughout a lifetime.* | *How can participation in physical activity enhance MY life?* | *Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.* | *Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime.* | *10.4.12.E: Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.* |
|---|---|---|---|---|---|

## Activity: Curriculum Framework Definitions – Part I

| Content Area: Health Education, 9th Grade | | | | |
|---|---|---|---|---|
| Health concepts are essential for wellness and a health-enhancing lifestyle. | How can the choices you make today, influence your future health and happiness | Late adolescence and early adulthood are impacted by a variety of factors (ex: interpersonal communication, substance abuse, STD transmission, relationships, etc.) that can enhance or be harmful to our health. | Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood. | 10.1.9.A: Analyze factors that impact growth and development between adolescence and adulthood.<br>• Relationships (e.g., dating, friendships, peer pressure)<br>• Interpersonal communication risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)<br>• abstinence<br>• STD and HIV prevention<br>• community |

## Activity: Curriculum Framework Definitions – Part I

| Content Area: Family and Consumer Sciences, 6th Grade | Responsible consumers use effective resource management to accomplish individual, family and community goals. | How and why do resources need to be managed? | All resources are limited. Therefore, choices must be made. | Identify resources that can be used together for an individual to reach a goal. | 11.1.6.A: Justify the decision to use or not use resources based on scarcity. |
|---|---|---|---|---|---|
| | | | | | |

## Activity: Curriculum Framework Definitions – Part I

| Content Area: World Languages, Stage 1 | Interpretive Communication | What are some good strategies to help us understand a second language? | Listening and reading strategies to get meaning (e.g., using visual and context clues, making inferences and predictions. | Recognize meanings of words/phrases in context | 12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.<br><br>• Time expressions<br>• Weather expressions<br>• Colors<br>• Likes and dislikes |
|---|---|---|---|---|---|

## Activity: Curriculum Framework Definitions – Part I

| Content Area: Career Education and Work, 3rd Grade | Career choice and preparation are lifelong processes based on many influences and using many strategies. | When does my career journey begin? | The variety of ways people prepare for their jobs. | Identify current personal interests and compare them with others in the class. | 13.1.3.A: Recognize that individuals have unique interests. |
|---|---|---|---|---|---|

# *Creating an Instructional Map*

***Directions:*** Follow the steps below to explore the SAS Curriculum Mapping tool.

1. Locate the **Voluntary Model Curriculum Map (VMCM)** titled *Literature – VMCM – Making Connections*.

2. Add the **VMCM** to **My CMs & IMs**.

3. Add the map to the list **My Instructional Maps** at the bottom of the tab.

4. Locate *Literature – VMCM – Making Connections* under **My Instructional Maps**.  Open the map for editing.

5. Locate the **Notes for Teaching** column , and open it for editing.

6. Type the phrase ***Additional Resources:*** into the editor, and then click the **Enter/Return** key on your keyboard.

7. Click the **Add from ePortfolio** button in the bottom toolbar in the editor.

   • Insert an image from your ePortfolio.
   • Insert a document from your ePortfolio.

8. **Save** your changes.

9. Email, via the sharing feature, your **Instructional Map** with the person on your right.

10. Delete the following objects from your SAS account:

   • My CMs & IMs:
      o Any Instructional Maps you no longer wish to keep
      o Any Curriculum Maps you no longer wish to keep
   • Manage Curriculum Maps
      o  *Last_Name Sample CMT Curriculum Map*
   • Manage Templates
      o *Last_Name Sample CMT Template*
   • Manage Headers
      o *Last_Name Sample CMT Header*

# SAS Curriculum Mapping Tool: Role Request Form

**Name:** _____

**School/District/Organization:** _____

**Date(s) of Training:** _____

In order to create a Template and populate Curriculum Maps, users must have the appropriate role(s) assigned to their SAS Portal account.  Please indicate the role(s) you would like each individual to possess.

- **Curriculum Map Template Admin** – This role allows administrative access to create Curriculum Map Templates and Headers.

- **Curriculum Map Creator** - This role allows administrative access to all of the Curriculum Maps created for a school/district/organization.  This role allows users to create new maps or modify any existing maps.  This role also allows the user to turn maps "offline" or "online"

| Last Name | First Name | Email Address | CM Template Admin | CM Creator |
|---|---|---|---|---|
| For example, Smith | John | jsmith@myschool.com | ✓ | ✓ |
|  |  |  |  |  |
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**SASIT Tip:** A Microsoft Excel version of this form can be found on the **SAS Curriculum Mapping Trainer (CMT)** website at http://websites.pdesas.org/sascm

# *Laying the Foundation*

*Directions:*  An important step in the curriculum mapping process is articulating a vision for curriculum mapping.  After viewing the video *"Laying the Foundation"*, discuss the questions below with your table group.  Be prepared to share with the larger group.

5.  What are some key questions that need to be answered in order to lay the foundation?

    ?

    ?

    ?

6.   Why do we want to Curriculum Map?  Why Curriculum Mapping?

7.  What problem does Curriculum Mapping solve?

8.  How can software/the SAS Curriculum Mapping Tool assist us in the work of Curriculum Mapping?

# *Making Connections T-Chart*

*Directions:*  Complete the T-chart around the discussion of current initiatives in your school/district/organization.  Align these initiatives with the curriculum mapping process.

| Mission/ Vision Statement | |
|---|---|
| **School/District Initiatives** | **How does the Curriculum Mapping process inform this initiative?** |
| | |

Adapted from the work of Susan Udelhofen – SU Consulting

- Generate a realistic goal by completing the following statement(s):

    We are doing this curriculum work to_____.
    Our curriculum mapping supports initiatives in the following ways…

**Directions:**  Rate the following elements using the three point scale below:

      1 –The component is missing or does not correspond to the descriptor.
      2 – The component is present and includes some of the descriptors.
      3 – The component includes all of the descriptors.

**Our curriculum includes the following components:**

| Components | | | | Comments:  If not, why not? |
|---|---|---|---|---|
| **Essential Questions**<br>Includes questions connected to the SAS framework and are specifically linked to the Big Ideas. Essential questions frame student inquiry, promote critical thinking, and assist in learning transfer. | **1** | **2** | **3** | |
| **State Standards & Eligible Content**<br>Correspond to the content | **1** | **2** | **3** | |
| **Concepts**<br>Describe what students should know (key knowledge) as a result of this instruction specific to grade level. | **1** | **2** | **3** | |
| **Objectives**<br>Describes what the learner must be able to do;<br>Developed by teacher groups determining what the state standard actually means;<br>Stated as an action verb | **1** | **2** | **3** | |

| | | | | |
|---|---|---|---|---|
| **Assessments**<br>Describes how the skill will be measured to determine level of | **1** | **2** | **3** | |

| | | | | |
|---|---|---|---|---|
| student learning;<br>Conducted on a daily or weekly basis | | | | |
| **Vocabulary**<br>Tier 3; consists of low-frequency words that occur in specific domains | 1 | 2 | 3 | |
| **Sample Materials & Resources**<br>Units, lesson plans, and content resources such as: digital resources, interactive documents, etc. | 1 | 2 | 3 | |
| **Time Frame**<br>Includes the week, month, or grade period in which teaching and learning occurs | 1 | 2 | 3 | |

**Additional Comments:**

*The components identified in this assessment are derived from the feedback from PDE Content Advisors and members of the SAS Quality Review Team (QRT).

# CURRICULUM MAPPING ACTION PLAN*

| Team Members: | Table # |
|---|---|
| Affiliation(s): | |

**VISION/BELIEFS:** *What are our foundational beliefs in terms of what should be occurring?*

## STEP 1: LAYING THE FOUNDATION

| GOAL<br>*What do we want to do?* | INDICATORS<br>*What will success look like?* | METHODS/MEASURES<br>*How will we find out?* | EVALUATION<br>*What will we do with the results?* |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

## STEP 2: LAUNCHING THE MAPPING TOOL

| GOAL<br>*What do we want to do?* | INDICATORS<br>*What will success look like?* | METHODS/MEASURES<br>*How will we find out?* | EVALUATION<br>*What will we do with the results?* |
|---|---|---|---|
| | | | |
| | | | |

## STEP 3: SUSTAINING AND INTEGRATING THE MAPPING TOOL

| GOAL<br>*What do we want to do?* | INDICATORS<br>*What will success look like?* | METHODS/MEASURES<br>*How will we find out?* | EVALUATION<br>*What will we do with the results?* |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## STEP 4:  MAPPING INTO THE FUTURE

| GOAL<br>*What do we want to do?* | INDICATORS<br>*What will success look like?* | METHODS/MEASURES<br>*How will we find out?* | EVALUATION<br>*What will we do with the results?* |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |