

Glossary of Terms

The following terms are grouped by topic rather than by traditional alphabetical order. The terms are also not listed alphabetically within each topic. Instead they are sequenced based on a typical introduction to teachers when implementing a mapping initiative.

CURRICULUM MAPPING

Curriculum Mapping An ongoing, calendar-based process involving teacher-designed operational and planned-learning curriculum, collaborative inquiry, and data-driven decision making.

TYPES OF MAPS

Curriculum Map Generic term to describe any type of map.

Diary Map After-instruction month or months within a teacher's personal map that represent students' operational learning.

Projected Map Before-instruction month or months within a teacher's personal map that represent students' planned learning.

Consensus Map A school-site planned-learning map designated by months or grading periods and designed by collaborative agreement. Alternative names include Master Map, Collaborative Core Map, and Benchmark Map.

Essential Map A districtwide planned-learning map designated by months or grading periods and designed by a districtwide task force. Depending on a learning organization's configuration, a diocese wide or county wide planned learning map is also referred to as an Essential Map.

MAP ELEMENTS

Unit Name A word or simple phrase that broadly represents the specific learning within a unit of study.

Content What students must know (the subject matter, events, facts).

Skills What students must do in relation to the knowing. A skill is not the same as an activity that provides practice for the skill learning.

Target A specific mode or modes related to how a skill statement's verb will be measured (e.g., Identify *in writing* . . . ; Justify *orally* . . .).

Descriptor Specific details pertaining to content or skill learning expectations (e.g., Content—Matter: *Solid, Liquid, Gas*; Skill—Identify aurally *accented syllable in spoken 3-syllable word*).

Assessment Student product or performance.

Evaluation Teacher or peer-student judgment tool (e.g., teacher observation rubric, checklist, grading scale) for a particular product or performance.

Formative Assessment Informal product or performance designed to provide student instant feedback for self-monitoring personal learning expectations' strengths and weaknesses. An alternative name is *assessment for learning*.

Summative Assessment Formal product or performance designed to inform student and others about personal achievement regarding learning expectations. An alternative name is assessment *of learning*.

Common Assessment A collaboratively selected or designed product or performance simultaneously administered and evaluated by all teachers teaching the measured learning. Teachers immediately score students' work and compile the results to discuss needs and provide immediate collective support to encourage and ensure student progress.

Same Assessment A collaboratively selected or designed product or performance administered at the discretion of each teacher. A teacher may or may not choose to collaborate with fellow teachers regarding students' personal results.

Benchmark Assessment A districtwide or school-site product or performance measurement. If scoring is not conducted by the classroom teachers, the scored assessments, not just the statistical figures, are returned quickly so that teachers can immediately use the results for curriculum review and instructional planning.

Resources Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.

Standards Generic term for national, state, local, or self-generated proficiency targets.

Standard Statement A specific proficiency target.

Standard Statement's Level-of-Learning Expectation Coding term to inform map readers of students' learning progression regarding a specific standard statement.

- **Introduce** The first time students are exposed to any portion of a standard statement. This does not necessarily mean the first time a teacher introduces the learning expectations since a standard statement may occur in student learning over a period of two or more academic years. A standard statement can be introduced only on time.
- **Develop** Revisiting an already-introduced full standard statement or adding a new portion or portions to a partially introduced statement. This level is selected each time students are engaged in the statement's learning expectation until independent mastery of the entire statement is achieved.
- **Mastery** Students display consistent, independent application of all portions of a standard statement.
- **Reinforce** This level represents (a) any continuation or expansion of a standard statement that has been mastered or (b) an entire standard statement or any portion thereof being incorporated into cross- or interdisciplinary learning.

Strategies Specific method, model, or strategic criteria that enable students to improve their learning.

Modifications/Accommodations Reduction or expansion of learning expectations or assessments for general, special needs, or gifted students.

Activities Exploratory or reinforcing experiences that help students attain learning expectations.

Essential Question A conceptual question, which can be generalized, that frames a unit of study and influences learning expectations and assessment products or performances.

Supporting Question A conceptual question that incorporates terminology specific to a unit of study's theme or topic. A supporting question influences learning expectations and assessment products or performances.

ALIGNMENTS

Intra-alignment An articulated connection between the elements included in a map's individual month or unit.

Horizontal Intra-alignment Element coherency comparison throughout a map's school year of months or units.

Horizontal Inter-alignment Element coherency comparison of multiple maps representing one grade level. Comparisons may be discipline specific, cross-disciplinary, or interdisciplinary.

Vertical Inter-alignment Element coherency comparison of a series of grade levels' discipline specific, cross-disciplinary, or interdisciplinary maps.

SEVEN-STEP REVIEW PROCESS

This is a procedure for analyzing curriculum maps and/or other data, resources, or materials. A review may include the following team dynamics:

- **Horizontal** One grade level
- **Vertical** Across a series of two or more grade levels
- **Like** One discipline
- **Mixed** Cross- or interdisciplinary

The four team dynamics are often combined to best meet the needs of a planned review focus:

- **Horizontal-Like** (e.g., Grade 3 mathematics)
- **Horizontal-Mixed** (e.g., Grade 3 mathematics, science)
- **Vertical-Like** (e.g., Grades 3–6 mathematics)
- **Vertical-Mixed** (e.g., Grades 3–6 mathematics, science)

Step One: Collecting the Data A particular review's focus will drive the data necessary for conducting the review. The data may include one or more types of map and/or other data sources. Be aware that at times collecting the data related to curriculum maps may not include paper documents. When using the search and report features in a mapping system, the system performs the act of collecting data based on criteria entered and displays the results on the computer screen. Unless hard copies are desired for small- or large-group meetings, the collected map data and results can be viewed on a computer monitor. Again, depending on the review focus, there may be the need for collecting data that is in printed form, such as test results, survey results, or student work samples.

Step Two: First Read-Through Each review team member privately reads selected maps using one or more predetermined mapping system's features as well as, when appropriate, other pertinent hard-copy data sources based on the review focus. During this time of inquiry and reflection, each member records personal commentary notes.

Step Three: Small-Group Review A group of two to approximately eight team members focus on the collegial discussion of the pre-selected data related to the review focus. A designated recorder takes notes based on the individual findings and collaborative comments.

Step Four: Large-Group Comparison A meeting consisting of all the collective review team members who have first read individually and compared the small-groups' commentaries. During the large-group meeting, collegial dialogue addresses what may need to be started, stopped, modified, or maintained regarding curriculum, the learning environment, or other considerations based on the review focus and small-group findings.

Seven-Step Review Process (*cont.*)

Step Five: Immediate Revision If the large group comes to agreement on a resolution or resolutions with relative ease, decisions are noted and actions documented. If necessary, timelines are created and specific faculty members chosen to be accountability leaders. If the large group cannot come to agreement based on a need for more in-depth information, a task force is formed to conduct research. Timelines, the responsible person or persons, and dissemination of new information are determined.

Task Force A temporary team of teachers, and possibly administrators, best suited for the designated task(s). A task force is often formed to conduct research for a review focus or to collaboratively design Essential Maps. A task force is disbanded once the task or tasks have been completed.

Step Six: Research and Development The created task force investigates the large group's informational needs and periodically informs the large group of its findings.

Step Seven: New Review Considerations When the problem, issue, or concern has been resolved and appropriate actions have been carried out, the large-group review team is disbanded. A future problem, issue, or concern may warrant the same people being involved in another review or reconvening to re-visit an earlier review focus.

COMMON REVIEW FOCUSES

Initial Read-Through This is a unique review focus that is not designed to review maps for student-learning inquiry. The purpose of this review is to support teachers and administrators who are learning to write quality maps. The review's dual focus includes (a) the correct use of wording, format, and intra-alignment writing norms and (b) ensuring a map's readability by people other than its writer(s).

Gaps Unplanned small or large deficiencies in learning expectations in a series of single-discipline, cross-disciplinary, or interdisciplinary courses.

Repetitions or Redundancies Unplanned identical learning expectations in a series of single-discipline, cross-disciplinary, or interdisciplinary courses.

Coherency A rigorous connection between aligned elements in a unit of study, in a learning month, or over a series or units, months, or years.

Timeliness Ensuring that learning expectations, environments, and tools are not outdated, including (a) resources such as textbooks, maps, and computers; (b) technology use such as Web-based research and electronic presentations or projects; and (c) studying of local, national, and global current events and breakthroughs.

Bilevel Item Analysis Analyzing a test item based on both the specific subject matter and the linguistic knowledge needed to comprehend the item's task.

CURRICULUM-MAPPING INTRA-ORGANIZATIONS

All intra-organization terms are appropriate for a multiple-schools learning organization. If a lone school is mapping, a Curriculum Mapping Council and possibly a modified Curriculum Mapping Cadre is sufficient.

Curriculum Mapping Coordinator Person responsible for the overall management of a curriculum-mapping initiative who serves as a liaison and key communicator between Curriculum Mapping Cadre, Curriculum Mapping Cabinet, and Curriculum Mapping Councils; administrators at all levels; board members; and the community.

Curriculum Mapping Intra-Organizations (*cont.*)

Curriculum Mapping Cadre A team of approximately five to seven people, including the Curriculum Mapping Coordinator, who share the responsibilities of strategic planning and implementation. They also serve as the learning organization's curriculum-mapping resident experts.

Curriculum Mapping Cabinet A districtwide team consisting of teachers, administrators, and the Curriculum Mapping Cadre who represent the diversity of all grades, all disciplines, and support services. Cabinet members become proficient in the mapping process and serve as districtwide experts. The members participate in making ongoing districtwide mapping decisions as well as approving, developing, modifying, and expanding the large-scale learning organization's curriculum-mapping action plans. Cabinet members serve a dual role by also being a member of a school-site council.

Curriculum Mapping Council A school-site-specific team of teachers and administrators who represent all grade levels, disciplines, and support services. Council members become proficient in the mapping process and serve as in-house experts. The council members support the districtwide action plans as well as collaboratively develop and implement school-site curriculum-mapping action plans.

MISCELLANEOUS TERMS

Learning Organization A generic term referring to an educational community such as a school, district, diocese, county, or college.

Operational Curriculum The learning expectations and assessments that actually took place in real time in a given school year.

Planned Learning Curriculum The learning expectations and assessments intended prior to the passage of real time in a given school year.

Breaking Apart Standards A procedure that aids teachers in collaboratively agreeing on the explicit and implicit learning expectations for each standard statement and translating these expectations into elements in a curriculum map.

Power Standards A collaboratively chosen subset of standard statements that teachers agree students must learn in depth to ensure student learning

Glossary of Terms is an excerpt and adaptation from *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*. Janet Hale, 2008 Corwin Press.