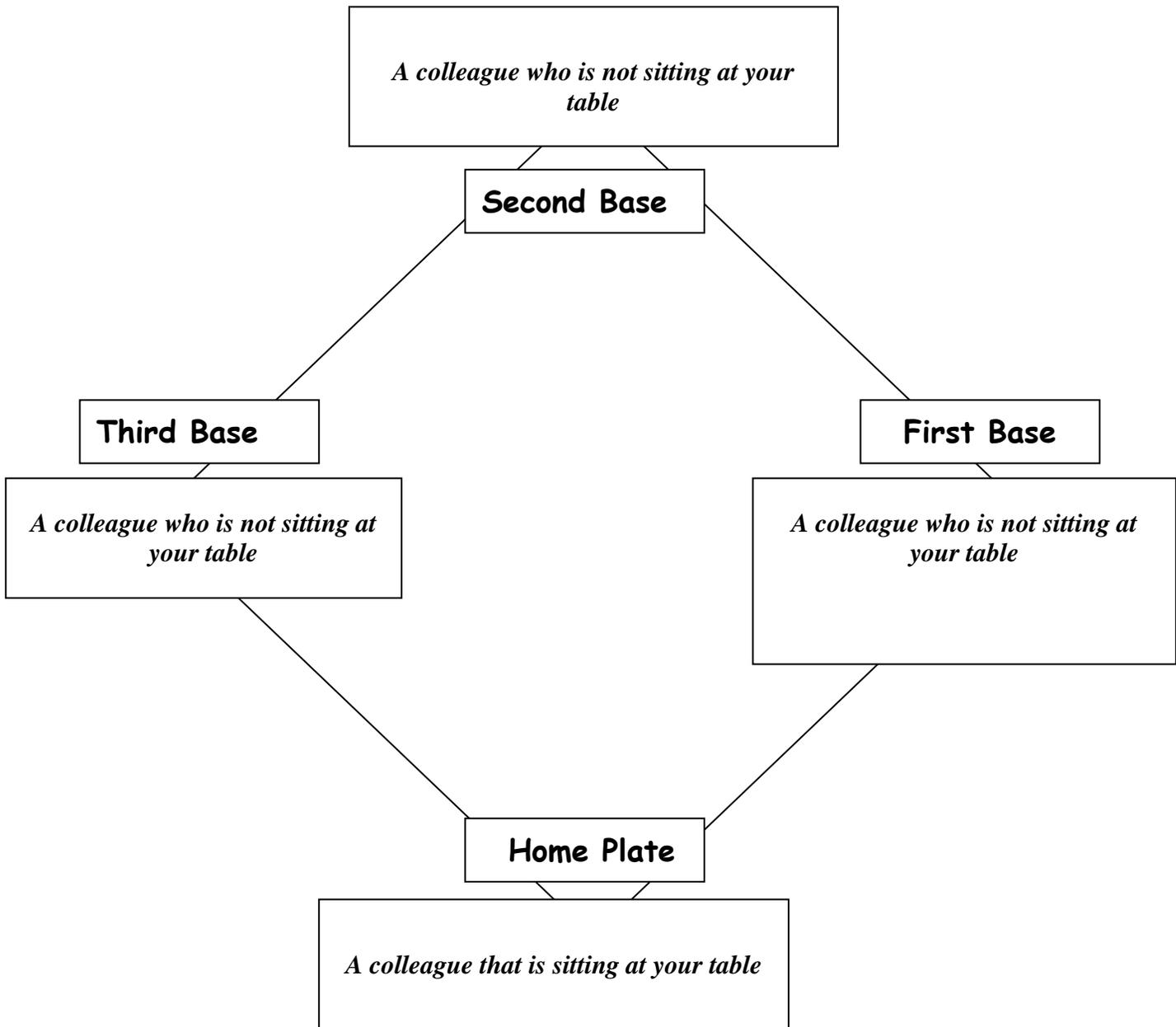


Partners for Review and Discussion



Directions: During the day you will pair up with a partner to review and discuss various concepts and ideas. To facilitate this review, please find four people with whom to partner. First, find a person as described in each base rectangle. When you find the person described exchange names and put his or her name in the specific base space. In other words, you will exchange names for that base.

Generations At Work

Characteristic	Silent Generation (born between 1922 – 1943)	Baby Boomers (born between 1944 – 1960)	Generation X (born between 1961-1980)	Millennials (born between 1981-2000)
Events and trends that had a major impact on their lives	The Great Depression World War II New Deal Korean War Golden Age of Radio Rise of labor Unions Bombing of Pearl Harbor	Prosperity Television Suburbia Assassinations Civil Rights Movement Women's Liberation Space Race Woodstock View Nam	Watergate Aftermath Latchkey kids Single-parent homes MTV AIDS Computers Challenger Disaster Fall of Berlin Wall Desert Storm	Internet Columbine Reality TV Shows Girl Power September 11 Iraq War Information Age First African American President
Music	Radio Big Bands	Elvis Beatles Motown	Punk Alice Cooper Hip Hop	Grunge Boy Bands
TV Culture	Virtually nonexistent	The Ed Sullivan Show Captain Kangaroo	The Brady Bunch The Simpsons The Cosby Show	Anything goes So much to choose from
Cultural Memorabilia	Kewpie Dolls Mickey Mouse Flash Gordon Tarzan Jukeboxes Blondie Lone Ranger	Fallout Shelters Slinkies TV Dinners Hula Hoops The Peace Sign	Pet rocks ET Cabbage Patch Kids Platform Shoes	Barney Beanie babies Pogs American Girl Dolls The X games
Heroes	Franklin Delano Roosevelt Winston Churchill Babe Ruth Joe DiMaggio	Gandhi Martin Luther King John and Jacqueline Kennedy John Glenn	Generally are not influenced by heroes	Their parents Mother Teresa Michael Jordan Tiger Woods

Generations At Work

Characteristic:	Silent Generation (born between 1922 – 1943)	Baby Boomers (born between 1844 – 1960)	Generation X (born between 1961-1980)	Millennials (born between 1981-2000)
Core Values	Dedication/service Hard work Conformity Law and order Respect for authority Patience Duty before pleasure Honor Embraces values that speak to family, home and patriotism	Optimism Personal gratification Health and wellness Service oriented More open to change than previous generation Distrust of authority and large systems	Diversity Balance Fun Techno-literate Practical Think globally Informality Self-reliance	Civic duty Achievement Sociability Informality Celebrate diversity Street smarts Hopeful (optimistic yet practical) Open-minded Anxious to fit in Embrace core values similar to silent generation
Work Ethic	Hard worker Loyal Will do whatever is asked Delay reward Respect experience View change as disruptive and undesirable Will conform to group roles Want clear expectations	Team-oriented Overly sensitive to feedback Self-promoting Driven High priority of work over social life Lead through consensus Work long hours Less flexible with change	Impatient Independent Process-averse Creative, cynical Multi tasking Career lattice vs. career ladder	Determined Confident People-oriented Optimistic Need for supervision and structure Multi-task (fast) Will work hard BUT not at the expense of family time Goal-oriented Able to use technology in unforeseen ways
Job Expectations/ Performance	Defined job duties Input on projects Job security	Want recognition Team projects Advancement opportunities Expect to stick to agenda	Meaningfulness Equal power “hands-off” supervision Expect feedback Fun at work Value process vs. product Good at multi-tasking	Specific job duties Treated respectfully Teamwork-fair minded Flexibility with structure Don't often stay in one job Need feedback Networking

Unpacking the Standards into Discrete Skill Statements

Standard Indicators	Unpacked standard indicator written as skill statements
Elementary Standard Indicators	
<p>Core Content: Word Recognition, Fluency and vocabulary Development</p> <p>Grade 3: (3.1.3) <i>Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice and expression</i></p>	<p>Content: Skill Indicators (unpacked):</p>
<p>Core Content: Writing: Literary Text</p> <p>Grade 5: (5.5.6) <i>Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate</i></p>	<p>Content: Skill Indicators (unpacked):</p>
Middle School Standard Indicators	
<p>Core Content: English Language Conventions</p> <p>Grade 7: (7.6.2) <i>Identify and use infinitives (the word to followed by the base form of a verb, such as to understand or learn) and participles (made by adding -ing, -d, -ed, -n, -en, or -t to the base form of the verb such as dreaming, chosen, built and grown)</i></p>	<p>Content: Skill Indicators (unpacked):</p>

<p>Core Content: Vocabulary and Concept Development</p> <p>Grade 8: (8.1.1) <i>Analyze idioms and comparisons – such as analogies, metaphors, and similes – to infer the literal and figurative meanings of phrases</i></p>	<p>Content: Skill Indicators (unpacked):</p>
High School Performance Objectives	
<p>Core Content: READING: Comprehension and Analysis of Literacy Text</p> <p>Grade 10: (10.3.1) <i>Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).</i></p>	<p>Content: Skill Indicators (unpacked):</p>

***Consensus Map - Math - Gr 5(Master)**

Teacher: CONSENSUS MAP

EQ/Content	Skills	Activities/Strategies/Resour ces	Assessment
<p>STANDARD: NUMBER CONCEPTS AND COMPUTATION</p> <p>A. Place value through the millions and thousandths</p> <p>B. Estimation of numbers with sums, differences, products, and quotients</p> <p>C. Addition/subtraction/multiplication / division of whole numbers and decimals</p> <p>D. Properties of numbers</p> <p>E. Fraction Relationships</p> <p>F. Addition/subtraction of fractions and mixed numbers</p> <p>G. GCF/LCM</p> <p>H. Prime/Composite Numbers</p> <p>I. Prime Factorization</p> <p>J. Divisibility Rules</p>	<p>SKILLS</p> <p>A. Reads whole numbers to the millions (1) [S]</p> <p>A. Reads decimals (1) [S]</p> <ul style="list-style-type: none"> • To the hundredths • To the thousandths <p>A. Writes whole numbers using standard, expanded, and word form (1) [S]</p> <p>A. Writes decimals (through the thousandths) in standard, expanded, and word form (1) [S]</p> <p>A. Identifies the value of a numeral in a given place value location (1) [S]</p> <p>A. Compares and order whole numbers (1) [S]</p> <p>A. Compares and order decimals (1) [S]</p> <p>B. Multiplies numbers using the power of 10s (1) [S]</p> <p>B. Divides numbers using the power of 10s (1) [S]</p> <p>B. Rounds numbers to a given place value (1) [S]</p> <p>B. Rounds decimals to estimate (1) [S]</p> <ul style="list-style-type: none"> • Sums • Differences • Products • Quotients <p>B. Estimates quotients using compatible numbers (1) [S]</p> <p>C. Adds and subtracts whole numbers (1) [S]</p> <p>C. Recalls and uses multiplication facts 0-10(1,2) [S]</p> <p>C. Multiplies whole numbers (1) [S]</p> <ul style="list-style-type: none"> • With 1 digit multiplier • With 2 digit multiplier <p>C. Adds decimals(1) [S]</p>	<p>PROBLEM SOLVING - ACROSS ALL STANDARDS</p> <p>■..... Draw a Picture/Diagram</p> <p>■..... Write a Number Sentence</p> <p>■..... Underestimates/Overestimates</p> <ul style="list-style-type: none"> ○ Interpreting remainders <p>■..... Logical Reasoning</p> <p>■..... Determine Appropriate Graphs</p> <p>■..... Patterns</p> <p>■..... Guess, Test, and Revise</p> <p>■..... Organized List</p> <p>■..... Identify Extra and Needed Information</p> <p>■..... Work Backwards</p> <p>■..... Solve Simpler Problems</p> <p>■..... Models and Experiments</p> <p>■..... Read/Constructs/Interprets</p> <ul style="list-style-type: none"> ○ Tables/Charts/Graphs 	<p>ASSESSMENT</p> <p>■..... ITBS, Math Total</p>

EQ/Content	Skills	Activities/Strategies/Resour ces	Assessment
	<p>C. Subtracts decimals (1) </p> <p>C. Multiplies decimals (1) </p> <ul style="list-style-type: none"> • By whole number multiplier • By decimals multiplier <p>C. Recalls and uses division facts 0-10(1,2) </p> <p>C. Divides whole number(1) </p> <ul style="list-style-type: none"> • By 1 digit divisors <p>C. Divides decimals(1) </p> <ul style="list-style-type: none"> • By 1 digit whole numbers <p>-----</p> <p>C. Divides whole number(2) </p> <ul style="list-style-type: none"> • By 2 digit divisors <p>C. Divides decimals(2) </p> <ul style="list-style-type: none"> • By 2 digit whole numbers <p>C. Uses order of operations (2) </p> <p>D. Identifies commutative, associative, and identity properties (1) </p> <p>E. Reads, writes and draws fractions (2) </p> <p>E. Identifies equivalent fractions (2) </p> <p>E. Finds common denominators (2) </p> <p>E. Simplifies fractions using the GCF (2) </p> <p>E. Compares and orders fractions (2) </p> <p>E. Converts fractions to and from decimals (2) </p> <p>E. Converts mixed numbers to improper fractions (2) </p> <p>E. Converts improper fractions to mixed numbers (2) </p> <p>F. Adds fractions(2) </p> <ul style="list-style-type: none"> • with like denominators • with unlike denominators <p>F. Subtracts fractions (2) </p> <ul style="list-style-type: none"> • with like denominators • with unlike denominators <p>G. Writes factors of given numbers (2) </p> <p>G. Finds common factors and GCF of numbers (2) </p> <p>G. Writes multiples of given numbers (2) </p>		

EQ/Content	Skills	Activities/Strategies/Resources	Assessment
	<p>G. Finds the LCM (2) </p> <p>H. Identifies prime numbers (2)</p> <p>H. Identifies composite numbers (2) </p> <p>I. Finds the prime factors of a given number (2) </p> <p>J. Identifies numbers that are divisible by 2,3,5,6,9, and 10 (1) </p>		



Atlas Curriculum Mapping: Unit Map

Indianapolis Public Schools

(P/C) District ELA 5* / Grade 5 (IPS - District Pacing/Consensus Maps)

Unit: Reading Q1 (Week 1, 11 Weeks) 

Pacing/Consensus Map

Content / Concept

Core 1: Word Recognition, Fluency & Vocabulary Dev.

Core 2: Informational Text

Core 3: Literary Text

Non Core

Supplemental Skills/Supplemental Objectives

Core Skills/Objectives

- 5.1.1 Read aloud grade-level-appropriate texts fluently
- 5.1.1 Read aloud grade-level-appropriate text accurately
- 5.1.1 Read aloud grade-level-appropriate texts with appropriate timing
- 5.1.1 Read aloud grade-level-appropriate texts with changes in voice
- 5.1.1 Read aloud grade-level-appropriate texts with expression
- 5.2.1 Use the features of informational texts, including formats, to find information and support understanding
- 5.2.1 Use the features of informational texts, including graphics, to find information and support understanding
- 5.2.1 Use the features of informational texts, including diagrams, to find information and support understanding
- 5.2.1 Use the features of informational texts, including illustrations, to find information and support understanding
- 5.2.1 Use the features of informational texts, including charts, to find information and support understanding
- 5.2.1 Use the features of informational texts, including maps, to find information and support understanding
- 5.2.1 Use the features of informational texts, including organization, to find information and support understanding
- 5.2.3 Identify main ideas presented in texts

Critical Vocabulary

- 5.2.3 Identify and assess evidence that supports ideas in text
- 5.3.1 Identify and analyze the characteristics of poetry
- 5.3.1 Identify and analyze the characteristics of drama
- 5.3.1 Identify and analyze the characteristics of fiction
- 5.3.1 Identify and analyze the characteristics of nonfiction
- 5.3.1 Explain the appropriateness of the literary forms chosen by an author for a specific purpose
- 5.3.2 Identify the main problem or conflict of the plot
- 5.3.2 Explain how problem or conflict of the plot is resolved
- 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction
- 5.3.3 Discuss the importance of the contrasts to the plot or theme
- 5.1.2 Use word origins to determine the meaning of unknown words

Instructional Strategies, Procedures, & Activities

Assessment

Formative: District Alignment

Formative: District Alignment

Resources

Unit Reflections

Last Updated: 12/08/2008

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Approaching Curriculum Work from A Systems Perspective

At your tables please complete the following chart:

<i>What are the benefits of this type of curriculum work for the various parts of our system</i>	
District Level (specifically for administration, school board & community)	
Building Level specifically (principals and teachers)	
Classroom (specifically for all teachers and students)	

Content Area or Course:

Grade Level:

Month	Unit/Strand and Content	Skills	Assessment
	<p>Unit/Strand (optional): _____</p> <p>Content:</p>		

Content Area or Course:

Grade Level:

Month	Unit/Strand and Content	Skills	Assessment
	<p>Unit/Strand (optional): _____</p> <p>Content:</p>		

Content Area or Course:

Grade Level:

Month	Unit/Strand and Content	Skills	Assessment
	<p>Unit/Strand (optional): _____</p> <p>Content:</p>		

Critical Thinking Action Verbs					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Choose	Classify	Apply	Analyze	Adapt	Appraise
Define	Compare	Build	Categorize	Build	Assess
Find	Contrast	Choose	Classify	Change	Award
Label	Demonstrate	Construct	Compare	Choose	Choose
List	Explain	Develop	Contrast	Combine	Compare
Match	Extend	Experiment with	Distinguish	Compile	Conclude
Name	Illustrate	Identify	Divide	Compose	Criticize
Omit	Infer	Interview	Examine	Construct	Decide
Recall	Interpret	Make use of	Inspect	Create	Deduct
Relate	Outline	Model	Simplify	Delete	Defend
Select	Relate	Organize	Survey	Design	Determine
Show	Rephrase	Plan	Test for	Develop	Disprove
Spell	Show	Select		Discuss	Dispute
Tell	Summarize	Solve		Elaborate	Estimate
	Translate	Utilize		Estimate	Evaluate
				Formulate	Explain
				Imagine	Interpret
				Improve	Judge
				Invent	Justify
				Make up	Measure
				Maximize	Prioritize
				Minimize	Prove
				Modify	Rate
				Plan	Rule on
				Predict	Select
				Propose	
				Solve	
				Test	
				Theorize	

Susan Udelhofen SU-Consulting

CURRICULUM MAPPING: REVIEWING MAPS FOR CLARITY

This protocol is used to guide teachers to review each other's map for clarity of data entry. This review process usually occurs within 1 -2 months of the initial data entry. A separate protocol should be completed for each map reviewed. It is important to offer feedback to the map author to improve clarity and consistency.

Which map was reviewed: (i.e. Language arts grade 2)

Content Area: _____ Grade Level: _____

<p style="text-align: center;">TOPIC/UNIT AND CONTENT ENTRIES</p> <p>Is the content:</p> <ul style="list-style-type: none"> • clearly linked to topics or units • documented in noun form <p><u>SPECIFIC FEEDBACK TO MAP AUTHOR:</u></p>	<p style="text-align: center;">SKILL ENTRIES</p> <p>Are the skills:</p> <ul style="list-style-type: none"> • precise and described using action verbs (see the action verb list – keep in mind that “understand or know” are not action verbs)? • documented one skill per skill statement – <u>not</u> in a paragraph that includes multiple skills making analysis of skills difficult <p><u>SPECIFIC FEEDBACK TO MAP AUTHOR:</u></p>
<p style="text-align: center;">ASSESSMENT ENTRIES</p> <p>Are the assessments:</p> <ul style="list-style-type: none"> • documented as tangible products • clearly described that includes the name, type, and purpose (formative or summative) For example: <i>Plant Life Cycle Test (20 Multiple Choice, 10 Matching and 2 short answer questions, summative end of chapter test</i> <p><u>SPECIFIC FEEDBACK TO MAP AUTHOR:</u></p>	<p style="text-align: center;">ALIGNMENT</p> <p>Are the content, skills and assessments:</p> <ul style="list-style-type: none"> • clearly aligned – is it clear that the content, skills and assessments are all related? <p><u>SPECIFIC FEEDBACK TO MAP AUTHOR:</u></p>
<p style="text-align: center;">CLARITY</p> <p>Is this map easy to read and reflects:</p> <ul style="list-style-type: none"> • “teacher-friendly language”? • how teachers speak about teaching and learning? • Clearly explained subject specific terminologies <p><u>SPECIFIC FEEDBACK TO MAP AUTHOR:</u></p>	<p style="text-align: center;">OVERALL LEARNING</p> <p>In what ways did reviewing this map help you understand the mapping process – both as an individual teacher and as a district?</p> <p><u>SPECIFIC FEEDBACK TO MAP AUTHOR:</u></p>

Creating a Curriculum Mapping Plan

Who <i>Teachers, administrators,</i>	Specific Goal (Content) <i>What is the focus for the curriculum mapping work.</i>	Skills: <i>What will educators have to do to meet the content (goal)</i>	Assessments: <i>How will we measure the progress?</i>	Timeline <i>(short term and long term) When will this be accomplished? What is the allocated time?</i>

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The Next Steps: Creating a Curriculum Mapping Plan

Who <i>Teachers, administrators,</i>	Specific Goal (Content) <i>What is the focus for the curriculum mapping work.</i>	Skills: <i>What will educators have to do to meet the content (goal)</i>	Assessments: <i>How will we measure the progress?</i>	Timeline <i>(short term and long term) When will this be accomplished? What is the allocated time?</i>

DRAFT DRAFT

Staff Development Map 2007/2008 School Year

DRAFT DRAFT

Date	Essential Questions	Content	Skills	Assessment	Deadline
End of August 2007	<p>What assistance do teachers need to complete their initial maps?</p> <p>What are the issues regarding the Mapping Software?</p> <p>What are the specific department mapping issues/needs?</p>	<p>Curriculum Mapping within and across grade levels</p> <p>Mapping Software</p>	<ul style="list-style-type: none">▪ Review all maps to determine completion status▪ Identify teachers who need additional assistance to complete maps▪ Solicit input from grade level leaders to identify department specific issues▪ Create a plan to assist those teachers who need additional help▪ Identify specific software issues and how to address those issues	<p>List of maps to be completed</p> <p>List of teachers who need additional assistance</p> <p>List of issues from each grade level</p> <p>List of software issues</p>	September 9
September Period-by-Period	<p>How can the identified Software issues be addressed?</p> <p>How can our teachers better utilize the mapping software to assist them with mapping?</p>	<p>Software Tutorial</p> <p>*groups to be organized within departments</p>	<ul style="list-style-type: none">▪ Use Mapping Software with guidance from software trainer▪ Clarify software specific questions▪ Solve software Issues	<p>Evaluation from each teacher as a result of the software tutorials</p>	September 30
October 12 Late Start	<p>How do the results of the state exams and curriculum mapping data help us improve student achievement?</p>	<p>State Exam Results</p> <p>Curriculum Mapping Data</p>	<ul style="list-style-type: none">▪ Analyze State Exam results – by grade level and then cross grade-level teams▪ Identify strengths and areas for improvement according to the State Exam results▪ Identify where, when, length of time specific State Exam skills (standards) are taught based on the mapping data▪ Determine curriculum modifications and revisions based on the State Exam data analysis and mapping analysis	<p>Completed analysis template that includes strengths and weaknesses</p> <p>Revised curriculum maps</p>	October 28
December 7	<p>How are we using Mark Forget's literacy work to improve our curriculum and</p>	<p>Literacy Across the Curriculum</p>	<ul style="list-style-type: none">▪ Identify high frequency words that our students should know – come to consensus within and across grade levels	<p>High frequency word lists</p>	December 16

<p>Late Start</p> <p>Period by period in-service time as needed</p>	<p>instruction?</p> <p>How can we integrate literacy skills in all curricular areas</p>	<p>-high frequency words</p> <p>-specialized terms within content (Mark Forget's concepts)</p> <p>-Vocabulary on State Exams</p> <p>-Test Item structure</p>	<ul style="list-style-type: none"> ▪ Identify specialized terms within content areas ▪ Integrate Mark Forget's vocabulary concepts into curriculum ▪ Identify vocabulary that appears on the state exam and determine where that vocabulary is taught in the curriculum – where it is on the maps 	<p>Specialized terms lists</p> <p>State Exam vocabulary lists</p> <p>Revised curriculum maps that includes vocabulary strands</p>	
<p>March 1</p> <p>Late Start</p>	<p>How can we more effectively assess both formatively and summatively?</p> <p>What does mastery really look like?</p> <p>How do my classroom assessments prepare students for the structure of the State Exam</p>	<p>Assessment Strategies</p>	<ul style="list-style-type: none"> ▪ Analyze current assessment practices as presented on curriculum maps and determine if assessments are a balance of both formative and summative (of and for learning) strategies ▪ Analyze current assessment practices to determine if some of the assessments are structured in a way that will help students become familiar with the format of the State Exam ▪ Determine needs to improve assessment practices ▪ Discuss with colleagues how mastery is defined. 	<p>Late start evaluation that includes</p> <p>-analysis of assessment strategies</p> <p>-identification of assessment staff development needs</p> <p>-definition of mastery</p>	<p>March 31</p>

Curriculum Mapping Timeline/Map

DRAFT

January 2007

When	Content	Skills	Assessment	Timeline
January	<p>Mapping Status Check</p> <p>Dr. Johnson will be meeting with each grade level to go over status check information.</p> <p>She will send the information to Susan</p>	<p>(All Staff) Complete status check documenting where each teacher is in the mapping process</p> <p>(Administrators) Identify specific teacher needs necessary for completing diary ELA maps from September through January 2007</p>	Status Check Document	Completed by January 15
January through February 11	September through January ELA Diary Maps	<p>(Administrators) Schedule blocks of time for teachers to complete their diary maps (each teacher will plan this time with Dr. Johnson)</p> <p>(Staff) Record content, skills and assessments in ELA for September through January 2007</p> <p>(Teachers) Enter content, skills and assessments in Eclipse software</p>	Completed ELA Maps	February 12 (tentative)
January 26 – a full day (in-service day) will be provided for teachers to complete projection maps	Completed Projection ELA maps January through May	(Staff) Record content, skills and assessments (projection map) for remainder of the year	Completed projection map	Work date to occur in February – the exact date is to be determined

(February through May)				
February 2	Curriculum Mapping Coaching Session <i>Each teacher meets with Susan with completed map drafts for feedback, clarification, review, etc.</i>	(Staff) Participate in (individual or small group) a coaching session with Susan Udelhofen on February 2 nd to assist the completion of diary September through January ELA maps	Notes from Susan Udelhofen from the coaching session Revised maps	February 2 (tentative)
January/Early February	Eclipse Tutorial <i>After school tutorials can be offered from staff or technology teacher who is comfortable with and knowledgeable of the software</i>	(Staff) Work with a knowledgeable colleague to assist with comfort and knowledge using the software to enter the curriculum data	Mapping data entered into the software	Tutorial sessions offered periodically throughout the month (s)
February 15 3:00 – 5:00 <i>Small groups of teachers can be released at various times dependent upon schedules</i>	Initial Read-Through (We may be able to incorporate some small review work at this time as well)	(All Staff with Administrators) Sharing maps within small groups at a grade level to identify commonalities, differences, clarity of mapping data, clear connections between content, skills and assessments	Completed Initial read-through protocol	By March 2
End of February or early March – exact date to be determined	Small Group Map Review Work	(All Staff and Administrators) Share mapping data within and across grade levels (Teachers and Administrators) Determine the gaps, repetitions	Notes from small group meetings	March 12 (tentative)

<i>Small groups of teachers can be released at various times dependent upon schedules</i>		and new information from the curriculum maps		
End of March <i>This will require entire staff released at the same time</i>	Large Group Review	(All staff and Administrators) Meet as a staff to identify, discuss and prioritize the ELA issues as reported out from small group review sessions	Notes from large group review session	
March/April	Action Plan An action plan is needed that will address the issues from the small and large group map reviews	(All Staff and Administrators) Create an action plan with clear goals, responsibilities, timeline reflective of the issues identified in the small and large group reviews	Completed Action Plan	April 2
May 2007	Curriculum Mapping Next Steps	(Administrators) Determine next steps for curriculum mapping based on progress of January through May curriculum mapping work	2007/2008 Plan	June 2007

Leadership Teams/District Level

Name	Building	Grade Level or Content Area	Position in district (i.e., teacher, curriculum leader, principal)	Lead Person

How often will this group meet: _____

Who will organize the meetings: _____

Who will facilitate the meeting: _____

What arrangements will need to be made to carry out the meeting (i.e., hire a substitute, arrange meeting place, food)
