

## Mapping for Rigor and Relevance

*B & W Notes Version* – For full PowerPoint see:

Waynesboro project: [www.edteck.com/wpa](http://www.edteck.com/wpa)

by Peter Pappas  
[www.peterpappas.com](http://www.peterpappas.com)

Waynesboro Area School District  
August 19, 2002

## Peter Pappas

Assistant Superintendent for Instruction  
East Irondequoit Central School District  
Rochester, New York 14609

Contacts:

District Site: [www.eicsd.k12.ny.us](http://www.eicsd.k12.ny.us)

For resume, clients, publications:  
[www.peterpappas.com](http://www.peterpappas.com)

For projects / webs: [www.edteck.com](http://www.edteck.com)

Email: [peter@edteck.com](mailto:peter@edteck.com)

## Part 1: Rigor and Relevance Framework - Introduction

by Peter Pappas  
[www.peterpappas.com](http://www.peterpappas.com)

Waynesboro Area School District  
August 19, 2002

A student can translate all the  
words, but does not grasp the  
meaning of a Spanish sentence.

From NAEP grade 8:

“How many buses does the army need to transport 1,128 soldiers if each bus holds 36 soldiers?”

Almost 1/3 of the students answered the question, “31 remainder 12.”

*“I felt that my brain was a way station for material going in one ear and (after the test) out the other.*

*I could memorize very easily and then became valedictorian.*

*But I was embarrassed that I understood much less than some other students who cared less about grades.”*

~ HS Student quoted in Wiggins and McTighe  
*Understanding by Design*

Every system is designed to achieve the results its getting ...

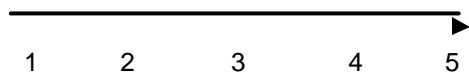
## Rigor and Relevance Framework

- Classroom and program planning tool - curriculum, instruction and assessments
- Basis for discussions by teachers, students and the broader school community

## Application

Knowledge for its own sake

Use of that knowledge



## Application Model

1. Knowledge in discipline
2. Application within discipline
3. ... across discipline
4. ... in a real-world predictable situations
5. ... in a real-world unpredictable situation

## Knowledge

6. Evaluation
5. Synthesis
4. Analysis
3. Application
2. Comprehension
1. Knowledge

Complex use of knowledge



Recall of Knowledge

**Evaluation:** appraise, defend, predict

**Synthesis:** compose, design, develop, manage

**Analysis:** compare, contrast, categorize

**Application:** demonstrate, illustrate, solve

**Comprehension:** classify, describe, explain

**Knowledge:** memorize, name, recognize, recall

### Link to Cultural Time Capsule

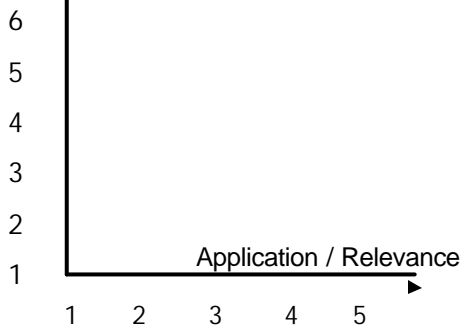
[www.edteck.com/michigan/lessons/timecap.htm](http://www.edteck.com/michigan/lessons/timecap.htm)

Send a "message to the future"  
about life today

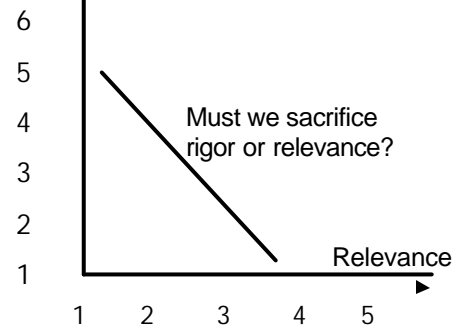
Move student to higher level thinking skills:

***Analysis, Synthesis, Evaluation***

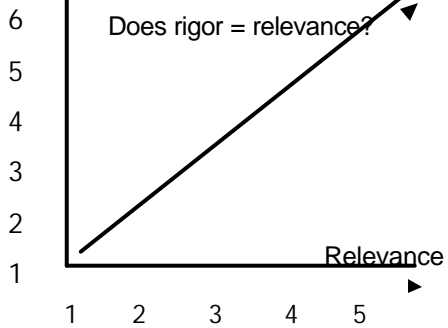
Knowledge / Rigor



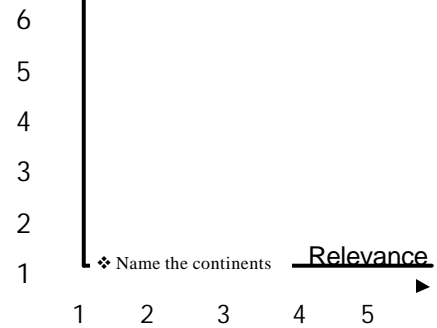
Rigor

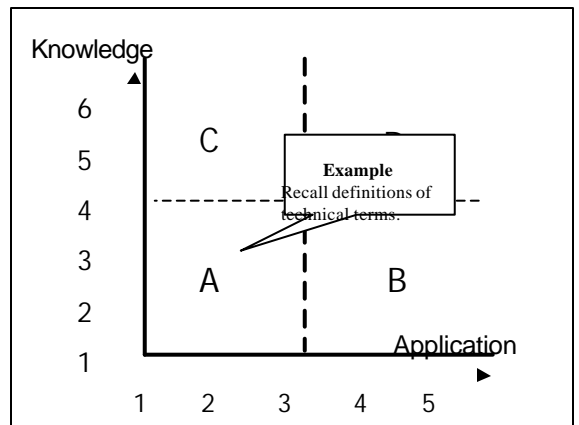
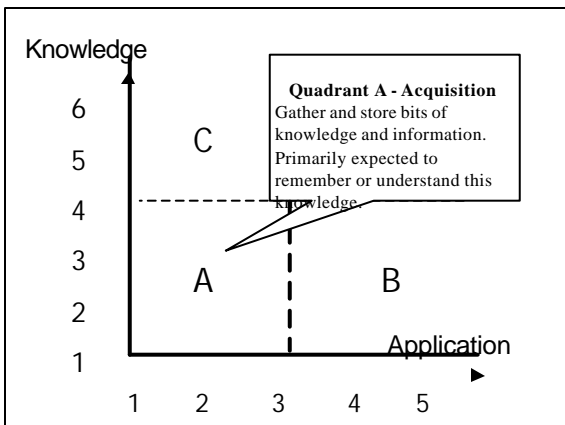
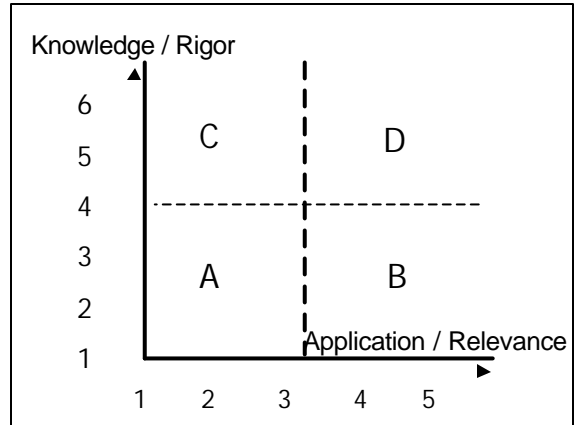
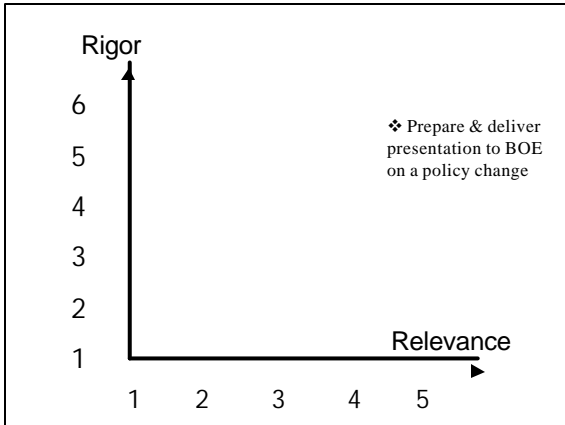
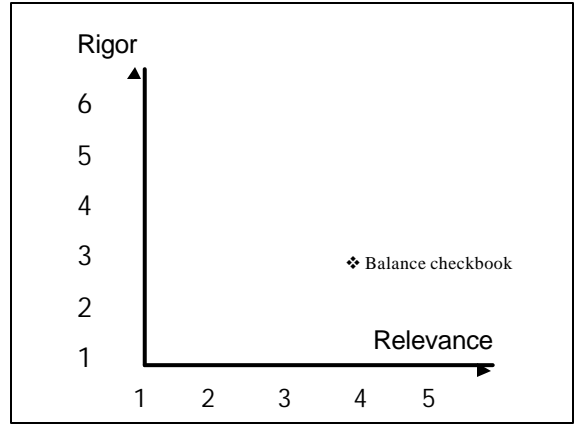
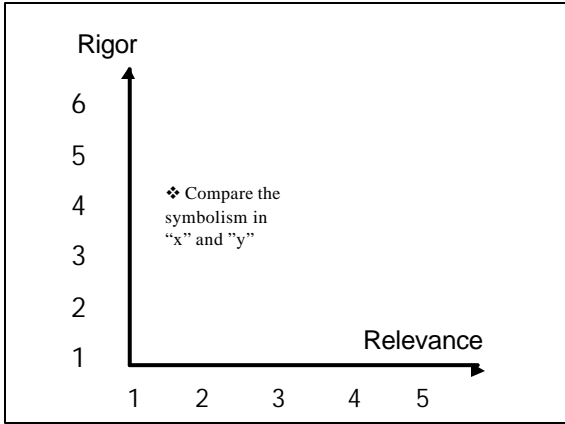


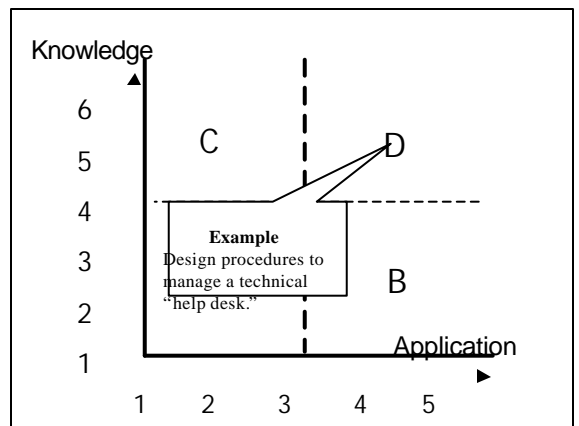
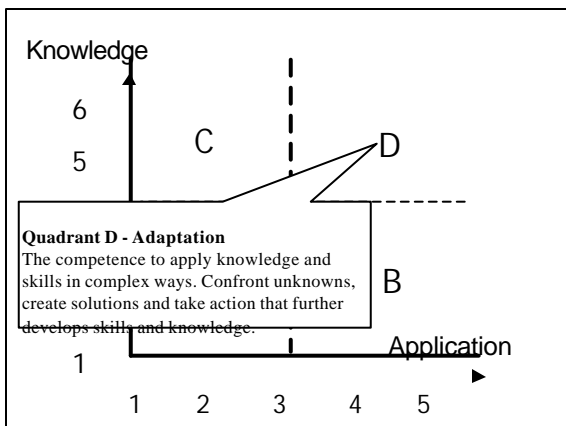
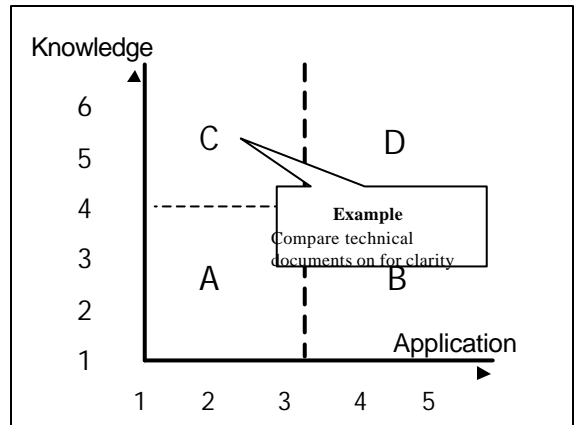
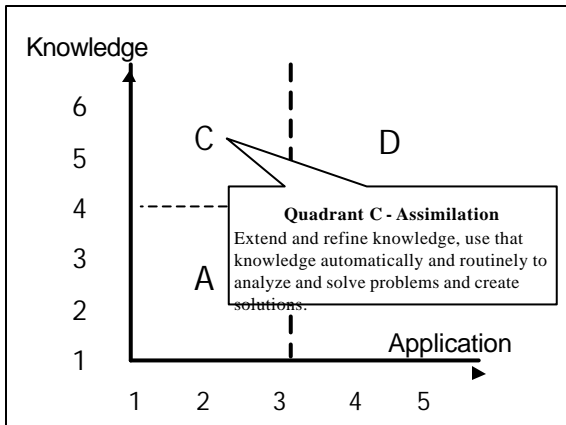
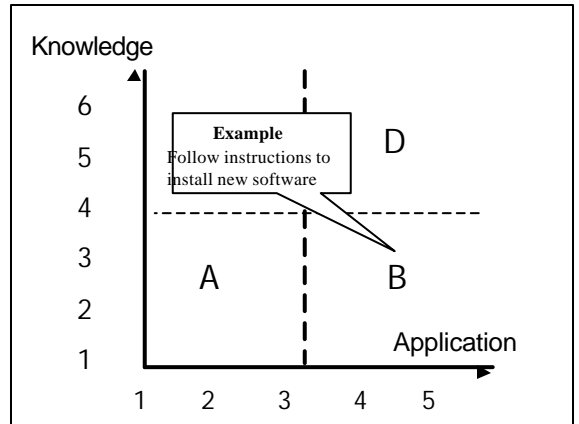
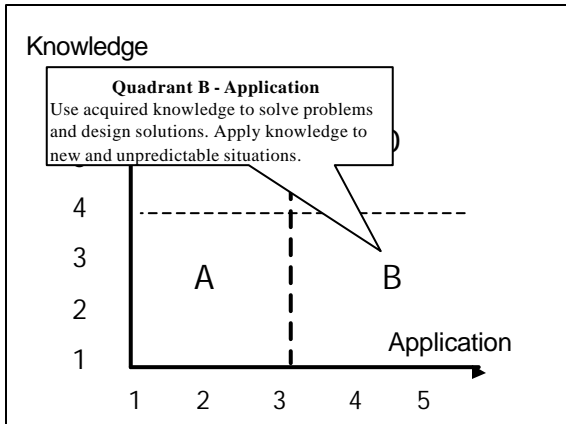
Rigor

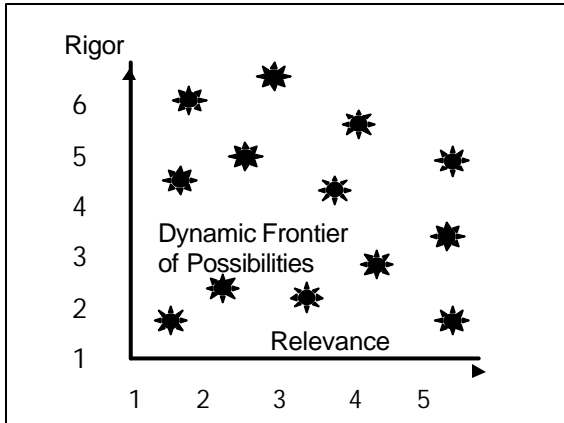
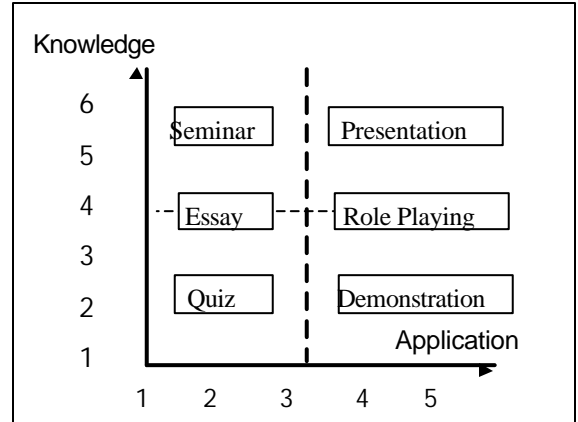
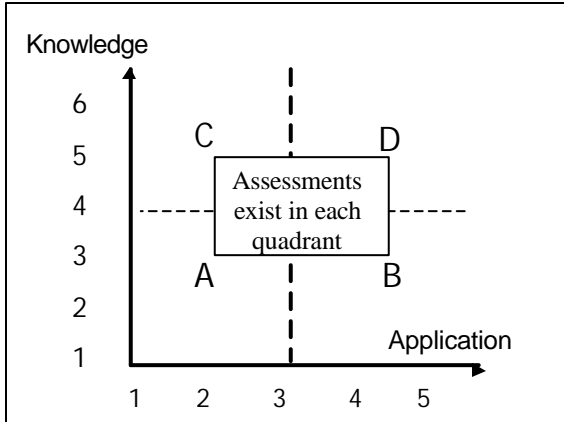


Rigor









How does the framework support your classroom goals ?

How does the framework support your program goals ?

Part 2: Curriculum Mapping -  
Introduction and Overview

by Peter Pappas  
[www.peterpappas.com](http://www.peterpappas.com)

Waynesboro Area School District  
August 19, 2002

Portions of this presentation are based on a talk given by Heidi Hayes Jacobs August 24, 2001 Webster New York  
Heidi Hayes Jacobs website:  
<http://www.curriculumdesigners.com/>

## The challenge from “above”

New standards and assessments  
Rising accountability and expectations  
No Child Left Behind  
Testing overload  
Changing demographics

How many teachers will a child encounter K-12?

What would a student tell us about our K-12 program?

## Why mapping

- Our curricula are disorganized, superficial snapshots
- To forge a common vision for teaching and learning
- To provide our teachers with the tools to be successful
- To capture the legacy of our senior teachers

Suzie doesn't have all the 3<sup>rd</sup> grade teachers – why are they meeting?

## Students need the support of a organized curriculum - example literacy

- We need a common process to follow
- We should all be teaching it.
- Revise and edit in all classes
- All focusing on contextual use of vocabulary

## What is mapping?

- Calendar-based mapping is a procedure for collecting a data base of the operational curriculum in school or district
- It links content, skills, assessments to time and standards
- Expands our understanding of the students' learning experience

### Mapping is a tool for:

- Communications - teachers, students, administration, parents, community
- Planning – curriculum, assessments, reforms
- Resource allocation - space, time, materials
- Staff development

### Mapping is a blueprint:

- To align content, skills and assessments
- Pace instruction over time
- Help discover gaps and repetitions
- Decide what stays and what gets cut out
- Identify areas for integration

### Maps tells us what's going on

- Tell us what is taught.
- They are calendar based because they exist in time
- Provide us with a framework to evaluate student work
- When you have data you attack problems, not each other

### Own the map at the local level

- The text is not the curriculum, what you do with it is the curriculum
- The state standards are not the curriculum, they come to life in our program
- We make choices about content, skills and assessments for our students - a discreet group of learners

### Mapping fosters teacher creativity

- The map comes to life with the teachers in the classroom
- Teachers can provide creative approaches to reaching a common objective
- Stay focused on what's good for the child, we can disagree on the approach - we have a basis to compare
- Instructional time is saved by common entry / exit level skills and knowledge

### Mapping creates a basis to differentiate instruction

- It establishes standards for mastery of knowledge and skills
- Teachers able respond to variance among learners in the classroom
- Differentiate by content, process, product, learning environment



## Start by looking at samples of student work

- It produces a better understanding of the strengths and weaknesses of your program.
- Soon you'll be talking about goals, instruction and schedules

## Keep the focus on results

- Focus on the measurable competences
- Don't teach to the test– teach the skills students need to be successful on the test
- Approach skill development as multi-year endeavors

## Connect with the community

- Teachers and administrators finish the map - consider a discussion with parents and community
- Articulate learning experiences that are meaningful to multiple audiences
- Remember different groups want different data
- Forces us to speak in plain English

## Face the equity issue

- Be ready to address how we hold children accountable that may never reach the standards
- If done correctly, then we are describing a standard that already exists in the community
- We can give students skills and knowledge at a time in life when they can actually do something about it

## It's a chance to take the lead

- We've ceded the agenda to business and politicians
- We are a very expensive service—we have to demonstrate we can provide it efficiently and effectively
- People expect good customer service

## Its about the process

- We need to get people talking
- It's dynamic, not a 5 year cycle
- It gives us a language to discuss what we do
- It's an occasion for teachers to learn
- We model higher level thinking

How does mapping support your classroom goals ?

How does mapping support your program goals ?

### Part 3: Rigor and Relevance- A Personal View

by Peter Pappas  
[www.peterpappas.com](http://www.peterpappas.com)

Waynesboro Area School District  
August 19, 2002

### The Rookie Teacher

- Follow the textbook
- I did all the work – students are the audience
- Disconnected assessments
- Little rigor or relevance
  
- Plus side –I'm my own boss

I felt like a doctor in an emergency room.

I had no sense of where they came from or where they were going to ...

### Students suffered from a disorganized curriculum

- Different teachers, terms, processes
- Overlaps and gaps
- Will we make it to the final?
- We did that before ....
- My realization: “the immigrant worker”
- The at-risk learner trying to make meaning out of it all

### Students saw education as something that happens to them

- Externally - they fail to see its relevance in their lives
- Internally - they never understand how they learn nor develop the ability to monitor their progress
- If they don't learn to play the game, learning stops being fun
- “Give me the ‘D’ and let's get on with this ...”

## Set new goals as teacher ?

- Deliver a well organized course
- Engage students and myself
- Build student skills
- Score well on testing

## How to achieve those goals ?

- Effectively communicate
- Engage the players – students, parents, teacher
- Foster a positive dynamic
- Hold myself and students accountable

## Move the focus to the student

- Can't just set them free ...
- Environment for success - structure, skills, tools, timetable
- Give them increasing responsibility for learning
- Increase the rigor and relevance

## Help students to internalize their progress

- Art, music, PE the best – kids see the gain
- Don't take away the ball

## Engage with better feedback

- Compare performance to rubric
- Offers specific evidence – compare to anchors and concrete indicators
- Frequent, timely and on-going
- Enable student to improve through self – assessment and self-adjustment

## Harness power of relevance

Write an essay	<i>Get an op-ed piece published</i>
Do a graphic assignment	<i>Satisfy a design client</i>
Know the facts of history	<i>Design a museum exhibit</i>
Take a math test	<i>Choose the best investment option</i>

## Use essential questions

- Overarching
- No obvious right answer
- More rigorous – analysis, synthesis, evaluation
- Timeless – relevant
- Provoke and sustain student interest

## Link to Great Debates

[www.peterpappas.com/journals/greatdebates.htm](http://www.peterpappas.com/journals/greatdebates.htm)

## Connect them to their own learning in the context of the world around them

- What am I learning today?
- Why am learning it?
- How can I use this knowledge and skills to make a difference in my life?
- How can I work with teachers and peers to improve teaching and learning?

## Link to Media Content Analysis project

[www.edteck.com/michigan/lessons/conanalysis.htm](http://www.edteck.com/michigan/lessons/conanalysis.htm)

## Media Content Analysis

This project will focus on your ability to *observe, categorize, record what you've observed and analyze it for content and structure.*

- How will you categorize your observations?
- How will you organize your team to gather and evaluate the information?
- How will you record your findings?

## Project presentation plan

- The research question and why your interested in answering it
- The rationale for your method of observation and record keeping
- How you gathered your data
- How you evaluated your data
- Graphic representation of the data
- The answer to the research question
- What you learned from the project

## K-12 Social Studies Coordinator

- What program?
- Start with student work and testing
- Map the program
- Settle property disputes
- Press for more rigor – the “activity” unit?
- Respond to new SED mandates
- Build the capacity to grow

## Program goals

- Cohesive: logical K – 12 program
  - Supportive: training and resources for teachers
  - Dynamic: capacity to grow and improve
  - Public: clearly define our program
- = Successful: measurable results for students

## Link to Standards web site

[www.edteck.com/standards/](http://www.edteck.com/standards/)

## Link to “Teaching with Documents”

[www.edteck.com/dbq/](http://www.edteck.com/dbq/)

## Program Director –Summer Prep School

- Academically at-risk students
- Design (map) with teachers and experts
- Imbed staff development
- Parenting workshops / Student interns
- Engage students, peers, parents, teachers
- Skills, motivation, and activities
- Design across R & R framework

## Link to Summer Prep Website

[www.edteck.com/prep2k/](http://www.edteck.com/prep2k/)

Link to “Self Assessments

Link to Summer Prep Journal  
[www.peterpappas.com/journals/prep.pdf](http://www.peterpappas.com/journals/prep.pdf)

Link to “Take a Skills Snapshot”  
[www.peterpappas.com/journals/mms.htm](http://www.peterpappas.com/journals/mms.htm)

Assistant Superintendent for  
Instruction  
East Irondequoit CSD

- Map showing location
- Stats on district demographics
- Comments on organizational culture

Comments on changing NYS  
standards and assessments

Start a dialogue in classrooms,  
buildings and the district

- How are we doing?
- How can we improve?
- How can we share our success?

To change - create structures and activities that allow different people to interact in different ways

### Superintendent's Day: a K-12 dialogue

- How do we teach this theme?
- How is mastery expressed in student work?

Teaching is hard work. Teachers are isolated.

- Few opportunities to see others teach
- Tend toward stable patterns of practice
- Subjected to program / policy swings
- Settle into what they've always done – “reabeled” in response to latest jargon
- Trapped by myth that good teaching is a mysterious gift no one can explain

If you're going to hold me accountable for performance, then I'm entitled to hold you accountable for capacity ...

Rigor and relevance at the district level

- More than new structures and programs
- Forge a common view of teaching and learning and treat the organization as an instrument for accomplishing this view
- Have we identified “the right thing to do?”
- Do we know how to “do the right thing?”

Inventory our programs by answering these questions ...

- Have we identified the desired student results?
- Do we know if students are achieving the results?
- Do we effectively monitor student and program performance?
- Have we developed instructional activities that will enable students to reach the desired results?
- Have we forged a common view of good teaching and learning.

## Curriculum management

- Is it based on student performance?
- Does it support a cohesive K-12 program?
- Is it connected both vertically and horizontally?
- Is it on-going?
- Does it effectively engage the organization in improvements?

## Curriculum

- Based on inventory recommendations
- Begin filling in the K-12 grid
- Use common template
- Use as tool to foster transitions and integration
- Work in progress

## Professional development

- Is it mapped to student outcomes?
- Is it based on a common view of good teaching?
- Is it rigorous and relevant to teachers?
- Does it present strategies that are feasible?

## Professional development

- Does it account for different learning styles?
- Is it connected to daily practice?
- Do administrators also participate?
- Does our PD program model our instructional program?

## Professional Development

- Based on inventory
- What skills do we need to reach student performance levels?
- Adopt an instructional model
- Move closer to practice
- Explore multiple delivery options
- Recruit teacher– trainers
- Designed by teachers

## Management

- Curriculum council
- Profession development committee
- Steering committees
- Peer review process
- K-8 core area directors
- Grade level and curriculum leaders



## Engage the school community

- Parent guides
- Educational forums
- Family curriculum nights
- Cable TV and new website

## District website

- New design
- Open web policy
- Distributed posting ability
- Staff websites
  - Web design training
  - Software
  - Individual upload ability

## 24,000 visitors in last 6 months

- 100,000 page views
- Top destinations
  - Human resources
  - Schools
  - Teacher pages
  - Instructional resources
  - Committees
  - District news
  - “Crayfish project”

## Quick web tour [www.eicsd.k12.ny.us/](http://www.eicsd.k12.ny.us/)

Every system is designed to  
achieve the results its getting ...