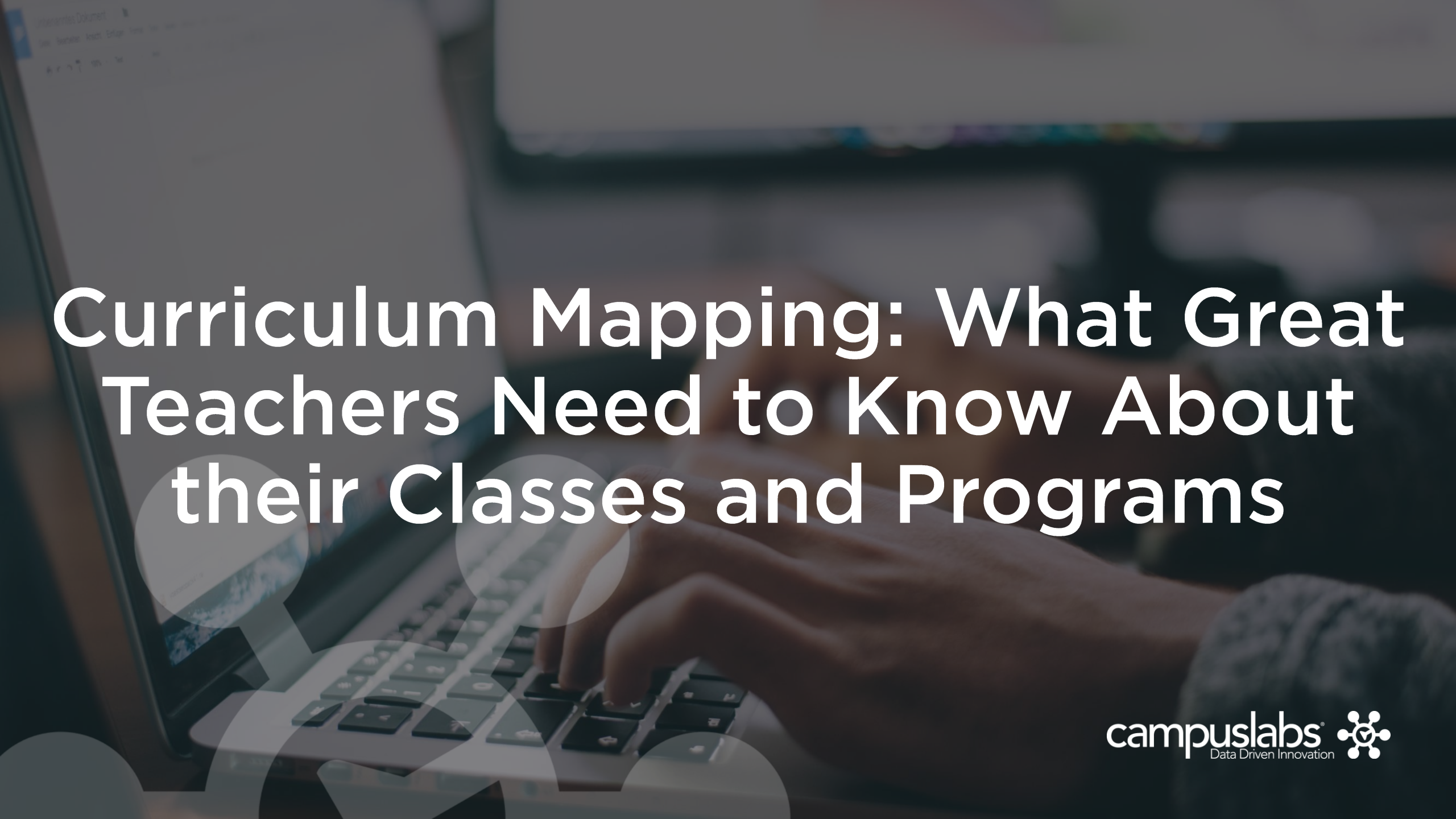

Curriculum Mapping: What Great Teachers Need to Know About their Classes and Programs

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Jenna Ralicki

Enterprise Consultant

Enterprise and Emerging Products

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Session Overview:

1. Review of Relevant Terms
2. Deep Dive into Curriculum Alignment
3. Curriculum Mapping Activity

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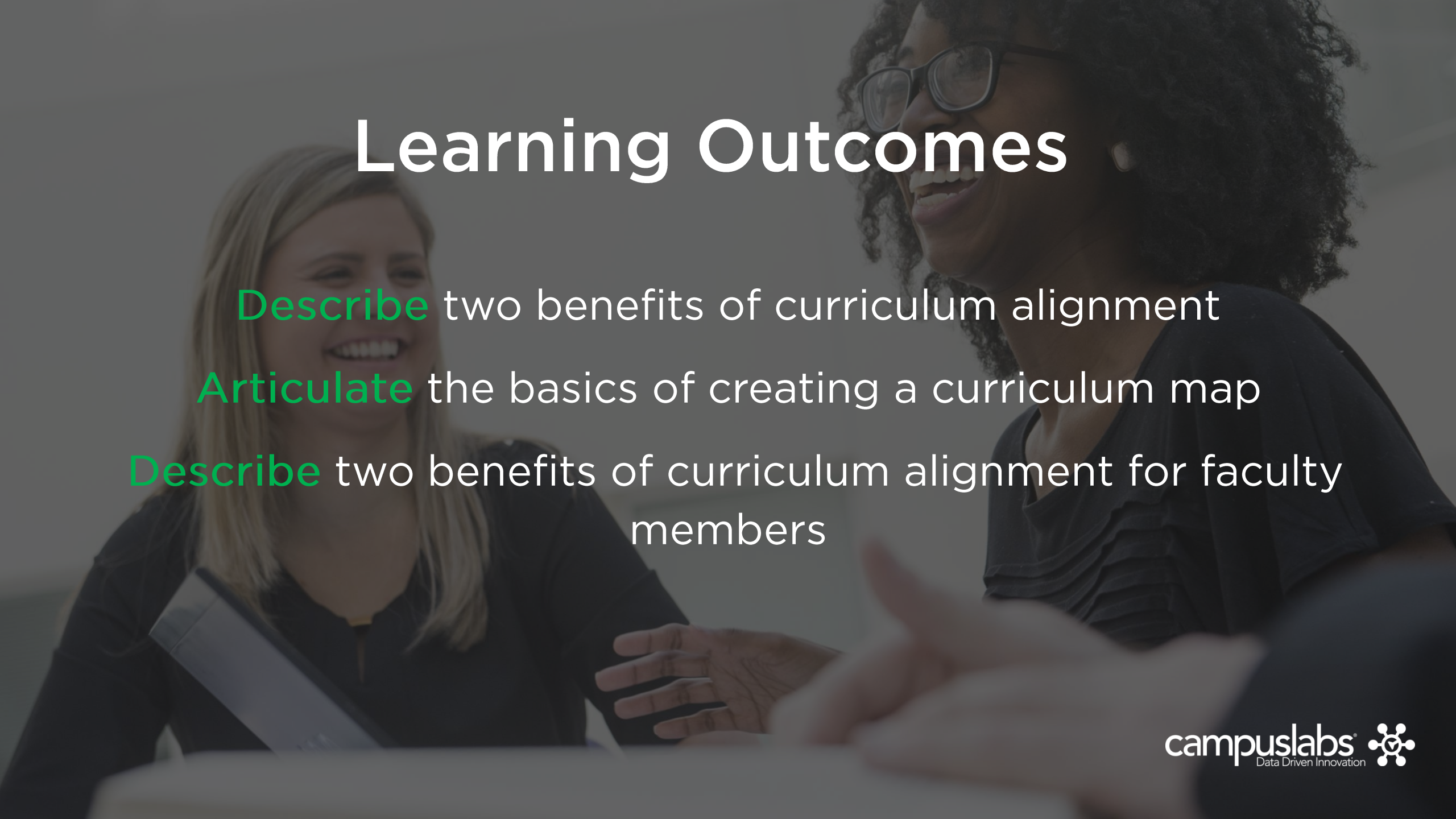

Learning Outcomes

Describe two benefits of curriculum alignment

Articulate the basics of creating a curriculum map

Describe two benefits of curriculum alignment for faculty members

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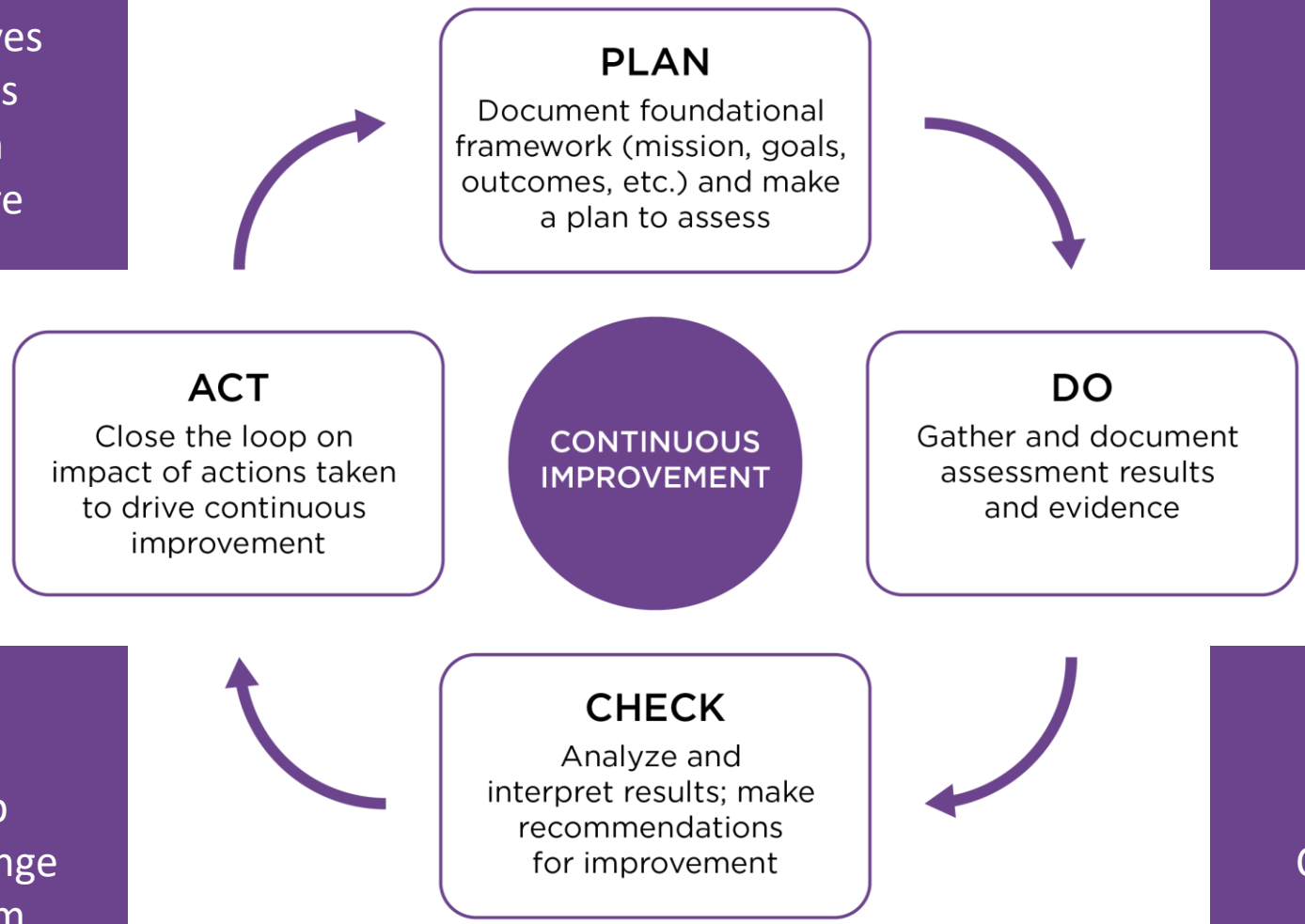
Identifying Outcomes
Providing Objectives
Articulating Goals
Developing Plan
Defining Structure



Collecting Data
Measuring Results
Entering Findings
Gathering Evidence

Use of Results
Actions Taken
Closing the Loop
Implementing Change
Adjusting Program

Evaluating Data
Analyzing Results
Reflecting
Creating Action Plan
Sharing Findings

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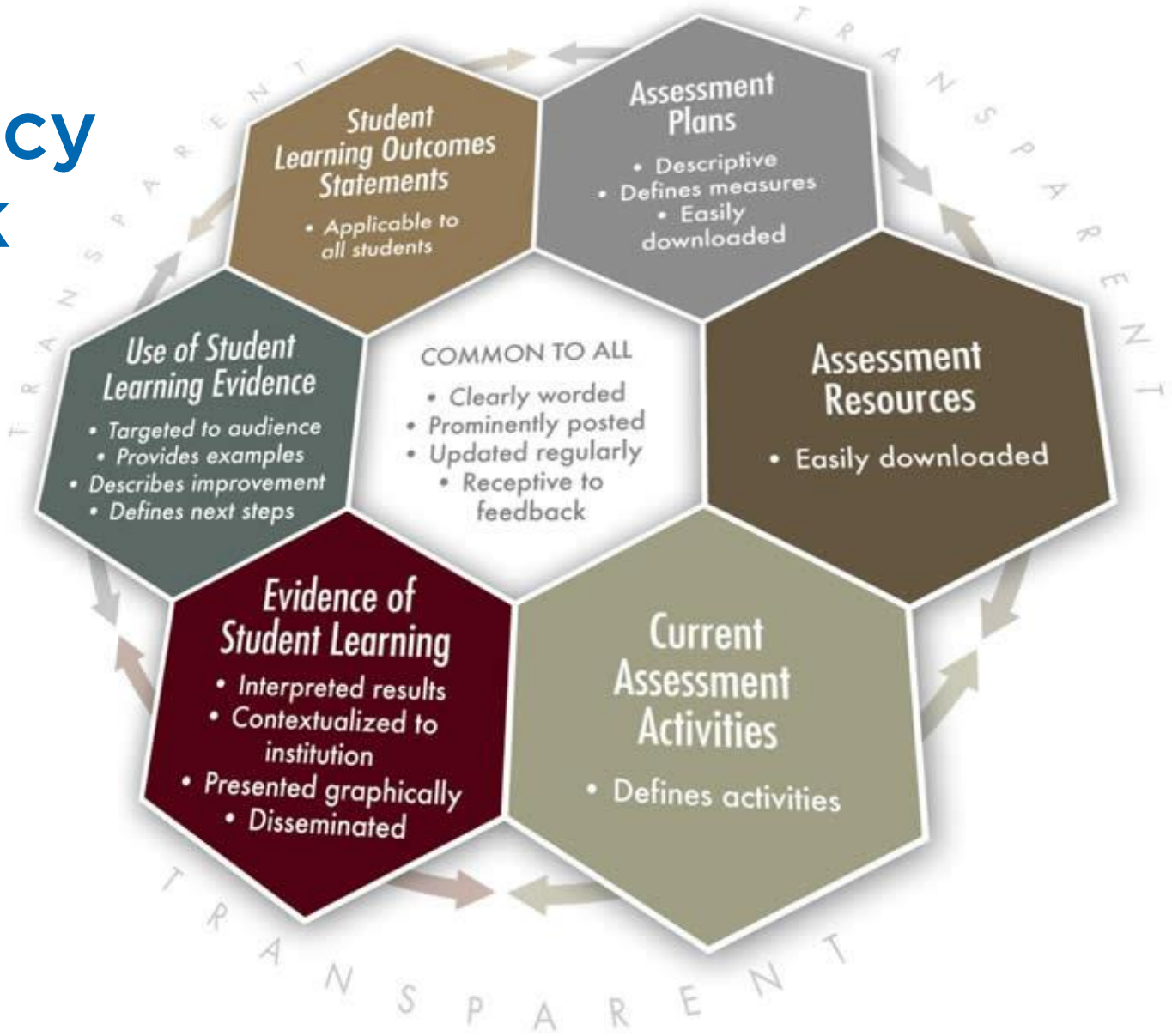
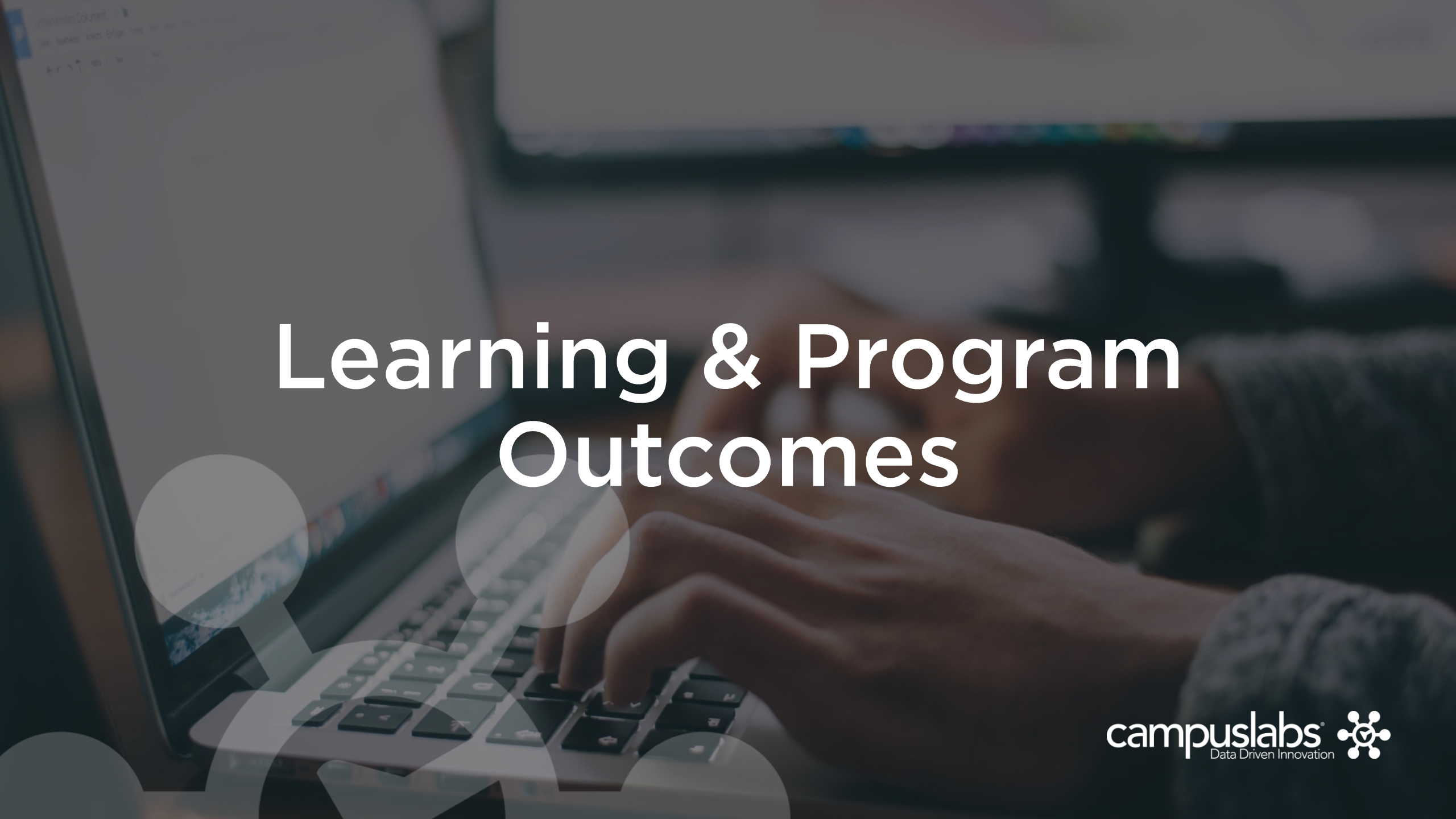
NILOA Transparency Framework




Learning & Program Outcomes
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Outcomes Assessment…

Clarifies divisional and departmental “fit” with institutional vision, mission, goals and/or strategic plans

Clarifies to students and other constituents what students can expect to gain and what the program or course will accomplish

Provides different kinds of data and evidence about services—moves beyond satisfaction and tracking use to describing effectiveness

Links Student Affairs and Academic Affairs; links curricular and co-curricular

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Program Outcomes

- Program Outcomes should be FOCUSED
- Central to the program
- Essential to how a program functions
- Faculty, Staff and Student Access

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Learning Outcomes

- Are student-focused
- Focus on learning resulting from an activity rather than the activity itself
- Reflect the institution's mission and the values it represents
- Align at the course/program, academic program/department, divisional, and institutional levels

Course Learning Outcomes

- Should follow the ABCD Method
  - Audience, Behavior, Condition and Degree
- Include Bloom's Taxonomy
- Encompass the 3 M's
  - Meaningful, Manageable, Measurable

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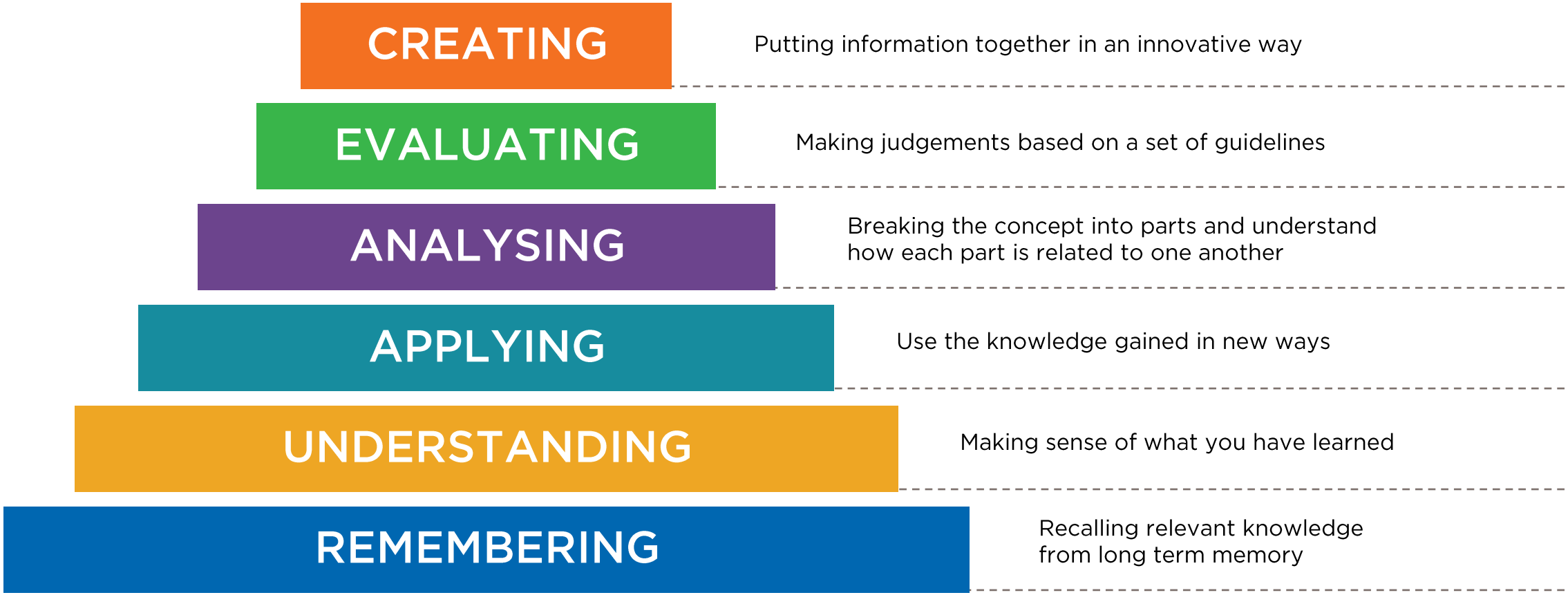
Bloom's Taxonomy



Assessing Learning and Program

1 Determine your **OUTCOMES**

2 Determine your **METHODS**

Statements indicating what a participant (usually students) will **know, think, or be able to do** as a result of an event, activity, program, etc.

Review of Important Terms

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What is a Cohesive Curriculum?

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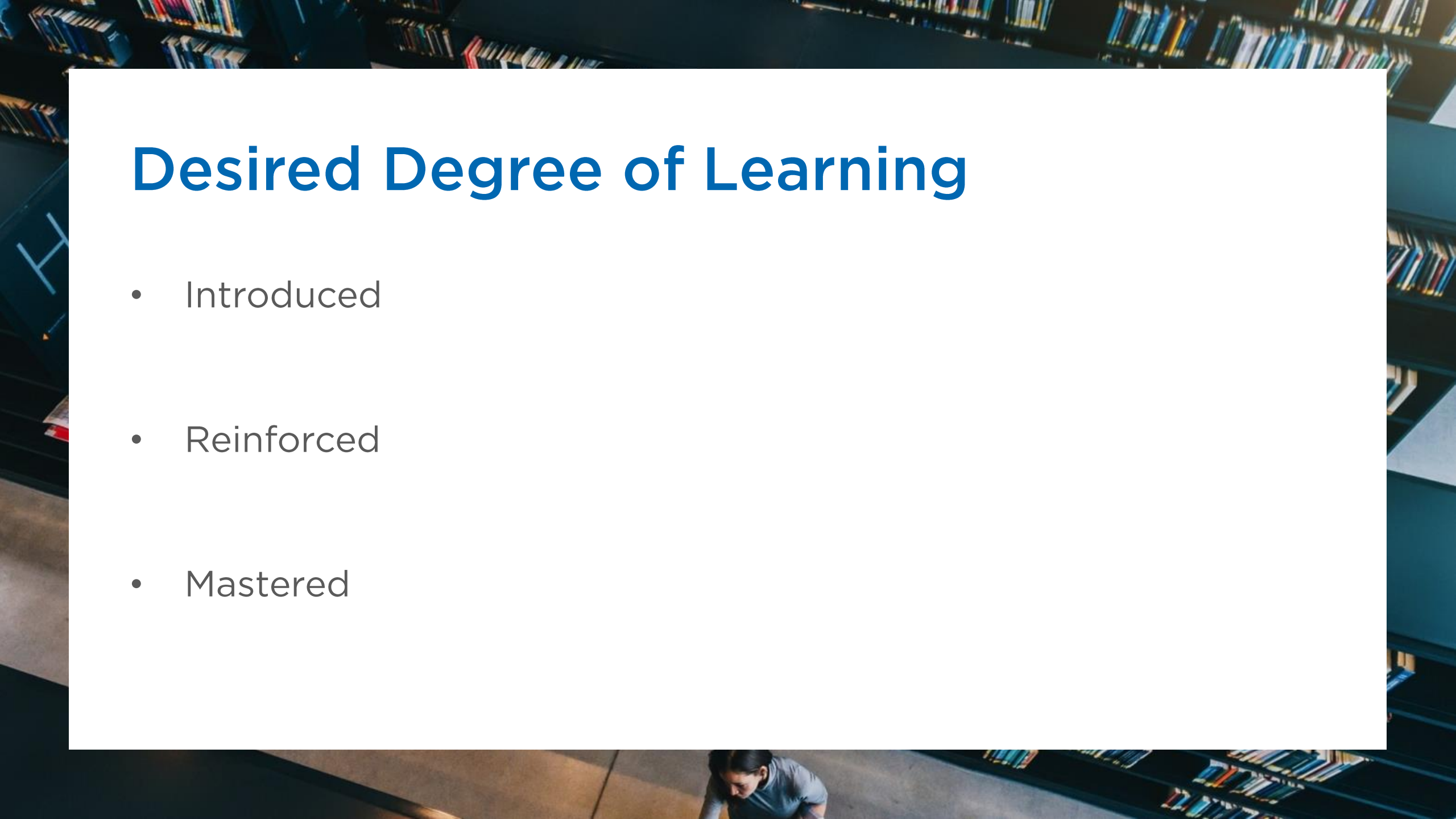

Desired Degree of Learning

- Introduced
- Reinforced
- Mastered

Alternate Levels of Learning

- Basic, Intermediate, Advanced
- Novice, Intermediate, Mastery
- Introduced, Practiced Demonstrated
- Emerging, Development, Proficient

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Curriculum Alignment and Mapping

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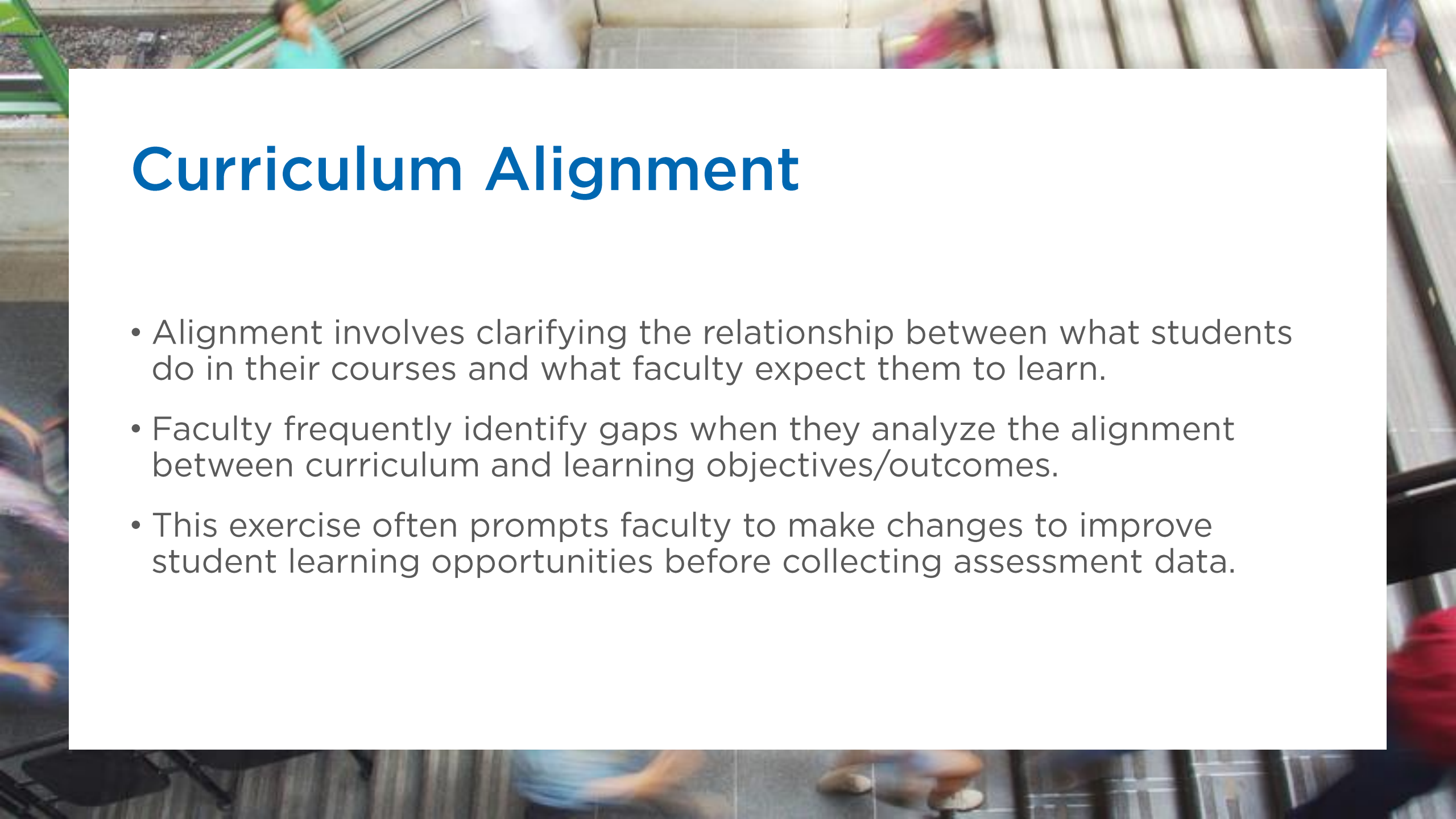
What is Curriculum Alignment?



Curriculum Alignment

- Alignment involves clarifying the relationship between what students do in their courses and what faculty expect them to learn.
- Faculty frequently identify gaps when they analyze the alignment between curriculum and learning objectives/outcomes.
- This exercise often prompts faculty to make changes to improve student learning opportunities before collecting assessment data.

Why is Curriculum Alignment Important?

- Clarifies Expectations
- Ensuring Developmental Progression
- Improves communication among faculty
- Improves program coherence
- Increases the likelihood that students achieve program-level outcomes
- Encourages reflective practice

“Well-designed curricula are more than collections of independent courses; they are pathways for learning.”

(Association of America Colleges and Universities, 2002, p. 30)

Four reasons a systematic approach to curriculum development is essential:

1. To ensure continuity of instruction within a school and among schools.
2. To ensure progressive skill development among schools through continuity of instruction.
3. To maximize the use of student time, avoid unnecessary instructional overlaps, prevents gaps, and thereby minimize boredom and ensure mastery of curriculum.
4. To provide a strong barrier against the problem of concentrating on one school or level of schools at the expense of the total system.

Hoyle, English, and Steffy (1994, p. 84)

What is Curriculum Mapping?

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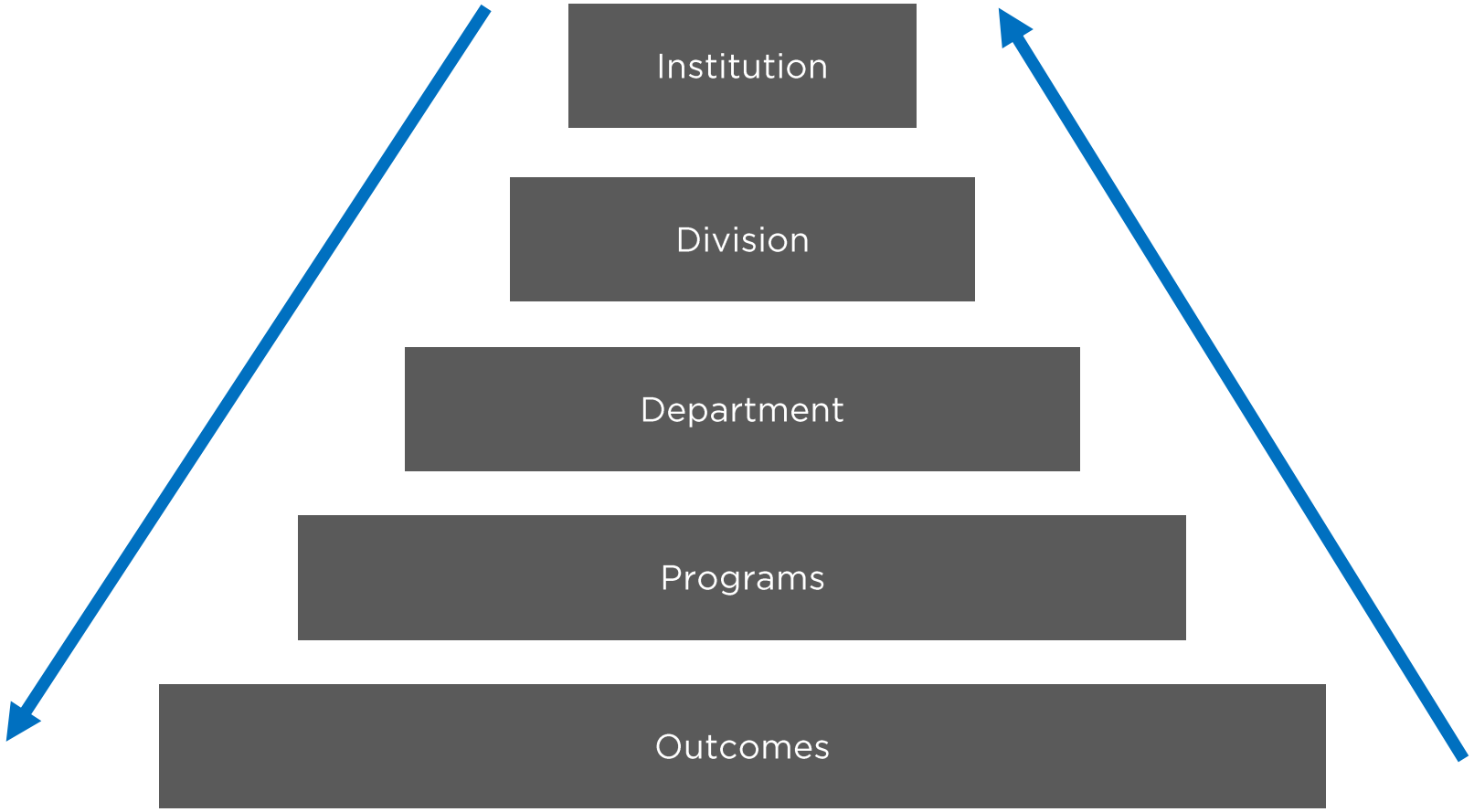
Connecting to the bigger picture



(Adapted from: Huba, M. E. & Freed, J. E. (2000))

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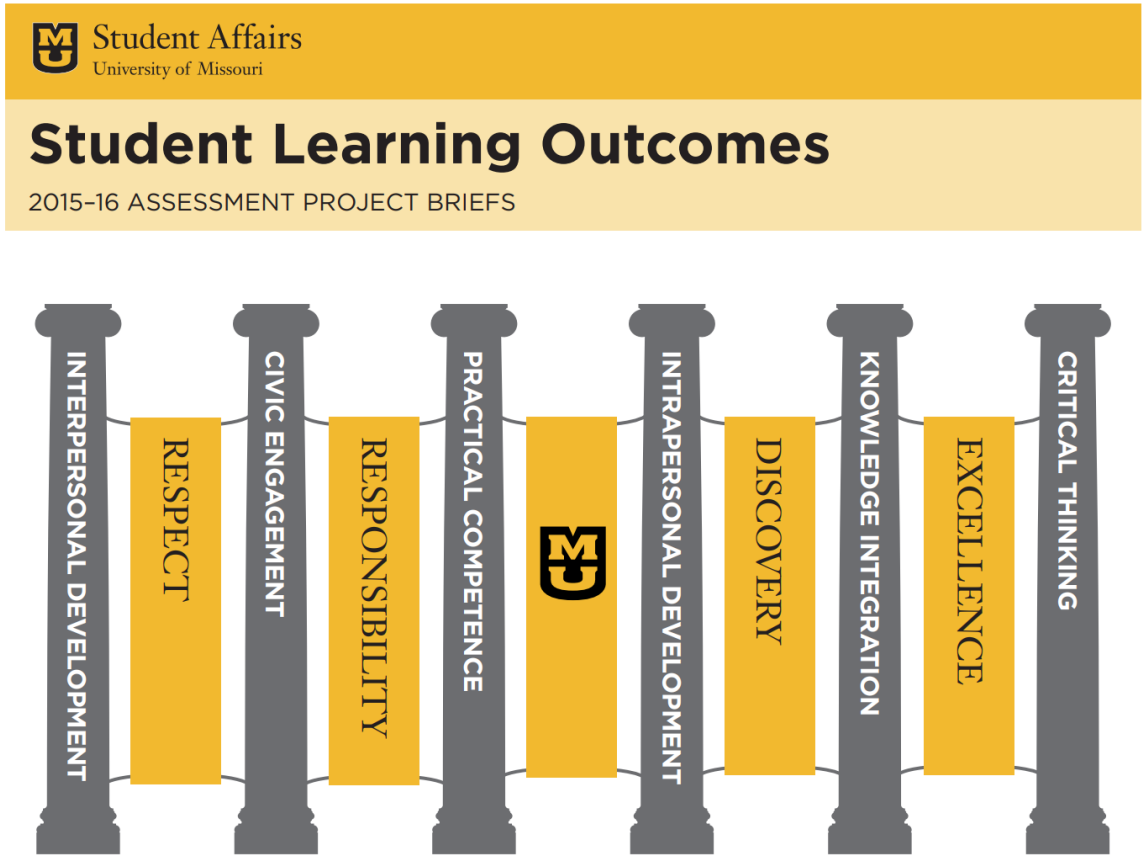
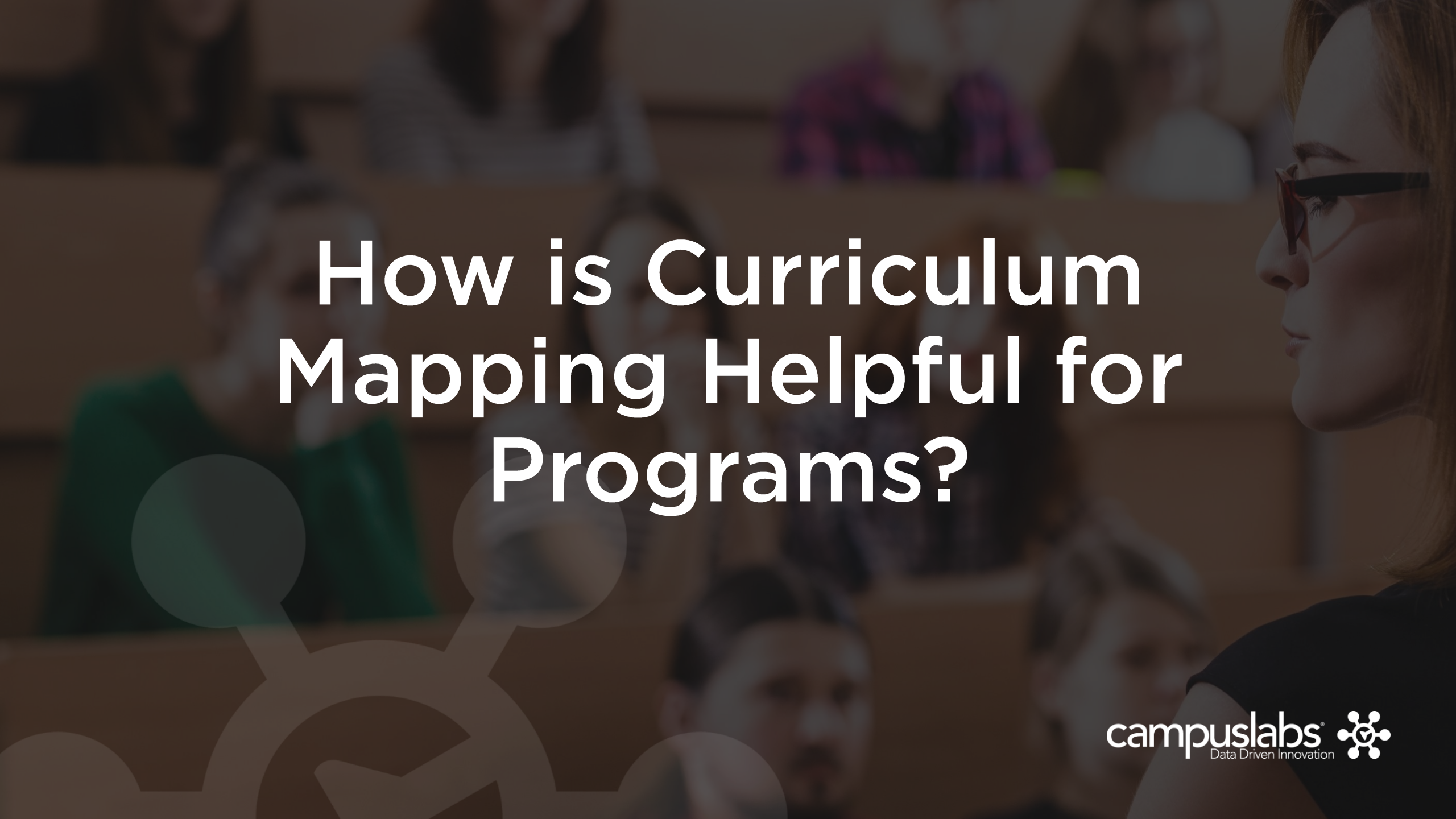
Co-Curricular Learning Outcome Framework:




How is Curriculum Mapping Helpful for Programs?
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Three Important Questions when Examining Programs

1. In which courses are students assessed on the concepts identified in the student learning outcomes?
2. Do students have multiple opportunities to demonstrate their competencies of the concepts?
3. Is the assessment distributed throughout the program?

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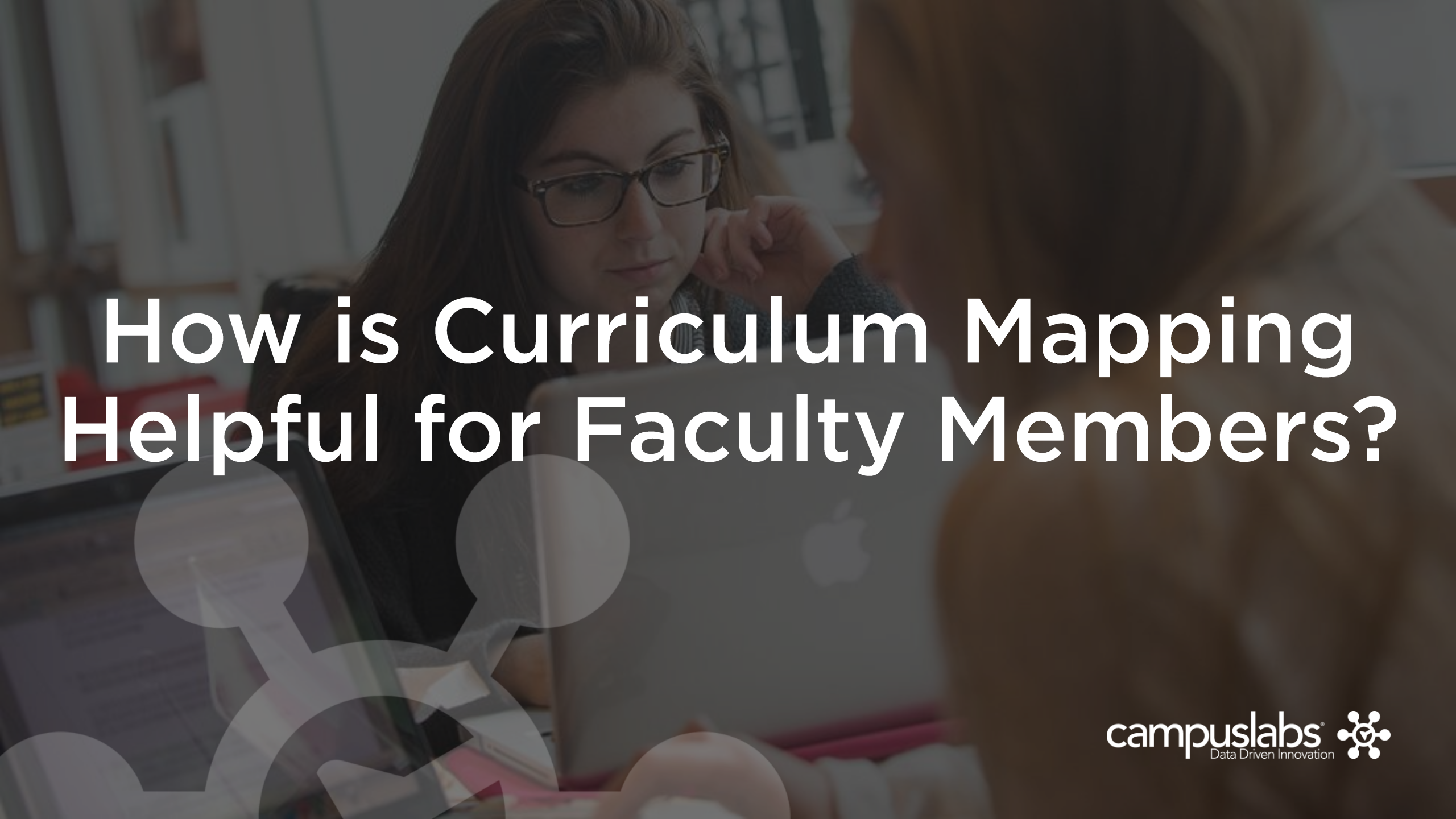

How is Curriculum Mapping Helpful for Faculty Members?

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Curriculum Maps as A Part of Faculty Discussions

1. Do students receive adequate introduction to, practice in, and reinforcement of skill before expected demonstration of mastery?
2. Should any courses/learning outcomes be restructured to improve frequency and depth of practice for students?
3. Are learning outcomes addressed in logical order allowing for student progression from introduction to levels of mastery?
4. Do all required courses contribute to at least one program level student learning outcomes?

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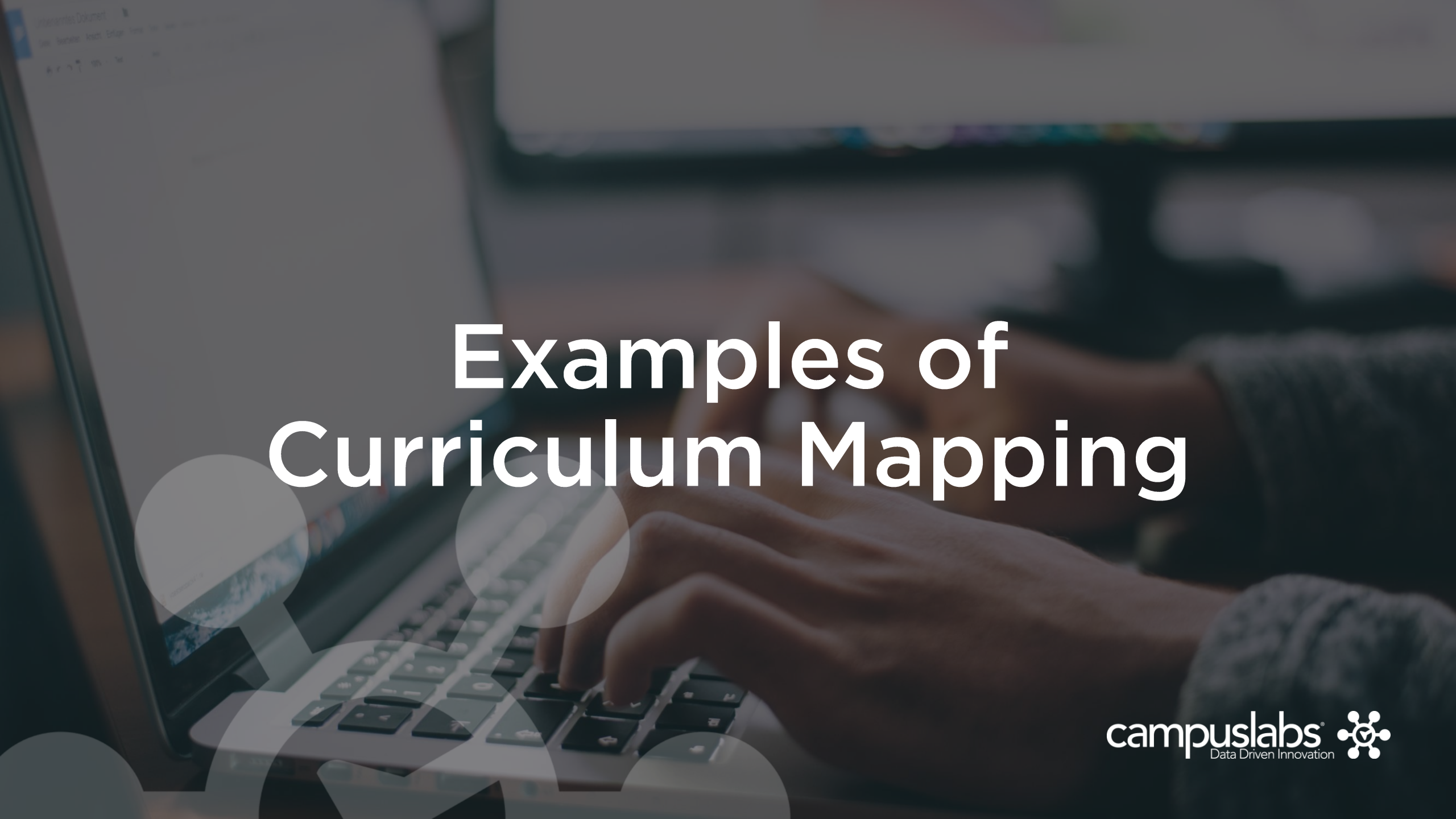
(Adsit., K., Ellis, J., Ford. D. (2014))

How to Create a Curriculum Map

BASELINE



Examples of Curriculum Mapping

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Curriculum Alignment Matrix

Course	Program Objective 1	Program Objective 2	Program Objective 3	Program Objective 4	Program Objective 5	Program Objective 6
100	I					I
120		I				P
200	P		P			P
204						P
300	P		P			
329	D					P
400			P			D
480						
490	D		D		D	D

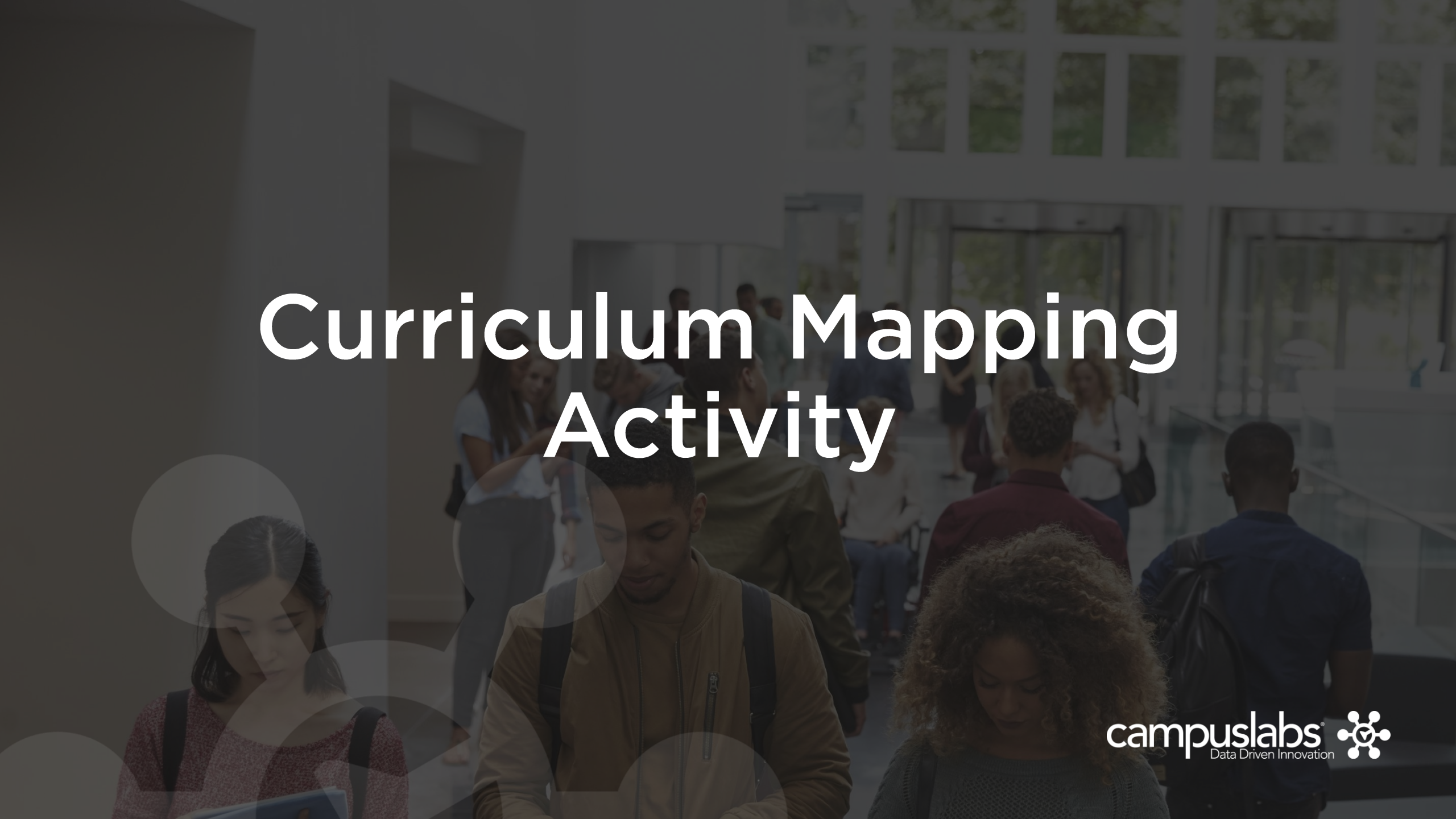
I = Introduced, P = Practiced, D = Demonstrated

Course Alignment Matrix

	Program Objective 1	Program Objective 2	Program Objective 3	Program Objective 4	Program Objective 5
Course Objective 1	B				
Course Objective 2	B	B			
Course Objective 3		B			
Course Objective 4			I		
Course Objective 5			I		
Course Objective 6					
Course Objective 7					

B = Basic, I = Intermediate, A = Advanced

Curriculum Mapping Activity



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What is the next item to consider when creating a curriculum map?

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Aligning Assessments

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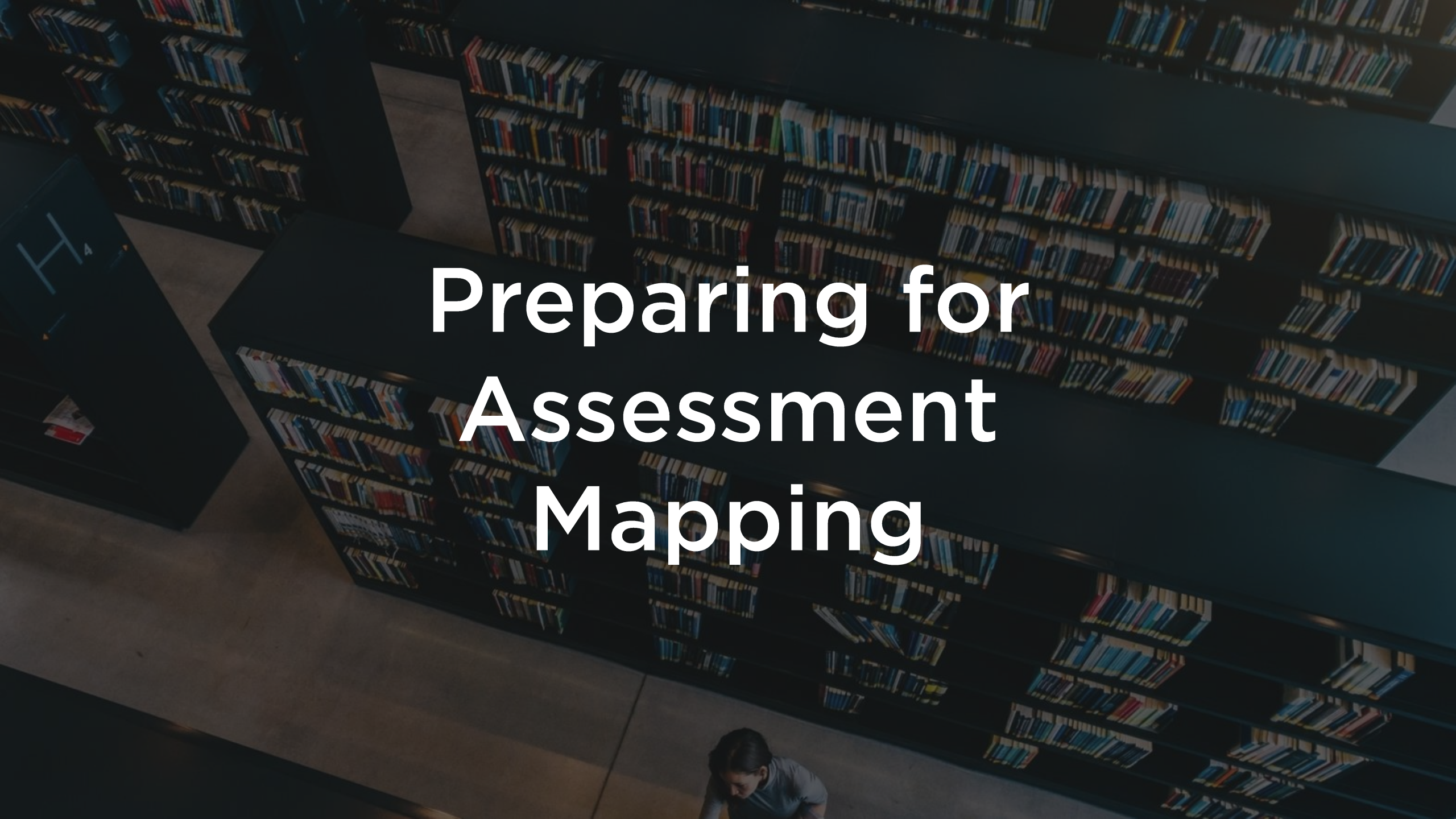
Assessment Map Curriculum Crosswalk

Teacher Leader Standards Specified & Synthesized with Other Internal and State						Rubric for Candidate Assessment				Culm/Comp/Auth Assessment & Applicable Standards					
STANDARD SUBSECTION or INDICATOR LEVEL	KEYPHRASE - CorePhrase (FROM THE STANDARD)	KEY CONCEPT(s) - CoreWord of the STANDARD	SoEL Standards	Mission Student Learning Outcomes	State Educator Standards	1 Needs Improvement	2 Emerging Competence	3 Competence	4 Outstanding	Course 1 - Inquiry	Course 2 - Technology	Course 3 - Curriculum	Course 4 - Instruction	Course 5 - Assessment	Course 6 - Research
										Inquiry-based, Engaging Unit of Study	Technology-Enhanced Lesson Plan	UbD Curriculum Chart	Instructional Bank	Individualized Asseessment Continuum	Action Research Proposal
1A - Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.	work colloboratively to solve problems and make decisions	**collaboration**	D5 Collaboration	1.2 Character Knowledge	6 Professional Environment	The candidate collaborates with peers in an unplanned and random manner, asking questions or providing input as events arise.	The candidate participates in a planned effort to collaborate regularly with peers.	The candidate leads efforts to collaborate meaningfully with peers in a coordinated and pre-planned manner.	The candidate's collaboration efforts yield significant increases in student achievement.	✓					
1B - Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.	effective skills in listening, presenting, discussing	**communication**		1.1 Character Disposition	6 Professional Environment	The candidate's understanding of and effectiveness with communication is developing.	The candidate is recognized as an acceptable or adequate communicator.	The candidate's communication is effective, easily understood and acted upon.	The candidate's communication is not only understood and actionable but also inspirational and motivating.	✓	✓				✓
1C - Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.	facilitation skills to build collective ownership	**team building**		1.3 Character Skills	6 Professional Environment	The candidate has served on a team.	The candidate actively participates on teams that have some success.	The candidate convenes and leads teams of peers.	The candidate builds and leads teams that accomplish their goals well.			✓	✓		

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
Critical Thinking								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
Communication								
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Reflective Paper		IRB/ACUC Proposal	Reflective Paper			Capstone Portfolio
SLO 9: Academic integrity	Class Assignments & Exams	Exams & Term Paper	Class Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper	Exams & Term Paper	Capstone Portfolio

Center for University Teaching, Learning, and Assessment Sample Curriculum Map (Assignments & Embedded Assessments) http://uwf.edu/cutla/ Updated: 24 January 2017



Preparing for Assessment Mapping

Five questions that can help to promote an intentional mapping effort:

1. Purpose: What are we mapping and why? What pieces of the educational environment need to be aligned?

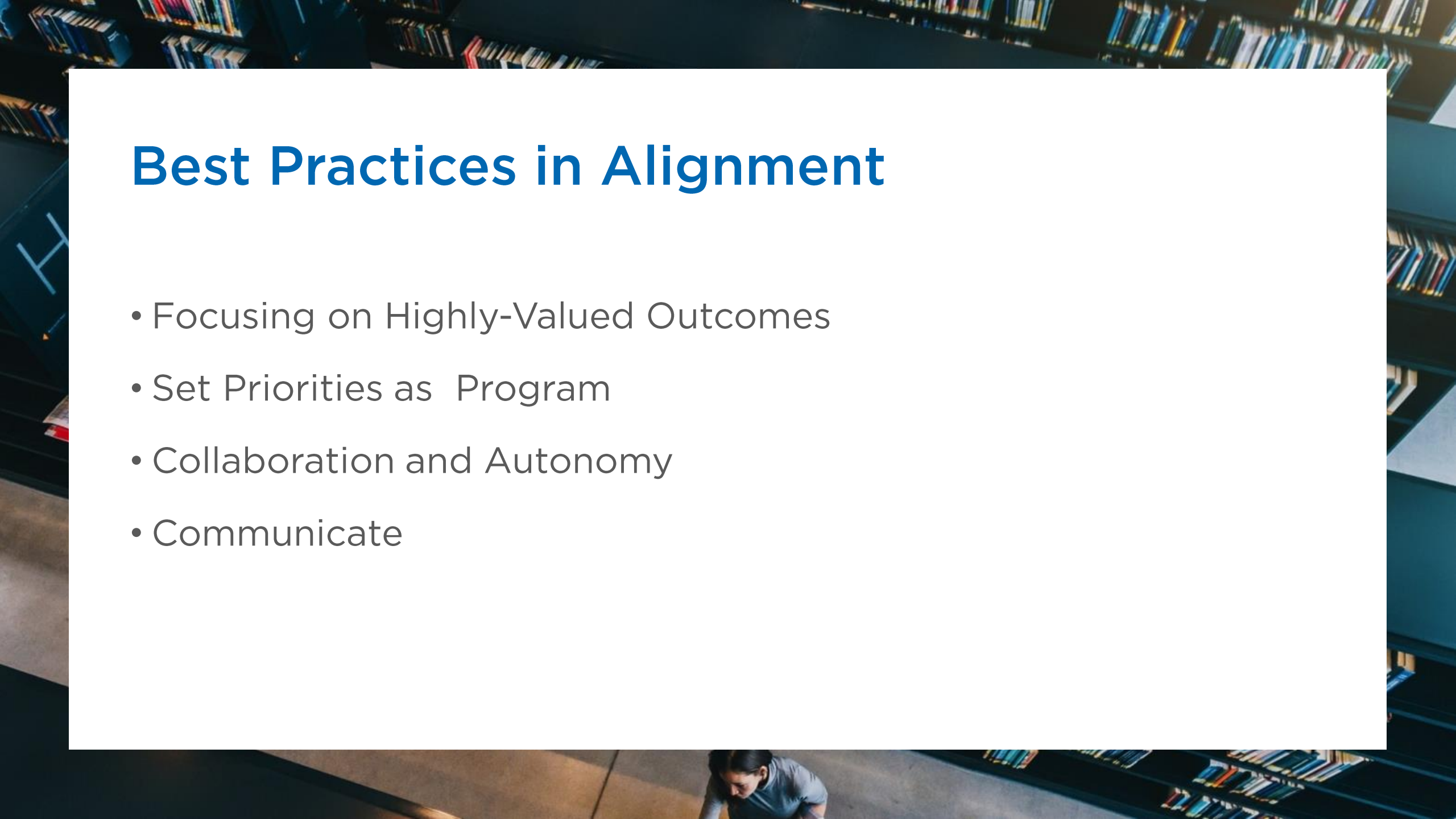
2. Scope: What parts of the learning environment are included or left out by this approach?

3. Participation: Who should be involved in the conversations?

4. Form: How many layers do our maps need to address educational complexity?

5. Limitations: What ways of seeing are we excluding in our maps?

(Jankowski & Marshall, 2017)



Best Practices in Alignment

- Focusing on Highly-Valued Outcomes
- Set Priorities as Program
- Collaboration and Autonomy
- Communicate

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Sample Curriculum Mapping Tools and Development Resources:

Judith Miller, executive director of assessment from UNF has assembled material related to curriculum mapping. Note item 2. Curriculum Mapping (10/23/2009).
http://www.unf.edu/uploadedFiles/aa/oira/assessment/AssessmentMatters/vol%20 1%20no%202%2010%2023%2009%20AM_2.pdf

Southern Connecticut State University SCSU provides some very developed and evidence-based curriculum mapping documents and resources with program-level examples.
http://www.southernct.edu/faculty-staff/faculty-development/curriculummapping.html

University of Hawai'i Describes Curriculum mapping and curriculum matrix: definitions, examples, and best practices. http://manoa.hawaii.edu/ assessment/howto/mapping.htm

University of West Florida's Center for University Teaching, Learning and Assessment On this website, information is available about curriculum mapping with an example. http://uwf.edu/offices/cutla/

Questions?

Thank you!

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