Curriculum Mapping
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Texas A&M University - Commerce
Quality Day, 2019
Agenda

• What is Curriculum Mapping?

• Workshop Time
  • Closer look at your program
  • Examine your syllabus
  • Specific Learning Outcomes (SLOs) with course assignments
  • Assessments

• Bringing it back together whole group

• Debrief

• Questions & Answer time
What is Curriculum Mapping?

• Curriculum mapping is a method to *align instruction* with desired program goals and *student learning outcomes*. It can also be used to explore what is taught and how.
Curriculum Mapping Benefits

The Map:

• Aligns assignments with SLO’s
• View gaps in curriculum
• Authentic assignments
• Drives Assessments

The benefits:

• Communication with faculty
• Autonomy for courses
• Alignment of coursework and program consistency
• Increases student success
Curriculum Mapping Steps

1. Take a close look at your program needs and where you want to begin curriculum mapping.

2. After narrowing your focus to a particular program or portion of your program, organize your course syllabi.
3. Select the course you want to examine and find the Student Learning Outcomes.

Student Learning Outcomes

The learner will:
1. successfully complete 30 hours of Early Field-Experience Observations within classrooms to gain an understanding of elementary teachers and the diversified needs of all learners in addition to ELLs and learners with special needs.
2. be an active and engaged participant in small and whole group discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and field-experience.
3. demonstrate understanding of the course materials through objective examinations and preparing and peer-microteaching, and group interdisciplinary projects.
4. study the process of creating clear expectations and positive classroom management, the processes of designing curriculum and lesson plans, and standards driven rubrics and assessments.
5. become reflective practitioners, by analyzing and connecting with each of the Modules, Teacher standards, PPR (Pedagogy and Professional Responsibilities) competencies, and early field experience by writing learning reflections and applications.
6. become aware of teacher certification requirements, state certification exams, and minimum grade point average to be eligible for internship and residency.
7. begin the application process for admission to teacher education program.

4. Review the SLOs and align them with the course assignments.
# Assessments

## 5. Review your Assessments

### GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

### Assessments

<table>
<thead>
<tr>
<th>Components</th>
<th>Percentage of Your Grade</th>
<th>Student Learner Outcomes</th>
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<tbody>
<tr>
<td>Exams (3) Quizzes (per Module) online in D2L system</td>
<td>45%</td>
<td>SLO 2, 3</td>
</tr>
<tr>
<td>Preparation and Participation in class - Attendance, Preparedness, Professionalism, Leadership, Enthusiasm = APPLE</td>
<td>10%</td>
<td>SLO 2</td>
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<tr>
<td>EFE - completed 30 hours &amp; Paperwork Documentation log</td>
<td>5%</td>
<td>SLO 1, 6, 7</td>
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<td>Evaluation from mentor teacher, Reflection- online form in Tk20</td>
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<tr>
<td>Submit Tk20 Binder by due date</td>
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<tr>
<td>Learning</td>
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<tr>
<td>Reflections/Applications/Activities</td>
<td></td>
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<tr>
<td>- Writing sample</td>
<td>20%</td>
<td>SLO 2, 4, 5, 6, 7</td>
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<tr>
<td>- Module Reflections</td>
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<tr>
<td>- Diversity - All Learners</td>
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<tr>
<td>- Classroom Environment/Management</td>
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<td>- Models of Teaching Jigsaw</td>
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<td>- Technology Applications</td>
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<td>- Application to Teacher Ed. (Tk20)</td>
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<td>- Other daily assignments/activities</td>
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<td>Micro-teaches</td>
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<tr>
<td>- Lesson Planning</td>
<td>20%</td>
<td>SLO 3, 4</td>
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<tr>
<td>- Group Assessment</td>
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<tr>
<td>- Instructor’s Assessment</td>
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<tr>
<td>- Website-compilation of resources</td>
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Organize Your SLO’s

• Use the SLO’s to guide your assignments
  • Review Bloom’s Taxonomy
Workshop

• Let’s get to work!
  • Individually examine syllabi
  • Find your SLO’s
  • Align with your Assignments
  • Assessments
  • Small group debrief
Assessments

• How do you assess based on your SLO's and assignments?
• What assessments do you use?
  • Formative or summative or both?
Share Your finds with small group

- What was your process?
- What changed?
- What did you think of the process of curriculum mapping?
- How will you assess?
Let’s Debrief

• Share whole group
• What was your process?
• What did you change?
  • Why?

• What will you do to change your course?
• Will you change how you assess?
  • Why?
# Curriculum Mapping 101

## Course 101

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assessment</th>
<th>Assignment</th>
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<tbody>
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<td>4.</td>
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Curriculum Mapping 501

Curriculum Mapping Handout

Carnegie Mellon University, Eberly Center: Teaching Excellence & Education
References


Questions ??

What questions do you have for us?