

## **What is the new curriculum requirement for 2020-2021?**

In your course redesign, it is required that you work to build **Visible Learning Maps** for each course you teach.

## **What is a Learning Map?**

Learning maps are organizers that depict the knowledge, skills, and big ideas of your course and/or unit, and the path students will follow to be successful. They can take different shapes but they must communicate your big picture design of a unit/a course and plan for how students will learn what they need to learn.

## **Why do we need to develop Learning Maps?**

As John Medina generalizes from existing research in *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School* (2008), “vision is probably the best single tool for learning anything . . . Put simply, the more visual the input becomes, the more likely it is to be recognized--and recalled.” (p. 233) **Seeing supports learning**. This is especially important for our teaching and learning approach because we are planning for three possible instruction modes at that same time: (1.) face-to-face, (2.) live stream, and (3.) asynchronous. We can no longer count on our proximity to provide needed clarity and support in this complicated system.

## **Who needs to have access to Learning Maps?**

Everyone! Our new teaching and learning framework requires teamwork. Parents, interventionists, specialists, special educators, ed techs, etc. are on the team. Learning Maps will allow us to be strategic in enlisting these invaluable resources to support students by communicating to everyone the learning plan in advance. Clear organization and support in advance should result in more teaching and less managing students.

## **What do Learning Maps look like?**

Learning Maps should be graphically organized and show the Big Picture design and plan for the learning of the course. The below examples do not meet all of the basic requirements, but they are well on their way and show the different formats to organize and communicate

### **[Learning Maps for K-8](#)**

### **Learning Maps for High School**

<b>Google Site:</b> <a href="#">Algebra II</a> <b>Sutori:</b> <a href="#">9th Grade Social Studies</a>	<b>Google Doc:</b> <a href="#">Marine Service Tech</a> <b>HyperDoc:</b> <a href="#">Geometry</a>
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## **Do course Learning Maps need to be identical across teachers?**

Not exactly. You will have different students in front of you in each course and you should respond to their needs. However, we are going to be strategic in the way we assign support staff. For example, Ed Techs will be assigned to courses now, not just students. We do not want

them to have to learn entirely new material, expectations, routines, technology, etc. across the same course. That would defeat the purpose of being strategic in the first place.

### **What are the basic requirements for a Learning Map?**

1. **Be visible.** Learning Maps should be easy to see and access. They should originate from a single link on our school's teacher learning portals on the MDIHS website. You can use different tools to develop your Learning Maps: Google Sites, Sutori, Google Slides, or even a Google Doc (the simplest but most limited). *This can not be something that gets lost in an e-mail or in the thread of Google Classroom.*
2. **Be created in advance.** You may be already telling your students what will be learned and what they will need to do to be successful face-to-face, via streaming, or asynchronously, but this communication needs to extend beyond to include all other learning supports. *We need to move away from delivering content and instructions along the way.* Much of our Special Education work requires that we pre-teach so students may be successful in classes alongside their peers, rather than behind their peers catching up. This does not mean that you can not adjust the plan as needed. We will continue to be responsive to our students.
3. **Chunk.** The Learning Map should break down the steps students need to take: key prep & practice, routines, direct instruction, collaboration, consolidation, and assessments. Again, you will add/subtract as needed to respond to your learners. See [Element 1: Content](#), [Element 5: Clarity](#); and [Element 7: Consolidation](#) for ideas of how to do this.
4. **Connect the Dots.** The big picture should include the course standards and greater meaning behind the course. The Learning Map should show how the dots are connected. Another important point from John Medina, "The most common communication mistakes? Relating too much information, with not enough time devoted to connecting the dots."
  - a. How does each chunk of activity help students meet the big picture?
  - b. How will this help them be successful in summative assessments?
  - c. Why should the students care?
5. **Direct Support.** We usually enlist support when we notice students are falling behind. *This kind of teaching will require that we anticipate student misconceptions and plan ahead how to strategically leverage supports in the sequence of instruction.* This could include
  - a. incorporating parents, ed techs, and case managers in google classroom notifications and communicating your routines
  - b. scheduling 1-1 coaching with interventionists
  - c. partnering with the librarian, and/or
  - d. planning another way of looking at the material with special educators/ed techs.

**\*Remember, as you build your Learning Maps, consider how you will incorporate strategies that support building a [Vibrant Learning Community](#).**