# GSN Curriculum Development & Mapping Protocol

## PURPOSE

*To support districts, schools, teachers to develop (or refine) a relevant and effective Curriculum Mapping Process that supports teaching and learning of grade-level and graduate competencies aligned with system-wide standards.*

## GSN NORMS

- Focus/start where the district or school is now
- Understand that schools frequently apply "programs" as their curriculum and often allow these to drive their scope, sequence and instruction
- GSN's role is to come alongside district and school staff in supporting selection and application of available tools and models to boost effectiveness and long term impact of teaching and learning
- Facilitate identification of relevant, available resources and coach towards effective application of these to achieve client's articulated desired result

| Phase | Guiding Questions | Process | Tools and Resources |
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| I. Discovery & Review | 1. What examples can you share of your current mapping process?<br>2. What is working?<br>3. Where are the gaps?<br>4. What common resources exist in your district (or school) to support this process<br>5. Who are the experienced experts that can infuse their knowledge, | GSN facilitates document review, Leader team and stakeholder interviews, focus groups and surveys. | Data capture, analysis and summary tables, surveys, interview questions, project folder(s) |

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| | skill, and experience into our plans? | | |
| II. Establish Process, Ownership, and Consensus | 1. What did we learn? <br> 2. What documents and data will most effectively inform this process? <br> 3. What is our collective desired result? <br> 4. What role will GSN, Leadership, Staff, and other Stakeholders serve in this process? | GSN share-out of Discovery data and facilitates collaborative discussion informed by guiding questions. GSN creates a DRAFT Curriculum Mapping plan and guides processes described in this phase until consensus is established | GSN Resource Bank of Sample Curriculum Maps (CDE and other state and institutional models) |
| III. Select, Define, or Design Deliverables (Refine MOU) | 1. For what purpose and how will each stakeholder group apply these maps to their practice? <br> 2. Will we use or adapt an existing template? <br> 3. What final form will our Maps take? <br> 4. Who will populate map content? <br> 5. By what processes (communications, training, guidance, accountability measures) will our maps be scaled across our system? | Depending on the extent to which GSN has been asked to participate (MOU), GSN will facilitate collaborative discussions towards consensus and ensure outcomes are written, communicated clearly and consensus is reached. | CDE Tools and Resources <br><br> Sample Instructional Units <br><br> Blank Lesson Plan Guide |

| IV. Implementation. | 1. Where will we start? 2. What is our timeline? 3. What checkpoints will ensure project fidelity and success? 4. How will we preserve and maximize current curriculum, assessment and instructional expectations and norms? 5. How will we infuse current staff expertise, and maintain teacher voice and ownership throughout the process? | GSN facilitates and codifies incremental outcomes through the creation, implementation and progress monitoring process. GSN supports alignment to and adaptation of the work plan in accordance with system needs and client/GSN MOU | |
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| V. Progress Monitoring | | Staff and student surveys, coaching and mentoring informal feedback, walkthrough observations | |