



## FACILITATOR GUIDE TO DIARY MAPPING

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### Facilitator Introduction

Thank teachers for being on time and ask them to sign in

Tell them about yourself: *My name is \_\_\_\_ . I am a \_\_ grade, \_\_\_\_ teacher at \_\_\_\_ . This is my first time facilitating and your first time doing this; so if we work together we should be just fine.*

### Participant Introduction

Go around the room, everyone introduces themselves.

### Purpose and Ground Rules

Today we are going to be taking a very, very detailed inventory of our \_\_\_\_\_ instruction. We will be reviewing a LONG list of instructional content that is written in easy to understand language. The list was created by Dr.Heather Driscoll, content-area experts, and over 1,000 educators. It is much more detailed than the NECAP or Common Core standards and it is this level of detail that has made all the difference. Please know that the reporting we do today will be anonymous and *will not* be used as part of your teacher evaluation process.

Other grade-level teams will also be meeting throughout the building to take an inventory of their instruction using the same list of content. During this process we will all be using the same ground rules:

1. Everybody has a voice.
2. Honestly report what you do... *not what you think you should do.*
3. No judgments...we are in this together!
4. Take care of yourself by moving around, eating, drinking, and taking breaks, as necessary.
5. We are documenting a baseline of instruction in the SAU, so the lowest score trumps all.
6. Group scores are used to preserve individual anonymity; *participants* need to preserve individual anonymity by not attributing concerns and comments shared in this meeting. ("Vegas rule")

## Meeting Roles

I am going to need a few volunteers to help us out today:

1. Minutes – needs pen and paper – not like traditional understanding of minutes
2. Timekeeper/cheerleader – monitors energy of the group, suggests quick breaks as needed.

## So, let's jump in...

Today you will be commenting on the extent to which you have traditionally taught a number of specific skills. You will do this by calling out the number that best represents your own instruction during a typical school year.

0 means you don't typically teach it

1 means you introduce/mention it at some point

2 means students are practicing it

3 means students can demonstrate the skill independently

(terminology matters, at least 85% of your class...or 70% mastery in classes of 10 or fewer students)

4 means students come into your class *already demonstrating* the skill (refresher permitted)

Give it a second to sink in, answer burning questions, and then go through it again without any elaboration:

0 : you don't teach it

1 : you introduce/mention it

2 : students are practicing it

3 : they've got it

4 : they had it coming in

*Because we are trying to get a baseline, I will be recording the lowest number that I hear. **This is in no way intended to limit your individual instruction.** The resulting map will document what receiving teachers can minimally expect from the previous year of instruction.*

*You are going to have questions, but I think at this point the best thing to do is to get started. As long as you understand the scoring key, we can answer the rest of your questions as we go. (game analogy: could read directions all day or get an overview and start playing)*



### **While mapping**

*WOW! Keep up the great work!*

*Boy, you teach a lot in \_\_ grade!*

### **After mapping**

*CONGRATULATIONS! You have just completed a \_\_\_ screen inventory of your enacted curriculum...in only \_\_\_\_ hours!!! Phew. Great work!*

*It is time to head to the \_\_\_\_\_ for a quick meeting to better understand how our grade-level instruction fits together. When we get together next time, we will be taking a look at and how the standards coincide with our grade-level instruction. Thank you again for all of your hard work!*