

TRAINING & PD SERVICES



Rubicon
Atlas

Welcome to
Atlas Training

With Elizabeth Worlein

ATLAS TRAINING SERVICES

Summer
2015
Curriculum
Work

For all Atlas Questions
atlas@rubicon.com
+1 503-223-7600



Elizabeth

eworlein@rubicon.com





Objectives

Curriculum Investigations:
Explore reports in Atlas

Refine our approach to
utilize Atlas with schools &
districts, including goals

Supported work time to
prepare your curriculum
toolkit

Workshop Basics

This is YOUR time—
share your thoughts,
ideas, and questions



I am here to help!



Objectives

Curriculum Investigations:

- Review the template
- Set up courses
- Explore reports in Atlas

Our Reasons For Mapping



TIME



CONNECT



REFLECT



TIME

*"I need all of my
resources in one
place."*



Search

- Where can I find resources on _____?
- Where was that one website/file link for _____?
- I need to ask my colleague about _____.
- Based on recent data, my students need to review _____.
- As a school, we are focusing on improving _____.



Figure 1. Keyword in the Search Tab

Are we speaking the same language?

[Telling Time](#) > (Week 35 - Week 38)

Standards & Benchmarks: ... 2.MD.D. Represent and interpret data. 2.MD.D.10. Draw a picture **graph** and a bar **graph** represent a data set with up...


Resources: Harcourt Brace, Math Advantage, 1998, Level 3 Clock manipulatives, games,...

 [Telling Time Worksheets:...](#) **Graph** Paper **Graphing** Greater / Less Than Hundreds Chart In and Out...

[Math 2](#) ; [Collaboration](#); Elementary School; **Grade 2**; Mathematics

[Writing: Opinion](#) > (Week 29 - Week 33)

Learning Activities: ... perspectives) about their current beliefs on an issue and create a **graph** to see patterns in people's mention these d...

[English 2](#) ; [Collaboration](#); Elementary School; **Grade 2**; English Language Arts

[Everyone is an engineer](#) > (Week 13 - Week 15)

Assessment: ... <http://www.instructables.com/id/Paper-Cup-Anemometer/> Anemometer **Graph** Formative : Performance: L will gather data...

Technology Integration: Learning Management System Students will use Excel to make a **graph**

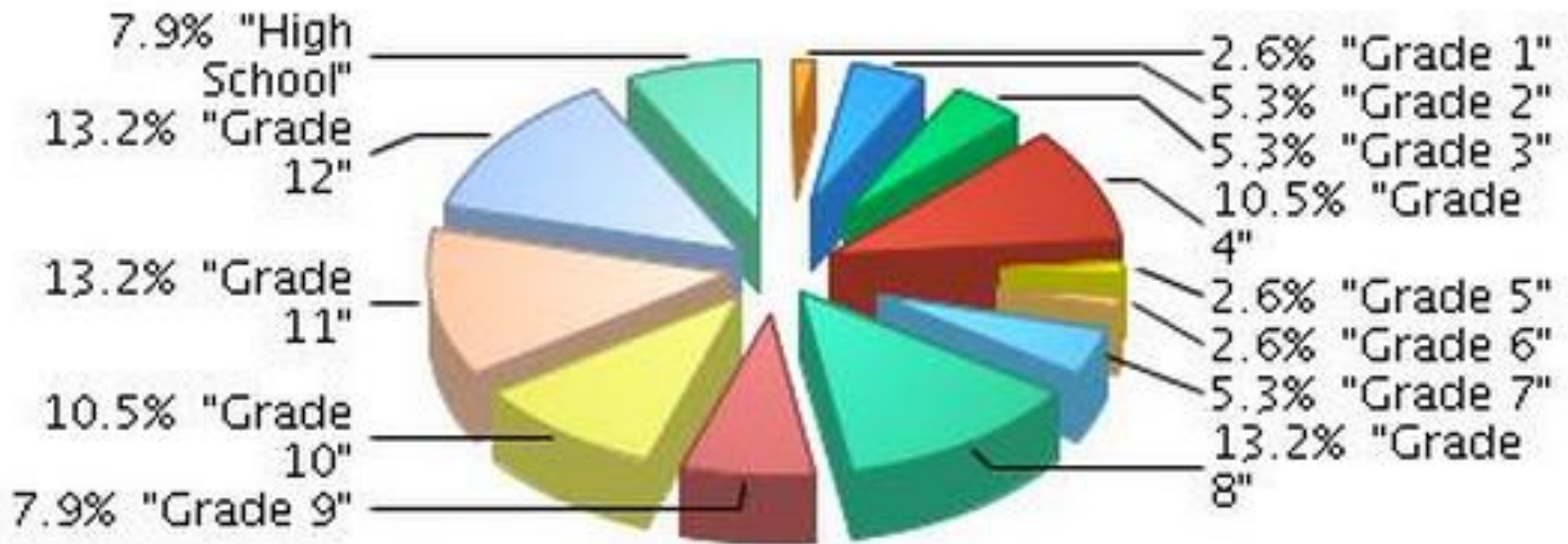
[Science 2 \(HQ\)](#); [Professional Development, Rubicon](#); Elementary School; **Grade 2**; Science

[Why do I want all of this stuff?](#) > (Week 28 - Week 32)

Assessment: Needs & Wants **Graph** Formative : Project: Visual Arts Students will create a **graph** of...

[Social Studies 2](#) ; [Collaboration](#); Elementary School; **Grade 2**; Social Studies

Figure 2. Pie Graph in the Search Tab.
How might we discuss this report
in a curriculum meeting?



Standards & Assessment

- Which standards apply to my students?
- Where can I find _____ in the standards?
- Which standards have I targeted?
Not targeted yet? Assessed?
- Do I provide students with a mixed variety of assessments?



Figure 3. Choosing Standards from the Develop tab

The screenshot shows a web interface for selecting standards. On the left, there are two buttons: "Search Standards" and "Browse Standards", both circled in blue. Below "Search Standards" is a text input field with the placeholder "Enter a search term" and a "Go" button. Below "Browse Standards" is a list of standards: "NGSS: Science Performance Expectations(2013)", "NGSS: Grade 5", and "5.Matter and Energy in Organisms and Ec". On the right, a "Filter Standards" dropdown menu is open, also circled in blue. The menu options are: "Standards Targeted by other Teachers who teach this same Course", "(Choose a Filter)", "Standards Targeted in this Course" (highlighted in blue), "Standards not Targeted in this Course", "Standards Targeted but not Assessed in this Course", "Standards Targeted in this Course by the end of this Unit", "Standards Assessed but not Targeted in this Course", and "Standards Targeted by other Teachers who teach this same Course".

NGSS: Science Performance Expectations(2013)

NGSS: Grade 5

5.Matter and Energy in Organisms and Ecosystems

Performance Expectations [Show details](#)

In this Course...

5-PS3-1. Use models to describe that that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Show details](#)

Targeted  (1)
Assessed  (1)

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Show details](#)



Targeted  (1)
Assessed  (1)

Figure 4. Standards Analysis from the Reports Tab

How would you like to view your results?

ect: CCSS: ELA & Literacy in Reading, Language, and Speaking/Social Studies, Science, & Technical Subjects K-5

results by: Show Empty Rows

	Subject ▲	Grade/Course	Targeted Standards	Assessed Standards	Targeted Standards Not Assessed
<input type="checkbox"/>	CCSS: ELA & Literac...	CCSS: Kinderga...	28/81 (35%)	20/81 (25%)	<u>8</u>
<input type="checkbox"/>	CCSS: ELA & Literac...	CCSS: Grade 1	22/58 (38%)	22/89 (25%)	<u>12</u>
<input type="checkbox"/>	CCSS: ELA & Literac...				<u>27</u>
<input type="checkbox"/>	CCSS: ELA & Literac...				<u>4</u>
<input type="checkbox"/>	CCSS: ELA & Literac...	CCSS: Grade 4	57/95 (60%)	26/95 (27%)	<u>31</u>
<input type="checkbox"/>	CCSS: ELA & Literac...	CCSS: Grade 5	72/97 (74%)	8/97 (8%)	<u>64</u>

Click gray portion to view list of targeted standards.

Click white portion to view list of standards not targeted.





CONNECT

"I want to make connections for my students."

Vertical Alignment

- I teach _____ (grade).
How do I prepare students for the next grade?
- How does the curriculum spiral above and below grade levels?
- How do we build upon the skills our students already have?

Horizontal Alignment

- I teach _____ (subject).
How can I collaborate with other departments?
- How do students draw connections between their different courses?
- How do we create more interdisciplinary units?
- Do we have any gaps or overlaps?














<p><i>Elementary School</i> Grade 1 <i>English 1 - Reading/Writing Workshop</i> 2014-2015 <i>Carlton, Susie*</i></p>	<p><i>Elementary School</i> Grade 2 <i>English 2</i> 2014-2015 <i>Richards*, Don</i></p>	<p><i>Elementary School</i> Grade 3 <i>English 3</i>  2014-2015 <i>Collaboration</i></p>
<p>Reading: Launching the Reading Workshop </p> <p> (Week 1 - Week 5)</p> <ul style="list-style-type: none"> • Listen during a mini-lesson: listeners make eye contact, quiet hands, give speaker your attention, listening ears • Choose reading spots • Sit with partners (back to back, knee to knee, hip to hip) • Turn and Talk: make eye contact, give speaker attention, take turns talking • Use appropriate voice level • Determine what to do when a reader thinks he/she is done • Seek teacher help when appropriate • Use the cover • Choose books that interest the reader • Utilize "book bags"/folders • Obtain and replace book bags/folders in special spots • Use pictures to retell familiar stories to partner • Wonder about parts of books 	<p>Reading: Launching Reading Workshop </p> <p> (Week 1 - Week 6)</p> <p>Understand and follow the routines of reading workshop</p> <p>Listen actively during a mini-lesson</p> <p>Read during independent reading time</p> <p>Listen and discuss reading during a reading conference</p> <p>Demonstrate the ability to locate, choose and care for books</p> <p>Choose a book that is "just right" based on:</p> <ul style="list-style-type: none"> • interest • difficulty 	<p>Reading: Launching the Reading Workshop </p> <p> (Week 1 - Week 5)</p> <p>Follow classroom system for using books and materials</p> <p>Find books and materials quickly</p> <p>Choose a comfortable reading spot</p> <p>Practice active listening during the mini-lesson</p> <p>Record books read in Reader's Notebook</p> <p>Respond reflectively to reading (questioning, paraphrasing)</p> <p>Talk about self as a reader</p>

Figure 5. Vertical Scope & Sequence. How do English Skills spiral across K-12?

Lower
Grade 4
4th Grade Math (C) 
2013-2014
Collaboration

Lower
Grade 4
4th Grade Science (C) 
2013-2014
Collaboration

Lower
Grade 4
4th Grade Art (C) 
2013-2014
Collaboration

Lower
Grade 4
4th Grade Music (C) 
2013-2014
Collaboration

- Mexican Folk Art
- Chorus II
- Recorder I
- Unit 1 Factors, Multiples & Arrays: Inv. 2
- Halloween Performance
- Unit 1 Factors, Multiples & Arrays: Inv 3
- Sound
- Tone Chimes
- Holiday Performance

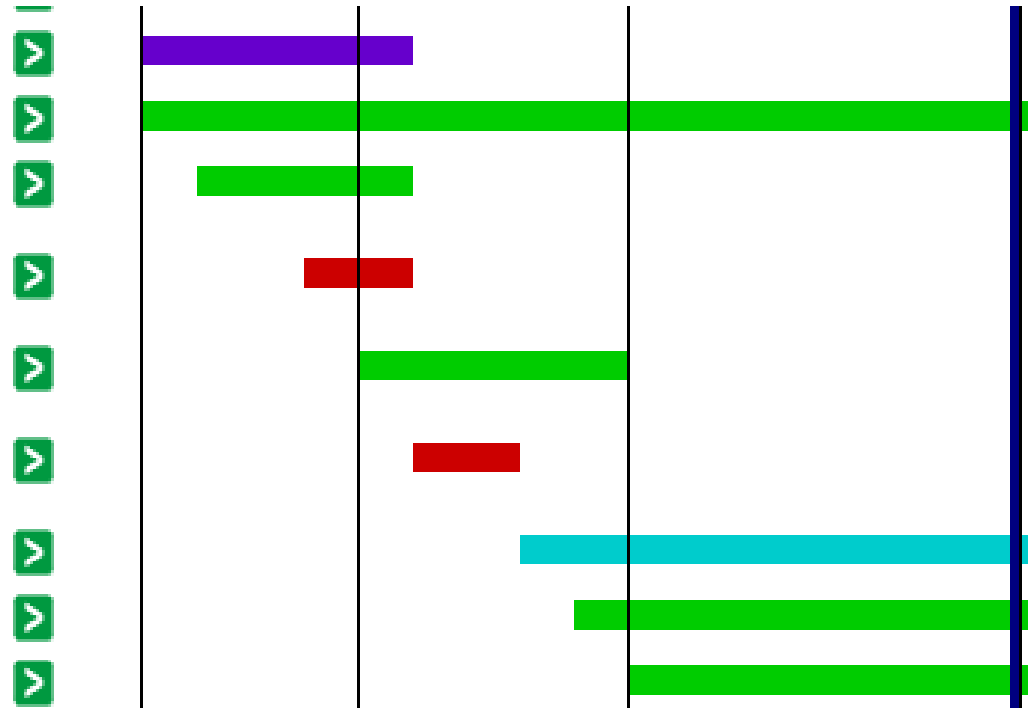


Figure 6. Comparative Unit Calendar (horizontal). Can you spot any STEAM connections for the Grade 4 team?



REFLECT

Where do I go from here?



Objectives



Refine our approach to utilize Atlas with schools & districts, including goals

What are our goals?



ATLAS TRAINING SERVICES



Read the blog & think about:

- What resonates with you as a consultant?
- What would resonate with the districts you work with? How can you best support them?





Objectives

Prepare your curriculum
toolkit

What resources did you wish you had when creating your first unit?
What do you want to make for your team?



Is there anything else your team needs?

- For example...

- Mission Statement

- PD Calendar

- Vision and Timeline

- Strategic plan

Make a note- we will have more time tomorrow!

A tablet is shown on a dark wooden surface, displaying a calendar application. The calendar is in a monthly view, showing months from February to December. A semi-transparent dark grey box is overlaid on the right side of the tablet, containing text and a bulleted list. A laptop keyboard is visible in the upper right corner of the image.

Now that we have looked at reports....

- How could your team use these? During PLCs or other meetings?
- Would a template for capturing meeting notes be helpful?

Check out our Blog post for samples!

Reflections

Please share your thoughts and feedback with us!



Thank you
for your
time!

Twitter: #rubiconpd @rubiconatlas
Facebook: RubiconInternational

For all Atlas Questions
atlas@rubicon.com
+1 503-223-7600



Elizabeth

eworlein@rubicon.com

ATLAS TRAINING SERVICES

