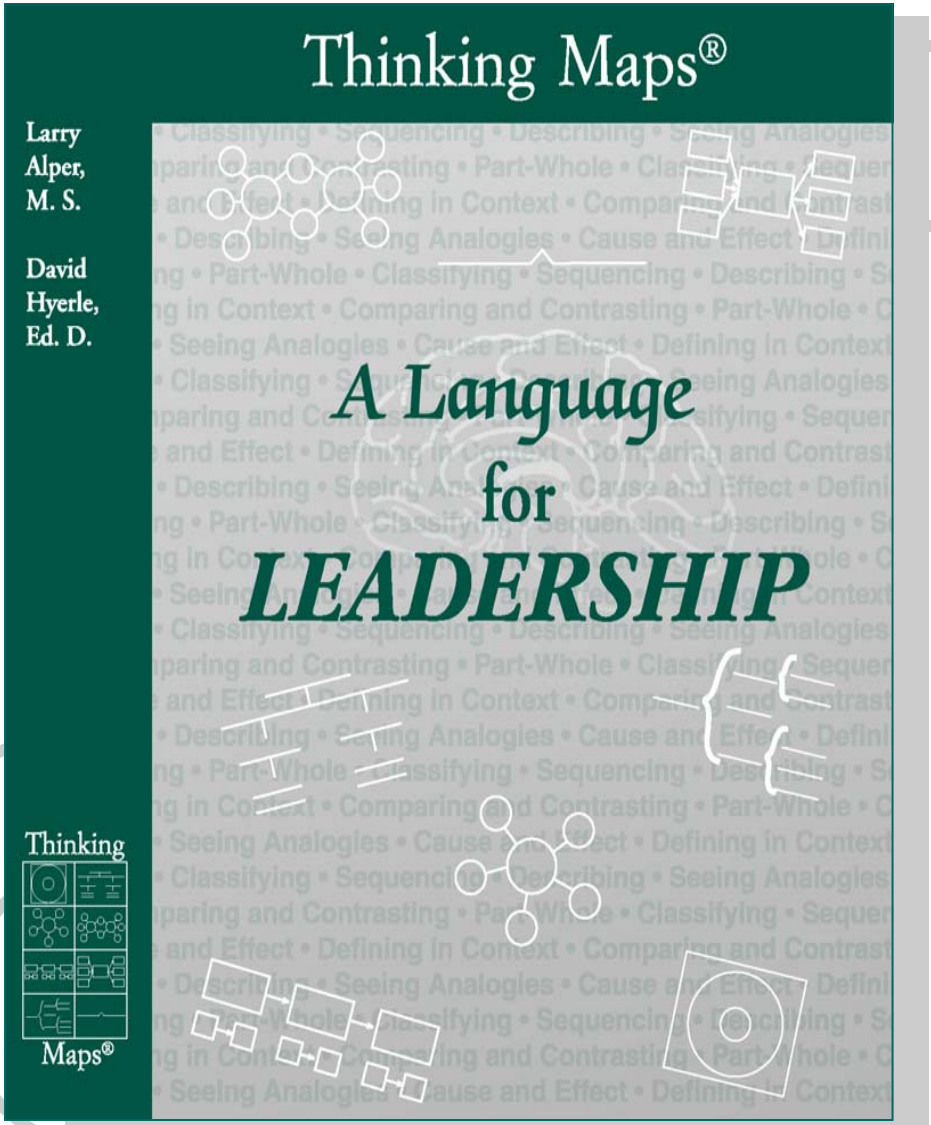
Thinking Maps® Leadership Preview Packet



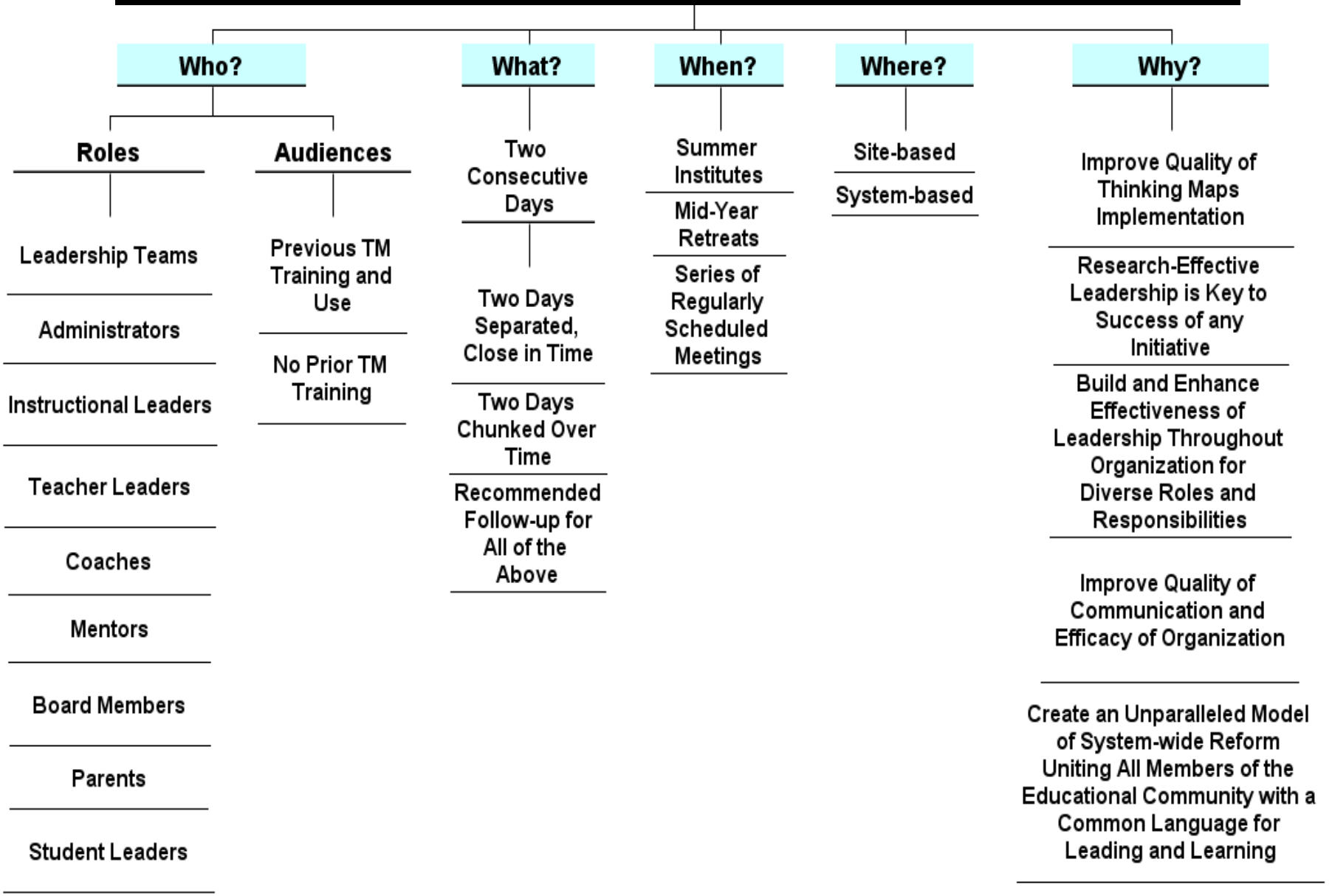
Packet Includes:

- Overview of *A Language for Leadership* manual
- Training design for School Leaders and School Leadership Teams
- Practical ideas and examples for guiding successful Thinking Maps®

Thinking Maps® INCORPORATED

For more information contact us at 1-800-243-9169,
Visit our Website, www.thinkingmaps.com, or Contact your Local Representative

Thinking Maps®: A Language for Leadership



Thinking Maps®: A Language for Leadership

- Learn how to integrate ***Thinking Maps®*** into a full range of school leadership activities including: daily communication; newsletters to parents and staff; facilitation of school-wide, grade level and content area meetings, parents workshops, data analysis and site-based decision making; and "coaching" of other colleagues, importantly, participants focus on how to facilitate, assess and sustain ***Thinking Maps®*** implementation in their schools, and/or among their program or department.

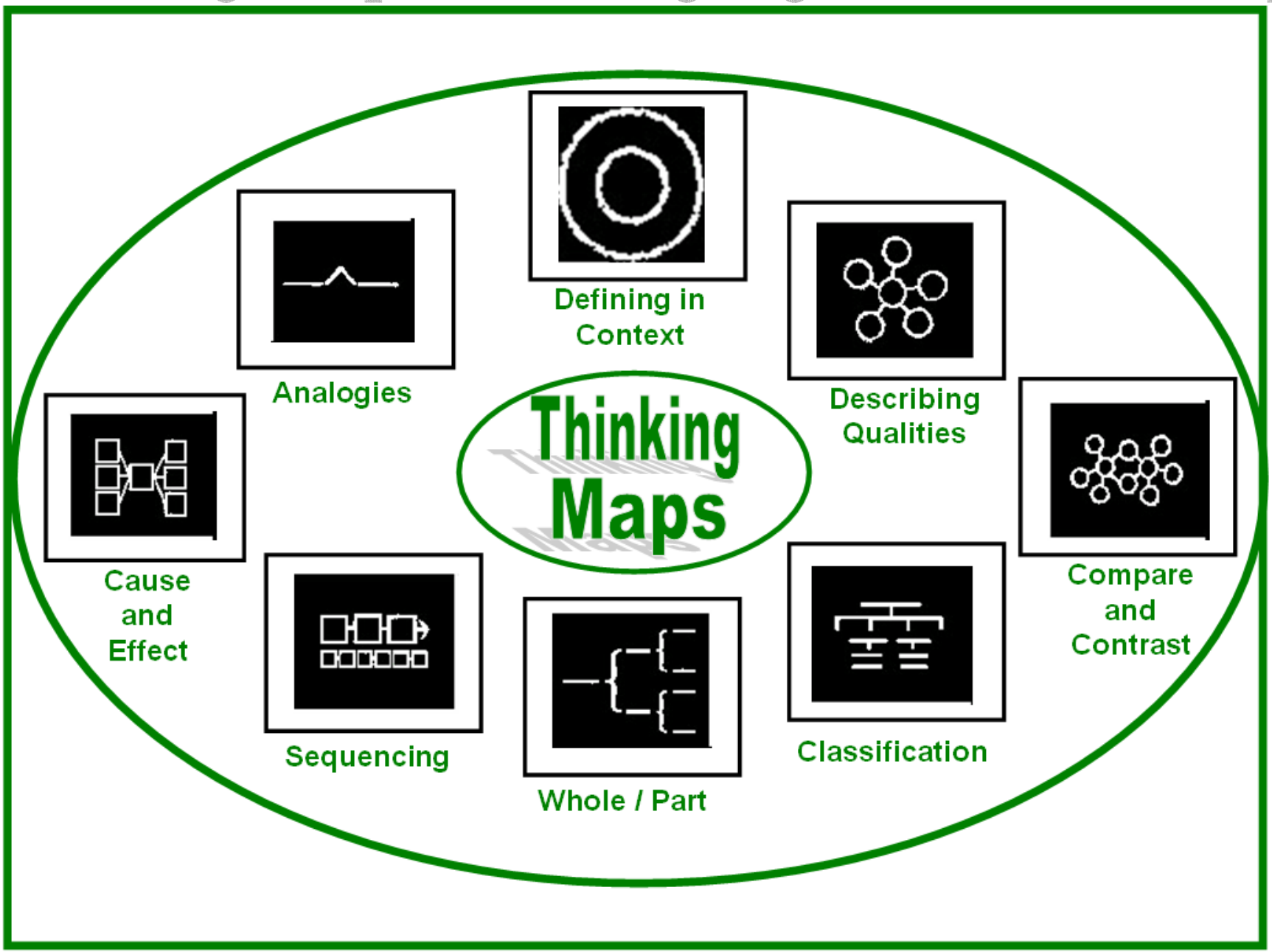
- Learn how to introduce, support and use ***Thinking Maps®*** with colleagues as a common visual language and means for managing overloads of information and for addressing often complex and nonlinear problems which require gathering, organizing, evaluating and communicating ideas.

- Learn how ***Thinking Maps®*** can be used to draw out frames of mind, multiple points of view and mental models from a range of stakeholders and across diverse populations. Workshop participants learn how to enable other school-organizational members to see each other's thinking, resolve differences and implement sustainable solutions. Thus, ***Thinking Maps®*** can become a kind of "glue" for bringing people together across the school and to help create coherence in both the culture and the instructional program.

- Learn how ***Thinking Maps®*** can be use as collaborative tools that make thinking and problem solving explicit, efficient, and effective in classrooms. Workshop participants will leave this seminar with a clear vision of and strategies for how these ***Thinking Maps®*** tools can improve leadership and learning among all...across the whole school as a professional learning community.

Lead Author: Larry Alper, M.S.
Along with David Hyerle, author of *Thinking Maps®: Tools For Learning*, Larry Alper is Co-Director of Designs for Thinking. In the last four years fo this 18 year career as an elementary school principal in Brattleboro, Vermont, Larry facilitated the successful implementation of Thinking Maps®, Thinking Maps® Software and *Write...from the Beginning*. He also investigated how he and his colleagues could use Thinking Maps® as collaborative tools for building leadership capacity. This process led him to co-author the guide and training, *Thinking Maps®: A Language for Leadership*. Contact Larry at lalper@sover.net.

Thinking Maps®: A Language for Leadership

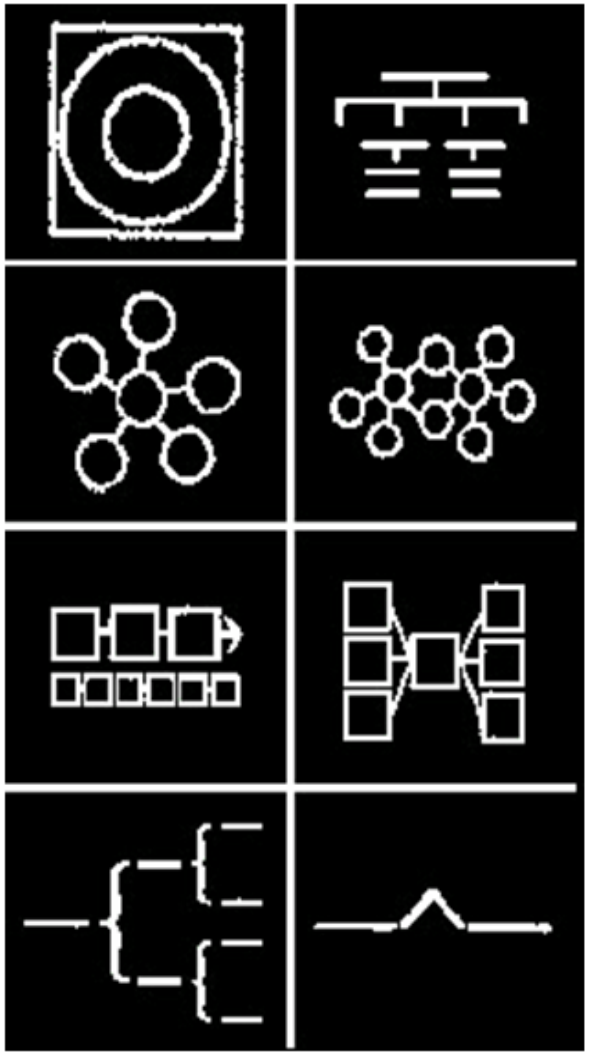


Leading and Learning

Purpose:

Using

Thinking Maps®



As a **common visual language** in your learning organization for

Applying and improving thinking processes,

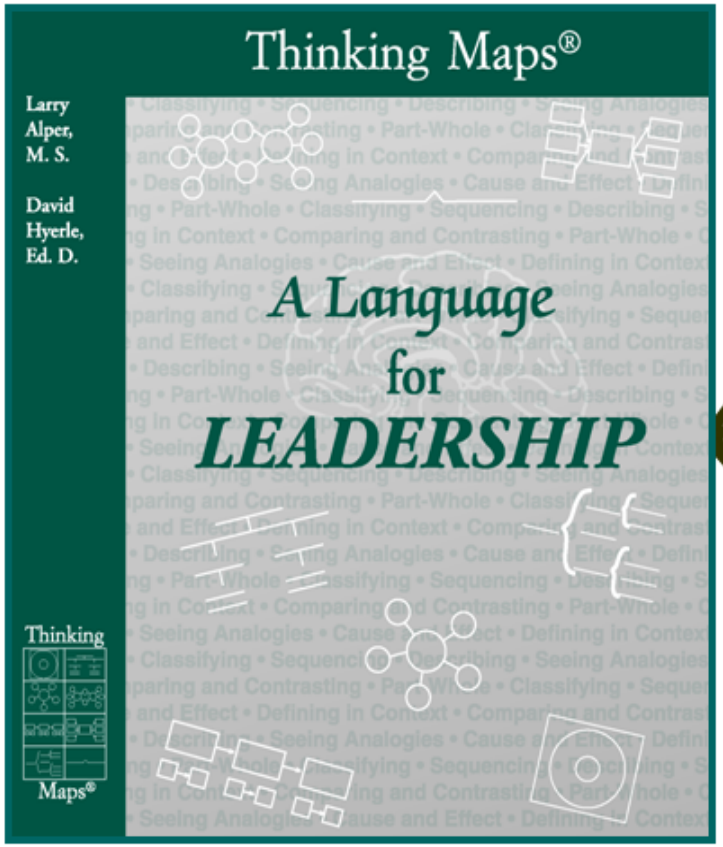
Communicating ideas and points of view,

Generating sustainable solutions and

Assessing progress over time.

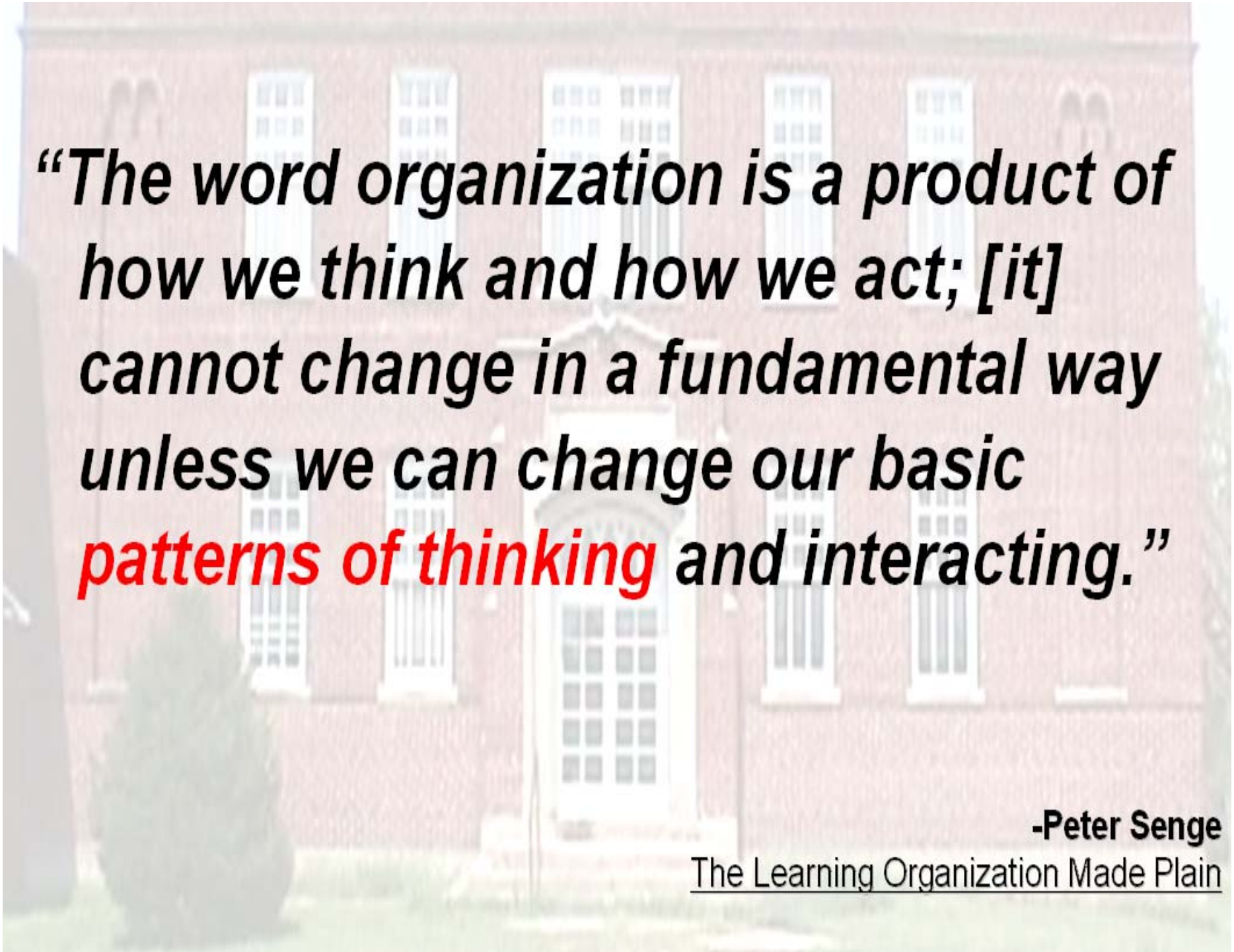
Outcomes

At the end of this training you will be able to use:



- Implement Thinking Maps across the school for increased student achievement.
- Build personal and professional fluency with thinking processes.
- Facilitate organizational change processes and student achievement.
- Facilitate communication, problem solving, and decision-making across a range of leadership areas.

Table of Contents



Sample Section 2: Learning a New Language

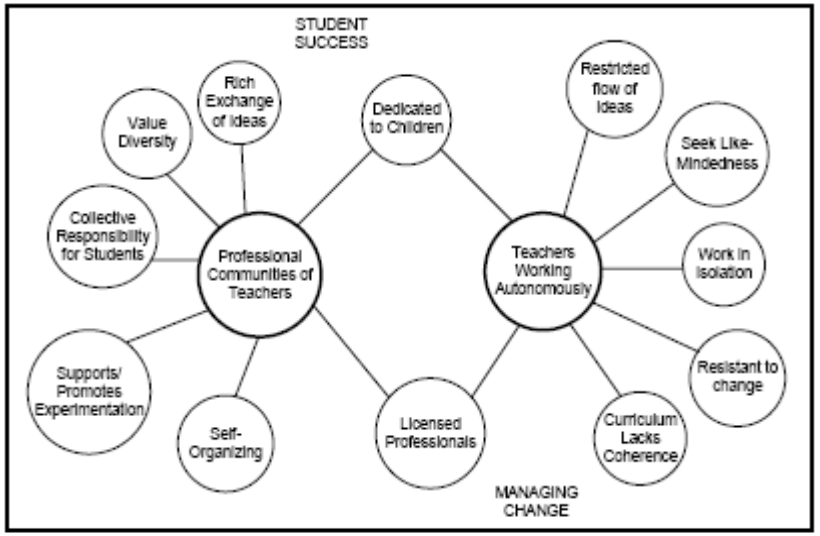
Double Bubble Map for Comparing and Contrasting

Example

Drawing on the work of Michael Fullan and others, a school began a conversation about the concept of being a Professional Community and the implications that had for promoting student success and managing change. To help them more fully appreciate the value of this concept, the staff used a Double Bubble Map to compare professional communities of teachers to those situations where teachers work autonomously.

Questions such as "How are we more like one than the other?" and "What do we need from each other in order to develop as a professional community?" enabled the staff to use the Double Bubble Map as a reflective tool to facilitate critical thinking, group learning and systemic change.

Figure 2-12



Double Bubble Map for Comparing and Contrasting

TRY THIS!

Think of a colleague you are currently coaching. Recalling your last two observations of her work, use a Double Bubble Map in response to this question: How were student engagement and thinking the same or different in these two observations? You may use the Frame to identify and reflect on these and any other goals that this person has set for her professional development this year.

How might you use this process to coach your colleague in analyzing her teaching practices?

Notes

MEETINGS

PLANNING

SITE-BASED DECISION MAKING

PARENT CONFERENCES

CONFERENCES

BOARD MEETINGS

DISCIPLINE

SCHEDULING

BUDGET PROCESSES

PARENT GROUPS

MEDIA

DRUG EDUCATION

CHARACTER EDUCATION

MULTI-CULTURAL AWARENESS

CONFLICT RESOLUTION

Reflection...

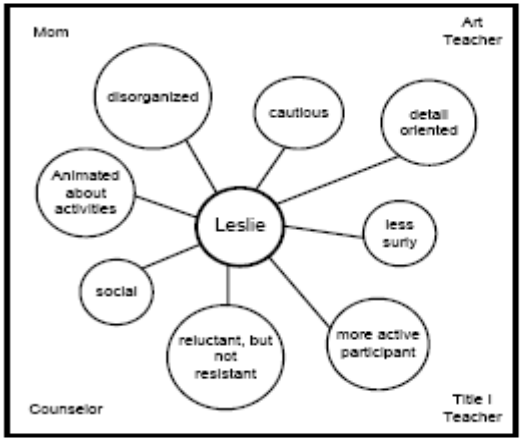
Double Bubble Map for Comparing and Contrasting

Sample Section 3: Communicating with a New Language

Collaborative Meetings: Examples

Small Group Example: A Student Review Team Meeting to Review Progress
Stage 2: Current Status

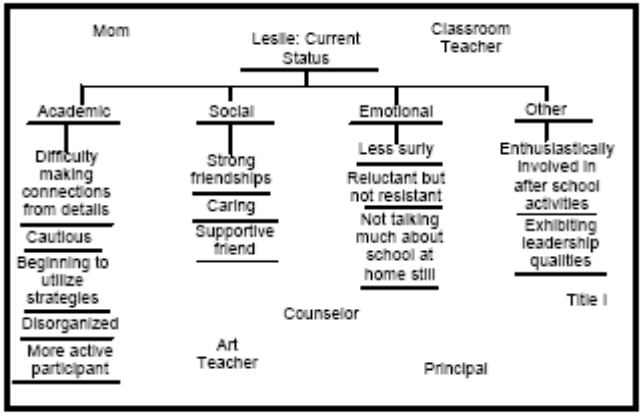
Figure 3-12



Including input from all participants provides for a more comprehensive view of the Student.

Guiding Question: What have we observed about the student academically, socially, emotionally since the last time we met?

Figure 3-13

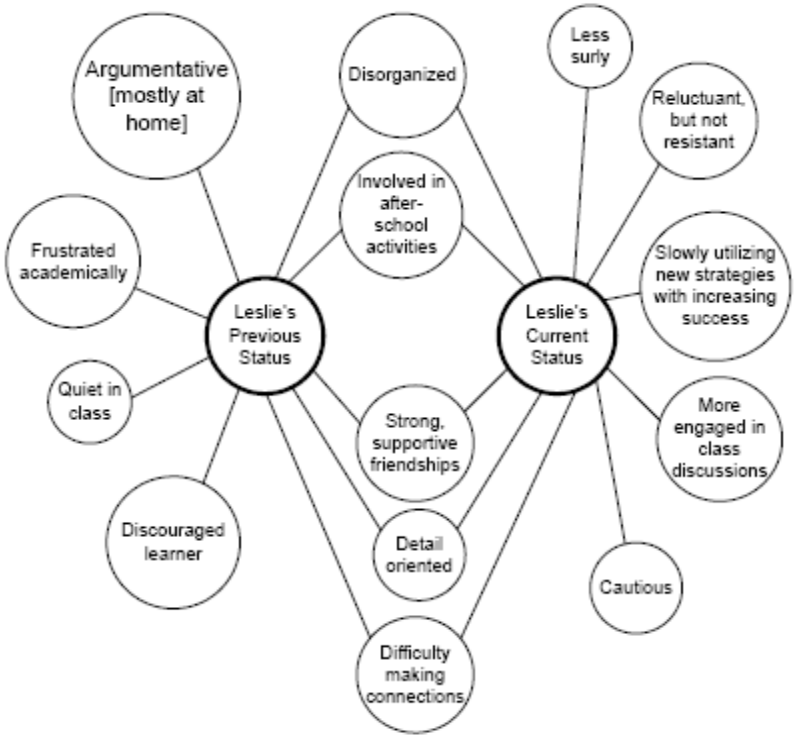


Collaborative Meetings: Examples

Small Group Example: A Student Review Team Meeting to Review Progress

Stage 3: Compare Student's Current Status To Previous Information
Comparing new information to previous knowledge of a student can help the group focus on current realities and long-term goals. Guiding Question: In what ways is the student the same or different from our previous meeting?

Figure 3-14



Collaboration Meeting Example: Student Review Team Meeting

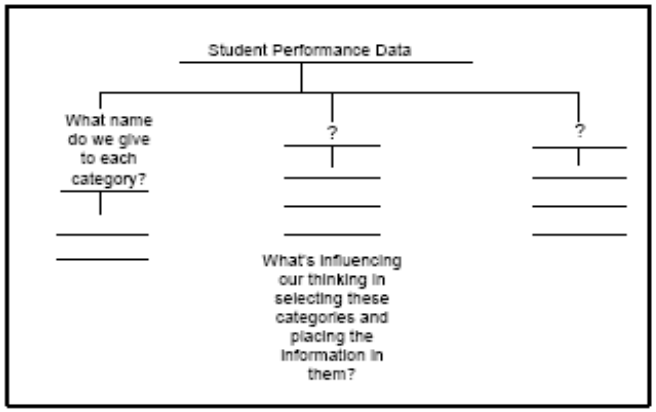
Sample Section 4: Group and Organizational Development

Collecting and Analyzing Data

As the group moves to the next stage of organizing and analyzing the data, here are several ways Thinking Maps can be applied to facilitate the dialogue at this point in the process…

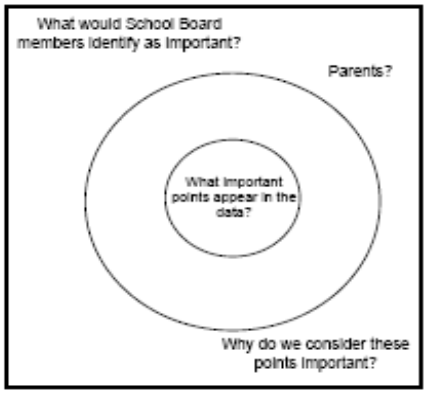
Organizing Types of Data into Categories

Figure 4-25



Analyzing the Data for Critical Information

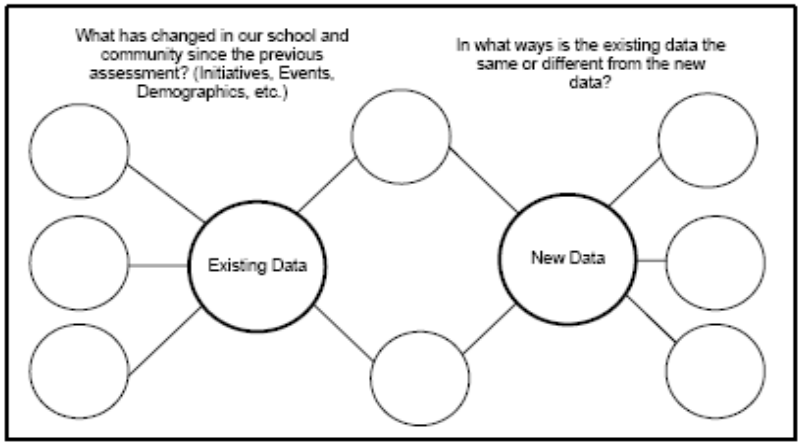
Figure 4-26



Collecting and Analyzing Data

Comparing and Contrasting New and Existing Data to See Changes Over Time

Figure 4-27



Reflecting on the Data for Generating New Questions

Figure 4-28

Collecting and Analyzing Data Example

Sample Section 5: Guiding Thinking Maps Implementation

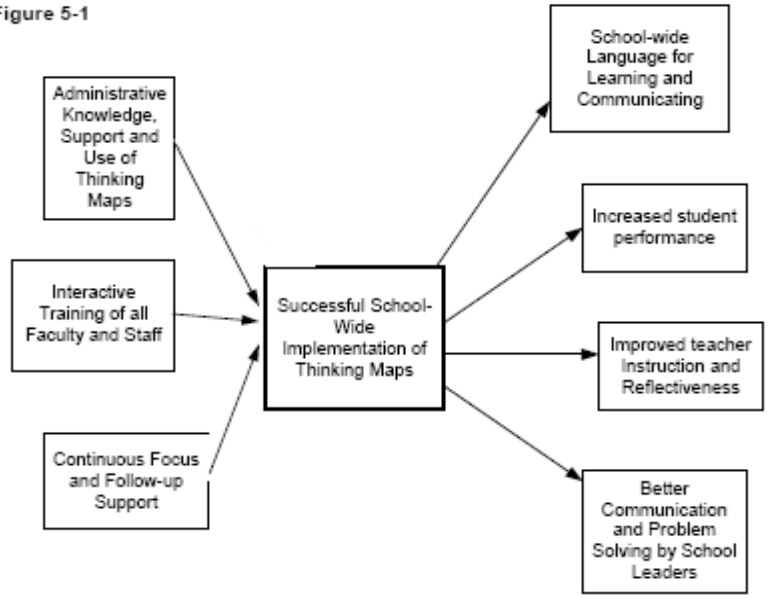
School-Wide Implementation of Thinking Maps

Linking Leadership and Learning

As an instructional leader, whether you are an administrator or teacher, the link between leading and learning could not be more powerful than when conveyed through tools that can be used fluidly by school-wide faculty, students and parents in your school. When Thinking Maps are used by all faculty and students, the school is united in the *short term* goal of immediately improving performance and communication and the *long term* goal of developing, enriching and applying thinking and problem solving processes. For teachers, who by the very nature of their jobs must now be leaders within the school and leaders within in their own classrooms, **Thinking Maps offer a common visual language that is easily used across both roles: teachers think through problems with each other and facilitate students' thinking.**

As displayed in the Multi-Flow Map below, there are three distinct areas of implementation which lead to successful implementation of Thinking Maps for students, teachers, and administrators. As implementation proceeds, these three areas become integrated to sustain the effects shown on the right side of the Map.

Figure 5-1

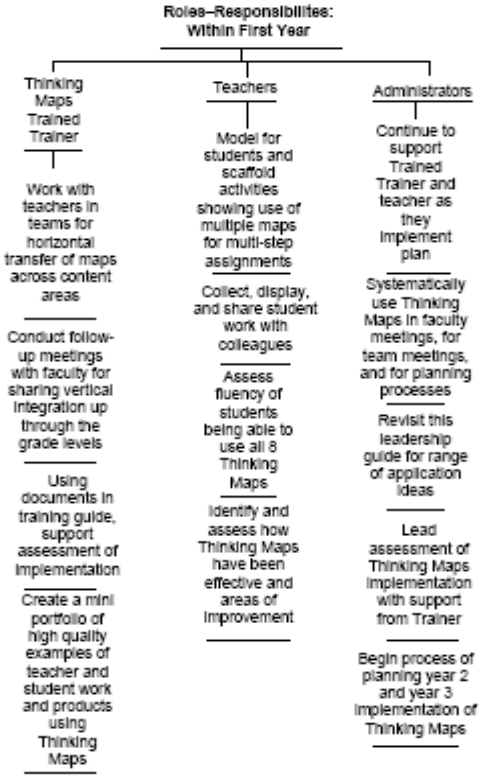


Before, During and Ending Year 1 Implementation

Within the First Year

By the middle and end of the first year of implementation, most teachers are at the Horizontal Transfer and Vertical Integration levels. Some teachers have seen the vision of the power of a whole school language for thinking and learning and are actively engaged in using Thinking Maps at the Assessing level and engaging students in highly collaborative use of the tools. All of this sets the stage for the second year when all the students, teachers and administrators are relatively fluent with Thinking Maps and proceed to deeper multi-map applications, highly novel, sophisticated, collaborative, reflective and spontaneous uses of this language. Below is a Tree Map of some of the roles and responsibilities for Trainers and faculty members for Year 1:

Figure 5-14



School-wide Implementation

Sample Section 5: Guiding Thinking Maps Implementation

Rubric for 5 Levels of Implementation

As one of the leaders of implementation of Thinking Maps in your school or district, the most important focus of the professional development design is *student* fluency with this new language. This is why the first column of the rubric relates to student use. In the most concrete terms, students are learning a new language, but one that is quite familiar to them because each of the maps are based on thinking processes they already are using on a day-to-day basis. Yet each column is simultaneously being developed: student, teachers, administrator, whole school. As stated above, there are many pathways to develop fluency, and there are several options offered through the training and resources provided, but the key is for all participants to become fluent with this common visual language for leading and learning. Here are brief descriptions of the five levels to guide you as you review the rubric:

1. **Introducing the Knowledge Base:**
   Day training completed: informed and interested with clear understanding of implementation.

2. **Teaching the Skills and Maps:**
   Weekly introduction to students with isolated use by teachers and students.

3. **Horizontal Transfer:**
   Explicit and reinforced use of maps in content areas, often linked to standards.

4. **Vertical Integration:**
   Collaborative and systemic applications up through the grade levels for lesson planning, interdisciplinary applications.

5. **Executive Control and Assessment:**
   Fluent, novel use of maps for teaching, learning and assessing thinking and learning.

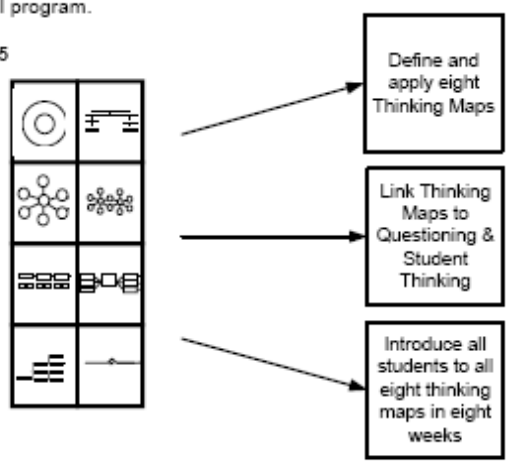
Rubric Level 1: Introducing the Knowledge Base

STUDENT	TEACHER	ADMINISTRATOR	SCHOOL
• Is aware of the impending implementation	• Has attended Day 1 TM training • Established a plan for systematically introducing TM • Has met with colleagues (grade level, content area) to review plans for implementation • Discussed with students the plan for implementation	• Has a clearly developed plan to support TM implementation • Uses TM for basic agendas or to display data such as agendas, roles (if leadership training has preceded TM implementation)	• Leadership Team, including Trained Trainers, established to guide implementation • All resources and TM software, if acquired, are distributed to faculty • Central area established to share/display TM work

Supporting School-Wide Thinking Maps Inservice Training

The first step in the formal process of implementation is the introductory, school-wide workshop for all faculty members. The Multi-Flow Map and description below provide an overview of the outcomes of the workshop for supporting the successful implementation of Thinking Maps in your school. The first step is for teachers to engage in learning the language by returning to their individual classrooms and systematically introducing their students to each of the maps over an eight week period of time. These hands-on sessions include modeling and team meetings linking Thinking Maps to questioning, student thinking, cooperative learning. Thinking Maps and TM Software are also used for planning, teaching, learning and assessing throughout the school's educational program.

Figure 5-15



Rubric for 5 Levels of Implementation

Sample Section 5: Guiding Thinking Maps Implementation

Rubric Level 4: VERTICAL INTEGRATION

School Walk-Through by Students

Often "walk throughs" are conducted by administrators, but here is an innovative example of how students can "cruise" the school looking for examples of how Thinking Maps have been integrated into other classrooms and at different grade levels. This is a fulfilling way to engage the whole school in seeing how the Maps are becoming a whole school language for learning. Make sure you provide all classrooms plenty of time before a set deadline for creating bulletin boards showing applications. We have found that THE most useful action a school can take to propel implementation is to have every classroom display their work outside their classrooms for all to SEE.

from Dr. Lynn Williams, Principal
Yates Mill Elementary
Wake County Public Schools, North Carolina

Dear Staff,

The Student Services - Academic Team is gathering data to discover how aware and comfortable the students are in using and identifying Thinking Maps. We have created an awareness tool that should not intrude on your academic time, yet should be fun and eye-opening for our students.

We are sending the children on a "cruise", except that we are calling it "I Spy." We want the children to be searching "Thinking Maps" around the entire school, not just on their grade or wing.

How you implement the search is up to you, but here are some recommended guidelines:

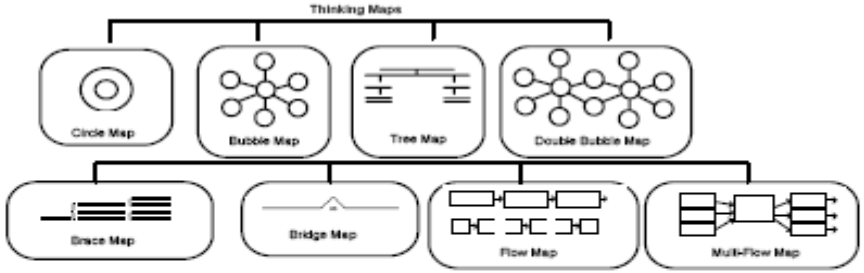
1. Respect the learning of others. No one may interrupt a class, therefore, loud voices and rapid feet movement (running) are not allowed.
2. You may walk in teams if soft voices can be used.
3. When you get back to the class, let the children discuss the findings.
4. Avoid prime teaching time (9:30-11:00)
5. Look for special signs that indicate whether or not to enter a room for spying.
6. Make it fun.
7. Feel "allowed" to make up your own rules for your class.
8. The forms do not need to be turned into the Academic Team. You may use them for your own class discussions.

Name _____

Date _____

I Spy Thinking Maps

Take a hike through our school and see how many of each thinking map you can see being used. Keep a tally of the ones you see and make special notes on the areas that are really cool or well done.



Rubric Level 4: Vertical Integration

Professional Development Plan