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Empower, Align, *Transform*

*Moving from Insight to Action in
Educator Preparation*

February 10-12, 2026



Day 2 – Results - Pulse Check



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Day 2 – Results - Pulse Check



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N/a

None

Share the why before going into the work.

Fruit snacks would be nice

The district partners need access to TalentEd.

Enjoyed everything

Nothing at this time.

Nothing

Looking forward to tomorrow

Na



Day 2 – Results - Pulse Check



IND

Na

Provide time to complete or review plan.

Make it short

I believe everything was great and the presentation was well understood

If TEA will attend a session in the future, perhaps consider separating EPPs and district partners.

Did an awesome job

Opportunity to share with other campuses about their program experiences ...maybe talk or sit briefly with those in similar roles.



Day 2 – Results - Pulse Check



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Day 2 – Results - Pulse Check



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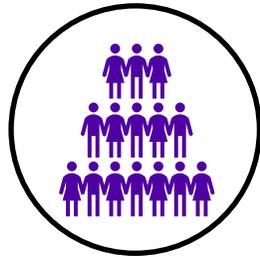
Nothing

other campuses about their program experiences ...maybe talk or sit briefly with those in similar roles.

All good. Thanks! Today was a very good session. The structure of the inquiry is hard to figure out logistically but not sure how to fix.



Mantras for Today



Honor the Collective

We are
wiser together than
we are alone



Be Bold

We value
transformation over
improvement



Be Focused

We keep students at
the heart of
everything we do



Convening Webpage



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Year 1: Exploration



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- **Critical Friends Visit:**

- Engage in a learning journey to surface bright spots, opportunities for growth and areas for enhancement

- **Exploration & Mapping:**

- Conduct a comprehensive review of curriculum, assessments, and stakeholder perspectives.

- **Application of Learnings:**

- Leverage insights to strengthen instruction, refine assessments, and enrich clinical experiences.

- **Continuous Improvement:**

- Establish a data-driven process to guide program enhancements and foster meaningful partnerships.

Evidence and Data



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Empower
stakeholders
through
stakeholder
mapping



Align
improvement
efforts with the
TEA 121 and
TalentED
dashboards



Transform
programming
with curriculum
mapping



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Day 3: Transforming EPP Curriculum

Where Evidence Drives Improvement





Connector



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“When you were a student, what course, activities or teacher stands out as a ‘turning point’ on your learning journey?”



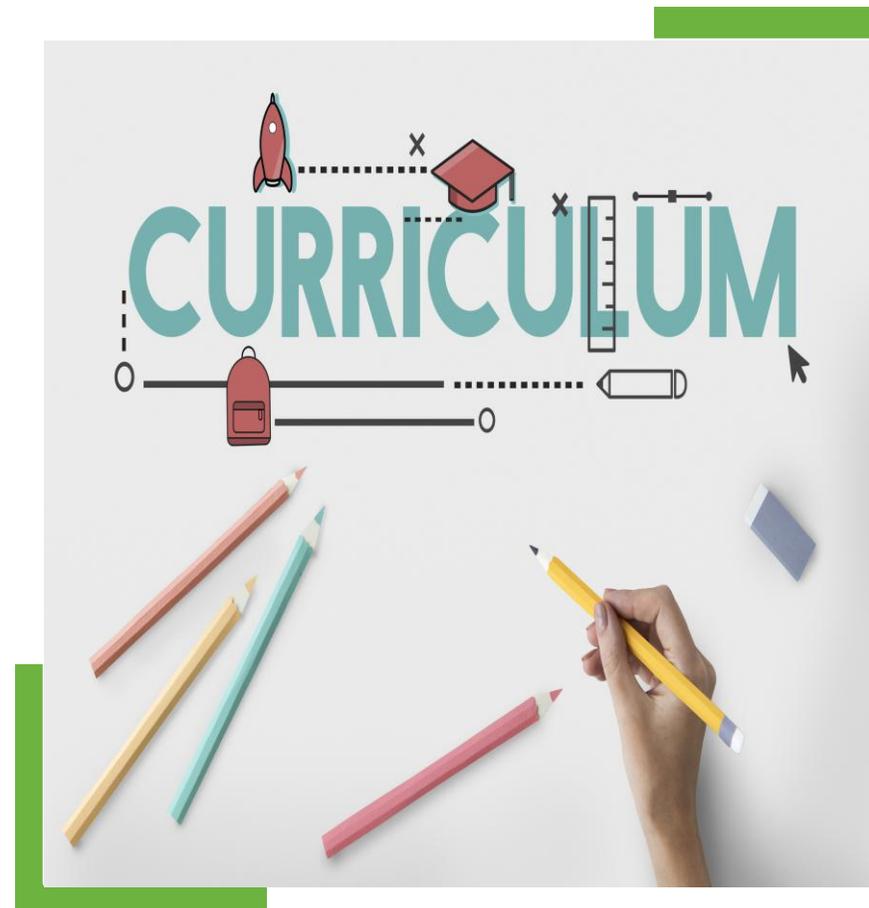


Objectives



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- Establish a shared understanding of Curriculum Mapping
- Describe the essential components of curriculum mapping
- Identifying gaps or redundancies and misalignments





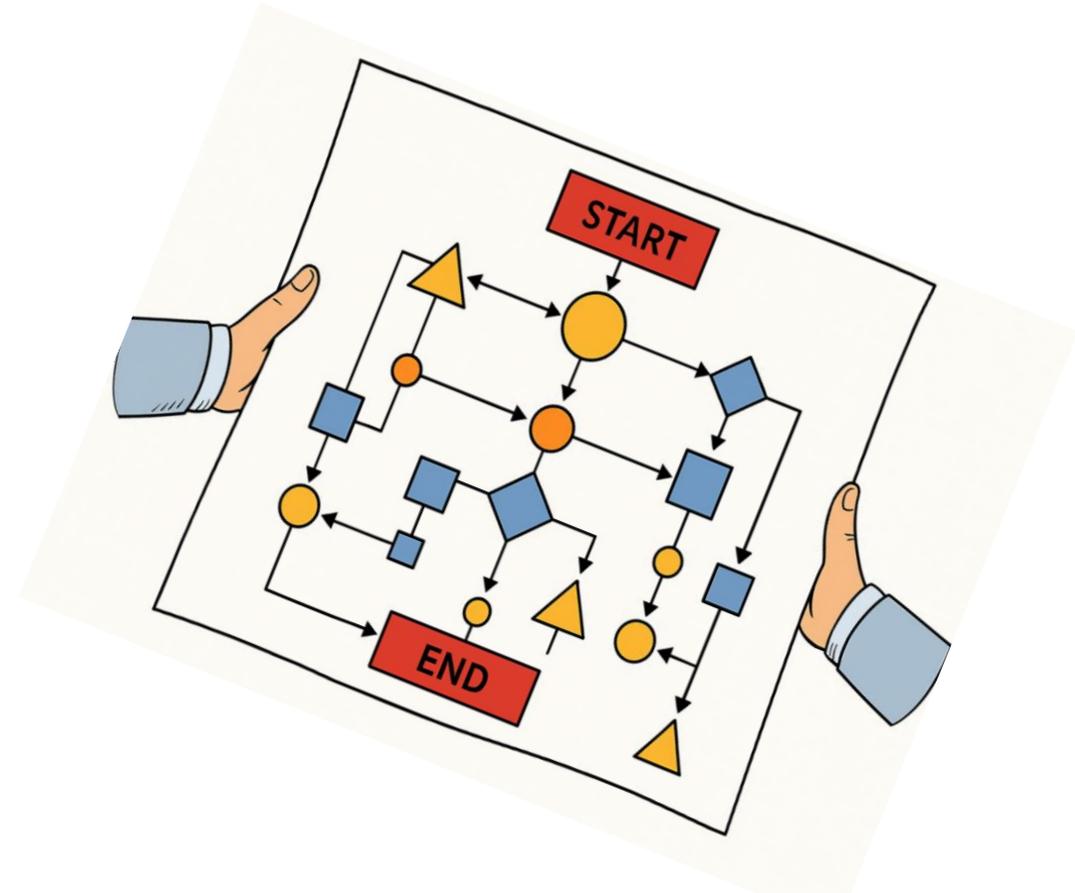
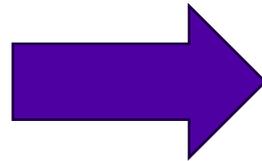
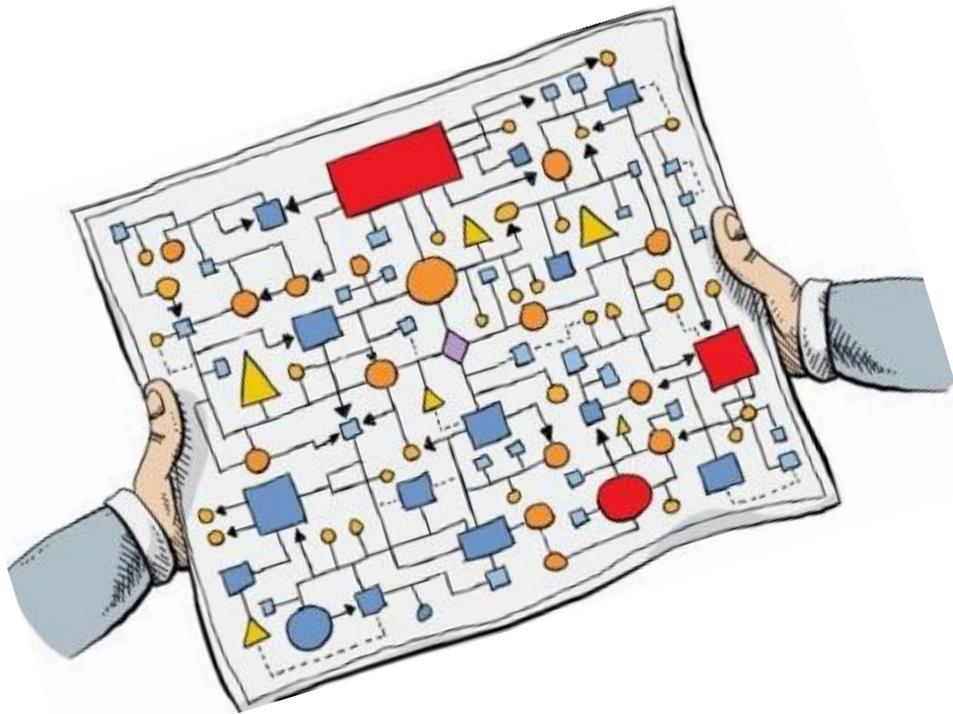
What is Curriculum Mapping?



Curriculum Mapping



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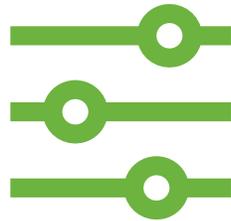
“a blueprint or roadmap that makes teaching and learning connections visible”

(Jankowski, McInerney, & Heyman, 2020)



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A curriculum map is like democratization of information



Provides a transparent articulation of the curricular structure



Is an important source of dialogue for faculty



3 Tools → 3 Purposes



Program Sequence

“What comes next?”

- Term by Term Listing
- Ex: EDU 101 → EDU 220 → EDU 315 → Student Teaching

Program Matrix

“Where is the information stored?”

- Standards & Courses Table
- Ex: InTASC standards listed in rows, courses listed in columns, with checkmarks

Curriculum Map

“How does learning develop?”

- Program-wide view
- Ex: Introduced in EDU 101, Reinforced in EDU 315 & clinical coursework, Maintained during Student Teaching with performance evidence



Curriculum Mapping



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Components

- Program Outcomes & Standards
- Courses in Sequence
- Learning Progression
- Key Learning Experiences
- Assessments and Evidence
- Notes Patterns & Decisions





Which Stakeholders should be involved?



Curriculum Mapping

Collective Efforts



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Faculty



Community Partners

District Partners

Administrators

Students



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How Do You Map Curriculum Across a Program?



Keep it Simple



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A curriculum map creates a **simplified representation of the learning process**



A useful curriculum map is a document/visual that stakeholders can easily engage with, understand together, and use to make decisions.

(Harrison & Williams, 2024)



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Keep it Focused



A curriculum map simplifies the **complexity of the learning process** *just enough* by showing what is most important



A useful curriculum map shows the most **important content** that is **presented** and **assessed** for each course with intentional **links to the standards**

(Harrison & Williams, 2024)



Keep it Aligned



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Vertical Alignment

Is what students learn in their earlier education adequately preparing them for what comes next?



Horizontal Alignment

Are students having similar learning experiences across sections or within the same semester?



(Harrison & Williams, 2024)



Designing an Intentional Learning Journey



Identify outcomes & standards alignment

Pinpoint where outcomes are Intro/Reinforced/Maintain

Clarify where assessments & artifacts are collected

Determine gaps, redundancies, and course sequence adjustments

Delineate supports & transition points

(Harrison & Williams, 2024)



Curriculum Mapping

Artifacts and Data Sources



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Course
sequence

Syllabi

Candidate
Performance
Data

Employer
Graduate
Candidate
Surveys

Graduate
Performance
Data

District Partner
Feedback

PK12 Student or
Parent Surveys

Program Review
Data

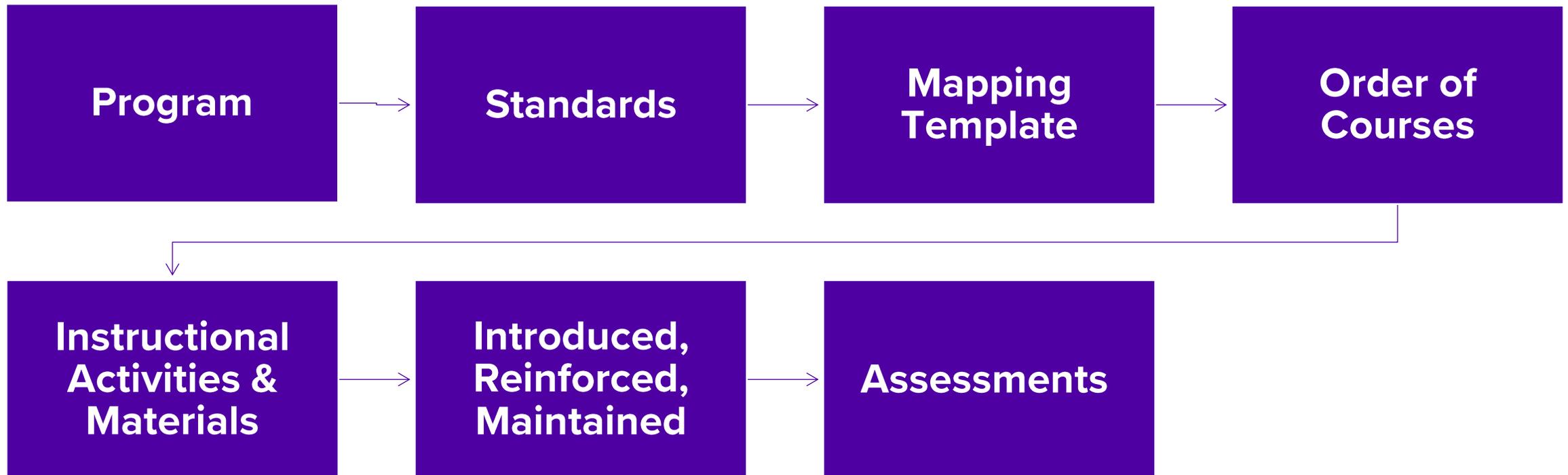


Curriculum Mapping

Step by Step....



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Curriculum Mapping Template



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Please see completion instructions A through F below (row 29).	Aligned Standards	A. Insert course names & #'s in columns and standards in rows. Insert additional rows and columns as needed.	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	E. Indirect Measures
Standard 1		B. Insert "I," "R," or "M,"							
		C. Insert activities and materials							
		D. Insert assessments							
Standard 2		B. Insert "I," "R," or "M,"							
		C. Insert activities and materials							
		D. Insert assessments							
Standard 3		B. Insert "I," "R," or "M,"							
		C. Insert activities and materials							
		D. Insert assessments							
Standard 4		B. Insert "I," "R," or "M,"							
		C. Insert activities and materials							
		D. Insert assessments							

TESOL Program Curriculum Map- Example

Aligned Standards	A. Insert course names & #'s in columns and standards in rows. Insert additional rows and columns as needed.	EDL 607 Practicum	EDL 601 Bilingualism	EDL 603 Methods	EDL 602 Linguistics	EDL 606 Assessment	EDD 624 Foundations	EDL 604 Emergent Lit	EDL 605 Content Lit
	B. Insert "I," "R," or "M."	M	I	R	I	M	n/a	R	
TESOL 1 Language; Caep 1.1; RA.1 ; InTASC1, 4, 6	C. Insert activities and materials	Lesson Planning, TPA pre/post language and content assessment plan	Linguistic History, language acquisition processes	Lesson planning with specific focus on language objectives	Linguistic components: phonetics/ phonology, morphology, orthography, syntax, semantics	Language and content assessment plan	n/a	Foundational reading processes focused on discrete linguistic skills	
	D. Insert assessments	Summative Evaluation, Teacher Performance Assessment (TPA)	Language Analysis Case Study (LACS)	Unit Plan	Text Analysis Project	Classroom Based Assessment	n/a	Developmental Spelling Assessment	
	B. Insert "I," "R," or "M."	M	I	I	I	M	I	R	R
TESOL 2 ELL Context; Caep 2.3;RA.2; InTASC 2, 3, 10	C. Insert activities and materials	Lesson Planning, TPA pre/post language and content assessment plan	Journal article review, history of bilingual education	Laws and regulations on ELLs, connecting research and theory to practice, differentiation	Cross-linguistic factors affecting language acquisition	Language and content assessment plan	Interviews with community members / ELLs, journal review on socio-political factors affecting learners		
	D. Insert assessments	Summative Evaluation, Teacher Performance Assessment (TPA)	Language Analysis Case Study (LACS)	Unit Plan	Text Analysis Project	Classroom Based Assessment	Cross-Cultural Community Family Study		
	B. Insert "I," "R," or "M."	M	I	I	I	R	I	R	R
TESOL 3 Planning & Instruction; Caep 3.4; RA.3; InTASC 1, 5, 7,8	C. Insert activities and materials	Lesson Planning, TPA pre/post language and content assessment plan	Recommendations for classroom activities / placement based on the case study	Lesson planning with specific focus on language objectives	Lesson demos with language focus				
	D. Insert assessments	Summative Evaluation, Teacher Performance Assessment (TPA)	LACS	Lesson Plans & Teaching Demos	Linguistics Teaching Demo				
	B. Insert "I," "R," or "M."	M	I	I	n/a	M	n/a	R	R
TESOL 4 Assessment & Evaluation; Caep 4.1; RA.4; InTASC 1,6, 9	C. Insert activities and materials								
	D. Insert assessments								
	B. Insert "I," "R," or "M."	M	I	I	I	M	I	R	R
TESOL 5 Professionalism; Caep 5.3; RA.5 ; InTASC 9, 10	C. Insert activities and materials	Statement of Teaching Philosophy; Lesson Reflections; TPA reflections	LACS Reflections & Recommendations						
	D. Insert assessments	Teaching Philosophy; TPA	LACS						



Check-In: What's Surfacing So Far?



CIRCLE

- What's still going around in your head?
- Where could you use additional clarity?

SQUARE

- What's squared away?
- What do you really understand?

TRIANGLE

- What three things could you use in your practice?



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Let's Practice: Reviewing a Curriculum Map



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What feedback would you give to this EPP on their curriculum map?





Mission Impossible Made Possible

**The case of
Central Teaching University**

What feedback would you give to this EPP on their curriculum map?

STANDARDS

COURSES →

Program Standards	Aligned Standards		Foundations of Early Childhood (EDU 3000)	Child-Centered Environments (EDU 3120)	Early Childhood Theory and Practice (EDU 3122)	Field Experience (EDU 3320)	Teaching Language Arts and Social Studies (EDU 3350)	Arts/Movement Activities in Early Childhood (EDU 3400)	Advocacy in Childhood Professional Responsibility (EDU 3500)
(1) Designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.	PPR EC-12 D I: C1, 2, 3, 4 InTASC 4, 5, 6, 7	Knowledge or Skill Level	I	I	I	I	I		
		Activities & Materials	Lecture, Readings	Lecture, Readings	Lecture, Readings	Readings, Observation	Lecture, Readings		
		Assessments	Concept Map, Exams	Group project, Demonstrations	Research Paper	Observation Log	Exams		
(2) Creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence	PPR EC-12 D II: C5 & 6 InTASC 2 & 3	Knowledge or Skill Level				R			I
		Activities & Materials				Readings, Observation			Lecture, Readings
		Assessments							Essays
(3) Promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback	PPR EC-12 D I: C 2, 3, 4, PPR EC-12 D III: C 7, 8, 9, 10 InTASC 1 & 8	Knowledge or Skill Level	R	I		M	M	I	
		Activities & Materials	Lecture, Readings	Lecture, Readings		Readings, Observation	Lecture, Readings	Lecture, Readings	
		Assessments	Lesson Plan	Group project, Demonstrations		Lesson Analysis	Presentation, Exams	Group Project	
(4) Fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession	PPR EC-12 D IV: C 11, 12, 13 InTASC 9 & 10	Knowledge or Skill Level	I	R		R			M
		Activities & Materials	Lecture, Readings	Lecture, Readings		Readings, Observation			Lecture, Readings
		Assessments	Discussion,	Group project,					

LEVEL OF STANDARD, ACTIVITIES & MATERIALS, ASSESSMENTS



Designing an Intentional Learning Journey

Identify outcomes & standards alignment

Pinpoint where outcomes are Intro/Reinforced/Maintain

Clarify where assessments & artifacts are collected

Determine gaps, redundancies, and course sequence adjustments

Delineate supports & transition points

(Harrison & Williams, 2024)



1-2-4-All



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1-2-4-All



Individual Reflection (1 minute)

Silently review the curriculum map

Jot down your reactions to these prompts:

- *What feedback or questions do you have?*
- *What are you surfacing?*
- *What comes up for you as you review the map?"*



1-2-4-All



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Paired Conversation (2 minutes)

Share your reflections with someone next to you

Listen for similarities and differences:

- *What did you notice that your partner didn't?*
- *What did they surface that you hadn't considered?"*



1-2-4-All



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Whole Group Share (3-5 minutes)

Join with another pair to form a group of four

As a group, identify the themes that emerged across your individual reflections:

- *Name any priority questions or tensions you noticed*
- *Highlight any divergent perspectives*



1-2-4-All



Whole Group Share (3-5 minutes)

Share one or two key takeaways or questions that rose to the top

We will notice where there is alignment and where there are differences:

- *What is one suggestion that stood out in your conversation?*



Share Out



What feedback or questions would you give based on the curriculum map?



What are you surfacing?



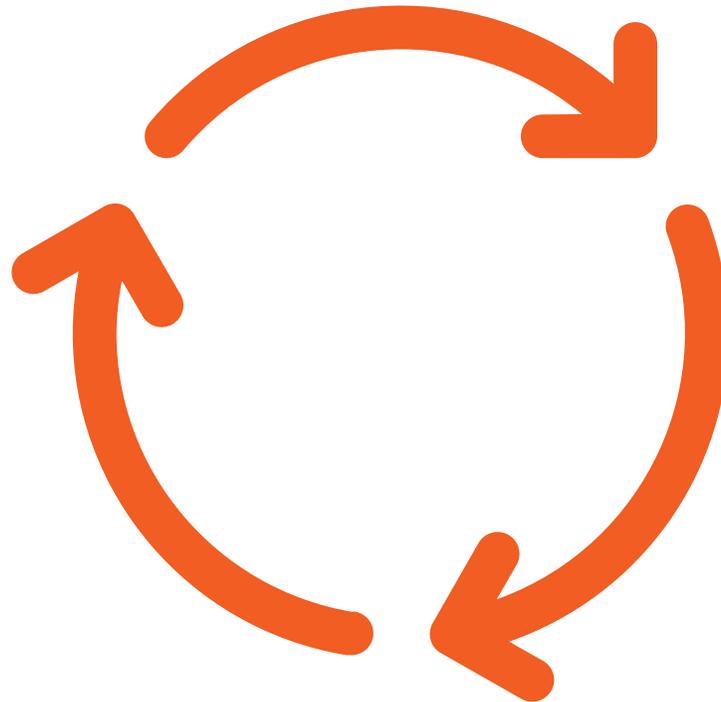
What is coming up for you as you review the map?





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**Once the loop is closed, with new data and new learning,
continue the loop to improve the student experience.**





Close and Continue the Loop



Revisit your curriculum map on a regular basis to ensure continuous improvement based on data



Put the curriculum map on a review cycle



Actively engage invested parties in reflecting on the map in relation to their position within the curriculum



Explore vertical and horizontal alignments



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Chapter 2





Chapter 0 Results



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Stakeholder Mapping Frameworks and Strategies

2.1

TEA Insight to Impact Dashboard Data Processes and Reporting

2.4

TEA TalentED Dashboard Data Processes and Reporting

1.6

Curriculum Mapping Components and Strategies

2.6

No knowledge

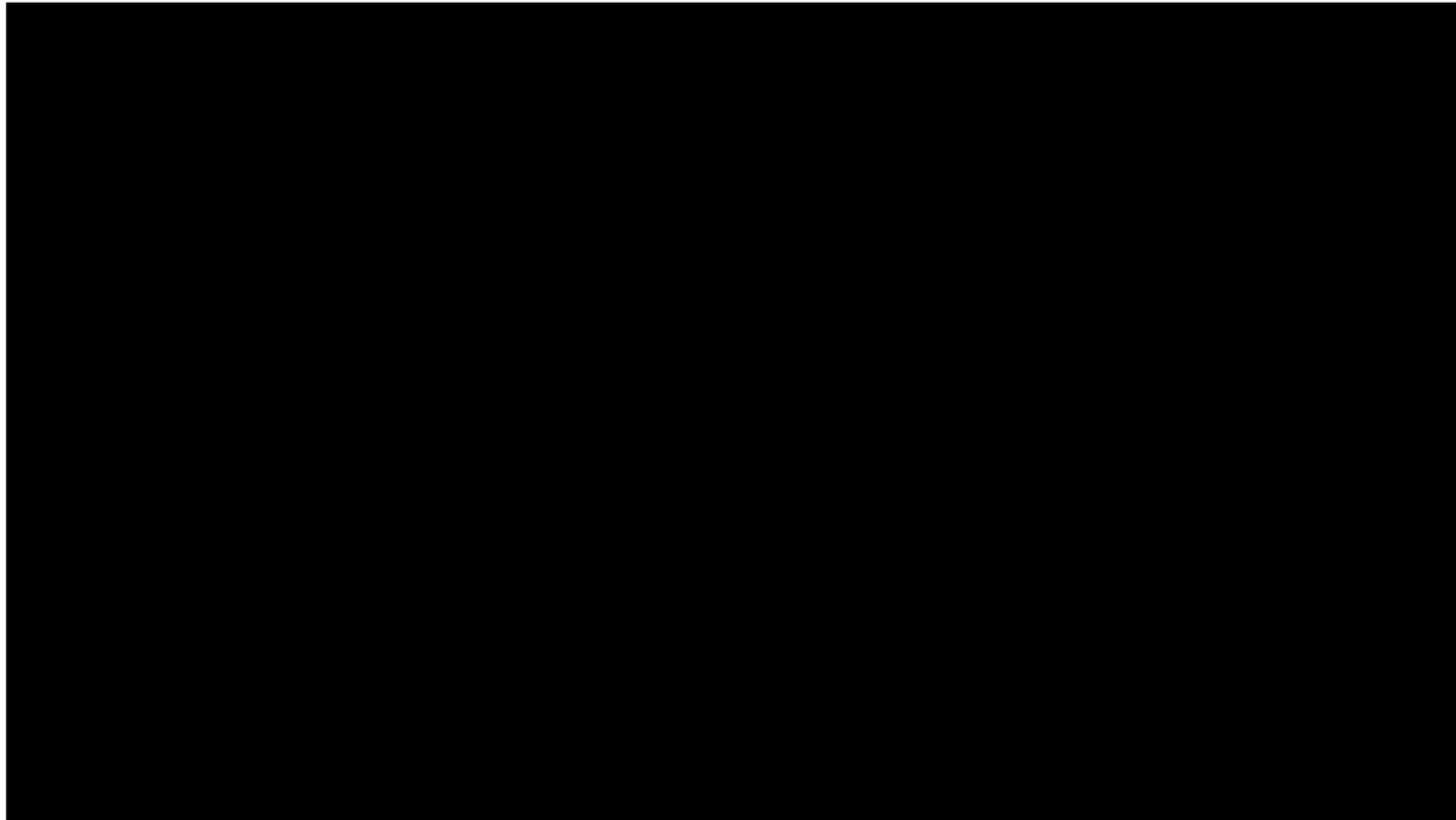
Proficient knowledge



Chapter 2 Results



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Next Steps...Our Commitments



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We will share what we learned

- with faculty and leadership, framing curriculum mapping as a thinking and improvement tool—not just a compliance task.

We will convene a curriculum mapping team

- that represents key stakeholders and defines clear roles, scope, and timelines.

We will leverage what we already have

- by inventorying existing sequences, matrices, syllabi, assessments, and data before creating anything new.

We will map with intention

- by focusing on priority outcomes and applying IRM progression to ensure learning builds across the program.

We will use the map to guide action

- by identifying gaps or redundancies, making program decisions, and placing the map on a regular review cycle.

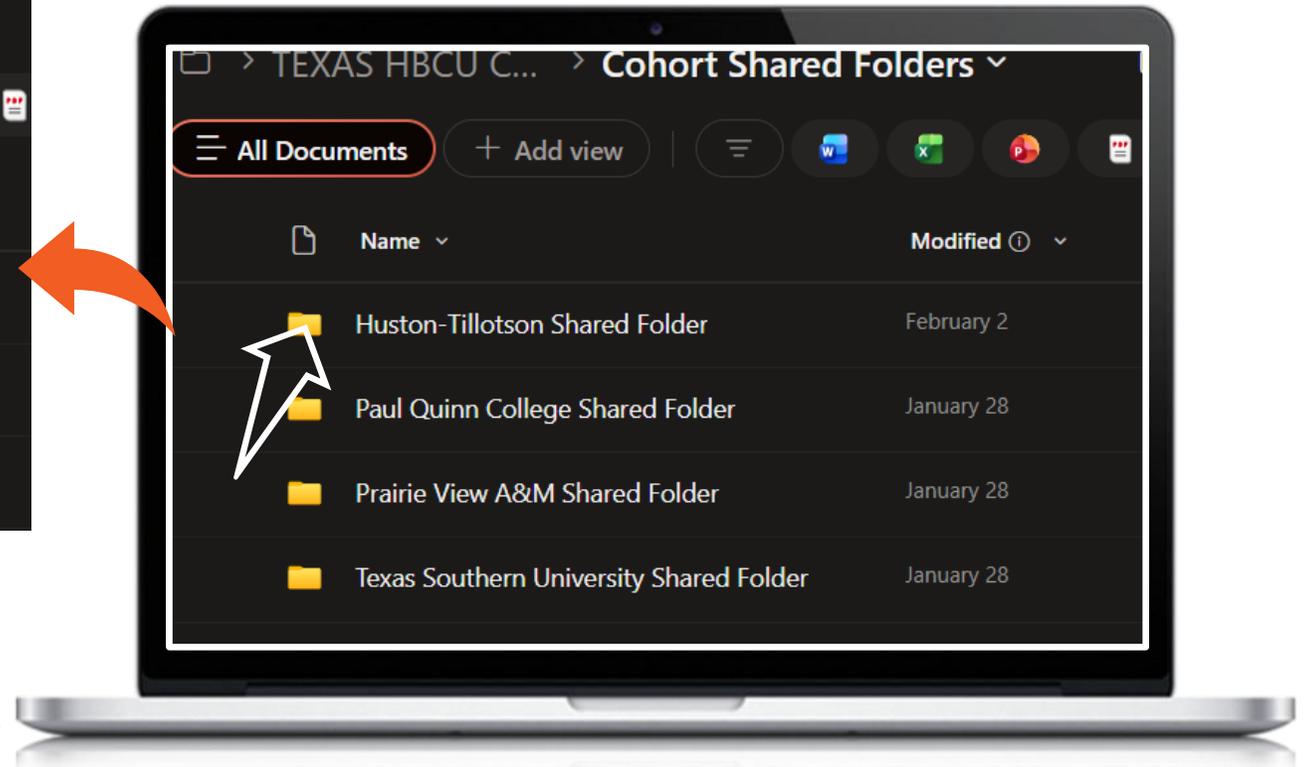
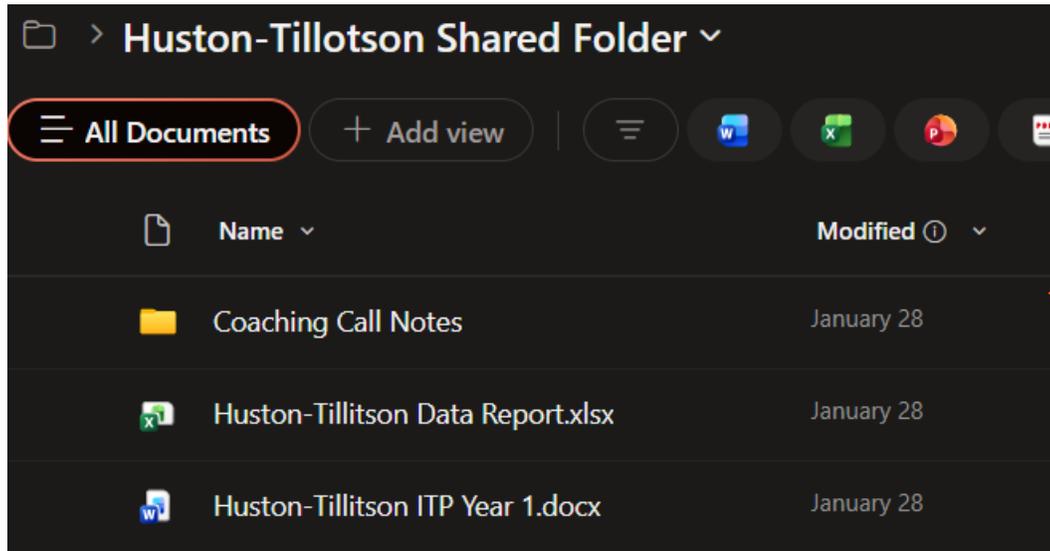


Where are we at now?

- Reach out to Lead Coach to connect with Michelle about Budget
- Finalize MOUs and Agreements
- CFV Reports being reviewed & prepared to share
- Collaborate with Lead Coach to schedule time to finalize ITP
- Look out for invite to Alicia's Annual Data Report call



BranchED Shared Folder



- Collaborative ITP Document
- Collaborative Annual Data Report
- Shared Coaching Call Notes



Share Your Thoughts!



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BranchED Closing Circle



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The Power of Circles

- Promotes unity
- Underscores interconnectedness
- Demonstrates the continuity of our work





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A Higher Standard

Thank you for your time



 info@educatordiversity.org

 (800) 519-0249

 www.educatordiversity.org