Thinking Maps®:
A Language for Learning
Trainer's Guide

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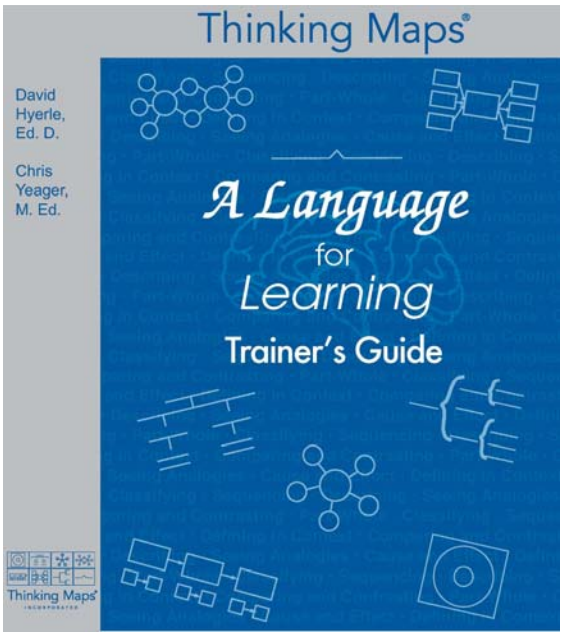
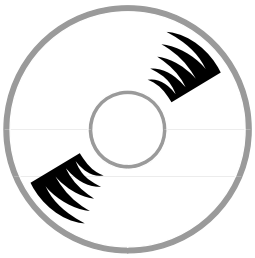


Training Manual
in 3-ring binder format



Thinking Maps Software
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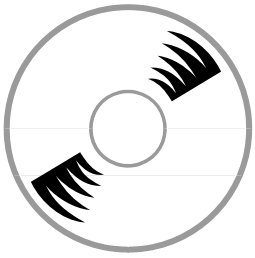

PowerPoint Presentation
CD for trainers

Thinking Maps®
INCORPORATED

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FIVE LEVELS OF THINKING MAPS® IMPLEMENTATION

Thinking Maps® INCORPORATED	1 **Introducing the Knowledge Base**	2 **Teaching the Skills and Maps**	3 **Horizontal Transfer Across BaseDisciplines**	4 **Vertical Integration**	5 **Executive Control and Assessment**
Student	• Is aware of the impending implementation	• Correctly applies and constructs all 8 maps with support • Recognizes maps as teacher applies them in new situations • Identifies appropriate TM in response to prompt or question	• Uses thinking process vocabulary • Accurate and independent selection of TM for communicating thoughts and ideas in all subject areas • Applies multiple maps to analyze and comprehend information for learning	• Uses TM in collaborative group work to expand, revise, and synthesize ideas • Collaborative problem-solving • Applies TM to homework, projects, etc., for a variety of purposes	• Fluid, independent use of language of TM across disciplines • Uses TM for metacognition, self-reflection, and assessment • Novel applications beyond academic areas
Teacher	• Has attended Day 1 TM training • Established a plan for systematically introducing TM and has met with colleagues to review plans • Discussed with students the plan for implementation	• Explicitly introduces and reinforces all 8 maps • Models and applies multiple maps to demonstrate and introduce content and concepts	• Uses TM to guide questioning and responses • Encourages and models thinking process vocabulary for transfer across disciplines • Explicitly scaffolds map(s) for improvement of students' thinking abilities	• Uses TM in collaborative work for instruction and assessment • Collaborative problem-solving and curriculum planning • Uses TM in and for cooperative learning, differentiation, and assessment • Embeds TM in other instructional strategies, structures, and initiatives	• Fluid use of map(s) in instruction and assessment • Uses TM for metacognition, self-reflection, and assessment • Novel application to instructional opportunities beyond academic areas
School	• Leadership Team, including Trained Trainers, established to guide implementation • All resources are distributed to faculty • Central area established to share/display TM work	• Displays evidence of student, teacher, and administrator applications • Parents are made aware of the implementation of the maps and opportunities are provided for them to become oriented to their use	• Professional Learning Communities share, discuss, and collect map applications and media across all grade levels and positions to promote the school-wide common language • Uses TM for school-wide data analysis and action planning	• Professional Learning Communities use TM in grade-level department and parent meetings for collaborative problem-solving • Integrates TM as a tool within other communication frameworks through a variety of technologies, including TM software	• Fluid use of maps for communication between all members of learning community • School-wide assessment of implementation indicating patterns of use, growth and next steps • Novel applications outside of school building (in the wider community)

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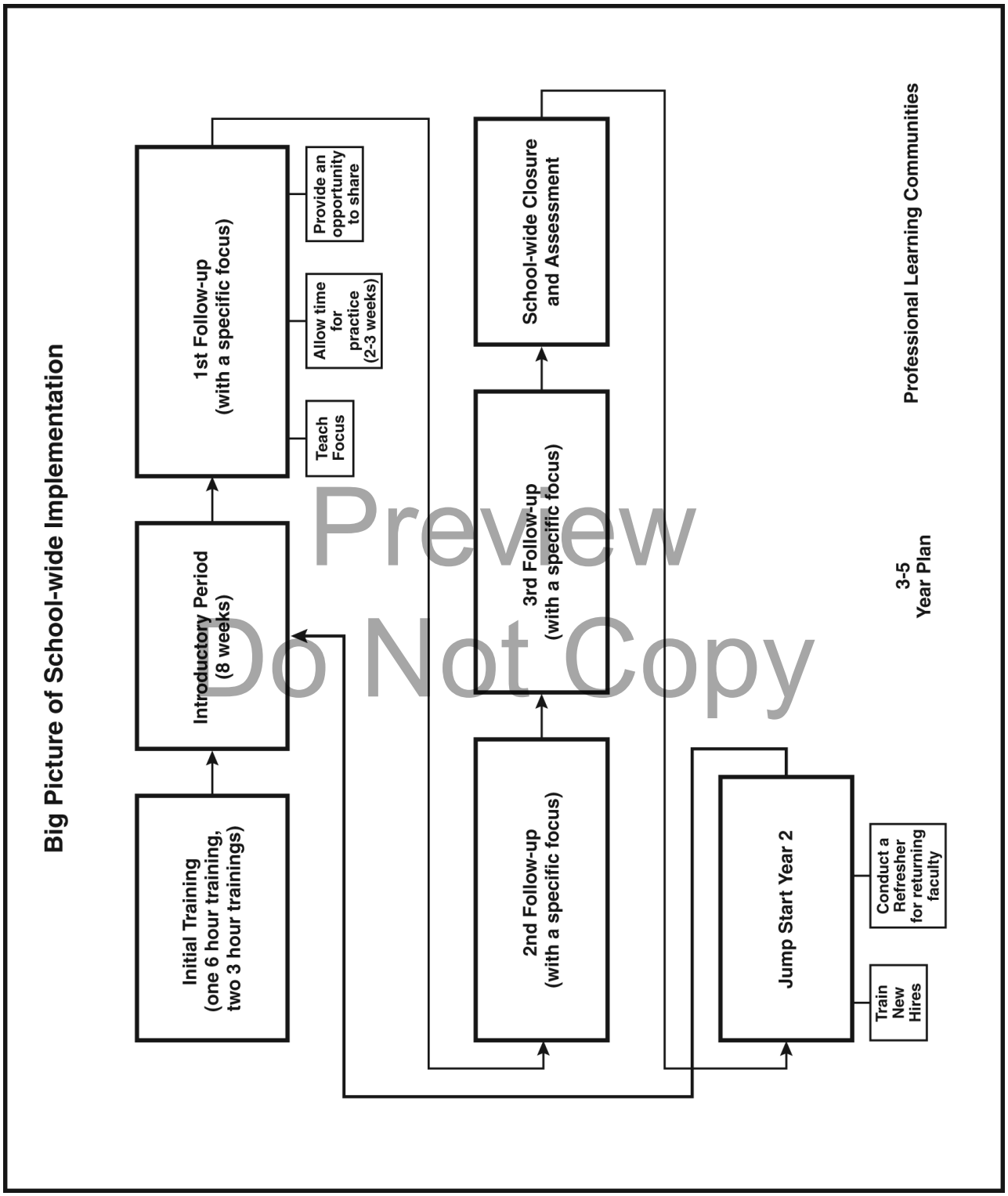

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BASIC INTRODUCTORY WORKSHOP DESIGN

The Day One training is a six-hour training, consisting of 7 different activities. The first 3 activities are designed to explain both the research supporting the use of Thinking Maps and the basic information about each map. During the theory and research part of the training, participants should focus on the following three objectives:

- To clearly explain how Thinking Maps are different from graphic organizers,
- To understand how the maps are supported by current educational research and designs,
- To explain how Thinking Maps are effective tools for teachers and students.

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The next 4 activities are designed to give participants time to process what they have learned and to begin to think about their implementation plans. During these activities, participants should focus on the following objectives:

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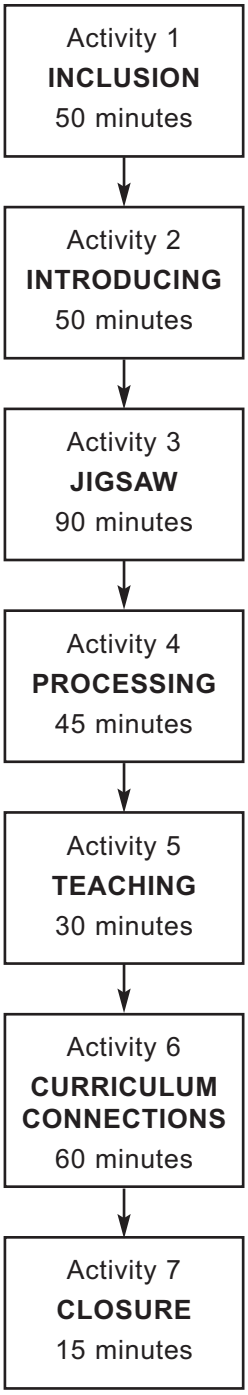
- To process what they learned in the morning,
- To understand the importance of establishing a plan for introducing and teaching the maps to students
- To plan ways to use the maps in their own classrooms.
- To practice making Thinking Maps in order to clarify their understanding of each.
- To understand the year's plan for follow-up support.



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DEVELOPING MAP EXPERTISE

The Frame of Reference

This chapter in the Trainer's Guide begins with a focus on the Frame of Reference. Teachers need extra time to focus on the variety of ways the frame can be used to add depth and complexity to any map. Developing a level of expertise with the maps requires a working knowledge of the possible ways in which to use the frame.

Note Taking Pages

This section of your Trainer's Guide is designed to extend the notes you took in your Language for Learning textbook during your initial introduction to each Thinking Map. During this training you will do activities that will enhance your ability to analyze maps. You will need this level of expertise to answer questions about each map and lead teachers in follow-up suggestions to strengthen their understanding as well. These note taking pages give you space to include your notes as well as sketches of interesting map examples.

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Map Games

Following each Thinking Map you will find directions for a Map Game. You can use these activities and handouts during any follow-up session you may have with your faculty. These resources can be used with whole groups during faculty or departmental meetings, professional development days, or with individual teachers. The games are designed to not only clarify each map but also give teachers a different way to use the map with their students.

Map Memos

The Map Memos are ready-made handouts that you can put in teachers' mailboxes any time during the year. The memos include basic reminders about each map as well as different application ideas. Teachers should be asked to save the student work from any of the ideas they tried in their classrooms. These ideas can then be shared with the entire faculty.

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MAP GAMES

Brown Bag Bubbles

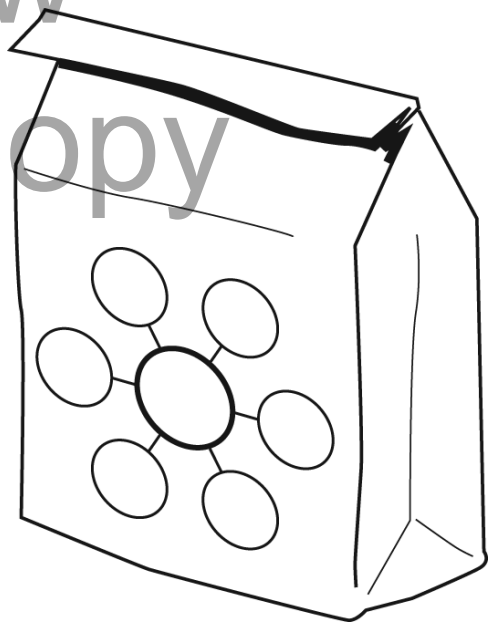
Activity: Describe an unknown "personal" item

Goals: To help teachers use the Bubble Map correctly

To model the importance of vivid and precise language

Materials: Brown sandwich bags; markers

1. Choose one group of teachers to help you model this activity. Those teachers should secretly choose one personal item to describe for the whole group. Draw a Bubble Map on chart paper. Do not write the name of the object in the center of the map. Have the volunteer teachers call out adjectives to describe the object. Ask the other teachers to work at their tables to try to guess what is being described.
2. Once the object has been identified, ask teachers to identify the adjectives that were "most helpful." They can also call out adjectives that they thought would help describe the object that were not given by the volunteer group.
3. Next, tell teachers they will do the same activity. Pass out brown sandwich bags and tell them to select one item from someone's purse, pocket or wallet. Then they should draw their Bubble Maps on the outside of the bag. They should take turns calling out adjectives that they think would help describe their "secret" object.
4. Once their Bubble Maps are complete, they should put their "secret" object inside the bag and carry the bag to an appointed table. No one at that table should touch the bag (as the weight may give them an extra clue.)
5. People at that table should read the adjectives and come to an agreement about the object they think is being described.
6. When they agree, they should look inside the bag to check their guess. If they are right, they should draw a bold circle around the bubbles that were the most precise or vivid. If they did not guess right, they should add an adjective that they think would have been most helpful.
7. Bags should be returned to their owners. Teachers should discuss how they could use this activity or something similar in their classrooms.



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Follow-up Focuses

Like any good lesson, a follow-up session must have a specific focus. This focus can be determined based on: trainer observations, teacher requests, test data, a school-wide focus, educational research. Once a focus is established, the follow-up sequence of teach, practice, and share should be followed.

Should Guide
Relating Factor

An Objective as **A Specific Focus**
A Lesson **A Follow-up**

Possible Follow-up Focuses are identified in the Tree Map below. These ideas are suggestions and may be combined or added to depending on the needs of a teacher, grade level, or school. Each of these focuses is supported by the ***Language for Learning*** textbook.

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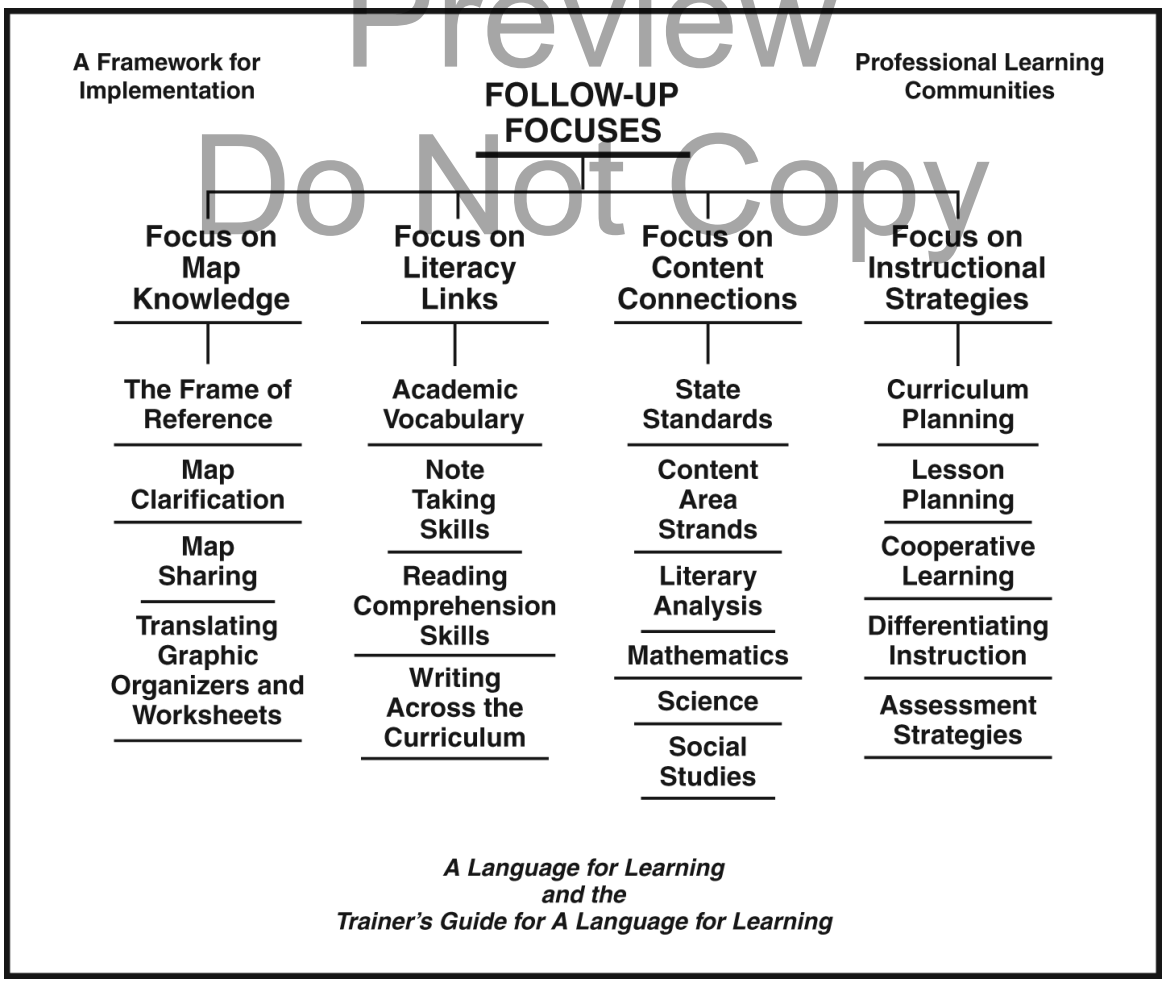

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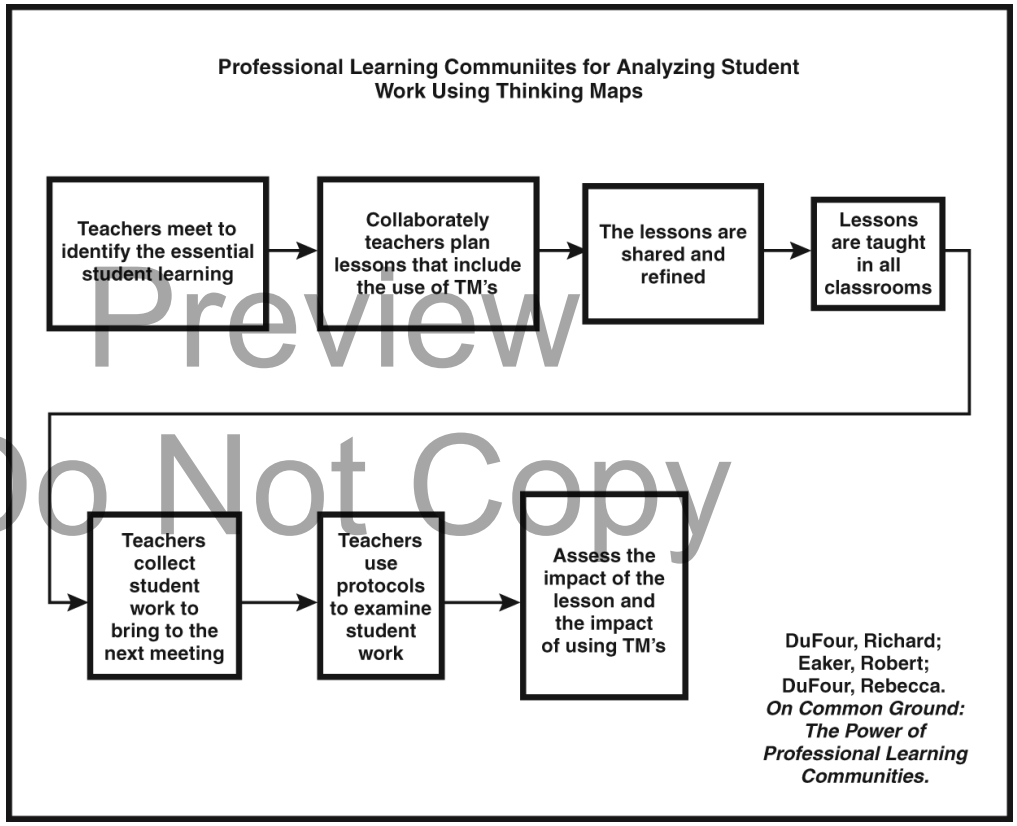
PRESENTATION MODES FOR FOLLOW-UP FOCUSES

Small Group

Professional Learning Communities

According to Michael Fullan, Professional Learning Communities are defined as "a group of professionals who meet regularly to share, refine, and assess the impact of lessons and strategies continuously to help increasing numbers of students learn at higher levels." (Fullan, *On Common Ground,* p. 209). This group meeting is focused on examining student work in a collaborative way.



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Professional Learning Communities will only work if:

- Collaboration is systematically embedded in the routine practices of the school.
- Each team is provided with the structure and parameters for working together to examine student work so that the collaboration focuses on improving the learning of both students and adults.
- On the basis of their assessment results, teachers then strategically "change their instructional practice accordingly to get better results." (Fullan, 2000, p. 582)

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Suggested Agenda

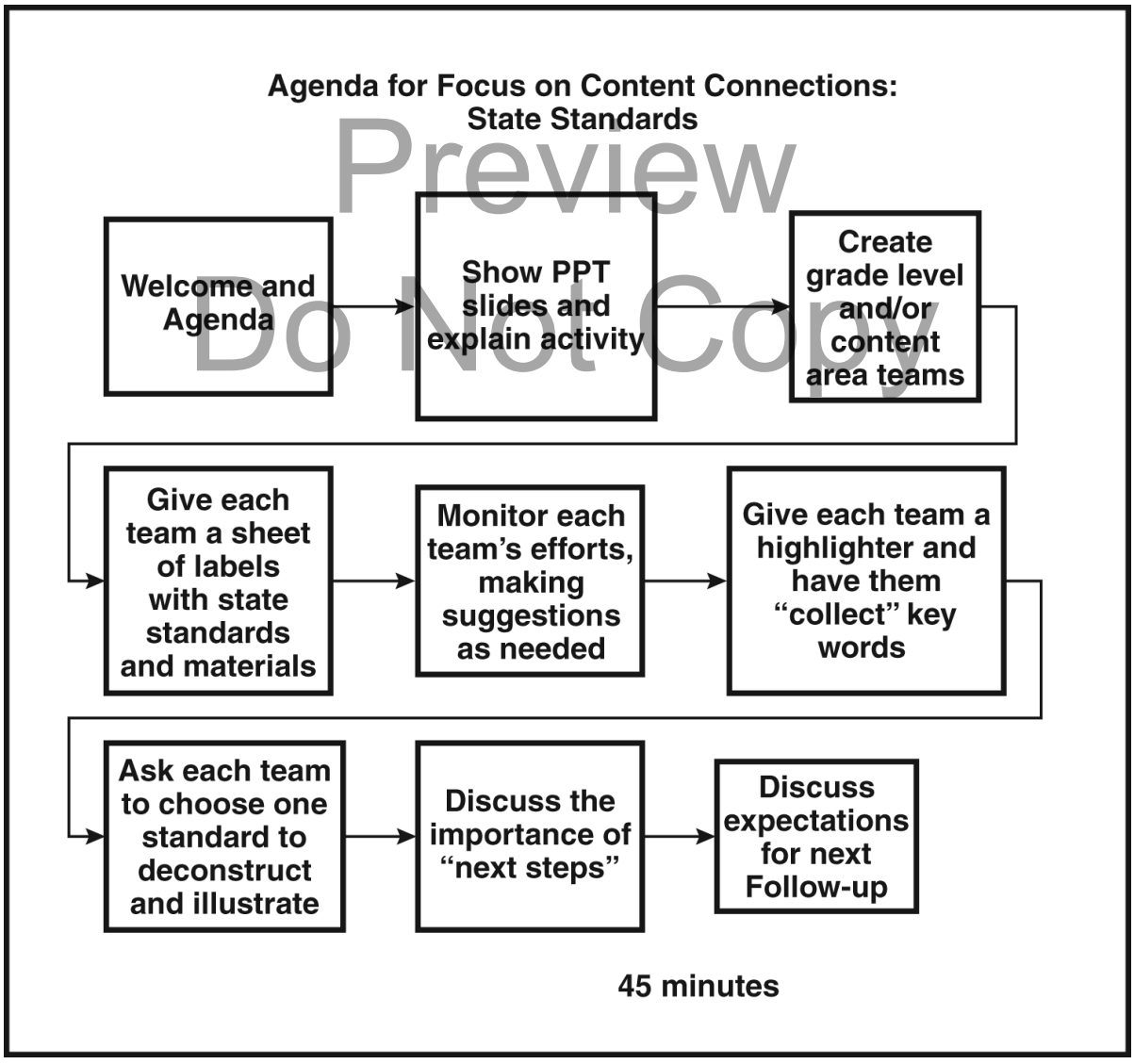
Objective

To connect the Thinking Maps with specific state content standards.

Materials

Labels with grade level or content area standards; chart paper; markers

Language for Learning reference pages: Chapter 4: Content Connections



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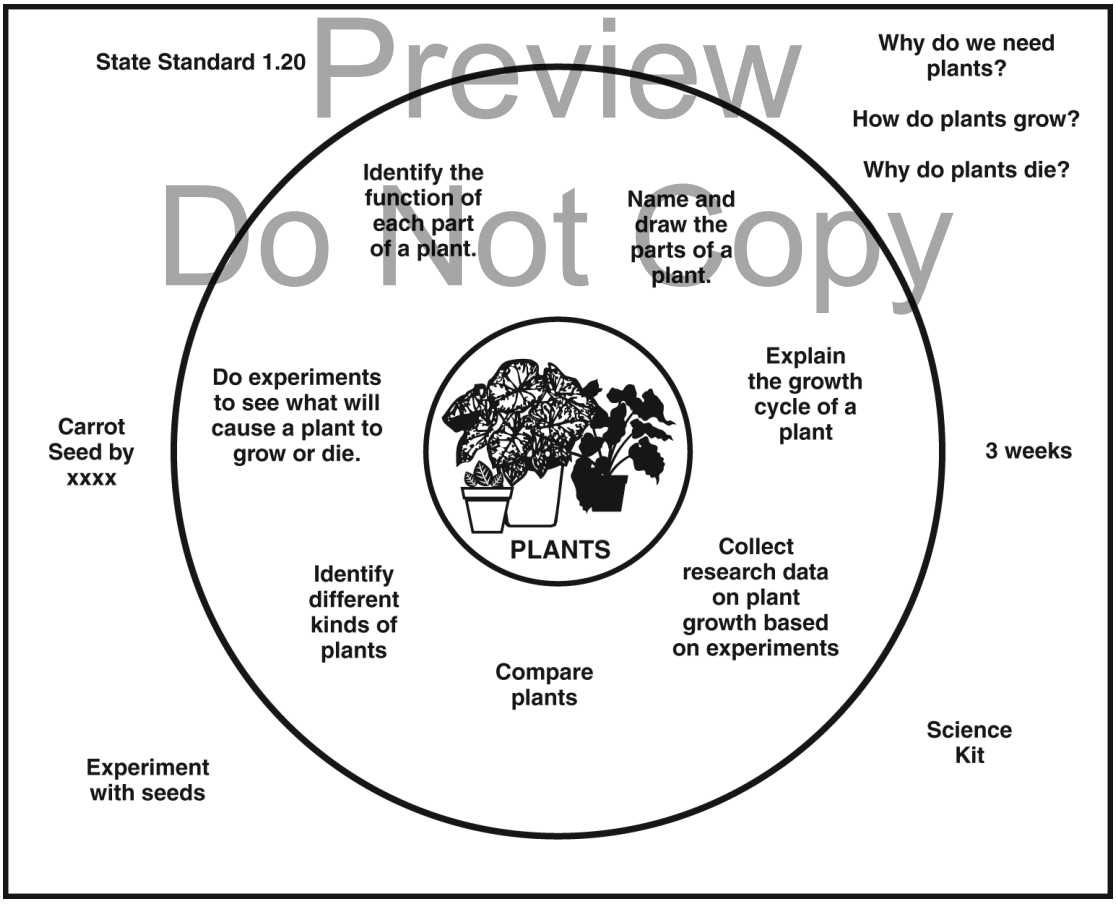
FOCUSING ON: CURRICULUM PLANNING

2. Once the Frame of Reference is completed, it is time to brainstorm all of the requisite learnings for the unit goal. Ask teachers to imagine that the unit is complete and the students have all been successful. Ask "What concepts, processes, skills, etc did the students learn?" Record their responses in the outside circle. Teachers should work with their team and reference their state guidelines as they brainstorm. As teachers brainstorm, they should recognize key words that will help them apply the Thinking Maps to their curriculum.



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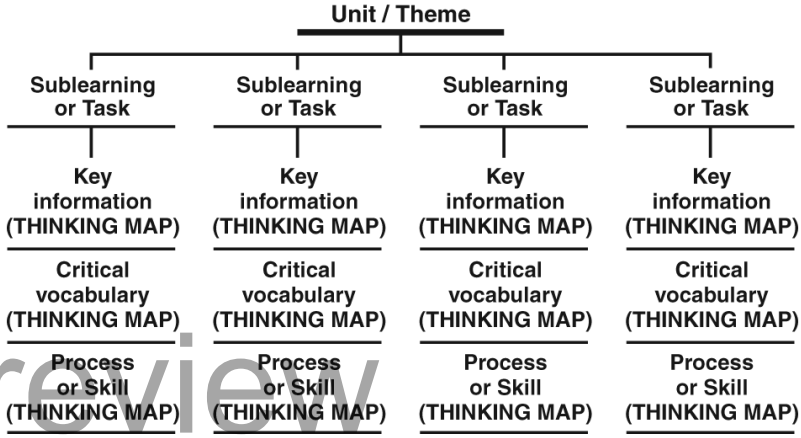
FOCUSING ON: CURRICULUM PLANNING

Classifying Sub-learnings or Tasks

The next step is to classify the content in a Tree Map. (If you don't have time for this step, the connection of the maps to the content can be done in the Circle Map.) Ask teachers to help you identify related ideas within the Circle Map in order to name the sub-headings in the Tree Map. Once the categories have been established, you can model how to elaborate on each topic and connect the Thinking Maps to the content. This is also the time to discuss how the maps can be used for diagnosing prior knowledge, direct instruction, student processing, and assessment.



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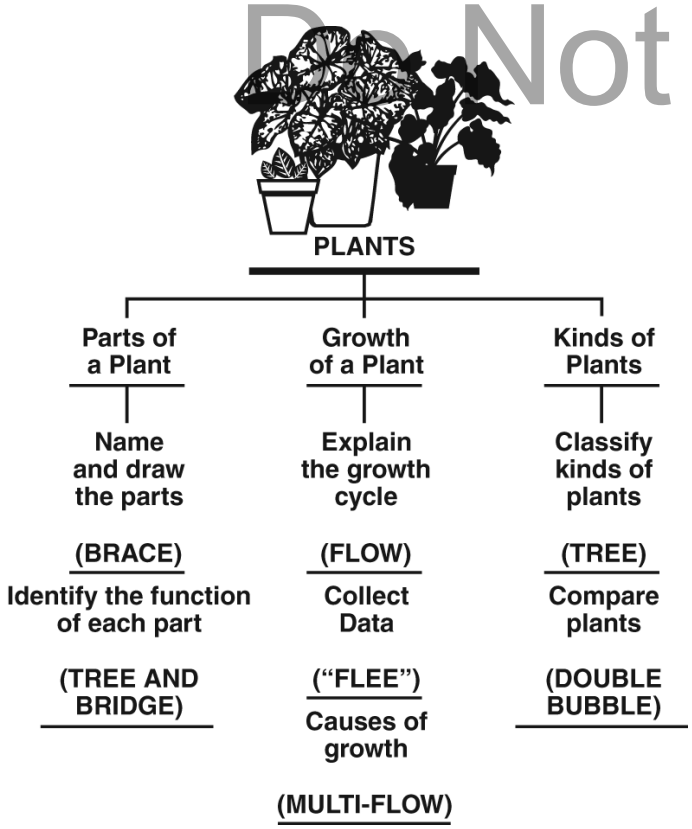

As you create this Tree Map and suggest Thinking Map connections, take the time to draw some of the actual maps that teachers might use. For example, draw a Brace Map with the parts of a plant.

Make sure to model that this map should have illustrations of each part and talk about possible ways to engage students in the creation of the map.

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ANSWER KEY

Literacy Links Self-Assessment #1

Yes, No, Working on it, NA (not developmentally appropriate for my students).

1. _____ My students are able to apply a Map upon request, with few clarifying questions.

2. _____ I have moved beyond just using the maps for direct instruction. Now my students work in pairs and / or small groups to use the maps more independently.

3. _____ I often ask my students: "Which map should we use if we want to _____ (fill in with the cognitive language for each map)?" For example: "Which map should we use if we want to classify this information?"

4. _____ My students are beginning to recognize key words for each thought process in discussions and readings. For example: First, next, finally are words that students recognize as sequencing.

5. _____ My students use these key words to "trigger" organizational patterns that they can apply to the correct map.

6. _____ My students create maps by themselves or in small groups and then share their ideas with the whole class.

7. _____ My students discuss which map they should use to visually represent their thinking.

8. _____ I have created activities for students to use the maps for academic vocabulary development.

9. _____ My students know how to use maps for the stages of the writing process: brainstorming, classifying and elaborating supporting details, organizing their ideas into a coherent writing piece.

10. _____ My students know how to use a variety of maps to show what they understand in several content areas.

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