

Asset Maps

Describing and Defining your School's Strengths and Differentiating Professional Learning

☞ An asset map is intended to reveal a school's strengths and help the faculty to set goals related to literacy learning

☞ An asset map is meant to engage the full faculty in thoughtful discussion about a school's present performance level

☞ Goals from the asset map are used to create a Literacy Action Plan

☞ An asset map is completed twice each year - your school's liaison will assist

☞ Monthly reviews of the asset map help the faculty stay focused

☞ The asset map is meant to work in concert with school accountability plans and student assessment processes

Asset Map Chronology

Initial Asset Map Process

- can be done in the spring, summer or early fall of a new school year
- Administer asset map - use process below
- Review the large charts as a faculty and/or in small groups

School Goals

- Literacy Leadership team meets to prepare a proposed set of school goals based on either low cluster or wide scatter across the asset map
- Literacy Leadership (LLT) meets with faculty to discuss and decide upon school-wide goals (one from each area - School Climate, Teaching and Learning)
- Select no more than three goals - ensure that the full faculty is aware of and committed to these goals
- It is helpful to have the goals align with other district efforts and goals
- The school creates and shares a Literacy Action Plan

Individual Goals

- Based on each teacher's/coach's individual asset map, he/she considers up to three goals to work on in his/her own setting
- Principals may use the goals in conversations about each teacher's appraisal
- Teachers and the LLT meet to review individual goals and discuss possible partnerships (pairs and trios) for each teacher
- Partnerships are based on one or both of the following:
 - The teacher with a growth area (goal) is paired with a teacher (or coach) who has a complementary strength
 - A teacher with a growth area is paired with a teacher who is also interested in improving his/her practice in a similar way or on the same goal
- Each teacher creates a literacy action plan

Professional Learning based on goals

- The LLT plans for faculty-wide study and other forms of professional learning in support of meeting school-wide goals
- The LLT ensures that, wherever possible and at a reasonable time, all teachers are involved in partnerships, coaching cycles, professional learning communities, outside workshops, etc. that will provide information and discourse to support their goals
- The LLT checks in through grade level team meetings and/or faculty meetings to ensure that teachers are working toward their goals with others and in their own classrooms

Asset Map Review

- School-wide goals are posted on a large chart (and/or in an online forum) leaving plenty of space for all faculty members to post anecdotal information showing progress toward the school-wide goals.
- Time is set aside at faculty meetings for teachers and teams to share progress on individual goals
- The LLT guides discussion about progress toward the school-wide goals regularly in faculty meetings and/or team meetings

Final Asset Map

- Is administered in the spring and faculty begins to repeat the process listed above -

Asset Mapping Process

1. Complete the map on your own

To be prepared for the full staff asset discussion please review the map and rate yourself on each asset in the *School Culture, Teaching and Learning* categories. A 1 demonstrates that you don't consider this asset developed at this time - a 10 indicates that the asset is fully developed in your classroom/school. You should mark your map based on how you think **you** and the children with whom you work most closely at this time are doing - not your team, not the whole staff - just you. Make sure you have your map with you for the large group discussion. (Plan about 15 minutes for this.)

2. Small group meetings

When the staff convenes, break into small groups. The purpose of the small group meeting is to give you a chance to confer with your colleagues in groups of 3-5 about each item and how each group member ranked each criterion. You will probably find some differences in the way you and your colleagues define each item. In some cases, the discussion may make you change your original ranking on your own asset map. These are both acceptable parts of the process. (Plan 30 to 60 minutes for this.)

3. Large map frequency distribution

Once all assets have been discussed in the small groups, it's time for each person to mark the large map with **the same color round sticky dot**. Be sure you have several thousand on hand. **Every person needs to mark each item with a sticky dot representing their own opinion, though that opinion might have changed as a result of the small group meetings.** Notice that the map is three separate pages - be sure you match the topic headers *School Culture, Faculty, and Students*, with those on the large map! (Plan 30 minutes for this)

4. Frequency and concentration debrief

A concentration of lows (1's, 2's, 3's) indicates general agreement that the asset isn't developed. A concentration of highs (8's, 9's, 10's) indicates that the asset is fully

developed. A statistical spread indicates that there is disagreement. As you staff discusses the frequency distribution charts, consider the following questions:

- What do you notice?
- What, if any, connections exist between the three maps?
- Where is there agreement? Where is there disagreement? Why?
- What assets are emerging as potential goals, and why?
- How do the assets support standards?

The purpose of discussion is to identify several goals that can be addressed by the leadership team and the staff developer.

(Plan 30 minutes for this.)

5. Leadership team meeting

The Leadership team will meet to analyze the goals and create an action plan to address them. They will discuss resources that can be used to help meet the goals.

(Plan one hour for this.)

6. Presentation to faculty

The action plan should be presented to the faculty for a final discussion and revised as needed. The action plan will serve as the guide for staff development in your school for the remainder of the school year. (Plan 10 - 15 minutes for this.)

7. Repeating the process

The process should be repeated at least once (a post asset map assessment) during the school year. Be sure to use **different color sticky dots for the subsequent administrations of the asset map**. Repeat the entire process.