# Five Levels of Thinking Maps® Implementation

| | 1 Introducing the Knowledge Base | 2 Teaching the Skills and Maps | 3 Horizontal Transfer Across Disciplines | 4 Vertical Integration | 5 Executive Control and Assessment |
|---|---|---|---|---|---|
| **STUDENT** | • Is aware of the impending implementation | • Correctly applies and constructs all 8 maps with support<br>• Recognizes maps as teacher applies them in new situations<br>• Identifies appropriate TM in response to prompt or question | • Uses thinking process vocabulary<br>• Accurate and independent selection of TM for communicating thoughts and ideas in all subject areas<br>• Applies multiple maps to analyze and comprehend information for learning | • Uses TM in collaborative group work to expand, revise, and synthesize ideas<br>• Collaborative problem-solving<br>• Applies TM to homework, projects, etc., for a variety of purposes and through a variety of technologies, including TM software | • Fluid, independent use of language of TM across disciplines<br>• Uses TM for metacognition, self-reflection, and assessment<br>• Self-selected artifacts for student portfolio of Thinking Maps<br>• Novel applications beyond academic areas |
| **TEACHER** | • Has attended Day 1 TM training<br>• Established a plan for systematically introducing TM<br>• Has met with colleagues (grade level, content area) to review plans for implementation<br>• Discussed with students the plan for implementation | • Explicitly introduces and reinforces all 8 maps<br>• Models and applies multiple maps to demonstrate and introduce content and concepts | • Uses TM to guide questioning and responses<br>• Encourages and models thinking process vocabulary for transfer across disciplines<br>• Explicitly scaffolds map(s) for improvement of students' thinking abilities | • Uses TM in collaborative work for instruction and assessment<br>• Collaborative problem-solving and curriculum planning<br>• Uses TM in and for curriculum planning, cooperative learning, and assessment through a variety of technologies, including TM software<br>• Embeds Thinking Maps in other instructional strategies, structures, and initiatives | • Fluid use of map(s) in instruction and assessment<br>• Uses TM for metacognition, self-reflection, and assessment<br>• Self-selected collection and documentation of Thinking Maps integration<br>• Novel application to instructional opportunities beyond academic areas |
| **ADMINISTRATOR** | • Has a clearly developed plan to support TM implementation<br>• Uses TM for basic agendas or to display data such as agendas, roles (if leadership training has preceded TM implementation) | • Uses TM to plan and facilitate small and whole group meetings<br>• Models multiple maps to introduce and generate information about topics or issues | • Uses TM for coaching and supervision<br>• Uses TM for long-term planning and school improvement<br>• Encourages and models thinking process vocabulary for transfer across the learning organization | • Uses TM in collaborative work for instruction and assessment<br>• Collaborative problem-solving and curriculum planning<br>• Uses TM in and for curriculum planning, cooperative learning, and assessment through a variety of technologies, including TM software<br>• Embeds Thinking Maps in other instructional strategies, structures, and initiatives | • Fluid use of maps in collaborative problem-solving, coaching, and supervision, etc.<br>• Uses TM for metacognition, self-reflection and assessment<br>• School-wide documentation of applications across grade levels and disciplines<br>• Novel application to administrative duties |
| **SCHOOL** | • Leadership Team, including Trained Trainers, established to guide implementation<br>• All resources and TM software, if acquired, are distributed to faculty<br>• Central area established to share/display TM work | • Displays evidence of student, teacher, and administrator applications<br>• Parents are made aware of the implementation of the maps and opportunities are provided for them to become oriented to their use | • Sharing, discussing, and collecting map applications and media across all grade levels and positions to promote the school-wide common language<br>• Uses TM for school-wide data analysis and action planning | • Uses TM in grade level department, parent, and volunteer meetings for collaborative problem-solving<br>• 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, parents<br>• TM technology used to facilitate higher order thinking across school<br>• School-wide assessment of implementation indicating patterns of use, growth and next steps<br>• Novel applications outside of school building (in the wider community) |