# Five Levels of Thinking Maps® Implementation

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### 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 and through a variety of technologies, including TM software
- 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
- Has met with colleagues (grade level, content area) to review plans for implementation
- 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 and for curriculum planning, cooperative learning, and assessment through a variety of technologies, including TM software
- Embeds Thinking Maps in other instructional strategies, structures, and initiatives
- Fluid use of maps(s) in instruction and assessment
- Uses TM for metacognition, self-reflection, and assessment
- Novel application to instructional opportunities beyond academic areas

### ADMINISTRATOR
- 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)
- Uses TM to plan and facilitate small and whole group meetings
- Models multiple maps to introduce and generate information about topics or issues
- Uses TM for coaching and supervision
- Uses TM for long-term planning and school improvement
- Encourages and models thinking process vocabulary for transfer across the learning organization
- Uses TM in collaborative work for instruction and assessment
- Collaborative problem-solving and curriculum planning
- Uses TM and for curriculum planning, cooperative learning, and assessment through a variety of technologies, including TM software
- Embeds Thinking Maps in other instructional strategies, structures, and initiatives
- Fluid use of maps for collaborative problem-solving, coaching, and supervision, etc.
- Uses TM for metacognition, self-reflection and assessment
- School-wide documentation of applications across grade levels and disciplines
- Novel application to administrative duties

### SCHOOL
- 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
- 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
- Sharing, discussing, and collecting 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
- Uses TM in grade level department, parent, and volunteer 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, parents
- TM technology used to facilitate higher order thinking across school
- School-wide assessment of implementation indicating patterns of use, growth and next steps
- Novel applications outside of school building (in the wider community)