

Facilitator's Guide

Keys to
**CURRICULUM
MAPPING**

Strategies and Tools to Make It Work

Susan Udelhofen

A Multimedia Kit for Professional Development



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Introduction

How to Use the Guide

This guide is designed to accompany the study of the book and DVD *Keys to Curriculum Mapping: Strategies and Tools to Make It Work* by Susan Udelhofen. It offers a framework for guiding group facilitators involved in professional development workshops. It summarizes Udelhofen's five chapters in *Keys to Curriculum Mapping* and suggests workshop and DVD activities, discussion questions, and handouts for use as support material for mapping the curriculum. Reading the guide will give facilitators a solid background for successfully leading a study of both the book and the DVD.

The guide can be used in a variety of ways, based on the particular goals, size, and background of the individuals or groups who are interested in the curriculum mapping process. The User Guide table offers a chart that outlines the key points of each chapter, time considerations, and intended participants, which will assist facilitators to plan how to best utilize this media kit.

How to Use the DVD

The DVD is designed as a springboard for learning about curriculum mapping. It helps both facilitators and participants learn in a step-by-step fashion the process of curriculum mapping. As support material for the book *Keys to Curriculum Mapping*, the DVD is directed toward administrators, teachers, curriculum leaders, education consultants, school district members, and other leaders in K–12 schools who are interested in authentic curriculum development.

Additional Resources for Facilitators

Hawker Brownlow Education also offers a free 16-page booklet entitled *Tips for Facilitators* that includes practical strategies and tips for guiding a successful meeting. The information in this section describes different professional-development opportunities, the principles of effective professional development, some characteristics of an effective facilitator, the responsibilities of the facilitator, and practical tips and strategies to make the meeting more successful.

We recommend that facilitators read a copy of *Tips for Facilitators* and review the characteristics and responsibilities of facilitators and professional development strategies for different types of work groups and settings.

Keys to Curriculum Mapping User Guide

<i>Book Chapter and DVD Clips</i>	<i>Key Points of Chapter and DVD Clip</i>	<i>Approximate Time Requirement</i>	<i>When the Chapter Is Most Effectively Implemented</i>	<i>Suggested Participant Configurations</i>
<i>Introduction: The Curriculum Mapping Journey</i>				
<i>DVD Clip</i> <ul style="list-style-type: none"> Introduction 	<i>The Introduction Presents</i> <ul style="list-style-type: none"> An introduction to the curriculum mapping process Testimonials about curriculum mapping from teachers and administrators <i>Purpose</i> <ul style="list-style-type: none"> To introduce the concept of curriculum mapping To plan for implementation 	20–30 minutes	This segment is best used at the beginning of the curriculum mapping process.	<ul style="list-style-type: none"> Individuals who are interested in an independent study Small groups of educators interested in beginning the curriculum mapping process (particular grade levels or departments) Small study groups All-staff presentation as an introduction to the process
<i>Chapter 1. Making the Case for Curriculum Mapping</i>				
<i>DVD Clip</i> <ul style="list-style-type: none"> Why curriculum mapping? 	<i>Chapter 1 Presents</i> <ul style="list-style-type: none"> The ways mapping the curriculum offers a new and effective method for documenting and discussing the taught curriculum The ways curriculum mapping connects to the tenets of effective schools The ways the process of curriculum mapping informs nearly every school improvement effort 	Preview Activity: 20–30 minutes Activity 1.1. Curriculum Mapping and Tenets of Effective Schools: 20–30 minutes Activity 1.2. Connecting Curriculum Mapping to School Improvement Initiatives: 20–30 minutes	This segment is best used immediately after the introduction or as a separate workshop event.	<ul style="list-style-type: none"> Individuals (independent study) Small groups of interested educators who wish to map their curriculums (particular grade levels or departments) District or Building Steering Committee; those who are exploring the possibility of mapping the curriculum District or Building Leadership All staff

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Book Chapter and DVD Clips	Key Points of Chapter and DVD Clip	Approximate Time Requirement	When the Chapter Is Most Effectively Implemented	Suggested Participant Configurations
	<p><i>Purpose</i></p> <ul style="list-style-type: none"> • To establish the foundation for curriculum mapping • To present the purpose for curriculum mapping • To see the connections between curriculum mapping and other school improvement initiatives • To plan for curriculum mapping implementation 			
<i>Chapter 2. Before You Begin: What Is Necessary</i>				
<p><i>DVD Clips</i></p> <ul style="list-style-type: none"> • Preparation • Mapping methods • Finding time 	<p><i>Chapter 2 Presents</i></p> <ul style="list-style-type: none"> • Steps and strategies for building a solid foundation when initiating the curriculum mapping process, which include: <ul style="list-style-type: none"> – Setting the stage – Introducing the process with initial leaders—planning a “heads-up” meeting and building a leadership team—those who will be leading this initiative – Choosing which method to use to gather and document the curriculum mapping data • Strategies for the issue of finding appropriate time to initiate and implement this curriculum process <p><i>Purpose</i></p> <ul style="list-style-type: none"> • To plan for implementation 	<p>Preview Activity: 30 minutes</p> <p>Activity 2.1. Preparation: Choosing Key Stakeholder Group or Leadership Team: 15–20 minutes</p> <p>Mapping Methods: 30–40 minutes</p> <p>Activity 2.2. Finding the Time: 20–30 minutes</p> <p>Activity 2.3. Implementation Planning: 60–120 minutes</p>	<p>This segment is best used immediately after Chapter 1.</p>	<ul style="list-style-type: none"> • Individuals (independent study) • Small groups of interested educators who wish to map their curriculums (particular grade levels or departments) • District or Building Steering Committee—those who are exploring the possibility of mapping the curriculum • District or Building Leadership Group

Chapter 3. The Curriculum Mapping Process: The Initial Cycle				
<p>DVD Clips</p> <ul style="list-style-type: none"> • Step 1 • Step 2 • Step 3 • Step 4 	<p>Chapter 3 Presents</p> <ul style="list-style-type: none"> • The steps to the initial curriculum mapping cycle, which includes the following four parts: <ul style="list-style-type: none"> – Step 1: Collecting and documenting the initial curriculum mapping data. This includes content, skills, and assessments. – Step 2: Examining and reviewing the data entries—initial read-throughs and coaching – Step 3: Identifying curriculum issues after multiple read-throughs – Step 4: Addressing both short-term and long-term issues and developing a plan to address those issues • The importance of not only creating maps but, more important, discussing the mapping data • The various purposes and strategies for sharing the mapping data • The importance of consistent curriculum mapping training to ensure that everyone mapping receives the same training materials and instruction <p>Purpose</p> <ul style="list-style-type: none"> • To build curriculum maps 	<p>Preview Activity (Step 1): 20 minutes</p> <p>Activity 3.1. Initial Data Entry: Content, Skills, and Assessment: 30–60 minutes</p> <p>Preview Activity (Step 2): 15 minutes</p> <p>Activity 3.2. Reviewing Initial Data Entry/ Coaching: 60 minutes</p> <p>Activity 3.3. Reviewing Initial Data Entry/ Partner Read-Through: 30–40 minutes</p> <p>Activity 3.4. Reviewing Initial Data Entry/ Small-Group Read-Through: 50–60 minutes</p> <p><i>(Note that these activities would occur over the course of several months as teachers build their maps.)</i></p> <p>Preview Activity (Step 3): 10–15 minutes</p> <p>Activity 3.5. Subsequent Map Read-Throughs: 60–90 minutes</p> <p>Activity 3.6. Sharing the Map Reviews With Colleagues: 60–90 minutes</p> <p>Preview Activity (Step 4): 20 minutes</p> <p>Activity 3.7. Identifying Key Curriculum Issues (Results of All Small-Group Work): 60 minutes</p>	<p>This segment can be used with leadership team members who will be mapping before the entire staff.</p> <p>This segment can also be shown again to all staff when they begin to create curriculum maps.</p> <p><i>(Step 2 follows at a later date, after teachers have created a one-month map.)</i></p> <p><i>(These steps illustrate the initial curriculum mapping cycle that will occur over the course of several months.)</i></p>	<ul style="list-style-type: none"> • Individuals (independent study) • Small groups of educators who are mapping their curriculums (particular grade levels or departments) • District or building leadership groups; educators who will be mapping prior to all-staff mapping • Large groups or all staff (as an introduction the mapping process)

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Book Chapter and DVD Clips	Key Points of Chapter and DVD Clip	Approximate Time Requirement	When the Chapter Is Most Effectively Implemented	Suggested Participant Configurations
<i>Chapter 4. Implementing the Action Plan and Beyond</i>				
<p><i>DVD Clips</i></p> <ul style="list-style-type: none"> Implementing the action plan Core consensus versus individual mapping 	<p><i>Chapter 4 Presents</i></p> <ul style="list-style-type: none"> The possible directions curriculum mapping can take once the initial cycle has been completed based on specific teacher, school, and district needs The structure of establishing communication flow patterns Creating curriculum leadership teams at each level <p><i>Purpose</i></p> <ul style="list-style-type: none"> To continue the curriculum mapping process 	<p>Preview Activity: 15 minutes</p> <p>Implementing the Action Plan: 20 minutes</p> <p>Core/Consensus Mapping: 15 minutes</p> <p>Activity 4.1. Examining Possible Focus Areas: 30 minutes</p> <p>Activity 4.2. Forming Curriculum Teams: 10 minutes</p> <p>Activity 4.3. Charting the Communication Flow: Time will vary depending on size of district</p> <p>Activity 4.4. Configuring Review Teams: 20–30 minutes</p> <p>Activity 4.5. Putting It All Together: Mapping the Plan: 30–60 minutes</p>	<p>This segment is best used with the leadership team or all staff after they have been mapping for several months.</p>	<ul style="list-style-type: none"> District or Building Leadership Groups; educators who will be mapping prior to all-staff mapping Large groups or all staff after they have completed the initial cycle of curriculum mapping
<i>Chapter 5. Curriculum Mapping Software</i>				
<p><i>DVD Clips</i></p> <ul style="list-style-type: none"> Mapping program software Conclusion 	<p><i>Chapter 5 Presents</i></p> <ul style="list-style-type: none"> Reasons for using curriculum mapping software when mapping the curriculum A description of four curriculum mapping software programs Concluding teacher reflections about the curriculum mapping process <p><i>Purpose</i></p> <ul style="list-style-type: none"> To describe why curriculum mapping software is important To share concluding reflections from teachers who have mapped 	<p>Preview Activity: 20 minutes</p> <p>Activity 5.1. Choosing Curriculum Mapping Software: 30–60 minutes</p> <p>Preview Activity: 15 minutes</p> <p>Activity 5.2. Conclusion: 15–30 minutes</p>	<p>This segment can be used after Chapter 2 or anytime in the curriculum mapping process when it is most appropriate to examine curriculum mapping software issues.</p>	<ul style="list-style-type: none"> District or building steering committee and/or District or building leadership group; educators who will be mapping prior to all-staff mapping The conclusion is appropriate for any educators who are considering curriculum mapping or have been mapping for several months.