

*An*  
**EDUCATIONAL LEADER'S**  
*Guide to*  
**CURRICULUM  
MAPPING**

**CREATING and SUSTAINING  
COLLABORATIVE CULTURES**

**JANET A. HALE  
RICHARD F. DUNLAP, Jr.**

Foreword by  
**Heidi Hayes Jacobs**



# Contents

---

<b>List of Figures</b>	<b>vi</b>
<b>Foreword</b>	<b>viii</b>
<i>Heidi Hayes Jacobs</i>	
<b>Preface</b>	<b>x</b>
<b>Acknowledgments</b>	<b>xiv</b>
<b>About the Authors</b>	<b>xvii</b>
<b>1. What Shifts in Thinking Are Imperative for Collaborative Curriculum Mapping?</b>	<b>1</b>
Collaborative Curriculum Design	2
An Aspen Grove Mentality	2
Teacher-Designed Curriculum	3
Curriculum Mapping System Library Analogy	9
Which Map Type Should We Begin Designing?	10
Conclusion	12
Review Questions	13
<b>2. What Are Critical Considerations for Curriculum Mapping Leadership?</b>	<b>14</b>
Defining Leadership	14
Leadership Characteristics	15
Transformational Leadership	16
Collaborative Leadership	17
Administrative Leadership Considerations	17
Supporting a Curriculum Mapping Initiative	17
Leading Educational Initiatives	19
Establishing Vision, Mission, and Action Plans	22
Vision and Mission Statements	22
Goals and Action Plans	23
Action Plan Considerations	24
Building Site Considerations	27
Conclusion	29
Review Questions	29

<b>3. What Should District Administrators Consider to Support Teacher Leadership?</b>	<b>31</b>
District Administrator Positions	33
Districtwide Administrative Support	33
Superintendent or Assistant-Superintendent Support	34
Empowering Teacher Leadership	37
Strategic Planning Considerations	45
Conclusion	47
Review Questions	47
<b>4. What Should Curriculum Directors Consider to Support Teacher Leadership?</b>	<b>49</b>
Curriculum Positions	50
Curriculum Directors	51
School-Site Teacher Leadership	54
Curriculum Considerations	55
Mapping the Disciplines	55
Systemic Unit Names	59
Using the Maps	59
Map Implementation Accountability	62
Designing and Implementing New Courses	64
Rethinking Textbook Adoptions	64
Teachers as Learners	66
Conclusion	67
Review Questions	67
<b>5. What Should Principals Consider to Support Teacher Leadership?</b>	<b>69</b>
Building Trust and Teacher Leadership	71
The Importance of Trust	71
Curriculum Design Leader and Instructional Leader	77
Curriculum Responsibilities	82
District and School-Site Perspectives	82
Establishing a Curriculum Mapping Council	86
Not Just Making Maps—Using Maps	89
Conclusion	94
Review Questions	95
<b>6. What Do Professional Development Administrative Maps Look Like?</b>	<b>97</b>
Professional Development Maps: Quality Map Writing	98
Skill Statements Versus Action Statements	98
Unit Names	99
Housing Administrative Maps:	
Mapping System Considerations	99
Collaborative Versus Personal Documentation	104

Professional Development Map Month Samples	105
Conclusion	105
Review Questions	119
<b>7. What Do Professional Roles Administrative Maps Look Like?</b>	<b>120</b>
Writing Professional Roles Administrative Maps	120
Self-Centered Versus Learner Centered	121
Professional Roles Map Month Samples	125
Conclusion	125
Review Questions	125
<b>Appendix A: What Are Considerations for Developing Systemic Unit Names?</b>	<b>140</b>
Developing Systemic Unit Names	141
A Process-Based Experience	141
Unit Name Types	143
Thinking Design, Not Practice	145
Standards Documentation and Unit Names	146
Standards Documents	147
Generalized Versus Specialized Courses	149
Unit Name Development Considerations	150
Unit Name Task Force	150
Step-by-Step Thoughts	151
Design Thoughts for Unit Name Types	154
Topic/Theme Unit Name <i>Versus</i> Topic/Theme	
Unit Name: Descriptor	154
Using Initials for Topic/Theme Unit Name: Descriptor	159
Concept-Based Unit Name Signifiers: Topics/Themes	161
Roman Numerals	163
The Issue of <i>When</i>	165
Conclusion	166
Review Questions	167
<b>Appendix B</b>	<b>168</b>
Officer Foundations of the United States Marine Corps: Leadership Traits	168
Officer Foundations of the United States Marine Corps: Leadership Principles	169
<b>References</b>	<b>171</b>

# Foreword

---

**Y**ou hold *An Educational Leader's Guide to Curriculum Mapping* in your hands. I believe this book represents a landmark contribution to the field of curriculum mapping. Janet Hale and Rick Dunlap have zeroed in on the role of leadership. The effectiveness of a mapping initiative rests largely in the foresight and proficiencies of leadership teams to galvanize a faculty, to engage in purposeful objectives, and to plan imaginatively to engage learners. As they write, "leadership is not management." Their chapters help coach administrators and teacher leaders into considering best practices and possibilities to systematically plan for quality curriculum design and review.

This book provides detailed examples of how to establish professional-development and administrative maps that model the very practices that teachers should be considering for their learners. This creates a cycle of communication and openness breaking from the past tendency toward separateness between leaders and staff. Most importantly, a major theme here is *sustainability*. There is a certain fickleness in education, where it is so easy to start a program and drop it for another. The authors provide leadership with the long view to help you integrate mapping into the ongoing fabric of school life. You will not only take comfort and learning from their text but Hale and Dunlap also give detailed and useful examples of administrative maps and resources to assist any school leader K–12.

Leading schools in the 21st century requires new competencies to match the needs of learners, their teachers, and their communities. Curriculum mapping is a modern approach that provides both a collaborative process and an electronic platform for educators to make strategic choices for their students. In particular, there have been a few key curriculum leaders who have contributed mightily to the work, and Janet Hale and Rick Dunlap are two of them. Hale and Dunlap have been relentless and vigilant advocates for precision in mapping.

Janet's (2008) first mapping book with Corwin, *A Guide to Curriculum Mapping*, added depth and detail to my Curriculum Mapping model, and I am so aware of and grateful for Janet's contribution. On countless occasions, I have had the opportunity to hear educators across the country and overseas refer to Janet's coaching. Janet's knowledge, humor, and warmth, which reaches the schools where she has consulted, is reflected directly in her writing. Most of all, Janet has patience. She conveys to the first-time "mapper" that this is a process and that we never "arrive" at a finished point. Knowledge keeps growing. Learners keep changing. Our mapping tools keep evolving as well. We need dynamic thinking.

I met Rick Dunlap almost 10 years ago when he was first attending the annual Curriculum Mapping Institute as principal of West Chester High School in Pennsylvania. Right from the start, it was clear that Rick was no ordinary leader. Over the years that followed, he has brought teams of his lively and committed faculty to make robust workshop presentations that consistently received stellar evaluations. This man knows how to motivate and inspire his colleagues. He creates teacher leaders, engaged learners, and quality curriculum.

When I developed the Curriculum Mapping model in 1997, I believed that open and transparent communication between colleagues in real settings was critical in making these choices and that emerging technologies would make this possible. Little did I know what would follow. Looking back, it was not possible to see how so many educators would build on the model, refine it, and make it stronger. It was also not possible to see that mapping would become a global enterprise through the energy of school personnel and programming work of multiple education-software groups. I am grateful to Hale and Dunlap for deepening that work. As professionals, Janet and Rick are concurrently pragmatic and scholarly in their writing. As people, they support their colleagues with loyalty, empathy, and respect. I recommend *An Educational Leader's Guide to Curriculum Mapping* as a critical acquisition for those desiring to navigate the mapping process.

—Heidi Hayes Jacobs

# Preface

---

*A leader is one who knows the way, goes the way, and shows the way.*

—John C. Maxwell

**M**axwell's (1999–2010) leadership qualities—knowing, going, and showing—are critical regardless of profession or endeavor. Gaining personal and collaborative awareness of how these qualities factor into administrators and teachers being the leaders of a curriculum mapping initiative is the foundation for *An Educational Leader's Guide to Curriculum Mapping*.

Curriculum mapping is a model for designing, refining, replacing, upgrading, and reviewing curriculum planning, resulting in a framework that provides form, focus, and function. *Mapping* is a verb, which characterizes this model's use of steps, procedures, and processes to produce various types of curriculum maps that are used by teachers as a framework for communication and questioning current and future curriculum design needs and instructional practices (Hale, 2008; Jacobs, 1997, 2004; Jacobs and Johnson, 2009; Udelhofen, 2005, 2008). Communication points and generated questions are addressed through a lens that sees all teachers committing to keeping what is in the students' best interests in the forefront of all curriculum decision making (Jacobs, 1997).

An important consideration for implementation is the realization that there needs to be adequate time for administrators, teacher leaders, and all teachers in a learning organization to comprehend curriculum mapping's complexities, especially the extensive learning and engagement teachers undergo when a curriculum mapping initiative is first put into action.

Curriculum mapping is a second-order, systemic-change and growth model. If it is perceived as a first-order change, it is difficult to succeed in curriculum mapping becoming an ongoing component of a learning organization's curriculum culture (Hale, 2008; Jacobs, 1997; Kallick, 2006; Marzano, Waters, & McNulty, 2005; Senge, Cambron-McCabe, Lucas, Smith, & Kleiner, 2000).

Jacobs and Johnson (2009) point out that curriculum mapping's systemic process serves as a catalyst to

- Develop a dynamic, focused, and articulated curriculum for all students in the school;
- Strengthen the alignment of all aspects of instruction in the system;

- Connect all school-improvement initiatives in the school;
- Create a long-term vision for change and implementation plans;
- Integrate a feedback loop that provides data and feedback used to continually sharpen the focus; and
- Rethink the support structure and resources needed to ensure lasting change. (p. 105–106)

Curriculum mapping is a valuable and worthwhile endeavor for a district and each school in the district, which collectively represent the learning system. When administrators and teacher leaders thoughtfully consider how to best convey and encourage districtwide teacher leadership, the probability for reaching systemic sustainability increases. Wee (2007) differentiates leadership and management:

Leadership is not management. Management is what we do. Leadership is who we are. Leadership is influencing people to contribute their hearts, minds, spirits, creativity, and excellence and to give their all for their team. The servant-first [leader] makes sure that other people's highest priority needs are being served. Legitimate leadership, influence, is built upon serving, sacrificing, and seeking the greatest good of those being led. (p. 1)

Sustainability matters in curriculum mapping. Curriculum maps are living, breathing documents that evolve based on the ongoing needs of students throughout a learning organization. Jacobs and Johnson (2009) reflect on the reality that our learners are constantly evolving.

Our learners are always moving into their future. The question is whether we, as educators, are doing all that we can to prepare them. It is hard to stay current on every breakthrough in every field of study. We have our hands full in schools, yet we advise periodic and regular reviews of maps to update them and to keep our work timely are a critical part of becoming an operational learning community. (p. 105)

Administrators and teacher leaders spearheading a curriculum mapping initiative often ask for insights into how to best support teachers in the ongoing mapping process. While the size of a district or school may affect specific planning and implementation decision making, the considerations shared in this book are universal in nature. Whether you are an administrator or teacher leader in a private school where kindergarten to Grade-12 students are housed in one building or campus, or you are an administrator or teacher leader in a large-scale public school district, it is recommended that you read this book in its entirety.

## OVERVIEW OF THE CONTENTS

*An Educational Leader's Guide to Curriculum Mapping* has two focuses. Chapters 1 through 5 provide insights into a variety of systemic considerations for develop-



ing, implementing, and maintaining a curriculum mapping initiative. These chapters provide useful information for administrators and teacher leaders who are exploring the possibilities of implementing curriculum mapping or who may have begun implementation but have experienced unforeseen roadblocks or pitfalls.

Chapters 6 and 7 provide information and considerations for writing administrative maps. Since curriculum mapping provides a model for communication, many administrators are choosing to create evidence of professional development and/or administrative roles using their learning organization's online mapping system.

## Chapters

**Chapter 1** lays a foundation for thinking of curriculum mapping as a collaborative, systemic process.

**Chapter 2** addresses the reasons for establishing a clear mission and vision, a districtwide strategic plan, and schools' action plans to support a curriculum mapping initiative. It also highlights leadership considerations administrators need to be aware of to best support teachers involved in the curriculum mapping process.

**Chapter 3** informs central-office administrators of critical considerations that enable and support teacher leadership and provide insight into working collegially to establish and execute a strategic implementation plan.

**Chapter 4** expresses considerations district-curriculum directors and school-site curriculum teacher leaders need to think about when supporting teachers in designing curriculum maps and using created maps.

**Chapter 5** provides critical points principals need to consider to best support teachers within and among school sites. Building trust, supporting teachers as curriculum design and curriculum practice leaders, establishing a curriculum council, and using the maps are addressed.

**Chapter 6** explains the differences between two kinds of administrative maps, *professional development* and *professional roles*, then focuses on the protocols for writing professional development administrative maps.

**Chapter 7** addresses protocols for writing professional roles maps. This kind of map is written by an administrator to document his or her job responsibilities, actions, and evidences of completion.

**Appendix A** provides detailed information and considerations for developing systemic unit names and provides an example of the comprehensive nature of the mapping process.

**Appendix B** lists the United States Marine Corps' officer leadership traits and principles, which are applicable to leading those involved in any systemic initiative.

## Chapter Questions

While some people learn and process best in isolation, more often learning becomes solidified when there are opportunities to discuss the new information with others and transfer the learning to personal application. It is recommended that you form a book study with colleagues. As your group engages in reading through the book, each chapter ends with a series of questions designed to be discussion starters for in-person or web-based group meetings.

## Sample Curriculum Map Months

The last two chapters contain sample administrative-map *months*. Providing a month versus an entire school year is intended to allow for a variety of administrative-map examples. All maps—curriculum maps and administrative maps—are *live* and *interactive* when viewed in an online mapping system. The sample map months in this book are static and cannot convey the full scope of the connective-map database experienced when viewing and using maps in a mapping system.

Each sample map month is displayed in a table. As each commercial mapping system has a unique configuration, a table generically conveys the map-element information without needing to be concerned with the specifics for a particular mapping system.

## Supplemental Reading

If you are just beginning your curriculum mapping journey, and this is the first professional reading you have engaged in on this subject, it is recommended you also read *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process* (Hale, 2008). There are specific terminology and concepts associated with curriculum mapping. While this book explains some in detail, it may aid your understanding to also read *A Guide to Curriculum Mapping* as it provides an in-depth look at the intricacies of mapping and complements the leadership focuses highlighted throughout this book.