

Foreword

The group of teachers from southern California was huddled around Janet, sitting cross-legged outside on the grass intently listening to her every word. She was clear, warm, and steady in her choice of words as she explained the meaning of the previous workshop on curriculum mapping for them. Here was a gifted coach and a group of committed educators making meaning and determining next steps at the annual Curriculum Mapping Institute in Park City, Utah. That was the first time I met Janet Hale. The intensity, focus, and fun emerging from the group's members were a natural by-product of their discussion and the help of their guide, Janet. I took a moment to listen, and I found that I was learning, too.

Years have passed since that first meeting, and Janet continues to guide, to coach, and to translate ideas into meaningful and rigorous practice. This book is based on a myriad of Janet's experiences in both public and private districts and dioceses across the United States as she has deepened and opened up mapping to thousands of educators. Janet has added to the model that I developed and published in *Mapping the Big Picture: Integrating Curriculum and Assessment K–12* (Jacobs, 1997). When I coteach workshops with Janet, I find that she stretches and challenges my thinking while showing loyalty and collegial respect. Janet is a remarkably energetic teacher and particularly connects directly to those who are at the beginning levels of their mapping journey. That is why this book is so important and so necessary.

Curriculum mapping promotes a significant transition into 21st-century solutions to age-old problems of articulation and instruction. It is a new form of communication relying on software and the Web to foster immediate review by the individual teacher and by targeted clusters of K–12 teachers vertically and across grade levels and departments. I have often said that mapping is a coin with two sides: (1) the maps themselves, which can be viewed from a wide angle and close up, classroom to building to district, and (2) the seven-stage curriculum-mapping review process. What Janet has done is to break down both sides of the coin into highly specific steps in order to assist the novice mapper and to refine the work of the more experienced curriculum-mapping staff.

Viable education models need multiple perspectives and voices to provide practitioners with tools for purposeful adaptations to actual settings. Given how mapping asks each teacher and administrator to self-disclose operational practice and review collaboratively with colleagues, the characteristics of a specific site, a specific faculty, and specific learners are critical for success. What

I think Janet has done particularly well is to give each of you the very tools you will need to adapt to your own school setting.

She begins her book with a straightforward question: “How do we need to think, act, and meet differently?” It is an essential question for all educators to consider as they approach the challenges of shifting from dormant ways of putting together curriculum to the dynamic process that mapping instigates. Janet helps the reader see that the process will not be business as usual. Throughout the book she encourages you to stretch by considering and reflecting on each key element on a map. Practical to the core in its tone, this book gives sound advice on how to group personnel to make the best decision in mapping reviews. Janet has developed powerful and specific ideas, new and different angles to the field of curriculum mapping that deserve careful attention. Her point of view and strategies are backed up with deep and wide-ranging experience.

In the curriculum-mapping model (Jacobs 1997, 2004b), there are many components—writing quality maps, providing feedback to others, organizing your staff to begin the review process, and setting up ongoing curriculum councils and cabinets. This book will help you more deeply understand those components.

Just as in any cartography shop, the curriculum-mapping model presents a full range of different kinds of maps, with different names, that serve different purposes. Janet has expanded and elaborated on these types with a specific set of definitions for each. This is potentially a great way to facilitate communicating with others about the level of detail and intent behind each mapping document.

I find that as school faculties work with my model, a genuine epiphany occurs when they see that alignment is carried out on two levels in our maps—internal and external. We want to internally align the key elements on a map: essential questions, content, skills, and assessment. In addition, we want to externally link these elements to the overarching standards and proficiencies targeted for learners. This is a challenging and critical phase in the mapping model. One of Janet’s finest contributions to the field is the step-by-step methods she provides to coach mappers through the alignment-review process.

With imagination and serious reflection, Janet has generated a detailed book with exercises, worksheets, staff development activities, and sample maps to assist any staff developer or curriculum designer. Once again, I feel like I am learning from Janet, just like those teachers clustered around her on a July workshop day.

—Heidi Hayes Jacobs