

Foreword

You 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