Leadership Imperatives for Implementing and Sustaining Curriculum Mapping

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There is something I don’t know
That I am supposed to know.
I don’t know what it is I don’t know,
And yet am supposed to know,
And I feel I look stupid
If I seem both not to know it
And not know what it is I don’t know.
Therefore, I pretend I know it.
This is nerve-wracking since I don’t
Know what I must pretend to know.
Therefore, I pretend I know everything. (p. 107)
Lyle, V. (2010). Teacher and administrator perceptions of administrative responsibilities for implementing the Jacobs model of curriculum mapping. (Doctoral Study, Walden University) (ProQuest AAT 3428145)


As a result of attending the Curriculum Mapping Institute for 9 years, I have had the opportunity to listen to and talk with numerous leaders and practitioners.
Essential Questions

Why are proactive and active leadership roles essential for promoting positive perceptions of curriculum mapping during the planning and implementation phases?

How does leadership during implementation impact perceptions of sustainability?

What factors might influence sustainable results based on the concepts of buy-in versus resistance?

How does using strategic leadership strategies enhance systemic connections between Consensus Mapping and implementation of the Common Core State Standards?
Implementation Process: Four Phases

1. Laying the Foundation
2. Launching the Process
3. Maintaining, Sustaining, and Integrating Systems
4. Advanced Mapping Task

Supporting Question (SQ): What do teachers and administrators perceive as necessary leadership roles when implementing a curriculum mapping initiative?

- **Proactive Leadership:**
  Relates to roles and responsibilities assumed in preparation for implementing curriculum mapping

- **Active Leadership:**
  Relates to roles and responsibilities assumed during the implementation process

Impact of Administrative Leadership on Teacher Perceptions of Sustainability

SQ: *What wonderments arise from these results?*  
(Lyle, 2010)
Assess Your Knowledge

*Laying the Foundation*

1. Impact of Magnitude of Change on Leadership and School Culture

2. Curriculum Mapping: Types of Maps, Map Design, Map Usage

3. Familiarity / Standards: Use of Crosswalk of State/Provincial Standards and CCSS; Gap Analysis of State/Provincial Standards and CCSS
SQ: What is the difference between a $1^{st}$ and $2^{nd}$ order magnitude change?

Laying the Foundation

**First-order** change initiative is consistent with district norms and prevailing mental models. The initiative can be implemented using existing knowledge and skill sets.

**Second-order** change initiative is inconsistent with prevailing mental models and norms. It challenges expertise and necessitates development of new knowledge and skill sets.
SQ: What mental models and district norms are conducive to mapping?

Laying the Foundation

Traditional Mindset

Mapping Mindset

Oak Grove
Mental Models and Norms

Aspen Grove
Mental Models and Norms
SQ: What mental models and district norms are conducive to mapping?

Laying the Foundation

Jacobs, Hale, McTighe, Wiggins

Teacher

Assume Contractor Roles

Designer

Assume Architect Roles
SQ: How does the magnitude of change impact leadership?

**First Order**

1. Monitoring/ Evaluating
2. Culture
3. Ideals/ Beliefs
4. Knowledge of Curriculum, Assessment, and Instruction
5. Involvement in Curriculum, Assessment, and Instruction
6. Focus
7. Order

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**Second Order**

1. Knowledge of Curriculum, Assessment, and Instruction
2. Optimizer
3. Intellectual Stimulation
4. Change Agent
5. Monitoring / Evaluating
6. Flexibility
7. Ideals / Beliefs

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Change Leadership for 21st Century Learning-Leading Organizations

1. Identify and address non-conducive **mental models**
   Promote usage of **systems thinking**: an understanding of interrelatedness

2. Identify types of exciting relationships
   (Parallel, Adversarial, Congenial, Collegial *)
   Build **positive relationships** and **leadership capacity**

3. Promote **team learning** and **knowledge creation**

4. Promote a **shared vision** and **moral purpose** for change/mapping

What’s the vision for mapping?

Potential Benefits of Mapping

What’s the moral purpose for mapping?

Reason for Mapping
Assess Your Knowledge

* Laying the Foundation*

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Map Type Impacts
Development and Usage

Laying the Foundation: Knowledge Acquisition

- What type of map will be developed?
- How will the maps be developed?

### Professional Development: Map It!

**S.M.A.R.T. Goals:** **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime Bound

<table>
<thead>
<tr>
<th>Time Period: 2nd Quarter</th>
<th>Content (<strong>S</strong>pecific)</th>
<th>Skills (<strong>A</strong>ttainable)</th>
<th>Assessment (<strong>M</strong>easurable)</th>
<th>Activities</th>
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**Essential Questions** (**R**elevant – Job-embedded concepts)

**Why is it important to use a standard quality format and how will we know if a map is a quality map?**

**Resources:**
- Map Posters
- Quality Rubric
- Grade-Level Map Unit Examples
- 1-4 scale Rubric
- CD: YMCA Song

**Skills** (**A**ttainable)

- A1. Formulate rationale for establishing district quality mapping format
- A2. Apply quality map elements within designing curriculum maps

**Assessment** (**M**easurable)

- A1-A2. FOR Quality Map Discussion (Evaluation: Peer Ob/Feedback)
- A2. FOR Unit of Study Design Task (Evaluation: Peer Ob/Feedback/Rubric)

**Activities**

- A1. Perform writing-skills element using YMCA song
- A1. Dancing with the Stars Spin-off using 4 grade-level maps & rubric
Professional Development:
Collaborative Inquiry Strategies

Quality versus Not Quality:
1) Analyze sample map units to determine characteristics of quality maps. This helps provide a rationale for having a consistent mapping format.
2) *Dancing with the Stars* Spinoff: Provide grade-specific sample map units and a What is Quality? map rubric. Display personal rating of overall quality.

Be certain to include both horizontal (grade level/course) and vertical (grade levels/courses) map units samples.

It was helpful to see other good maps to confirm that I was doing it correctly and to get more information on how to make my map more useful not only to myself but to others as well … *Fourth Grade Teacher*
Essential Question: What factors might influence sustainable results based on the concepts of buy-in versus resistance?

Essential Question: Why are proactive and active leadership roles essential for promoting positive perceptions of curriculum mapping during the planning and implementation phases?
Resistance Factors

- Communication ambiguity
- Inadequate knowledge acquisition and leadership preparations
- Inadequate engagement during implementation process
- Organizational change barriers

Organizational Barriers

1. Historic **implementation trends**: short-term commitment on the part of administrators led teachers to believe curriculum mapping was another educational fad.

2. **Negative culture** issues suggest a **cause-effect relationship**: As negative school culture issues increased, perceptions of sustainability of mapping decreased.

What are your potential organizational barriers?

What is your plan for addressing barriers?

Resistance Results when Obstacles are Ignored
Additional Resistance Factors: Teacher Perspectives

- Implementation challenges: insufficient time, professional development inconsistencies, lack of clarity and consistency in implementation plans, limited vision and purpose
- Limited accountability, monitoring, and usage of maps; content validity doubts

Assess Your Knowledge

* Laying the Foundation *

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3. Familiarity / Standards: Use of Crosswalk of State/Provincial Standards and CCSS; Gap Analysis of State/Provincial Standards and CCSS
Essential Question:
How does using strategic leadership strategies enhance systemic connections between Consensus Mapping and implementation of the Common Core State Standards?

How will you raise awareness of standards in preparation for mapping?

Laying the Foundation: Knowledge Acquisition
Laying the Foundation: Knowledge Acquisition

- Develop Enduring Understandings and Essential Questions
- Systemic Unit Names
- Unwrap, unpack, break-apart standards
- Crosswalk; Gap Analysis between state/provincial standards and Common Core State Standards

When?
Laying the Foundation: On-line Resources

- [Get to the Core](http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx)
- [Curriculum 21](http://www.curriculum21.com/)
- [Curriculum Mapping 101](http://curriculummapping101.com/)
- [School Improvement Network PD 360°](http://www.schoolimprovement.com/pd360-free-pd/webinars/)
Laying the Foundation: On-line Resources

- Achieving the Core Standards for all students: http://www.achievethecore.org/
- Smarter Balanced Assessment Consortium: http://www.smarterbalanced.org/
- Partnership for Assessment of Readiness for College and Careers (PARCC): http://www.parcconline.org/
- Next Generation Science Standards: http://www.nextgenscience.org/
What is your plan for using mapping information and maps once they are developed?

Mapping is a Process not a Product
HHJ Seven-Step Review Process

1. Collect the Data
2. First Read-Through
3. Small (Mixed) Group Review
4. Large Group Comparisons
5. Immediate Revisions
6. Research and Development
7. New Review Considerations

Mapping has made me take a look not only at what I’m teaching but if and how I am assessing student mastery… Fifth Grade Teacher
Collaborative Inquiry Strategies

7-Step Review process using a template to guide analysis of mapping, standards or other data sources. For example, a template might include sections for: 1) **ah-ha** insights or something useful learned from analysis, 2) **questions** related to items on the maps, 3) possible **gaps** or concerns, 4) **evidence** of scaffolding or lack of evidence.

Analyzing maps ... looking for gaps ... sharing ideas on ways to improve

It is important to look at where our students come from and where they are going. This allows us to evaluate ourselves and the skills deemed necessary to teach our students...

*First Grade Teacher*
The Jacobs model provides a framework for positive social change that is conducive to educational reform necessary for 21st century demands; however, leadership required for successful implementation is not congruent with traditional leadership structures.

Leadership imperatives for a large scale, second-order change differ from first-order initiatives and necessitate assuming the role of a change agent.

Successful school reform necessitates identifying and addressing potential barriers and developing an environment supportive of the change initiative.

Proactive Leadership Imperatives

Build leadership teams composed of administrators and teacher leaders

Engage in implementation prologue for leadership team to build mapping knowledge and expertise as well as an understanding of the change process

Identify cultural and resource barriers and develop plans for addressing

Formulate cohesive site-based and district-wide attainable and long-term, systemic implementation plans and methods to monitor implementation

Active Leadership Imperatives

1. Assume the role of coach and encourager
2. Promote a clear and consistent understanding of the purposes and benefits of mapping (vision & purpose)
3. Provide adequate and on-going resources and incentives
4. Build leadership capacity among teachers, provide opportunities for teacher ownership
5. Communicate and implement clear and consistent action plans with specific and attainable site-based goals that demonstrate connectivity with district-wide goals
6. Build positive relationships and promote horizontal and vertical collaboration among teachers, administrators, and attendance centers
7. Connect usage of mapping information with School Improvement Plans

References


