

Foreword

Recently I was on the phone with a school principal and was struck with the respect and enthusiasm emanating from his voice when he spoke about Susan Udelhofen. We were discussing his work on curriculum mapping. “Susan has worked with us. She has made such a difference with our faculty. They trust her. She is credible because she has this no-nonsense way of going to the heart of how to really make mapping work.” It occurred to me that this is always the case with Susan. She is an exceptional educator and human being who inspires loyalty. There is wisdom in paying attention to her thinking, for she is consistently committed to the highest level of professionalism.

Vividly I remember my first encounter with Dr. Udelhofen in Orlando, Florida, about 10 years ago. I had just presented at a conference there and was putting my materials on my model for curriculum mapping back into my briefcase. An open and warm educator approached me with wonderful questions, new angles, and ideas for mapping. Clearly, this earnest and intelligent woman was someone to listen to. This person was Susan Udelhofen. I consider it an honor to be her colleague. She has extended and deepened the field of curriculum mapping.

The book you hold in your hands is filled with experience and insight into the curriculum mapping process. Based on her work as a teacher and consultant throughout the United States, she shares suggestions for the daunting task of getting started: how to engage your faculty, how to avoid the pitfalls, how to begin with an eye to the long view. Curriculum mapping is not the latest trend. It is a genuine shift in how we make decisions and communicate as professionals. By employing technology and rethinking what educators document and how they review and revise their curriculum, a 21st-century solution emerges.

Dr. Udelhofen has enriched this exciting new field in education. Mapping did not exist 10 years ago in the way that we think of it now, because we did not have the means of communicating as we do now. By bringing technology into every classroom and between classrooms K–12, we can replace our more dated ways of planning. But making the transition is tough, even daunting. Dr. Udelhofen’s contribution in these pages will help any educator interested in bringing their faculty into the new time with new tools to help their learners.

Detailed coaching on the strategies for helping teachers enter data on maps with a strong understanding of each component on the maps is a highlight. One of the strongest features of the book is laying out ways to assist colleagues in communicating with one another about maps and assessment

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data. Dr. Udelhofen is always practical. She grapples with the intriguing and complex realities of a range of school settings: elementary, middle, and high school; the district office; private and public. She knows that “one size fits all” has never worked in education. This book will be of enormous help to staff developers, building and district administrators, and to classroom teachers at all levels of instruction.

One of Dr. Udelhofen’s great strengths is mentoring, as evidenced in her first book, *The Mentoring Year* (2000). She has a knack for guiding us through the obstacles and challenges of mapping with a steadiness and practicality that is reassuring. In a sense we are mentored by this master educator as we read through the pages of *Keys to Curriculum Mapping: Strategies and Tools to Make it Work*.

—Heidi Hayes Jacobs