CHAPTER 10

Curriculum Development and Implementation

DEVELOPING A PROGRAM PHILOSOPHY AND RATIONALE STATEMENT

Previous chapters have discussed the processes used in developing new courses and improving programs and fields of study. Each of these processes represents a type of curriculum change, and the literature on educational change suggests that those new and improved curricula will require careful support throughout several stages to be successful.

The dialogue that follows examines several questions as well as the critical stages for curriculum development and implementation.

Questions addressed in this chapter include the following:

- What is the procedure for developing a program philosophy and rationale statement?
- What is the procedure for developing a program scope and sequence, goals, objectives, learning outcomes, and authentic tasks?
- What methods can be used for choosing teacher representation?
- What procedures should be followed for developing program elements?

Key to Leadership

Today's school administrators face one of the most challenging and exciting times in the educational history of this nation. Setting priorities and formulating curriculum change continues to be an important role of any successful leader.

The philosophy and rationale statement for a school program, also known as a subject-area curriculum or discipline, must augment a school district's philosophy, vision, mission, and exit (graduation) outcomes. The school administrator in charge of curriculum holds the responsibility of providing the destination and/or direction for the development and implementing a comprehensive school curriculum. Curriculum development for all disciplines necessitates the establishment of a districtwide curriculum council that meets on a monthly basis during the school year.

The curriculum council should consist of professional staff in leadership positions— that is, the curriculum director, building principals, department heads, team leaders, and others in leadership positions. Council members should be cognizant of the school district's mission, vision, philosophy, exit outcomes, program philosophies and rationale statements, program goals, program objectives, learning outcomes, learning activities, assessment, textbooks used (including publication year, edition, and condition), and so on.

A major function of the curriculum council is to develop a sequence and review cycle for districtwide curriculum development. For example, a typical 5-year cycle is illustrated in Exhibit 10.1.

The curriculum council should also select teacher representation for curriculum development. The representatives should be chosen using one of five methods: voluntary, rotation, evolvement, peer selection, or administrative selection.

The procedure for developing a districtwide English language arts (ELA) program philosophy and rationale statement and examples of the declarations follow.

EXHIBIT 10.1 Typical 5-Year Curriculum Development Cycle		
2012–2013	English language arts	2017–2018
2013–2014	Science and social studies	2018–2019
2014–2015	Fine arts	2019–2020
2015–2016	Mathematics and health	2020–2021
2016–2017	All others	2021–2022

NOTE: Technology and business/vocational subjects may need a shorter development cycle.

Procedure

To develop a sound philosophy for an ELA program (or any school program), an ELA program committee (also known as a subject-area committee) must be established for the initial phase. The steps for structuring, along with responsibilities for the committee, are as follows:

Step 1

- The school district superintendent and board of education must approve the process for districtwide curriculum development. *Special note*: J. Timothy Waters, CEO of McREL, and Robert J. Marzano, a senior scholar at McREL, found a statistically significant relationship (a positive correlation of .24) between district leadership and student achievement (Waters & Marzano, 2006).
- The curriculum council should form an ELA program committee composed of ELA teachers representing all grade levels (K–12), preferably two teachers from each grade level. In smaller districts, however, one teacher per three grade/course levels is satisfactory (with feedback from those teaching the other grade/course levels). In smaller districts, a curriculum director could be hired by the cooperative (if such a co-op exists) to lead this process (a cooperative is a consortium of school districts cooperatively working together toward common goals). Co-op superintendents would need to support this approach to curriculum development. The superintendents, building principals, and content-area teachers would need to see the value of receiving input from other teachers in the cooperative and embrace the idea of a similar curriculum in cooperative schools. Although there may be resistance to adopting a first-grade curriculum throughout the co-op, some classes would benefit from a standard curriculum. Distance-learning classes (e.g., foreign languages) would benefit from a co-op curriculum coordinator helping the schools set up a common curriculum. This common curriculum (including the textbook) would give the co-op schools much more flexibility in creating a schedule. Schools would not be tied to one school in the co-op. If School A could not fit its students into the schedule of the school that usually offered the class, the students could receive the same class from another school in the cooperative and be confident that the materials and content are the same. In this process, the curriculum coordinator could use the distance-learning equipment to facilitate meetings. Staff from each school could sit in their own distance-learning rooms and share with the other members of the co-op. This would eliminate travel and make the possibility of meeting more often realistic.
- Building principals (or designees) from the elementary, middle-level or junior high school, and senior high school must be members of the committee as well (preferably with one principal or designee from each level).
- The school district curriculum director (or designee) should serve as chairperson and be responsible for organizing and directing the activities of the ELA program committee.

- The school district's board of education should be informed by the board curriculum committee about the process used for program (curriculum) development.
- All ELA program committee members must have a thorough understanding of the school district's philosophy, vision, mission, and exit (graduation) outcomes to enable committee members to blend them into the ELA program philosophy and rational statement.
- The Dialogue Technique, the Delphi Technique, the Fishbowl Technique, the Telstar Technique, or the Nominal Group Technique could be used to guide the ELA program committee in developing a program philosophy.
- The number of meetings by the ELA program committee to complete the task of writing a program philosophy should be limited to three or four during the school year.
- The curriculum meetings should be held in a comfortable environment; in other words, comfortable work seats, circular seating arrangement, tables with room for participants to spread their papers out, and good acoustics. Name tents for the participants should be made by folding a piece of paper so it will stand on its own.

Step 2

- Immediately after completion of the ELA program philosophy, disseminate it to the ELA staff and building administrators throughout the school district for their input. Grade- and department-level meetings should be organized by the building principals to peruse the program philosophy developed by the committee.
- The timeline is 1 week for return of the program philosophy with additions, corrections, or deletions from noncommittee ELA staff and administrators.

Step 3

- After the ELA program philosophy is returned to the curriculum director, the original ELA program committee should reassemble to consider the additions, corrections, and/or deletions suggested by noncommittee ELA staff and administrators.

Step 4

- The completed ELA program philosophy is now ready to be given to the school superintendent and board of education for approval.
- After approval by the school superintendent and board of education, the ELA program philosophy is given to the ELA writing committee responsible for writing the ELA program scope and sequence, program goals, objectives, learning outcomes, and authentic tasks.

This step-by-step process should be used to develop a program philosophy, followed by the same procedure to develop a program rationale statement (see Exhibit 10.2, which represents this top-down as well as bottom-up process).

The process heightens the district ELA staff's, building administrators', central administration's, and board of education's commitment to the ELA program.
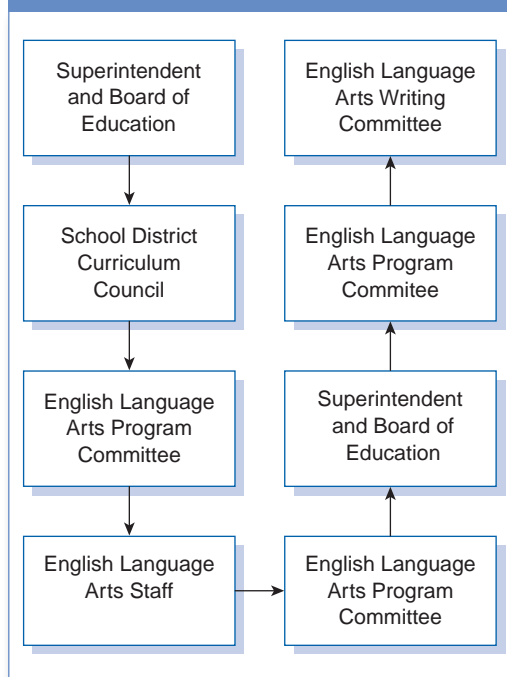
Sample English Language Arts Program Philosophy

Learning is a complex process of discovery, cooperation, and inquiry and is facilitated by the ELA program. The language processes of listening, speaking, reading, writing, viewing, and representing are interrelated and interdependent. Language is not only systematic and rule governed but also dynamic and evolving, facilitating communication with others and flexibility of meaning. Through interaction with the social, cultural, intellectual, emotional, and physical components of the environment, the learner acquires language developmentally along a continuum.

Language learning thrives when learners are engaged in meaningful use of language. The process of constructing meaning is influenced by the learners' previous knowledge, attitudes, experiences, and abilities. All forms of communication, oral and written, expressive and receptive, are equally valuable. The ELA program utilizes an integrated approach that treats skills as part of all subject areas. Through the study of language, literature, and media, students broaden their experience; weigh personal values against those of others; and become appreciative of the past, sensitive to the present, and inquisitive about the future.

The ELA program accommodates each learner's abilities, interests, and background by allowing for a range of learning styles, teaching styles, instructional strategies, and resources. The program supports a classroom environment that encourages mutual respect, risk taking, and experimentation. Effective evaluation is an integral part of the learning process. Continual evaluation that encompasses both process and product and both cognitive and affective domains allows each learner to take ownership of and responsibility for learning. The learner is already processing information and constructing meaning when formal schooling begins and continues to refine the processes of communication throughout the years of formal education and beyond.

EXHIBIT 10.2 Process for Developing a Program Philosophy and Rationale Statement

Superintendent and Board of Education → School District Curriculum Council → English Language Arts Program Committee → English Language Arts Staff → English Language Arts Program Committee → Superintendent and Board of Education → English Language Arts Program Committee → English Language Arts Writing Committee

SOURCE: The English language arts rationale statement was adapted from the *Language Arts English Primary–Graduation Curriculum Guide*, by the Canadian Ministry of Education, 1992, Victoria, BC: Author, p. 13.

Sample English Language Arts Program Rationale Statement

The language skills and processes developed through the ELA program are central to successful achievement in all subject areas and equip students with skills necessary to pursue learning throughout life. Students who read, write, speak, represent, view, and listen with intelligence, empathy, respect, and discrimination will develop the skills in thinking and communication, as well as the attitudes and knowledge, that will prepare them for active participation in a complex society.

The ELA program allows students to better understand themselves and others. The reading and study of literature enhance the aesthetic, imaginative, creative, and affective aspects of a person's development. Literature preserves and extends the imaginative power of individuals. It allows young people to explore imaginatively the places where they live and provides them with an understanding of cultural heritage and a historical perspective, exposing them to points of view other than the present and personal.

- Through fiction, the reader has the power to be transported in time and place, to experience vicariously places, people, and events otherwise unavailable.
- Through poems, the reader may achieve heightened perceptions of the world, sharpened senses, clarified thoughts, and broadened emotions.
- Through drama, the participant continually renews a sense of the vitality and complexity of human actions.
- Through nonfiction, the reader accesses a wide range of possibilities, opinions, and interpretations.

The electronic media provide a similar range of possibilities and furnish material for experience and study. In addition, the study of literature and media provides models of effective and varied language use for students to draw on in their own compositions.

The ELA program encourages students to develop meaning, both through active response to others' work and through their own speaking and writing. Through speaking and writing, students learn to clarify thought, emotion, and experience and to share these ideas, emotions, and experiences with others. Like reading, writing is a source or pleasure, enjoyment, and knowledge. It is a way to experience the delight and wonder of everyday life.

Curriculum Tip 10.1	"In a truly aligned system, four things connect in an integrated way: what you teach, how you test it, what's the best curriculum to achieve that, and what are the best methods to teach it" (Richardson, 2010, p. 32).

Writing provides the opportunity for careful organization of one's picture of reality and stimulates development of the precision, clarity, and imagination required for effective communication. In this way, writing is socially valuable, one of the ways individuals engage in and contribute to the activities and knowledge of society. Writing is personally valuable and is also an important means of learning within this program and all other subject areas. It allows students to create personal meaning out of the information offered in and out of school.

Education today increasingly emphasizes evaluation and analysis skills, critical thinking, problem-solving strategies, organizing and reference skills, synthesis, application of ideas, creativity, decision making, and communication skills through a variety of modes. All these skills and processes are based in language use; all are the material of a language program; all are developed through the ELA program at Any Town School District, USA.

SOURCE: The English language arts program philosophy statement was adapted from the *Language Arts English Primary–Graduation Curriculum Guide*, by Canadian Ministry of Education, 1992, Victoria, BC: Author, pp. 18–30.

Methods for Choosing Teacher Representation

The five methods for choosing teacher representation for curriculum development have advantages and disadvantages. Discussion of each selection method and recommendations as to when it should be used are shown in Exhibit 10.3.

The five group techniques shown below can be described for sensitizing school-focused issues by enabling each practitioner's perspective to be uncovered and, if relevant, systematically incorporated into curriculum development and implementation. The procedure is based on small-group discussions but involves specific procedures, sampling, timing, and methods of recording. The techniques not only permit teachers and administrators to articulate their views and practice in a manner relatively undistorted by received rhetoric, but they also result in data that readily inform the design of a working curriculum aimed at enhancing the teaching and learning process for a school district.

The main characteristic of the Dialogue Technique is that participants in the process are expected to rely more on dialogue to make decisions and less on individual preparation.

- Participants do not deal with content decision making until they are in the actual development process with other participants.
- The dialogue approach gives participants the opportunity to listen to other views that will either contradict or support their positions.
- The dialogue approach gives participants the opportunity to acquire ownership of a group product.

The Delphi Technique is a method for reaching consensus without the need for face-to-face meetings of all participants.

- Each member of the program committee writes a philosophy statement that they submit to the curriculum director.
- The philosophy statement written by each committee member is copied and distributed to all members on the program committee.
- Each committee member reviews the written philosophy statements and indicates which ones are germane.
- The curriculum director places the philosophy statements into two columns, one for those that are mostly agreed on and one for those for which general agreement was not found.
- The most-agreed-on philosophy statements are resubmitted to committee members and the process repeated until consensus is reached.

EXHIBIT 10.3 Methods for Choosing Teacher Representation for Curriculum Development		
Method	*Advantages*	*Disadvantages*
Voluntary	• People who volunteer are interested in the program. • The use of volunteers is an open, democratic process.	• Incompetents may volunteer. • Calling for volunteers may indicate unimportance of the task.
Recommended use: When everyone is acceptable		
Rotation	• All possible participants can eventually be involved. • Rotating eliminates the need for selection.	• There is little or no continuity. • There is an assumption that all eligible participants have equal ability.
Recommended use: When the rotating membership will not hinder the development of an acceptable process or product		
Evolvement	• It provides leadership from the group. • Cooperation from committee is high because it chooses the leader or representative through its own process.	• The evolvement process is feasible only in a long-term situation. • Emerged leaders exist without recognized authority.
Recommended use: When determining who the most competent teachers are in curriculum development		
Peer selection	• Committee members feel that they have control over their own destiny. • Cooperation is more likely.	• Committee representatives may be chosen for the wrong reasons. • Groups do not always know the kind of leadership or representation they need.
Recommended use: When the group has maturity and experience		
Administrative selection	• It tends to legitimize a committee member's position. • Administrators generally know who the best-qualified people are.	• Administrators may not know who is best qualified for curriculum development. • It can have negative implications if the selections were based on politics rather than reason.
Recommended use: When peer selection is not practical		

The Fishbowl Technique is one in which representatives from each of a large number of subgroups meet to reach consensus on a list of philosophy statements.

- Subgroups of six to eight participants meet and develop a philosophy statement.
- One elected representative from each subgroup meets with representatives from the other groups, who will bring their own group's philosophy statement.

- The representatives sit in a circle facing one another while all others remain seated outside the circle.
- Representatives within the circle discuss each of the subgroup's philosophy statements until consensus is reached.

The Telstar Technique is similar to the Fishbowl Technique but differs in its method of involving all committee members and in their degree of involvement.

- The large group is divided into subgroups, with each group representing specific grade-level groupings (e.g., primary grades, intermediate grades, middle-level or junior high school, and senior high school).
- Two representatives are elected from each group to represent that group and bring their respective group's completed philosophy statement to the other group representatives.
- Each two-member delegation may be joined by a small advisory committee from its constituency.
- Any member of an advisory committee can stop the discussion at any time to meet with his or her representatives regarding the issue at hand.
- This procedure continues until a general consensus among all representatives is reached.

The Nominal Group Technique is a process that encourages divergence by individuals.

- A small group convenes to focus on a program philosophy. Members of the group work on an identified task, which is to develop a program philosophy, in the presence of one another but without any immediate interaction.
- Once the task of developing a program philosophy is explained by the curriculum director, group members are given time (20 to 30 minutes) during which each individual writes a program philosophy.
- After the time has expired, the committee members present the program philosophies one at a time. The program philosophies are posted. No discussion of alternative philosophies takes place until all program philosophies have been disclosed.
- Following disclosure, committee members rank the program philosophies presented and start the process again, considering the top three program philosophies.
- After individual committee members have chosen and modified one of the three program philosophies, the committee selects one to adopt as the program philosophy.
- A disadvantage of the process is that during the initial brainstorming, no interaction exists for one idea to inspire another. However, because committee members know that each member is developing a program philosophy and that everyone's philosophy will be displayed, the competitive pressure establishes impetus.

DEVELOPING A SCOPE AND SEQUENCE, PROGRAM GOALS, OBJECTIVES, LEARNING OUTCOMES, AND AUTHENTIC TASKS

To make a scope and sequence for a program, program goals, objectives for the program goals, learning outcomes for the objectives, and authentic tasks for the learning outcomes that are practical and results centered for students, they must be correlated with the district's philosophy, vision, mission, and exit (graduation) outcomes and with the program's philosophy and rationale statement.

Curriculum Tip 10.2	A writing committee should be selected to assume primary responsibility for writing the ELA curriculum.

The following sections present procedures for developing these program elements.

The Committee Structure

To develop a scope and sequence, program goals, objectives, learning outcomes, and authentic tasks for any school program, a subject-area writing committee must be established. The steps for structuring the committee, along with its responsibilities, follow.

Step 1

- The writing committee is selected by and from the program committee members. It must be made up of teachers representing all grade levels (K–12) and preferably two staff members from each grade grouping: primary, intermediate, middle-level or junior high school, and high school. In smaller school districts, one teacher per three grades/course level is satisfactory as long as there is feedback from those teaching the other grade/course levels.
- A building principal or designee from the elementary, middle-level or junior high school, and senior high school must be represented on the committee.
- The school district curriculum director or designee should serve as chairperson and be responsible for organizing and directing the activities of the writing committee.
- The school district's board of education must be apprised of the process used to write curricula by the board curriculum committee.
- The writing committee work space must be in a comfortable environment: comfortable work seats, tables to spread their papers out on, good acoustics, access to the district's curriculum lab containing sample courses of study and program textbooks, and clerical assistance.
- The ideal time to develop and write the program scope and sequence, program goals, objectives, learning outcomes, and authentic tasks is after the school year is completed. One week to 10 days is a normal timeline for a writing committee to complete the writing exercise for a program or subject area.

- Reasonable stipends or an extended contract should be given to members of the writing committee.
- All writing committee members must understand and be able to write meaningful program goals and objectives.
- The writing committee must be informed that the process for developing a course of study—the ELA program, for example—entails the following sequential tasks:

  1. Review and use the school district's philosophy, vision, mission, and exit (graduation) outcomes for developing a course of study for the specified program.

  2. Review and use the specified program philosophy and rationale statement developed by the ELA program committee for developing a course of study for the ELA program.

  3. Develop an ELA program scope-and-sequence matrix for the K–12 grade levels (for an example, see Exhibit 10.7).

  4. Develop ELA program goals (usually seven to nine) that are driven by the exit (graduation) outcomes (discussed later in this chapter).

  5. Develop ELA program objectives (usually six to nine) for each program goal (discussed later in this chapter).

  6. Develop ELA program learning outcomes for the objectives (i.e., primary, elementary intermediate, middle level or junior high, and high school; discussed later in this chapter).

  7. Develop ELA program authentic tasks for the learning outcomes (discussed later in this chapter).

  8. Develop criterion-referenced test items for the developed program (curriculum). If this is not possible, an item analysis of the standardized tests used should be made.

  9. Correlate the program scope and sequence, program goals, objectives, learning outcomes, and authentic tasks with textbooks and learning materials.

  10. Include learning materials for each learning outcome and authentic task.

The Dialogue Technique should be used to guide the ELA writing committee. Also, an example of action verbs for the six levels of learning is useful in developing new programs (see Exhibit 10.4 for categories and cue words).

Step 2

- After the program scope and sequence, program goals, objectives, learning outcomes, and authentic tasks have been written, they must be distributed to all ELA teachers and building administrators throughout the school district for additions, corrections, and/or deletions during the school year. Teachers and administrators should be given 4 to 6 weeks to return the document to the curriculum director or designee.
- During the 4- to 6-week districtwide review period for the program scope and sequence, program goals, objectives, learning outcomes, and authentic tasks, grade-level and department meetings at the building level must be utilized to peruse the document. Members of the writing committee should be used as consultants (to provide clarification) at the grade-level and department meetings.

EXHIBIT 10.4 Levels of Action Verbs		
Categories	*Cue Words*	
Knowledge		
Recall Remembering previously learned information	Cluster Define Label List Match Memorize Name	Observe Outline Recall Recognize Record Recount State
Comprehension		
Translate Grasping the meaning	Cite Describe Document Explain Express Give examples Identify	Locate Paraphrase Recognize Report Review Summarize Tell
Application		
Generalize Using learning in new and concrete situations	Analyze Dramatize Frame How to Illustrate Imagine Imitate	Manipulate Organize Sequence Show/demonstrate Solve Use
Analysis		
Break down/discover Breaking down an idea into component parts so that it may be more easily understood	Analyze Characterize Classify/categorize Compare/contrast Dissect Distinguish/differentiate Examine	Infer Map Outline/no format given Relates to Select Survey

Categories	Cue Words	
Synthesis		
Compose Putting together to form a new whole	Combine Compose Construct Design Develop Emulate Formulate	Hypothesize Imagine/speculate Invent Plan Produce Propose Revise
Evaluation		
Judge Judging value for a given purpose	Appraise Argue Assess Compare/pros/cons Consider Criticize Evaluate	Justify Judge Prioritize/rank Recommend Support Value

SOURCE: Adapted from Boschee (1989, pp. 89–90).

Step 3

- After receiving the corrected program documents from districtwide, noncommittee ELA grade- and course-level teachers and administrators, the curriculum director (or designee) must reassemble the writing committee to consider the additions, corrections, and/or deletions suggested.

Step 4

- After the ELA program course of study (curriculum resource guide) is completed with suitable additions, corrections, and/or deletions suggested, the document should be given to the school superintendent and the school board curriculum committee for presentation to the board of education for districtwide adoption and implementation.

Step 5

- Once the ELA program course of study (curriculum resource guide) is adopted, a textbook-review committee, encompassing members from the ELA writing committee, is selected by that committee. Membership must include one person representing each grade and course level.

- Using a similar textbook-selection guide (see Exhibit 10.5), members of the textbook review committee must evaluate and rank for their grade level each ELA series from the various publishing companies.
- The entire ELA staff should consider for review the three highest-ranked textbook series selected by the textbook-review committee.
- The ELA program scope and sequence, program goals, objectives, learning outcomes, and authentic tasks should be submitted to the three highest-ranked publishing companies selected by the textbook-review committee for their review and presentation to the districtwide ELA staff.
- The presentations by the three selected publishing company representatives should be scheduled during the school year, preferably with no more than one presentation each day.
- All ELA staff and school principals must be invited to attend. Voting rights are granted only to those who attend all three presentations by the publishing company representatives.
- The textbook series preferred by a majority of staff in the ELA program must be submitted, with rationale for the selection and cost to the district, to the school superintendent and the school board curriculum committee for presentation to the school board for adoption.

Step 6

- Appropriate in-service activities must be planned for the ELA staff to accommodate the newly developed ELA course of study (curriculum resource guide). Some in-service activities may need to take place before the program is implemented, and some should take place after teachers have implemented the program.

Step 7

- Evaluation of the ELA program must be an ongoing process, and in-flight corrections should be made until the next 5-year cycle. The curriculum director should have expertise in program (curriculum) evaluation.

The step-by-step process should be used to develop a course of study (curriculum resource guide) for all programs in the public schools. As illustrated in Exhibit 10.6, this top-down, bottom-up model will engage the process of planning, implementing, and evaluating in such a way that the work of content experts—the teachers—will be facilitated.

The process described will consolidate the efforts of staff, district administrators, and the board of education. Teachers, especially, will be advocates of a program if the process permits them to be the decision makers.

Samples of Program Scope and Sequence, Program Goal, Exit Outcomes Met, Objectives, Learning Outcomes, and Authentic Tasks

The following are examples of a scope-and-sequence matrix, a program goal, objectives for the program goal, learning outcomes for the objectives, and authentic tasks for the

EXHIBIT 10.5 Textbook Selection Guide

ANY SCHOOL DISTRICT NO. 3
Any Town, USA
TEXTBOOK SELECTION GUIDE

_____   _____   _____
(Textbook)   (Publishing company)   (Grade level)
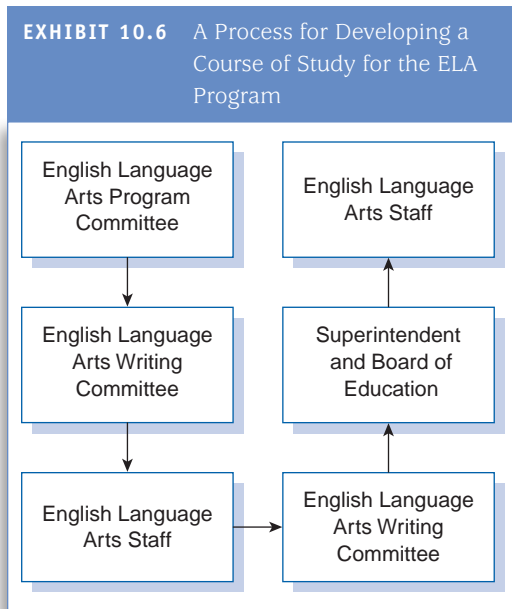
Reading level: _____ (should be at or above grade level)

Rate each characteristic listed for the textbook on a scale from 1 to 5. Circle your choice and total your ratings to obtain a single overall measure for each textbook reviewed.

Content	Low				High
1. Matches the program objectives	1	2	3	4	5
2. Presents up-to-date, accurate information	1	2	3	4	5
3. Avoids stereotyping by race, ethnicity, and gender	1	2	3	4	5
4. Stimulates student interest	1	2	3	4	5
Organization and Style					
1. Is clearly written	1	2	3	4	5
2. Uses language and style appropriate for students	1	2	3	4	5
3. Develops a logical sequence	1	2	3	4	5
4. Contains useful practice exercises	1	2	3	4	5
5. Provides thorough reviews and summaries	1	2	3	4	5
6. Includes clearly outlined table of contents and index	1	2	3	4	5
7. Includes helpful student aids such as illustrations, charts, etc.	1	2	3	4	5
8. Provides practical teacher aids such as lesson plans, test questions, etc.	1	2	3	4	5
Physical Features					
1. Has attractive cover	1	2	3	4	5
2. Presents up-to-date, interesting illustrations and graphics	1	2	3	4	5
3. Has well-designed page layout	1	2	3	4	5
4. Uses clear type appropriate for students	1	2	3	4	5
5. Has durable binding	1	2	3	4	5
Subtotals =					
TOTAL = _____					

Evaluator _____   Grade level/subject _____

EXHIBIT 10.6 A Process for Developing a Course of Study for the ELA Program

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English Language          English Language
Arts Program       →      Arts Staff
Committee                     ↑
    ↓                         │
English Language          Superintendent
Arts Writing              and Board of
Committee                 Education
    ↓                         ↑
English Language          English Language
Arts Staff         →      Arts Writing
                          Committee
```

learning outcomes of an ELA curriculum (see Exhibits 10.7 and 10.8 and the pages that follow). The program goal is driven by exit (graduation) outcomes, and the objectives, which constitute the program goal illustrated, are given specific implementation direction (scope and sequence) at the proposed groupings of primary, elementary intermediate, middle level or junior high, and high school.

Continue on to the program goal and outcomes that follow.

Program Goal 1

To develop the knowledge, skills, and processes needed to communicate effectively by listening, speaking, reading, writing, viewing, and representing.

EXHIBIT 10.7 Sample Scope-and-Sequence Matrix for the Objectives of an ELA Program

P EI ML/JH HS	These indicate the proposed groupings, which are primary, elementary intermediate, middle level/junior high, and high school.
O	Indicates an orientation stage. Preparatory activities are undertaken prior to the explicit teaching and learning activities suggested in the learning outcomes related to the objective. Refer to learning outcomes at the next stage if appropriate.
E	Indicates an emphasis stage. Learning outcomes are suggestions in this course of study (curriculum resource guide) as examples of appropriate authentic tasks (activities) and observable behaviors. Explicit teaching and learning activities are expected.
M	Indicates a maintenance stage. Provisions are made to reinforce learning outcomes and authentic tasks related to the objective.

Exit Outcomes Met

1. A purposeful thinker
   - uses strategies to form concepts, make decisions, and solve problems;
   - applies a variety of integrated processes, including critical and creative thinking, to accomplish complex tasks;

○ evaluates the effectiveness of mental strategies through meaningful reflection;

○ demonstrates flexibility, persistence, and a sense of ethical considerations.

2. A self-directed learner

○ directs own learning;

○ sets well-defined goals and manages the process of achieving them;

○ acquires, organizes, and uses information;

○ initiates learning activities in the pursuit of individual interests;

○ applies technology to specific tasks;

○ applies realistic self-appraisal in selecting the content, method, and pace for learning;

○ integrates knowledge and skills in both familiar and new situations.

3. An effective communicator

○ conveys messages through a variety of methods and materials,

○ adapts messages to various audiences and purposes,

○ engages the intended audience to understand and respond,

○ receives and interprets the communication of others.

4. A responsible citizen

○ understands diversity and the interdependence of people in local and global communities,

○ demonstrates a respect for human differences,

○ makes informed decisions,

○ exercises leadership on behalf of the common good.

EXHIBIT 10.8 Objectives Chart				
Objectives	*P*	*EI*	*ML/JH*	*SH*
Students will be able to do the following:				
1.1 Identify reasons for communicating	E	E	E	E
1.2 Communicate ideas with clarity and precision	E	E	E	E
1.3 Experience satisfaction and confidence in the communication skills and processes	E	E	E	E
1.4 Produce, explore, and extend ideas and information	E	E	E	E
1.5 Read and examine independently, by choosing appropriate strategies and processes	O	E	E	E
1.6 Comprehend that the communication skills and processes are interrelated avenues for constructing meaning	E	E	M	M

Learning Outcomes and Authentic Tasks for an ELA Program

Curriculum Tip 10.3	"Consistent use of defined behavioral verbs in composing, rewriting, or selecting learning objectives can lead to improvement in efforts to change and reform education in general and curriculum in particular" (Kizlik, 2011, n.p.).

Objective 1.1: Students will be able to identify reasons for communicating.

Primary Grades
Students will be able to do the following:

1.1.1 Recognize why they are communicating
Authentic task: Students will express feelings, solve problems, or confirm the meaning of a message.

1.1.2 Discuss the purposes of communicating
Authentic task: Students will make a classroom chart on "Why We Read."

1.1.3 Plan and lead classroom activities
Authentic task: Students will chair news time, act as spokesperson for a small group, or introduce a visitor.

1.1.4 Listen to and follow directions to perform a new activity
Authentic task: Students will playact a new game.

1.1.5 Choose to read for a variety of purposes
Authentic task: Students will read for enjoyment, to find new ideas, or to confirm ideas.

1.1.6 Choose to write for a variety of purposes
Authentic task: Students will write to request information, to express gratitude, or for entertainment.

1.1.7 Compose notes and lists to themselves
Authentic task: Students will write a list of telephone numbers or a reminder note to return library books.

1.1.8 Engage in prewriting discussion
Authentic task: Students will choose a topic, focus ideas, or clarify purpose.

1.1.9 Use a grid, chart, graph, cluster, or web to organize information
Authentic task: Students will organize collected facts from researching an animal.

Elementary Intermediate Grades

Students will be able to do the following:

1.1.10 Describe the broad purposes that are common to communication skills and processes

Authentic task: Students will advise, command, direct, entertain, inform, persuade, or socialize.

1.1.11 Arrange their own specific purposes that identify the desired result and focus attention

Authentic task: Students will tune in to the radio news to get information on a specific item.

1.1.12 Arrange their own purposes for listening

Authentic task: Students will listen attentively to a poem to form sensory images.

1.1.13 Organize their own purposes for speaking

Authentic task: Students will make a speech to express a personal point of view.

1.1.14 Determine their own purposes for reading

Authentic task: Students will read a selection to answer specific questions.

1.1.15 Determine their own purposes for writing

Authentic task: Students will record observations to write a science report.

1.1.16 Arrange their own purposes for viewing

Authentic task: Students will analyze TV commercials to identify persuasive techniques.

1.1.17 Determine their own purposes for representing

Authentic task: Students will develop a diagram to organize similarities when comparing two opinions.

1.1.18 Identify the purposes of other people's communication

Authentic task: Students will recognize propaganda and the desire to convince in a biased presentation.

1.1.19 Recognize the purposes of various media

Authentic task: Students will infer that television aims to entertain, to inform, and to persuade.

Middle Level/Junior High

Students will be able to do the following:

1.1.20 Recognize the broad purposes that are common to communication skills and processes

Authentic task: Students will do controlling, imaging, informing, and socializing.

1.1.21 Identify the audience to which communication is addressed

Authentic task: Students will communicate with adults, friends, or relatives.

1.1.22 Recognize and focus attention on the desired result of communication

Authentic task: Students will write a letter of complaint or speak to a group in order to raise funds for a project.

1.1.23 Engage in preparatory activities for listening, speaking, and viewing

Authentic task: Students will recall prior knowledge of the topic or predict what could be learned about a topic.

1.1.24 Establish a purpose for speaking

Authentic task: Students will give a formal speech to persuade a group to accept a personal point of view.

1.1.25 Create a purpose for representing

Authentic task: Students will use a chart to show similarities of themes in American literature.

1.1.26 Recognize persuasive techniques

Authentic task: Students will recognize bias, propaganda, use of connotation, and use of emotive language.

High School

Students will be able to do the following:

1.1.27 Employ language strategies and processes that are most likely to elicit the desired results

Authentic task: Students will choose between a telephone call and a letter to deal with business.

1.1.28 Identify the audience to which a communication is to be directed

Authentic task: Students will choose peers, adults, or special-interest groups as the appropriate audience.

1.1.29 Select the desired result of a communication

Authentic task: Students will write a letter of application or a student council letter of request to the principal.

1.1.30 Appraise the difference between active and passive listening by discussing which activities require no effort on the part of the listener and which will demand full attention

Authentic task: Students will decide that background music is passive listening, and listening for a main idea is active listening.

1.1.31 Develop and apply criteria to evaluate what is heard

Authentic task: Students will utilize criteria agreed to by the class, such as the main idea, details, and examples to be applied to class speeches.

1.1.32 Identify main ideas

Authentic task: Students will write down the main ideas after hearing a passage read or will paraphrase a speaker's message orally or in written form.

1.1.33 Distinguish fact from opinion

Authentic task: Students will, after listening to a reading, list orally or in writing what is fact and what is opinion.

1.1.34 Recognize the influence of the listener's bias or perception

Authentic task: Students will examine possible preconceived ideas on a topic before the class hears a speech.
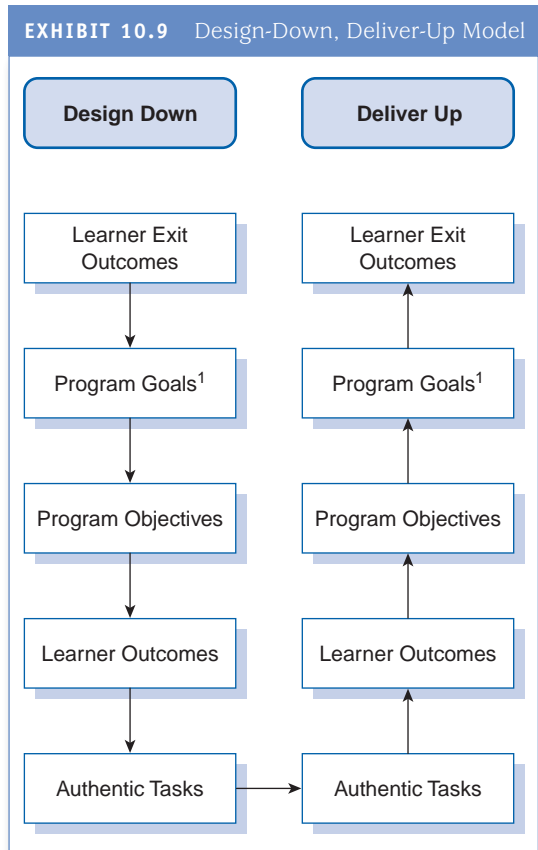
1.1.35 Recognize a speaker's purpose and bias

Authentic task: Students will peruse differences between speeches from the opposing sides on an issue such as capital punishment.

SOURCE: The ELA program scope and sequence, program goal, objectives, and learning outcomes were adapted from *Language Arts English Primary–Graduation Curriculum Guide*, by Canadian Ministry of Education, 1992, Victoria, BC: Author, pp. 18–30.

Each program goal should also list a wide variety of resources, accessible to the staff, to help students accomplish the exit outcomes. Examples of resources include textbooks, textbook activities, novels, nonfiction books, anthologies, collections, handbooks, dramas, selected readings from reserved material in the library or classroom, printed handouts, kits, periodicals, transparency sets, video recordings, audio recordings, and computer software. The ELA staff should have an updated inventory of materials available that lists where each is located, such as in the classroom, departmental media center, school media center, district media center, regional media center, or state media center.

The program (curriculum) development process described is a design-down, deliver-up model (see Exhibit 10.9). Samples provided of scope and sequence, program goal, objectives for the program goal, learning outcomes, and authentic tasks should enable a school district to

EXHIBIT 10.9   Design-Down, Deliver-Up Model

Design Down	Deliver Up
Learner Exit Outcomes	Learner Exit Outcomes
Program Goals[1]	Program Goals[1]
Program Objectives	Program Objectives
Learner Outcomes	Learner Outcomes
Authentic Tasks	Authentic Tasks

develop a performance-based education program. Once a program is developed, teachers can easily develop unit plans and daily lesson plans for their students.

Developing a program's course of study assures continuity of instruction across grade levels and subsequently allows a smoother transition from one grade level to the next. It is a road map for staff and students in a district.

SUMMARY

The chapter provides an example of the necessary steps for curriculum development and implementation. The role of each of the constituents (board of education, superintendent, school administrators, and teachers) is displayed in the schematics presented. The chapter also illustrates how to assemble an actualized and effective curriculum that utilizes the key elements shown below.

Recommended → Written → Supported → Taught → Tested → Learned

The actual results of the curriculum development and implementation process are shown in Chapter 11, Exhibit 11.7.

Throughout the chapter the reader was made aware of a critical point: teacher involvement. To gain an adequate understanding of the ends and means, every teacher systemwide should participate in curriculum development for his or her grade level and or discipline. As Cremin (1961) states in referencing Newlon's approach to curriculum development,

Teacher involvement in curriculum development had been fashionable since Jesse Newlon's work as Denver school superintendent in the 1920s. Newlon's approach was "quickly taken up by school systems across the country as a kind of prototypical example of progressive innovation at its best." *He was firmly convinced that no curriculum program could succeed unless it had evolved to some extent from the thinking and involvement of teachers who were to apply it* [emphasis added]. Therefore, he created systemwide curriculum committees for each school subject at each level of schooling, and he asked teachers to "read widely and think as deeply as possible." Newlon visualized the publication of a series of courses of study, but he regarded each "not as a conclusion, but a new beginning; for social change went inexorably forward, necessitating continuous curricular readjustment. (p. 299)

APPLICATIONS

1. Why must a curriculum council and program committee have a thorough understanding of the school district's philosophy, vision, mission, and exit outcomes?

2. What characterizes a program philosophy? What characterizes a program rationale statement?

3. What advantages do the Dialogue Technique, the Delphi Technique, the Fishbowl Technique, the Telstar Technique, and the Nominal Group Technique have over other ways groups make decisions?

4. Identify interrelationships that exist between scope and sequence, program goals, objectives, learning outcomes, and authentic tasks.

5. Explain how developing a course of study (curriculum resource guide) facilitates the teacher as content expert.

6. Outline responsibilities for the program committee.

7. Distinguish the responsibilities of the subject-writing committee from those of the program committee.

8. Should the course of study be written by the writing committee during the school year or during the summer months with stipends? Defend your answer.

9. Plan an in-service activity for the staff to accommodate a newly developed course of study.

10. How can teachers become stakeholders of a curriculum with the current state standards and the advent of the Common Core State Standards?

11. Visit Leslie Wilson's website (http://ipislam.edu.my/edu3105/Bacaan/i_plan/curi_iplan/ www.uwsp.edu/education/lwilson/curric/curtyp.htm) to view the 11 **types of curriculum** she espouses, and identify the type(s) that school personnel cannot control.

CASE STUDY   Building Consensus by Committee

Phillip Wright, a first-year curriculum director of a large school district, meets with the superintendent, Dr. Roberta Ellis, to discuss ways to develop an ELA program procedure for adoption.

Searching for some feedback, Wright states, "I need to explore how and when you want me to organize a curriculum committee or committees for the ELA program because the current program is due in the district's 5-year curriculum development cycle. For example, I'm thinking of formulating an adoption committee or committees this fall. Do you have any concerns in that regard?"

Dr. Ellis nods her head. "Well, yes, actually, I do have some concerns about organizing committees, especially writing committees, during the school year." Folding her arms across her chest, the superintendent gives a sigh. "I've found hiring substitutes for staff during the year is quite costly—but more important, instructional time lost due to teachers being out of their classrooms is a huge concern because students learn only one third as much with a substitute teacher as they do with their own classroom teacher."

The new curriculum director's eyes widen. "Oh, I didn't realize that," he says demurely. "I'll be happy to establish a writing committee for the summer months. However, the district must pay stipends to teachers participating in committee work."

"Good," says Dr. Ellis and asks, "What process are you using to select teacher representation?"

"Well, my plan is to use the administrative selection method, choosing some strong experienced teachers from each instructional level—you know, primary, intermediate, middle, and high school," shares Wright, continuing to observe his boss for approval, or at least for direction.

Dr. Ellis leans back in her chair. "Well, that's a possibility, but you want to be very careful about whom you select—especially when it comes to strong personalities." The superintendent now focuses her gaze on her new curriculum director and adds, "What sometimes happens is the creation of four armed camps—you know what I mean: no consensus, strife between teachers—basically a lack of cooperation between each other."

"Oh, yeah. Good point."

The superintendent smiles and then decides to share some last words of wisdom. "As effective leaders *we need to anticipate the need for consensus* and pick some folks who not only know their subject material but who are also flexible and committed to the district's vision and core curriculum beliefs."

"Great idea!" extols Wright, now aware of several crucial points critical to formulating curriculum-development committees. After thanking Superintendent Ellis for her input, the curriculum director, with a valise full of notes, begins heading for the door, realizing he has another appointment waiting in his office.

The Challenge

Choosing teacher representation for committees and anticipating the importance of consensus building are both crucial steps toward successful curriculum development. Analyze each of the methods of choosing teacher representation—voluntary, rotation, evolvement, peer selection, and administrative selection—and discuss what challenges a curriculum director might face. Which method do you think is best? What strategies might Phillip Wright use in helping select members for the ELA program committees?

Key Issues/Questions

1. What questions does Phillip Wright need to ask before formulating curriculum committees for the ELA program?

2. What measures does one need to take during the *early planning* phase of committee development?

3. What procedures does one need to implement during the planning phase of curriculum development?

4. What actions does one need to take *after* a curriculum program has been adopted?

5. What is the best method of choosing teacher representation for curriculum committees? Why?

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http://www.uwsp.edu/education/lwilson/curric/curtyp.htm

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www.naesp.org

National Association of Elementary School Principals *Leadership Compass*

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www.nassp.org

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NOTE

1. The program goal listed (p. 318) was adapted from the *Language Arts English Primary–Graduation Curriculum Guide*, by Canadian Ministry of Education, 1992, Victoria, BC: Author, pp. 19–27. Samples of the nine goals for the ELA program are as follows:

   - Program Goal 1 develops the knowledge, skills, and processes needed to communicate effectively by listening, speaking, reading, writing, and representing.
   - Program Goal 2 develops knowledge, understanding, and appreciation of language and how it is used.

- Program Goal 3 develops knowledge, understanding, and appreciation of a wide variety of literary genres and media forms.
- Program Goal 4 develops knowledge, understanding, and appreciation of American and other world literature.
- Program Goal 5 develops and extends knowledge of self, the world, and our multicultural heritage through language, literature, and media.
- Program Goal 6 extends capacity for creative thought and expression within the context of language, literature, and media.
- Program Goal 7 extends capacity for critical thought and expression within the context of language, literature, and media.
- Program Goal 8 develops the wide variety of strategies for learning.
- Program Goal 9 develops attributes of wonder, curiosity, independence, and interdependence necessary for lifelong learning.