

NEEDED: Large sheets of paper and markers

Put Title Slide Up.

1. Record and Prayer. (Ask for requests and for a volunteer.)
2. Continuation of "Helping Teachers with Classroom Management." Do Case Study from Session 6.
3. Review of yesterday's lesson.
 - A. Separate students into two groups.
 - B. Distribute 2 large sheets of paper and markers to each group.
 - C. Have each group create an instrument for evaluating disciplinary climate and practices in the classroom on one sheet.
 - D. Have each group create an instrument for evaluating disciplinary climate and practices in the school on the other sheet.
 - E. Have groups report to the rest of the class.
4. Review Continued. Have students summarize their feelings about classroom management and school discipline. Have them share their summaries with each other. Have each student state the viewpoint of another student in the class.
5. Topics of Discussion: Put Up Slide.
6. Definition of Curriculum (from the Dictionary of Education: (Put up slide) "a task of supervision directed toward designing or redesigning the guidelines for instruction; includes development of specifications indicating what is to be taught, by whom, when, where, and in what sequence or pattern."
 - A. Notice that teachers are not included in this definition. I believe that curriculum development is not the task of supervision alone. It must be a combined effort among all the school personnel, but particularly a cooperative venture between supervisors and teachers.
 - B. Curriculum development involves an almost continuous process of decision making.

- C. Teachers and supervisors are engaged in this process when they attempt to answer questions such as:
 - 1. When do we introduce fractions?
 - 2. Shall we start a program in use of computers?
 - 3. Which exploratory experiences should we provide in the middle school?
 - 4. Should we offer French or German?
 - 5. Shall we add sex education to the curriculum?
 - 6. Are there enough carryover sports in the physical education department?
 - D. There are literally hundreds of kinds of questions that must be answered by a school system if its curriculum is not to remain dormant.
 - E. Some of these questions must be asked repeatedly because curriculum development is a continuous, nonending process.
7. The supervisor has several responsibilities in the process of curriculum development.
- A. As one approach, he or she may initiate a broad study of the curriculum by enlisting teachers in the preparation or revision of the school's philosophy.
 - B. The supervisor may stimulate teachers to identify curriculum problems of concern to them or may even suggest problems that might be of interest to them.
 - C. He or she helps set up the groups and subgroups needed for study of a problem.
 - D. It is the supervisor's responsibility to provide time, facilities, and resources teachers must have to perform their task of curriculum development.
 - 1. Should be released time.
 - 2. Means extra cost for the school for substitutes and materials.
 - 3. Must be done in order to revitalize the curriculum so it will not become an outmoded, irrelevant instrument to its learners.
8. The Supervisor in Curriculum Development
- A. It is often said that the supervisor acts as a catalyst, or change agent.
 - B. In the job of curriculum development it is the supervisor who helps teachers identify curriculum problems and helps facilitate the study and search for solutions.
 - C. She or he stimulates teachers to look at the curriculum and come up with recommendations for improvements.

- D. It is the leader who sparks a dissatisfaction with the status quo and causes teachers to want to make revisions.
- E. The supervisor is a curriculum worker, a participant in a cooperative process of which she or he is only one member - a respected member, one hopes.
- F. The supervisor's authority and claim to respect should result not just from status but also from the level of credibility that he or she can induce in fellow workers.
- G. The supervisor is not the developer and should not behave in such a manner. It takes two or more to develop a curriculum.

9. Leadership For Curriculum Development

- A. The approaches to curriculum can come from two different avenues: 1) the comprehensive approach, which permits a total view of the curriculum, and 2) the problem-centered approach, which is confined to study of specific curriculum problems identified by teachers.
- B. The comprehensive approach requires a global look at the curriculum and uncovers unidentified problems.
- C. The problem-centered approach is a response to problems already identified by faculty members.

10. The Comprehensive Approach

- A. Let's look at two models for curriculum development. (Put up slides)
- B. This first model can be referred to as the Simplified Model for Curriculum Development. Does it look familiar?
- C. This second model may be called an Expanded Model for Curriculum Development.
- D. This model implies a fixed sequence of tasks.
 - 1. A study of the curriculum begins with writing a statement of the philosophy and aims espoused by the school or school system.
 - 2. This is followed by stating curricular goals.
 - 3. Next comes the specification of curricular objectives.
 - 4. Following approval of the objectives, curriculum proposals are developed by the representative committees and considered by the faculty.
 - 5. Those that are endorsed by the faculty are then implemented.

6. In the last stage of the model, evaluation plans are designed, reviewed by the faculty, and then carried out.

E. Let's look at the first five stages of this model today, then do a little bit of practice.

11. Philosophy?

A. 4 Elements: (put up slide)

1. Purpose of education
2. Nature of learning
3. Nature of the learner
4. Nature of society

B. The National Study of School Evaluation recommended twelve items that elementary school faculties should consider for possible inclusion in a statement of philosophy. (put up slide)

1. Read with class.
2. Which to you agree with? Disagree with? Why?

C. Example of a philosophy: Distribute a copy of Andrews Academy statement of philosophy.

12. Aims.

A. Aims can be considered an extension of the statement of philosophy.

B. Faculties often produce documents entitled "Philosophy and Aims."

C. The philosophy itself is cast into statements of belief.

D. An accompanying statement of aims, is a set of broad purposes of education.

E. These aims themselves are value laden and reveal philosophical positions.

F. Aims are often inseparable from the philosophy. In addition, it is not necessary to separate them.

G. Example of a statement of aims: put up slide of Carbondale High School (IL).

13. Curriculum Goals.

A. After the faculty has established the philosophical premises and aims to which it claims allegiance, it should turn its attention to a statement of curriculum goals.

- B. Curriculum goals are expectations of the learners as they encounter the curriculum and are stated in more general, nonbehavioral terms.
- C. Example of Statement of Curriculum Goals: Distribute Handout.

14. Curriculum Objectives.

- A. Statements of curriculum objectives must ultimately be drafted and accepted on two levels: first, school-wide (or system-wide), cutting across disciplines and grade levels. and second, within a particular discipline or grade level.
- B. The progression from the statement of philosophy and aims to the statement of goals and finally to the statement of objectives is increasingly more specific.
- C. Well defined curriculum objectives meet the same standards as well-defined instructional objectives.
 - 1. They state what learners are expected to achieve.
 - 2. They state under what conditions they must demonstrate the behavior.
 - 3. They state what level of performance they must attain.
- D. The notable difference between instructional objectives and curricular objectives is that instructional objectives are geared for the individual while curriculum objectives are geared for the individual.
- E. Periodically, the faculty of a school should subject its curriculum to this type of comprehensive study. It gives the faculty an opportunity to analyze the entire curriculum and to avoid the common error in curriculum development, which is a patchwork approach of adding and dropping courses and units.

15. Writing Curriculum Guides.

- A. The supervisor can help teachers take a comprehensive look an entire discipline, field, or grade level.
- B. For example, the supervisor may work with the social studies teachers of a secondary school with he object of improving the entire social studies program.
- C. Writing a curriculum guide that covers the entire sequence of a field is a common way in which teachers become involved in systematic study of a particular field or across fields.
- D. A curriculum guide is a general plan for a particular sequence of courses within a discipline, for a particular

sequence of grade levels, or interdisciplinary programs.

- E. A curriculum guide may also be written for a particular grade level or course within a discipline.
- F. Curriculum guides are created in a number of formats, one of which I used as part of the NAD Curriculum Committee. It contains the following elements:
 - 1. Introduction, which should include: 1) a reference to the school's statement of philosophy and aims; 2) a reference to school-wide curriculum goals and objectives that pertain to the field; and 3) curriculum goals and objectives for all students in the particular field or grade levels.
 - 2. Instructional goals
 - 3. Instructional objectives
 - 4. Learning activities
 - 5. Evaluation techniques
 - 6. Resources, both human and material
- G. To get a feel for creating curriculum guides we are going to assume that we are the social studies department of a particular Christian school and we are going to develop a new Curriculum Guide for the Social Studies Department.
 - 1. Distribute handout.
 - 2. Have students do a very brief guide.
 - 3. Tell them this is only a little taste of a very detailed process.

16. Continuing Problems of Curriculum Development. As supervisors and teachers involve themselves in curriculum development they will encounter three recurrent and major problems: scope, sequence, and balance. Each of the three problems must be resolved during the planning stage, requiring some very difficult decisions on the part of the faculty.

- A. Scope of the Curriculum (put up slide)
 - 1. Who should decide on content?
 - 2. What Content Should Be Included?
- B. Sequence of the Curriculum
 - 1. In what order should the subject matter be presented?
 - 2. On what bases do we determine the sequence of content?
- C. Balance
 - 1. There must be balance between general education and specialized education.

2. There must be a balance between the academic and the vocational aspects of the curriculum.
3. There must be a balance between content aimed at the immediate and the long-range needs of learners.
4. There must be a balance between the child-centered approach and the subject-centered approach to curriculum.

17. Course Outlines

- A. After the curriculum guide has been established the teacher can begin creating course outlines for particular subjects within the discipline.
- B. Good course outlines contain the following elements:
(distribute handout; discuss)
- C. Here is an example of a course outline. (distribute government course outline)

18. End. Curriculum development calls on supervisors to be familiar with efforts to change, reform, and restructure the schools. Supervisors work with faculties in finding ways to solve controversial curriculum issues and prevent controversies from arising. The supervisor plays an instrumental role in promoting curriculum development.