

Put Up Slide of Today' Activity

1. Record and prayer. (Ask for a volunteer)
2. Continue yesterday's activities from where the class left off.
3. Topics of Discussion. (put up slide)
4. Introduction
 - A. When we speak of curriculum evaluation, the first thing that jumps to the mind of some educators is testing of student achievement in specific areas of the curriculum, as reading, math, and so on.
 - B. We need to evaluate much more than just the success of the learners, however.
 - C. We need to account for:
 1. The learners' success or failure,
 2. success or failure of the program, and
 3. several other important things. (put up slide, read, discuss)
 - D. Evaluation seeks to provide answers on which decisions can be based for change and future actions.
5. The Supervisor's Role in Evaluation (put up slide)
 - A. Evaluation of both the curriculum and instruction has taken on an increasing importance in the past few years with the twin movements to empower parents to choose the schools their children will attend and to grant families governmental financial aid of one type or another to make choice possible.
 - B. In the absence of fully qualified specialists in evaluation the supervisor must provide the necessary leadership in curriculum evaluation and research.
 - C. Supervisors must possess or achieve a level of competence in the skills of evaluation and research at a much more sophisticated level than that of most teachers.

- D. The supervisor should help teachers develop an inquiring point of view by encouraging them to raise questions about the curriculum, such as
 - 1. Does the program work?
 - 2. Is this program better than other programs?
 - 3. What effect does an innovation have on students?
 - 4. How can I improve a program?
 - 5. What do test results mean?
 - 6. How can I measure the success of a program?
- E. The supervisor should encourage teachers to try out new approaches and new programs and to find out whether they are more effective than the old approaches and programs.
- F. Supervisors should encourage teachers to develop an evaluation mentality and not remain content with the curriculum as it is.
 - 1. No school has reached utopia in curriculum development nor will it ever, because curriculum must change to reflect new needs of learners and society.
 - 2. Evaluation is at the heart of this change.
 - 3. The supervisor has to set an example for teachers with a positive attitude toward evaluation and research.

6. Evaluation Models.

- A. Evaluation models can serve not only to extend the teacher's understanding of evaluation concepts but also as guides for carrying out a curriculum study.
- B. In his book on Supervision of Education, Peter Oliva introduces two evaluation models:
 - 1. The CIPP Evaluation Model constructed by Daniel Stufflebeam.
 - 2. The CSE Evaluation Model devised by the Center for the Study of Evaluation.
- C. The CIPP Evaluation Model. (put up slide) The components of this model include:
 - 1. **Context Evaluation.** According to this model the evaluation process begins with an analysis of the context or environment in which a curriculum study is to be conducted. It continues with a description of the conditions. It includes an assessment of the needs of the system and a determination of the unmet needs of the system. It includes an accounting of reasons why the unmet needs are not being met.
 - 2. **Input Evaluation.** This element consists of making decisions on procedures that will be followed in pursuit of the objectives.
 - 3. **Process evaluation.** This stage is a monitoring of the curriculum plan as it unfolds. The evaluators look for

deficiencies in the system and attempt to correct them. They maintain a continuing record of what is happening during the implementation process.

4. **Product Evaluation.** This type of evaluation seeks to measure both during the curriculum study and at the end of the study whether the objectives have been reached.

D. The CSE Evaluation Model

1. **Needs Assessment.** A needs assessment is the process of identifying unmet needs of a school system by comparing the achievement levels of that school system with its stated objectives.
2. **Program Planning.** It is at this stage that performance objectives are specified and a program is selected and prepared. Input evaluation also comes into play at this stage, with an analysis of various strategies for accomplishing the objectives and of the resources that can be made available.
3. **Implementation Evaluation.** This is a check of the various parts of the program design to see if the design has been implemented properly.
4. **Progress Evaluation.** Here, the evaluator arranges to obtain continuous feedback about whether the program objectives are being met so any adjustments can be made.
5. **Outcome Evaluation.** This is a terminal assessment of the accomplishments of the program. It is at this stage that decisions are reached concerning whether the objectives have been realized and whether the program should continue or not.

E. As supervisors should follow up these brief descriptions by turning to more detailed sources that could be helpful in working with teachers in evaluating the curriculum. You may even find some more useful models than these.

F. Distribute the LUC Curriculum Audit and discuss.

7. Conducting a Curriculum Needs Assessment.

- A. The supervisor should assist a faculty in planning, conducting, and analyzing an assessment of curriculum needs.
- B. A curriculum needs assessment is an evaluation of program needs.
- C. It is a process for deciding whether the objectives of the school are being reached and whether there are existing needs of learners that are not being met.

- D. The needs assessment provides an excellent vehicle for inservice training in one aspect of evaluation.
 - E. There are two basic purposes of a needs assessment:
 - 1. it seeks to determine whether stated objectives have been accomplished;
 - 2. it seeks to identify needs that have not been met and for which objectives have not been stated.
 - F. For each objective that is not being accomplished the faculty must decide on one of two things:
 - 1. Is the objective that is not being met still valid and worth pursuing? and
 - 2. What should be done about this situation.
 - G. If the objective is no longer valid, it should be dropped, however if it is still deemed worthwhile and is not being met, some strategy must be planned in order to make achievement possible.
 - H. The use of a questionnaire is a common technique used for getting at the question of unstated objectives.
 - 1. Opinions from former students, school personnel, and the community as a whole should be sought.
 - 2. On these questionnaires the respondents are asked to identify goals and objectives of the school, problems they believe exist in the school, subject matter they feel to be lacking, programs they would like to see incorporated into the school's program, instructional approaches they would like to see attempted, pupil services they would like to see added, ways in which they feel school funds should be expended, and qualifications they believe teachers exhibit or should possess.
 - I. A final step in the needs assessment is the ranking of unmet needs. From this point the faculty begins to devise strategies and program for meeting the unmet needs.
 - J. Distribute Block Scheduling and Discuss.
8. Evaluative Criteria
- A. The supervisor will find it profitable to direct the faculty in a total school evaluation periodically, using a national set of standards called *Evaluative Criteria*.
 - B. These criteria stem from the efforts of the six regional accrediting associations to specify standards that the schools are expected to meet in order for them to be accredited, that is, to earn the stamp of approval of the accrediting association.

- C. When using the criteria the total faculty subjects its program to continuing study over a period of time, ordinarily a year.
- D. Here is what the final outcome of one of these studies looks like. (Distribute Self-studies; explain this is NAD version, approved for use by North Central; discuss; collect)

9. Evaluation of Materials and Studies

- A. The supervisor should assist teachers in evaluating both curriculum materials developed elsewhere and research studies conducted elsewhere so they can benefit from this work.
- B. It is a major responsibility of the supervisor to be on the lookout for new curriculum materials and channel them to teachers who might make use of them.
- C. The sources of research studies are many and are available through most universities and public libraries.
- D. What are some of the most significant ones? They include:
 - 1. ERIC.
 - 2. Educational Index
 - 3. Reader's Guide to Periodical Literature
 - 4. The Encyclopedia of Educational Research
 - 5. Research Studies in Education
 - 6. Dissertation Abstracts International
 - 7. Publications of the American Educational Research Association
 - 8. The National Assessment of Educational Progress

10. End. All in all, the supervisor will be called on to display a wide repertoire of knowledge and skills in working with teachers on the critical task of curriculum evaluation.