



6-1969

Identification of Criteria and Formulation of an Action Model for the Process of Curriculum Development

Jack J. Wickert
Western Michigan University

Follow this and additional works at: <https://scholarworks.wmich.edu/dissertations>



Part of the Curriculum and Instruction Commons

Recommended Citation

Wickert, Jack J., "Identification of Criteria and Formulation of an Action Model for the Process of Curriculum Development" (1969). *Dissertations*. 3031.
<https://scholarworks.wmich.edu/dissertations/3031>

This Dissertation-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Dissertations by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



IDENTIFICATION OF CRITERIA
AND FORMULATION OF AN ACTION MODEL
FOR THE PROCESS OF CURRICULUM DEVELOPMENT

by

Jack J. Wickert

A Dissertation
Submitted to the
Faculty of the School of Graduate
Studies in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
June 1969

ACKNOWLEDGEMENTS

This study was made possible through the encouragement, counsel and effort of my doctoral committee: Dr. Myron L. Coulter, Chairman, Dr. William D. Coats, Dr. Dorothy McCuskey, Dr. Claude S. Phillips, Jr. and Dr. James H. Powell. I am indebted in particular to Dr. Myron L. Coulter for his patience, support and writing assistance from the initial stages of the proposal to the finished dissertation.

Acknowledgement must also go to the eleven persons who served as jurors for the study. Dr. Dorothy McCuskey acted as a juror both for the criteria evaluation and for the school selection. Her assistance in this crucial part of the study and her willingness to listen to my frustrations and problems was most appreciated.

Three school systems in Michigan opened their facilities to me. The staffs and central office administrators assisted in the gathering of data for the study. They remain unnamed in this report but their assistance will not be forgotten.

A number of other persons were responsible for the completed study, among them faculty members at Western who assisted in the original criteria refinement, secretarial personnel in the School of Education who came to my aid during many little emergencies and my typists, Ellen Armstrong and Leona Schmucker, who were willing to work against the clock many times in order to meet my deadlines.

Finally, to my patient wife and neglected children I owe a debt of gratitude for their help and encouragement during the writing period.

Jack J. Wickert

ii/iii

**This dissertation has been
microfilmed exactly as received**

70-1694

**WICKERT, Jack J., 1927-
IDENTIFICATION OF CRITERIA AND
FORMULATION OF AN ACTION MODEL
FOR THE PROCESS OF CURRICULUM
DEVELOPMENT.**

**Western Michigan University, Ed.D., 1969
Education, general**

University Microfilms, Inc., Ann Arbor, Michigan

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
INTRODUCTION	1
Chapter	
I. THE STUDY	3
Statement of the Problem	3
Significance of the Study	3
Assumptions	6
Scope of the Study	7
Limitations of the Study	8
Definitions of Terms	8
II. REVIEW OF THE LITERATURE	10
A Historical Perspective	10
The Present State of Affairs	25
The Role of the Leader in Curriculum Development	36
Summary	40
III. METHODS AND PROCEDURES	41
Review of the Problem	41
Method of Solving the Problem	41
Summary	61
IV. FINDINGS	63
Section I--Results of the Criteria Evaluation by a Jury of Experts	63
Section II--Results of the Evaluation of the Criteria by School Systems	71
Section III--Results of a Comparison Between the Jurors' Rankings and the Criteria Ratings Following the Evaluation in the School Systems	108
Summary of Findings	111

Chapter

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	115
Summary of the Problem	115
Conclusions	116
Recommendations for Further Research and Implementation	118
VI. A PROCESS MODEL FOR CURRICULUM DEVELOPMENT	120
Application of the Model	125
SELECTED BIBLIOGRAPHY	131
APPENDICES	
A. The Original Criteria and Bibliographical Sources	137
B. Pertinent Material Sent to the Jurors for Evaluating the Criteria	141
C. Pertinent Material Sent to the Jurors for Selecting the Sample School Systems	145
D. Letter to Superintendents Requesting Permission for the Study	149
E. Instruments	151
F. A Comparison of Several Representative School Districts on Several Factors	173

LIST OF TABLES

Table		Page
3-1	Division of Instruction, Curriculum Development and Supervision School System A	47
3-2	Curriculum Change and Instructional Improvement, School System A	49
3-3	Organization Chart, School System B	50
3-4	Curriculum Change and Instructional Improvement School System B	52
3-5	Organization Chart, School System C	53
3-6	Curriculum Change and Instructional Improvement, School System C	55
4-1	Results of the Jurors' Ranking and the Mean for each Criterion	64
4-2	A Comparison of the Original and the Revised Criteria	67
4-3	Degree to Which each Criterion was Followed in School System A	73
4-4	Degree to Which each Criterion was Followed in School System B	75
4-5	Degree to Which each Criterion was Followed in School System C	78
4-6	Degree to Which each Criterion was Followed in the Three School Systems Combined	81
4-7	A Comparison of Jurors' Rankings and Criteria Ratings Following the Evaluation in the School Systems . . .	109

LIST OF FIGURES

Figure		Page
6-1	The Relationship of the Criteria Identified in this Study to the Three Major Variables	123
6-2	A Systems Concept for the Process of Curriculum Development	124
6-3	A Systems Concept for the Process of Curriculum Development with Variations	126

INTRODUCTION

Studies such as the present one may fulfill several purposes, one in particular is the dissertation requirement for the degree. There are also many times when the study besides satisfying dissertation requirements fulfills a need that others in and out of the profession may have for the findings and results of the research. A need for such a study exists and the investigator attempts to decrease the uncertainty others may have on the matter being studied by his efforts. When the investigation serves a third purpose, that of increasing the writer's expertise, knowledge and skills in a scholarly area, then it can be said that the expenditure of time, effort and money has been truly worthwhile. Such is the case with the study herein presented. It has not just satisfied a requirement or added to literature but has increased immeasurably this writer's understanding of the phenomenon of curriculum development.

The investigation was a descriptive field study which involved some grossness of data and other limitations which are discussed in Chapter I. This study was considered by some colleagues and university faculty members to be too difficult a project to adequately develop as a dissertation. Yet, with the encouragement of an interested doctoral committee the idea took form and a proposal was drawn up and subsequently approved. Through the cooperation of many persons and groups along the way the proposal became the full-fledged study and the data collection progressed on schedule.

The original inspiration for such a study as the present one came from many sources, such as conversations with fellow students and faculty at the university as well as ponderings over the literature to see what had been done and what needed to be done. A need seemed to exist for studies that were descriptive as well as prescriptive. The literature was replete with prescriptions for ways to go about developing curriculum. An attempt at determining what was being done by school systems known for effective curriculum development programs and the degree of congruency between what they are doing and what the authorities in the literature say should be done took on the aspects of a meaningful dissertation topic.

One additional and challenging consideration was given to the investigation. After the data were gathered, the findings reported and conclusions and recommendations made, a model depicting interrelationships of persons, events and the process of developing curriculum was formulated. This model should serve others who want to develop effective procedures for curriculum development and those who are interested in a further understanding of the process.

CHAPTER I

THE STUDY

Statement of the Problem

The purposes of this study were to: 1) identify criteria for curriculum development that were crucial, functional and observable,¹ 2) determine the extent to which these criteria were evidenced in existing school systems and 3) formulate an action model for the process of curriculum development.

Significance of the Study

Great interest has been shown in the past decade in the curriculum field. Most of the emphasis has appeared to center around new academic programs, new school organizational patterns and media technology rather than around curriculum development procedures. Consequently, school systems have found ample help in determining which new programs to adopt; often these programs were package proposals complete from goals to evaluation. New patterns of school organization were also recommended beginning with such changes as adding classes for pre-kindergarten on through ungrading the elementary and secondary schools and suggestions for a middle school which would change the more

¹Each criterion was accepted upon the basis that it was: 1) Crucial--it must stand alone as being decisive and critical to any list formulated; 2) Functional--a user would have to understand the criterion and be able to apply it; 3) Observable--it must be readily identifiable as a philosophical or practical operant.

traditional junior high structure. All of these ideas were bombarding those responsible for decision-making in such matters. Less prevalent were suggestions which would enable school systems to examine and critique their curriculum development procedures. Those responsible for curriculum planning needed help which would enable them to employ an effective process for establishing goals and determining the appropriateness for their particular situation of the many new ideas for school organization and for academic programs which were confronting them.

A number of references in the literature relate to the need served by the current study. Gentry,¹ in a study involving an examination of curriculum development procedures, made reference to the lack of clear patterns for such procedures as those described above. He further pointed out that districts that wanted to improve were often confused about the steps that should be taken to make changes. The current investigation was an attempt to provide a pattern for schools interested in building effective curriculums.

Remarks by Scott² also supported the importance of this study.

He stated that:

It is the responsibility of the general curriculum field to develop criteria--by invention or adaptation--for those who must make curriculum decisions.

¹Gentry, Robert G., "A Descriptive Study of Quality Schools to Determine Effective Procedures for Curriculum Development" (unpublished Doctor's dissertation, Northern Illinois University, De Kalb, Illinois, 1967), p. 1.

²Scott, Harry V., "Comparing Curriculum Proposals," Educational Leadership, XXV (December, 1967), 242. (by permission)

Beauchamp¹ argued that well thought-out and carefully planned curriculum development processes are essential. He went on to say:

Every school and/or school district has a curriculum development system. . . . whether it be visible or invisible, conscious, organized or random. At some time, in some way, and by someone, a set of decisions has to be reached about what is to be taught to achieve the goals of the school.

Kelley,² writing in Educational Leadership, agreed with Beauchamp and went on to suggest that curriculum changes within an institution may be based upon 1) chance factors, 2) a whimsical desire to try something new or 3) a pragmatic plan of action. The current study attempted to formulate a pragmatic plan as suggested by Kelley through the development of a model for a systematic approach to curriculum improvement and change.

A study similar to the present investigation was carried out by McNally, Passow and Associates³ wherein criteria were formulated following a field appraisal of programs in curriculum development in seven school systems throughout the country. McNally and his team attempted, as they said, "to wed theory with practice." Some of the criteria they developed were used in the list drawn up for the present

¹Beauchamp, George A., Curriculum Theory (Wilmette: Kagg Press, 1968), p. 112. (by permission)

²Kelley, Jean A., "Criteria for Innovation," Educational Leadership, XXV (January, 1968), 304.

³McNally, Harold J., Passow, A. Harry, and Associates, Improving the Quality of Public School Programs (New York: Teachers College Press, 1960), p. viii.

study. Caswell,¹ in the foreword of the McNally book, described the importance of efforts to examine current programs of curriculum development. He stated that:

Descriptions and appraisals of organized efforts at curriculum improvement are essential to the constructive development of educational theory and practice. When field experience is thoughtfully analyzed, shortcomings become apparent and sound guidelines emerge for the future.

The design of this study should also serve as a pattern for other interested investigators to apply in school settings different than those used in this analysis.

Assumptions

Assumption 1

Prescriptive and descriptive studies together, such as the current study, give purposeful meaning to many phenomena, and to education in particular. Beauchamp² discussed this idea in one of his latest books:

The so-called "is-ought" dichotomy in educational thinking cannot be; it has to be "both." For schooling to be operative and meaningful, the factual and predictive questions about what ought to be done must be answered. . . . Then the question of what shall we do or what ought we to do can be debated more intelligently.

The first assumption was that an analysis of existing practices and conditions, as well as a prescription of the ideal conditions was essential to the formulation of a model for curriculum development.

¹Caswell, Hollis L., writing in the Foreword, McNally, Harold J., Passow, A. Harry, and Associates, Improving the Quality of Public School Programs (New York: Teachers College Press, 1960), p. v. (by permission)

²Beauchamp, op. cit., p. 50. (by permission)

Assumption 2

The second assumption was that even though there would be many agreements between the theoretical criteria and the practical criteria, observable differences would also be found between these two dimensions.

Assumption 3

The third assumption was that a complete picture of the curriculum development system could not be obtained from written documents alone. Additional necessary information related to curriculum procedures would have to be obtained by observation and interviews of significant persons, such as administrators and teachers, with the use of a carefully constructed interview schedule.

Scope of the Study

This study was broad in its use of curriculum criteria which were selected from a wide range of criteria found in present literature. Twenty-four criteria for curriculum development were used even though many more could have been selected. This was done to expedite the collection of data. The criteria refined from this wide sampling were applied in depth to three school systems where time, money and effort were being expended for curriculum improvement. The concentration of the study was on the processes used on the secondary level (grades 7-12).

Limitations of the Study

A study such as this one had possible limitations which had to be considered. Any bias the investigator consciously or unconsciously maintained for curriculum improvement could have constituted a limitation upon the study. Possible misinterpretations on the part of the investigator during the observation and investigation could have added to the limitations placed upon the validity of the results.

Another limitation was imposed when qualitative data, as that obtained from the observation and interviews, were translated into quantitative terms.

Definition of Terms

Preliminary to or a part of almost every effort made to develop a study such as the one under discussion was a need for a definition of several terms. To give consistency to this study such clarification seemed essential. The terms defined in this section are curriculum, instruction, model and criterion.

Curriculum.--An organizational pattern for structuring learning. It is the pre-planned dimension of the instructional program.

Instruction.--The process of putting opportunities for learning before the student. It is the implementation of the curriculum. Though curriculum and instruction are considered to be inseparably related, no attempt was made in this investigation to study the techniques or results of instruction.

Model.--An abstraction designed to depict or symbolize in a highly compact and illustrative manner the interrelationships of events and of people, individually and in groups, and the processes by which they relate to each other.

Criterion.--A standard or a test by which a judgment can be formed.

CHAPTER II

REVIEW OF THE LITERATURE

A Historical Perspective

What the literature has to say about the origin and historical foundations of curriculum development was viewed in two periods. The first was the early beginnings, the period up to World War I; the second was from World War I until "Sputnik," which was considered to be the beginning of our contemporary period.

The Early Beginnings

Often, in the early days of the development of a scientific area, folklore typically provides a better basis for guiding behavior than scientific theory. However, history has shown that once substantial effort has been devoted to the development of an area of knowledge, scientific means of prediction . . . surpass those which tradition has provided.¹

The authors of this recent booklet of the ASCD were writing about instructional theory but the words are relevant to the area of the curriculum development process. What they state was and is true of the field of curriculum change. Tradition was responsible

¹Gordon, Ira J., ed., Criteria for Theories of Instruction (Washington, D. C.: Association for Supervision and Curriculum Development, 1968), p. 6. (by permission)

for what would be taught and how it would be taught. Harris¹ stated that:

In the early history of education the curriculum was a social and intellectual bank in which was deposited the accumulated wisdom of a people to be drawn upon as needed by youth.

In America in its early years the purposes of education were narrowly defined and not questioned. There was a static quality about what was taught which we might call in a very restricted sense curriculum. Therefore, there was no need for such a process as the one considered in this study, that of improving or developing curriculum.

Koopman² referred to the early beginnings of curriculum development when he wrote that:

The concept of curriculum as a constant and perfectible instrument was accepted and acceptable. Status rather than change dominated educational philosophy and practice.

Yet, it should not be concluded that curriculum (or what was to be taught) was not considered prior to the last several decades.

Caswell³ stated that:

The curriculum has been a subject of study and innovation since the beginning of organized education. Innumerable historical events and persons have contributed to its present form and content. Names such as Comenius, Pestalozzi, Herbart, Froebel, Horace Mann and William T. Harris are reminders that serious thought about the curriculum and extensive efforts to achieve new and better forms have been an ever-present characteristic of Western education.

¹Harris, Chester W., ed., Encyclopedia of Educational Research (New York: Macmillan Company, 1960), p. 361. (by permission)

²Koopman, G. Robert, Curriculum Development (New York: The Center for Applied Research in Education, Inc. 1966), p. 1. (by permission)

³Caswell, Hollis L., "Emergence of the Curriculum as a Field of Professional Work and Study," Precedents and Promises in the Curriculum Field (New York: Teachers College Press, 1966), p. 1. (by permission)

Examples of early efforts at curriculum reform as suggested above by Caswell can be read in reports written by Horace C. Mann. Mann for many years was Secretary of the Board of Education of the Commonwealth of Massachusetts. In twelve annual reports covering the years 1837-48 he eloquently discussed the needs of the schools under his Board's jurisdiction as well as their progress and worthy accomplishments. Efforts which indicated understandings of the need for curriculum revision were put forth by Mann well over a century ago. In the Second Annual Report,¹ for example, new school organizational patterns were suggested as well as redesigned curriculums which considered individual differences. Many other references to his forward looking attempts at curriculum development fill the pages of these reports.

Several writers seemed to agree that one of the earliest proposals for curriculum change came about with Franklin's plan for an academy. Incidentally, in this regard Caswell² wrote of Franklin's plan:

. . . the change was accomplished through the procedure of developing a new institution. This is one means of achieving curriculum modification.

The academy became a popular school concept for the next half century or more, but only vestiges remain today of this once innovative and necessary institution.

¹Mann, Horace, Secretary of the Board. Second Annual Report of the Board of Education Together with the Second Annual Report of the Secretary of the Board (Boston: Dutton and Wentworth State Printers, 1839), pp. 29, 39. (Taken from a facsimile edition of the Hugh Birch-Horace Mann Fund of the National Education Association, 1948) 29, 39.

²Caswell, Hollis L., and Associates, Curriculum Improvement in Public School Systems (New York: Bureau of Publications, Teachers College, Columbia University, 1950), p. 4. (by permission)

Koopman¹ and McNally² are two of a group of writers who also discussed early curriculum improvement efforts. Their work was representative of what other authors in this field have said. In particular Koopman wrote that,

. . . prior to World War I change was a negligible factor. Educational leadership was then concerned primarily with the establishment of schools and school systems, . . .

Koopman did note that due to a lack or non-existence of educational research the authority and philosophy of educational philosophers had great influence over any change that might be considered in education.

McNally³ tended to disagree with Koopman's opening statement above. McNally stated that:

From the period of the common-school revival to the close of World War I, the curriculum in American schools changed greatly.

He went on to say that:

The changes were, however, frequently piecemeal and haphazard. The resulting curriculum was characterized by one observer as 'the amorphous product of generations of tinkering.' The patchwork of courses . . . had evolved from a process described as the 'scissors and pastepot' approach to curriculum building. . . . The conception of the curriculum as a collection of subjects guided the approaches used to improve programs generally. . . . It was the textbook writers who, by their selection and arrangement of content, both influenced and created the curriculum of the schools from the time of graded classes in the 1840's. . . . One obvious means of curriculum improvement was the production of better textbooks.

¹Koopman, op. cit., p. 1. (by permission)

²McNally, Harold J., Passow, A. Harry, and Associates, Improving the Quality of Public School Programs (New York: Teachers College Press, 1960), pp. 29-30.

³Ibid. (by permission)

An example of a textbook which greatly changed what was taught and how it was taught was McGuffey's Reader, a product of the mid-nineteenth century. Commager,¹ in a foreword in a reprint of one of McGuffey's venerable texts, stated that one need only turn to the textbooks and readers current in the middle of 19th century America to see what a great improvement the McGuffey Reader brought about.

Taba² and McNally³ are two among others who called the 1890's the beginning of a long period of curriculum-making by national committees. They referred to such groups as the Committee of Ten which Cremin⁴ stated was strongly influenced by a philosopher of the 19th century, Herbert Spencer. Cremin wrote that:

By the turn of the century a revolution [pedagogical reformism] was clearly at hand . . . if the revolution had a beginning it was surely with the work of Herbert Spencer. . . . It lent potent support to Charles W. Eliot's indefatigable campaign for a 'new education' based on the pure and applied sciences, the modern European languages and mathematics. It was obviously influential in the formulations of the NEA's Committee of Ten [1893], which gave parity to the natural sciences in the secondary school program.

Another committee of note, the Committee of 15, also during this period was influenced by a psychologist, Granville Stanley Hall,

¹Commager, Henry Steele, writing in the Foreword, McGuffey, William Holmes, McGuffey's Fifth Eclectic Reader (New York: The New American Library of World Literature, Inc., 1962 printing--1879 Edition), p. x.

²Taba, Hilda, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 446.

³McNally, op. cit., p. 31.

⁴Cremin, Lawrence A., The Transformation of the School (New York: Alfred A. Knopf, Inc., 1961), pp. 91-93. (by permission)

whose emphasis was the child-centered school. In the Addresses and Proceedings of the NEA¹ in 1895 this committee made a point of noting that in modern education knowing the child was of paramount importance as opposed to any emphasis upon subject matter.

A movement considered by some writers to have begun after the Civil War came to be labeled the Progressive Education Movement. The influx of immigrants to our country and a greatly changing industrial climate called for new interpretations about the functions and purposes of the school. Toward the end of the nineteenth century John Dewey came to the foreground of the progressive movement. Dewey was a man who left an indelible mark upon the schools and upon curriculum in particular. He was praised and condemned by many. Often his critics and "disciples" did not truly understand him or even read what he had to say. One of his books, The Child and the Curriculum,² strongly urged educators to consider the need for the two-fold nature of experience. Dewey saw the need for involving not only the child and his needs and interests but also what he called "race-experience" (accumulated results of past generations). Throughout the first two decades or more of the 1900's Dewey became a most important change agent on the educational scene and one of the most misunderstood.

During the early part of the 20th century extensive school surveys were conducted by noted persons in the curriculum field. Two such

¹National Education Association: Addresses and Proceedings, 1895, p. 242, quoted in Cremin, Transformation of the School, op. cit., p. 103.

²Dewey, John, The Child and the Curriculum (Chicago: The University of Chicago Press, 1902).

surveys were conducted in Grand Rapids¹ and St. Louis.² Charles H. Judd, then of the University of Chicago, edited and wrote material for these reports. The St. Louis survey had a section devoted to curriculum revision by committees. The curriculum development procedures used were noteworthy for that period of time. For example, in the St. Louis study the committees were described as being "representative," although Franklin Bobbit, the author of the chapter on curriculum, did not elaborate on the qualifications or selection of the members. He did explain, however, that they were commissioned to begin building curriculum from the ground up--they were not to amend what already existed. The committee was also commissioned to define aims and objectives and plan for experimentation and evaluation. Bobbitt said that those responsible for direction and leadership in St. Louis showed "rare educational insight."³

Shortly after the St. Louis Survey some of the personnel who conducted that study came to Grand Rapids for a similar effort. The document relating to the Grand Rapids educational program made no mention of the procedures, if there were any, at redesigning and developing the curriculum. Yet, the fact that such surveys were conducted in the early 1900's indicated some interest in examining and changing what existed in the schools at that time.

¹Judd, Charles H., ed., School Survey Grand Rapids, Michigan--1916 (Grand Rapids: White Printing Company, 1916).

²Judd, Charles H., ed., Survey of the St. Louis Public Schools (Yonkers-on-Hudson, New York: World Book Company, 1918).

³Ibid., pp. 77-80.

Until the end of World War I the greatest influences on curriculum development were outside the local school system. If the local school did anything in restyling the curriculum it was the superintendent himself or members of his staff under his immediate direction who prepared curriculum materials, often on very subjective standards.¹

The Second Period: World War I Through "Sputnik"

"The close of World War I can . . . be marked as a time when modern curriculum development programs began."² Writing in 1960 McNally³ remarked that:

The idea that the process of curriculum improvement might be studied to better the empirical activities is a notion scarcely four decades old. The processes by which these modifications [new institutions, new textbooks, new methods of instruction, etc.] have been brought about have been diverse. The evaluation of planned programs for curriculum development began slowly but accelerated rapidly after World War I.

Koopman⁴ added to McNally's comments by stating that:

. . . it can be said that deliberate and systematic curriculum revision first occurred after World War I and that curriculum development as a well defined and technical process appeared about a decade later. . . . The result of these developments was the widespread modernization of curriculums that began about 1920 and led to the development of a national educational planning process which has come to be called curriculum development. . . . actually curriculum development is a twentieth century phenomenon. . . . Good examples of curriculum development began to appear between 1925 and 1930.

¹McNally, op. cit., p. 30.

²McNally, op. cit., p. 33. (by permission)

³McNally, op. cit., pp. 28-29. (by permission)

⁴Koopman, op. cit., pp. 2-6. (by permission)

Krug¹ discussed the historical development of curriculum-making and curriculum change in four phases. The first was the one that followed our European heritage, the second was the period of defining curriculum by means of a committee of experts, the third was the time of scientific measurement, and fourth was the society-centered, democratic "curriculum development" movement. Events of his second, third and fourth phases would generally fall within the historical period being discussed in this section on the review of literature--1918 through "Sputnik."

The second period referred to by Krug, that of committees of experts which was discussed earlier in this chapter, was reflected in a group which developed the now famous Cardinal Principles of Secondary Education (1918). This gathering was known as the Committee on Reorganization of Secondary Education. Many writers, among them Krug,² Taba³ and Koopman,⁴ referred to the report of this committee as a most important one. This committee's document pronounced health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character as the seven "main objectives" of American secondary education.⁵

¹Krug, Edward A., Curriculum Planning (New York: Harper and Brothers Publishers, 1950), pp. 277-95.

²Krug, op. cit., p. 280.

³Taba, op. cit., p. 416.

⁴Koopman, op. cit., p. 5.

⁵Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education (Washington, D.C.: U.S. Government Printing Office, 1928), pp. 5-10.

Another committee, the Committee on Economy of Time, which had its inception prior to World War I, made its greatest impact in the curriculum field in the 1920's. The NEA's Department of Superintendence in 1911 appointed this committee and charged it with formulating recommendations for getting rid of waste in the school curriculum. The reports of this committee came out between 1915 and 1919. The third publication¹ was representative of most of the reports of the committee. In this volume an attempt was made, on the basis of research studies, to set down the minimum essentials in the various subjects of the elementary schools. These included reading, handwriting, spelling, language, arithmetic, geography, history, civics, literature and physical education. The reports were most comprehensive; yet even though its position may have appeared precise and scientific, Cremin² stated that:

. . . the committee had ended by defining the goals of education in terms of life as it was, and hence by proposing a curriculum that would accommodate youngsters to existing conditions with little emphasis on improving them.

Franklin Bobbit, a member of the Committee on Economy of Time, was discussed by Taba,³ Cremin,⁴ Koopman⁵ and Caswell⁶ as a notable

¹Whipple, Guy M., ed., The Seventeenth Yearbook of the NSSE, Parts I and II (Bloomington, Illinois: Public School Publishing Co., 1918).

²Cremin, op. cit., p. 193. (by permission)

³Taba, op. cit., p. 83.

⁴Cremin, op. cit., p. 199.

⁵Koopman, op. cit., p. 7.

⁶Caswell, op. cit. (1966), p. 1.

advance man in the field of an organized and methodical approach to curriculum building. Of the writers named above Taba and Cremin tended to analyze critically the contribution of Bobbit. An example of this analysis was stated by Cremin,¹ linking Bobbit with the Committee on Economy of Time:

In 1924 Bobbit published a major work called How to Make a Curriculum in which he carried the theory and procedures of the Committee on Economy of Time to their logical outcome. . . . But ultimately, Bobbit fell victim to his own techniques. Abandoning the world of hazy ideals, of ineffable qualities . . . he ended by measuring what could be measured. His results may have sparkled with precision, but in the process he had given up the progressive quest for the better life through education.

Other authors discussed the contributions of Bobbit especially as his contributions related to laying the groundwork for the newer concepts of the curriculum and its development.

Koopman² referred to the period following World War I as a time of "the cracks in the facade." He went on to state that:

Increased affluence, new inventions, changes in social thought and the first world war in history greatly increased perceptions of people both in and out of the field of education to the need of revising the curriculum.

During the 1920's a scientific emphasis in curriculum development came about. Bobbit and Charters, Krug³ wrote ". . . led the movement to arrive at curriculum objectives by a quantitative determination. . . ." Krug⁴ in discussing the scientific emphasis stated that,

¹Cremin, op. cit. (by permission)

²Koopman, op. cit. (by permission)

³Krug, op. cit., p. 281. (by permission)

⁴Ibid. (by permission)

Curriculum development was seen as proceeding logically from objectives determined in the initial phase of the program, through selection and arrangement of materials, to the tryout of the materials. The tryout was supposed to proceed along scientific lines and to give the answer to the problem of retaining, selecting or rejecting curriculum content.

Taba¹ also spoke to the scientific experimentalism when she wrote that:

The emerging knowledge of the learning process generated efforts to define educational objectives and developed a concept of a more comprehensive curriculum. The concept introduced a whole stream of experimental work on curriculum revision . . .

During this period of scientific emphasis the Progressive Education Association created the Commission on the Relation of School and College. Cremin² wrote about this commission:

Long after the other efforts of the PEA have faded into history, its work may well remain as the Association's abiding contribution to the development of American education.

This commission proposed an experiment which came to be known as the Eight Year Study. Wilford M. Aiken became chairman and in a book written by him³ he listed two purposes of the Eight Year Study:

- 1) To establish a relationship between school and college that would permit and encourage reconstruction in the secondary school.
- 2) To find through exploration and experimentation how the high school in the United States can serve youth more effectively.

The first report of Aiken's committee indicted American high schools on a number of counts. The Commission proposed an experiment which

¹Taba, op. cit., p. 447. (by permission)

²Cremin, op. cit., p. 251. (by permission)

³Aiken, Wilford M., The Story of the Eight Year Study (New York: Harper and Brothers, 1942), p. 116. (by permission)

eventually resulted in the cooperation of thirty high schools and over 300 colleges selected because of their interest in the study. The high schools were to rediscover their chief reason for existence and were encouraged to redesign their offerings (curriculum improvement) as a result of redefining their goals. The colleges agreed to accept recommended graduates from these high schools without making them meet the regular entrance requirements.

The Study developed a number of methods for studying the curriculum including such things as teacher-pupil planning, curriculum workshops and planned evaluation programs both of the teacher-learning procedures and of the curriculum development process.

Innovations, which today appear to be accepted and successful, were not always perceived that way at the time. Aiken¹ discussed this point when he said that:

To some teachers even in the participating schools the Study was an unnecessary and dangerous innovation; to some college professors 'Progressive Education now had enough rope to hang itself'; and to some parents the Study was a source of uneasiness and dissatisfaction. But, to most of the teachers in the thirty schools and to thousands of educators and parents throughout the nation, it held great promise for the future.

In the long run the results of the study were most effective as Cremin² stated:

In short there was all the thrill, the vigor and the commotion that attaches to any reform enterprise--so much that probably anything attempted would have succeeded better than what had come before.

¹Ibid. (by permission)

²Cremin, op. cit., p. 255. (by permission)

An evaluation program carried out by Tyler to assess the results of the Eight Year Study was reported by writers such as Chamberlin¹ and Aiken,² who expressed the following:

It looks as if the stimulus and the initiative which the less conventional approach to secondary school education affords sends on to college better human material than we have obtained in the past.

The Michigan Study of the Secondary School Curriculum, a twelve-year study, and many other school investigations, were direct outgrowths of the Eight Year Study.³

Another period in the history of curriculum development might be dated as the era of the thirties and the forties which was called by Krug⁴ "The Society-Centered Democratic Movement." He further stated that it was a time of revolt against experts. In fact, "This revolt featured the idea that the classroom teachers of our country knew as much about what ought to be done as a small group of 'experts.'"⁵ Krug⁶ listed what this democratic movement was for and against:

¹Cremin, Lawrence A., The Transformation of the School (New York: Alfred A. Knopf, Inc., 1961), pp. 253, 256, citing Dean Chamberlin et al.,: Did They Succeed in College? (from a series of five volumes entitled, Adventures in American Education) 1942, pp. 207-208.

²Aiken, op. cit., p. 150. (by permission)

³Koopman, op. cit., p. 18.

⁴Krug, op. cit., p. 282.

⁵Ibid. (by permission)

⁶Ibid. (by permission)

It was against:

- European philosophical traditions, particularly those stressing 'absolutes.'
- Authoritarianism exercised by 'experts.'
- Course of study writing as a curriculum activity.
- Scientific determination of curricular objectives and materials, particularly as symbolized by quantitative and statistical studies.
- Mechanistic conceptions of the learning process.

It was for:

- Seeking the roots of educational purposes in American traditions.
- Pragmatism and experimentalism.
- Emphasis on social, political, and economic problems in the school program.
- Widespread teacher participation in curriculum development.
- Organismic conceptions of the learning process.
- More flexible, informal curricular materials, when written down at all.
- More emphasis on philosophy and less on science in arriving at curricular purposes.
- Democracy as a way of life, particularly as symbolized by respect for personality, group planning, and reflective thinking.

During the twenties and thirties several school districts gained recognition by inaugurating system-wide programs in curriculum revision. Among those cited by Caswell,¹ Koopman,² and Saylor³ were Los Angeles, Denver and St. Louis. State departments of education also became interested in comprehensive programs in curriculum improvement; noted among these were Florida, Alabama, Michigan, South Dakota and Virginia. Two other events of note during this period of great change in curriculum development patterns were the organization of a Department

¹Caswell, op. cit. (1966), p. 1.

²Koopman, op. cit., p. 6.

³Saylor, Galen J., Factors Associated with Participation in Cooperative Programs of Curriculum Development (New York: Teachers College, Bureau of Publications, 1941), pp. 26-32.

of Curriculum and Teaching at Teachers College, Columbia University, as well as the establishment of the Association for Supervision and Curriculum Development. Previously curriculum directors had belonged to the Society for Curriculum Study and supervisory personnel to the Department of Supervisors and Directors of Education. "This association brought all together in a working group and set instructional improvements as a common goal," wrote Caswell¹ in describing this merger.

The Present State of Affairs

One of the historical events of the past decade was the launching of the Russian space vehicle, "Sputnik." Great importance was placed upon that feat of this adversary of the United States. There was anxious concern about our educational program expressed by practically every one who could express an opinion--parents, politicians, students, teachers, clergy, scientists and ex-military men. Many of these critics felt that we were not emphasizing the academic subjects enough, especially science, mathematics and foreign language.

It has been said that 'Sputnik' put subject matter back into the curriculum. This is an overstatement. . . . First, subject matter was never out of the curriculum. . . . Second, concern for a more discipline-centered curriculum goes back much further than 1957.²

Strong feelings were put forth that the past several decades had produced a school system that was child-centered and not

¹Caswell, op. cit. (1966), p. 3. (by permission)

²Goodlad, John I., The Changing School Curriculum (New York: The Fund for the Advancement of Science, 1966), p. 11. (public domain)

discipline-centered. Now our national security appeared threatened and a convenient scapegoat seemed to be the education establishment.

This period of the mid-twentieth century marked significant changes in the educational system, especially in curriculum development. Some of the change was based on "Sputnik," but much of it was due to other reasons.

Taba¹ pointed out that the concern for the major curriculum emphasis we find today had started in the 1930's.

The idea that there must be a system of thinking about curriculum planning occurred to Dr. R. W. Tyler after a rather confusing meeting on curriculum planning in the 1930's in which conflicting proposals for curriculum designs were being debated. . . . Dr. Tyler and the writer began to elaborate a scheme for a sequence of questions to be asked and an order of steps to be taken in planning curriculum.

Prior to the fifties there was concern with regard to what Miel² called "maladjustment within the culture," which she identified as a refinement of the more well-known concept "social lag." In an attempt to create an awareness of this need and to suggest positive directions that curriculum-makers could follow in meeting this problem Miel wrote Changing the Curriculum. Her thesis was that it is "immoral" or "unintelligent" for our schools to operate with the curriculum development processes that were evident at the time her writing took place. Miel saw curriculum development as an intricately involved process which was necessary to affect social change. Her writing stands as a landmark in the field of curriculum literature.

¹Taba, op. cit., p. vi. (by permission)

²Miel, Alice, Changing the Curriculum (New York: Appleton-Century-Croft, Inc., 1946).

Many causes can be considered when discussing changes in curriculum as evidenced in what we find today. Some causes are reflected back a decade or two earlier than "Sputnik" as Goodlad¹ pointed out:

The near absence of scientific and mathematical comprehension among school graduates, revealed by the wartime testing programs, showed that something was wrong with our educational institutions. It was an alarming situation, the more so as this nation and the world were standing at the threshold of an era of unprecedented scientific development in which education would have to play a significant role.

Other public concern was noted by Bruner² in discussing the scientific emphasis:

Rather, we have reached a level of public education in America where a considerable portion of our population has become interested in a question that until recently was the concern of specialists: 'What shall we teach and to what end?' The trend is accentuated by what is almost certain to be a long-range crisis in national security, a crisis whose resolution will depend upon a well-educated citizenry.

One of the places in which this renewal of concern has expressed itself is in curriculum planning for the elementary and secondary schools. . . . There has been an unprecedented participation in curriculum development by university scholars and scientists, . . .

The concern of the public, not just over the Russian scientific achievements but over other general conditions caused a new emphasis in our schools. Koopman³ discussed two pressing demands which came to the foreground within the recent past:

- 1) There was a demand for a better quality of preparation for college bound youth.

¹Goodlad, op. cit., p. 9. (public domain)

²Bruner, Jerome S., The Process of Education (Cambridge: Harvard University Press, 1960), p. 1. (by permission)

³Koopman, op. cit., p. 24. (by permission)

- 2) There was demand for a more extensive curriculum for non-college bound youth.

We might look at the characteristics of the "recent curriculum reform movement," as Wilson and Goodlad called it, which followed the concern over the inadequate academic preparation of our young people. Wilson¹ discussed these characteristics:

Rather the main thrusts of the curriculum reform movement have concentrated upon: (a) improving the quality of curriculum offerings in separate academic disciplines; (b) developing and promoting new instructional media like educational television, language laboratories, computers and programmed materials; (c) arranging tryouts of and publicity for new school organizational patterns like team teaching and non-graded schools.

Goodlad² noted that, "one of the characteristics of this reform movement is that it is discipline centered rather than child or society centered."

This emphasis on the academic disciplines resulted in gatherings such as the Woods Hole Conference in 1959 which Bruner³ explained was a response to this stimulation of interest of university scholars, scientists and men distinguished for their work at frontiers of their respective disciplines in curriculum planning in the public schools.

From this involvement and the interest of the Federal government there came an outpouring of new curriculum projects, especially in mathematics and science. Goodlad⁴ remarked that a

¹Wilson, Elizabeth C., "A Model for Action," Rational Planning in Curriculum and Instruction--Eight Essays (Washington: NEA Center for the Study of Instruction, 1967), p. 157. (by permission)

²Goodlad, op. cit., p. 9. (public domain)

³Bruner, op. cit., p. 2.

⁴Goodlad, op. cit., p. 14. (public domain)

. . . new alphabet soup of curriculum projects--BSCS [Biological Sciences Curriculum Study], CBA [Chemical Bond Approach], ESS [Elementary Science Study], PSSC [Physical Science Study Committee], MSG [School Mathematics Study Group], is becoming a part of the diet of American children and youth in school.

Other general changes in curriculum development have evolved and are evident on the contemporary scene, especially in greater emphasis on teacher participation in the planning of curriculum. Taba¹ spoke to this involvement when she indicated that as the concept of organizing and carrying out the curriculum development process changed:

. . . committee work became the chief vehicle. The earliest formula for work was 'from the top down' or the 'administrative approach,' in which the committee structure was elaborated in the central office. . . . Since a small group conceived, initiated, and directed the change, the change did not reach the fundamental arena for curriculum change, the classroom. . . . Gradually both the pattern of participation and the nature of responsibility were extended. The 'grass roots' approach replaced the 'from the top down' administrative approach and included as much of the school's personnel as possible on the assumption that the functioning curriculum would be improved only as the professional competence of teachers improved. . . . curriculum improvement also characteristically began with teacher concerns.

Several other changes in curriculum procedures are representative of many others that appear in the literature. Bishop² wrote that "Perhaps we are beginning to learn that significant curriculum change is a group involvement, not piecemeal tinkering." Goodlad³ stated that "The word 'structure' has replaced 'the whole child' in curriculum jargon." Taba⁴ made a point, "Curriculum outlines . . . [have become]

¹Taba, op. cit., pp. 447-48. (by permission)

²Bishop, Leslee J., "The Systems Concept," Educational Leadership, XXIV (May, 1967), 676. (by permission)

³Goodlad, op. cit., p. 15. (public domain)

⁴Taba, op. cit., p. 448. (by permission)

more diversified and . . . are regarded as resources rather than as prescriptions." Koopman, Miel and Misner¹ in one of the earliest books on democratic educational administration, published in 1943, indicated that democratic administration and curriculum development, wherein cooperative experimentation outweighed product, developed together.

Beauchamp² set out in 1961 to examine and analyze the status of curriculum theory to that date. His work, entitled Curriculum Theory, was one of the first attempts by a scholar to develop this subject. The first serious effort, according to Beauchamp, to consider curriculum theory was a conference held at the University of Chicago in 1947. Herrick and Tyler³ edited a monograph which was a series of papers presented at this conference. One of the purposes of the meeting was to aid in developing a more adequate theory of curriculum than existed up to that time. Beauchamp wrote that following the 1947 conference there was little response to the recommendations of the group. However, following Beauchamp's 1961 book an increased activity took place in the theory area. Theory Into Practice, an organ of the College of Education at The Ohio State University, added to the literature in curriculum theory. Especially important is the issue

¹Koopman, G. Robert, Miel, Alice, and Misner, Paul J., Democracy in School Administration (New York: D. Appleton-Century Company, 1943), p. 12.

²Beauchamp, George A., Curriculum Theory (Wilmette: Kagg Press, 1961).

³Herrick, Virgil E., and Tyler, Ralph W., eds., Toward Improved Curriculum Theory (Chicago: The University of Chicago Press, 1950).

in which Duncan and Frymier¹ explored new thoughts in this realm. Other writers and other issues of the journal have also treated the theory aspect with new depth and understanding.

MacDonald² argued for the need for a curriculum theory in 1964. He stated that what is necessary is ". . . simply the need to apply scientific methodologies to the field of curriculum." The growth in the amount of literature on this subject prompted Beauchamp to write a second edition of Curriculum Theory³ which is meant, as he said, to update and extend the study of curriculum theory which he had begun seven years earlier.

In an attempt to develop criteria for assessing the validity of theories of instruction the ASCD appointed a commission⁴ to look at the process of building theory. Its study was broad in its applicability in that the criteria listed were guidelines that would be relevant to curriculum theory building as well as to instruction.

Gwynn and Chase,⁵ in one of the most recent books on curriculum, discussed theory as the strategy for curriculum decision-making. The

¹Duncan, James K., and Frymier, Jack R., "Explorations in the Study of Curriculum," Theory Into Practice, VI (October 1967), 180-99.

²MacDonald, James B., "Curriculum Theory: Problems and Prospectus," a speech delivered at the Professors of Curriculum Meeting, Miami Beach, April 3, 1964.

³Beauchamp, op. cit. (1968).

⁴Gordon, Ira J., ed., Criteria for Theories of Instruction (Washington, D.C.: Association for Supervision and Curriculum Development, 1968).

⁵Gwynn, J. Minor, and Chase, John B., Jr., Curriculum Principles and Social Trends, Fourth Edition (New York: The Macmillan Company, 1969).

authors explored the meanings of theory both from writers such as Beauchamp and Taba and from others outside of the realm of education. After Gwynn and Chase examined the process by which any theory is generated they proceeded to give focus to the implementation of a theory--its practical application.

Publications of the Association for Supervision and Curriculum Development (ASCD) often reflect or predict changes in curriculum and the contemporary educational scene. The best-selling yearbook, Perceiving, Behaving, Becoming¹ (1962 Yearbook) was devoted to need for understanding and defining the importance that an adequate self-concept and self-image has in developing curriculums both for public schools and teacher preparation institutions. Combs, Rogers, Kelley and Maslow submitted papers for this note-worthy yearbook. The importance of the individual being free and independent, so as to be creative, again found its place in a yearbook of ASCD just one year later. The topic under discussion has been part of the literature since that time. One of the most recent books to consider the importance of the self in curriculum planning is the book by Gwynn and Chase² discussed above.

One of the great needs presently in the curriculum procedures in our schools involves evaluation. There is no paucity of literature both in criticizing the present state of affairs and in urging for

¹Combs, Arthur W., chairman, Perceiving, Behaving, Becoming, Yearbook 1962 (Washington, D. C.: Association for Supervision and Curriculum Development, 1962).

²Frazier, Alexander, ed., New Insights and the Curriculum, Yearbook 1963 (Washington, D. C.: Association for Supervision and Curriculum Development, 1963).

efforts toward more effective evaluation. The evaluation procedures alluded to were in several areas; 1) evaluation of programs and proposals, 2) evaluation of the effectiveness of curriculum development procedures, 3) evaluation of the effectiveness of the implementation, and 4) in the evaluation of student learning. Lippit,¹ Goodlad,² Taba,³ ASCD,⁴ andSizer⁵ were representative of many writers and groups who spoke out about the lack of assessment of new efforts in the curriculum field and in education in general.

Changes in the character of society as regards the American family, as well as new emphases on societal backgrounds, cultural deprivation and the need for world understanding have made an impact on curriculum change. Bronfrenbrenner⁶ outlined the changing character of the society of the American family. There were implications in his writing as to how this change affected the role of the school and its curriculum. Goodlad⁷ followed Bronfrenbrenner's ideas

¹Lippit, Ronald, "Processes of Curriculum Change." Curriculum Change: Direction and Process, Leeper, Robert R., ed. (Washington, D.C.: Association for Supervision and Curriculum Development, 1966), pp. 43-59.

²Goodlad, op. cit., pp. 11-19.

³Taba, op. cit., pp. 3-9.

⁴Wilhelms, Fred T., ed., Evaluation as Feedback and Guide, 1967 Yearbook (Washington, D.C.: Association for Supervision and Curriculum Development, 1967).

⁵Sizer, Theodore R., "Reform Movement or Panacea," Saturday Review, XLVIII (June 19, 1965), 52-54, 72.

⁶Bronfrenbrenner, Urie, "The Split Level American Family," Saturday Review (October 7, 1967), 60-66.

⁷Goodlad, op. cit., p. 12. (public domain)

in stating that:

An expanding, prosperous middle class of ambitious young men and women . . . saw education as a means to . . . better things for their children.

The area of cultural deprivation and the implications it has for education have come to the fore-front within the past several years. Bloom¹ discussed a conference held which considered educational deprivation among several societal groups and the need for compensatory programs to meet this problem. Coleman² reported on a USOE study which investigated equality of educational opportunities, the results of which have had some repercussions in the curriculum field.

Other societal problems have been examined by committees and commissions. One in particular, the Report of the National Advisory Commission on Civil Disorders,³ implicated the school and recommended far-reaching changes in the curriculum if solutions are to be found for meeting the civil disorders in our cities.

Tebbel⁴ blamed the school as well as other groups for being responsible for the manpower and unemployment crisis in our country. Government agencies have made impressive impacts upon the educational

¹Bloom, Benjamin S., et al., Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart and Winston, 1965).

²Coleman, James S., et al., Equality of Educational Opportunity (Washington, D.C.: U.S. Department of Health Education and Welfare, 1966).

³Kerner, Otto, chairman, Report of the National Advisory Commission on Civil Disorders (New York: Bantam Books, 1968).

⁴Tebbel, John, "People and Jobs," Saturday Review (December 30, 1967), 8-12.

scene with such efforts as Manpower Development Training Programs and Job Corps. Vermeulen,¹ in a recent study, attempted to assess the value of a newly established Skill Center whose express purpose was to enable workers to find new employment opportunities following a comprehensive retraining program.

Another social emphasis causing changes in our educational program has been the need for understanding others who are different ethnically, religiously and geographically. Contemporary journals and magazines, such as Educational Leadership, Phi Delta Kappan and Saturday Review have devoted issues to this problem, especially as it relates to the black man and the importance of understanding his values, history and needs. Curriculums have been changed in many schools due to the pressures and influence of students and the community.

International understanding is another vital concern of contemporary society, yet strides in effecting change in our public school program have been slow. A study by Phillips² indicated that little has been done to prepare public school teachers in the area of world affairs and international education. The literature, especially periodicals, have devoted much space to this need. For example,

¹Vermeulen, Robert, "A Study of a Selected Manpower Development Training Act Program for Training Adults" (unpublished Doctor's dissertation, Western Michigan University, Kalamazoo, 1968).

²Phillips, Claude S., Jr., "World Affairs in Secondary Education: A Sample Survey," Michigan Journal of Secondary Education, VIII (Fall, 1966), 32-42.

Phi Delta Kappan¹ devoted an entire issue to the subject of international education with noted scholars attesting to the need for stronger programs and teacher preparation in this area.

The Role of the Leader in
Curriculum Development

In her book, Curriculum Development: Theory and Practice, Taba² discussed leadership in curriculum development. Among many points she made were two that bear especially close consideration:

1) Role expectations and confusion of the roles of the administrative leader and others who are involved in curriculum development are major problems in most school systems. Others have written regarding role expectations, both as perceived by the incumbent and by his subordinates and superordinates. Davenport³ studied role expectations in teachers and discussed the implications that the evidence of his study would have for curriculum leaders in planning for more effective utilization and participation of the teaching staff in curriculum work. Rath⁴ writing in a preface to an ASCD publication discussed the research available in the area of the supervisor as an agent of

¹Phi Delta Kappan, XLIX (December, 1967), 169-240.

²Taba, op. cit., pp. 478-81.

³Davenport, James A., "Perceived Institutional and Self Role Expectations of Hackensack Teachers" (unpublished Doctor's Dissertation, Teachers College, Columbia University, New York, 1964), p. 3.

⁴Rath, James, The Supervisor: Agent for Change in Teaching. Rath, James, and Leeper, Robert, eds. (Washington, D.C.: Association for Supervision and Curriculum Development, 1966), p. vii.

change in teaching. He indicated that there had been little or no research in this field with the exception of perception studies which seemed to show that the supervisor's role is not perceived by teachers, or by principals, as it is perceived by the supervisors themselves.

2) Functional roles important to curriculum development need to be more carefully defined so as to permit allocation of particular roles due to competencies rather than to status alone. The concept of functional leadership is discussed also by Smith, Stanley and Shores.¹ They stated that:

If persons in official positions are also able to play the role of functional leaders [helping a group to define its needs and in acting as a positive force in the direction of the group goals], curriculum development by the school community personnel will be in large measure assured.

The concept of a curriculum leader has been a major topic of consideration by many writers recently. As indicated above, Taba used a good portion of her book indicating ways in which leadership in curriculum building can be enhanced. The amount of influence that a curriculum leader can exert upon the curriculum development program is considered by many to be a phenomenon worthy of study. Gentry² concluded after an investigative study of curriculum development processes in several Chicago suburban school systems that several questions in this area needed further investigation:

¹Smith, B. Othanel, Stanley, William O., and Shores, J. Harlan, Fundamentals of Curriculum Development (Yonkers-on-Hudson: World Book Company, 1957), pp. 460-61.

²Gentry, Robert G., "A Descriptive Study of Quality Schools to Determine Effective Procedures for Curriculum Development" (unpublished Doctor's dissertation, Northern Illinois University, DeKalb, Illinois, 1967), p. 177.

- 1) How much influence does an administrator exert in the curriculum development program?
- 2) Will an innovative staff be found in a school district which does not have dynamic, aggressive leadership?
- 3) Can an aggressive leader develop effective curriculum changes without the prerequisites often assumed, such as a capable teaching staff, adequate materials and equipment and a favorable community climate?

Leadership in the curriculum field can be of several types. One particular role term, curriculum generalist, is used in contemporary curriculum literature. Educational Leadership, the official journal of the Association for Supervision and Curriculum Development, devoted an entire issue¹ to this topic. The generalist was considered in this journal to be an individual who has responsibility to assume a leadership role in the curriculum development process by attempting to achieve balance between grade levels, subject areas and school buildings. In this issue several prominent curriculum writers discussed such things as responsibilities, competencies and duties of the curriculum generalist. He is an expert in curriculum development procedures--he understands what curriculum change means in terms of not only changing the educational program but changing people, their attitudes, values and understandings.

¹Educational Leadership, XXIV (December, 1966), 213-98.

Other terms were used for those in leadership positions in curriculum. Bobbit,¹ in 1924, called a curriculum-maker a "great engineer;" the term curriculum director, curriculum consultant or curriculum co-ordinator are some of the more general terms used today.

There is abundant literature on the tasks of the curriculum leader, no matter what more exact name is given to him. Bagley,² in 1934, spoke of the difficult task a curriculum leader faced:

There came a series of events that resulted in a state of confusion which persists at the time of the present writing. Several persons began to make the study of the total school curriculum their special field--which is a large order for any one person to undertake.

Many writers looked at changing curriculum as changing people. Taba³ called the leader in curriculum development a "human engineer." The leader helps others to change but he must change himself, Taba stated. Anderson⁴ wrote that "The curriculum specialist's expertness lies in his leadership and insight into human relations. . . ." Possibly it might be said that the greatest competence a curriculum leader needs is skill in working in human relations--helping people to change, a formidable task by itself.

¹Bobbit, Franklin, How to Make a Curriculum (Boston: Houghton Mifflin, 1924), p. 2.

²Bagley, William C., Education and Emergent Man (New York: The Ronald Press, 1934), p. 140. (by permission)

³Taba, op. cit., pp. 480-81.

⁴Anderson, Vernon E., Principles and Procedures of Curriculum Improvement (New York: The Ronald Press Company, 1956), p. 234. (by permission)

Summary

This chapter excerpted the literature as it pertained to the evaluation of and the present status of, curriculum development. Also reported were samples of the literature related to various characteristics of leadership in curriculum change.

Historically, little was done as far as curriculum development was concerned in the years prior to World War I. The 1920's and 1930's saw many foundations for the ideas we now have for changing curriculum. Some strides were taken following the Second World War and after "Sputnik" in systematically examining and changing what was being taught in our schools. However, empirical evidence is yet lacking on the success and effectiveness of these efforts.

A discussion of the role of the leader in curriculum development is found in much of the literature. Most writers agree that the role is often misunderstood or misperceived by those involved. A majority of the authors indicate that the part that human relations plays and the concept that "changing curriculum means changing people" are by far the most significant aspects of the phenomenon of curriculum leadership.

CHAPTER III

METHODS AND PROCEDURES

Review of the Problem

The purposes of this study were: 1) to identify criteria for curriculum development that were crucial, functional and observable, 2) to determine the extent to which these criteria were evidenced in existing school systems and 3) to formulate an action model for the process of curriculum development.

Method of Solving the Problem

Development of the Criteria

Twenty-four criteria for the development of curriculum were identified. Each criterion was accepted on the basis that it was: 1) Crucial--it must stand alone as being decisive and critical to any list formulated; 2) Functional--it must be understood and applicable by a user; and 3) Observable--it must be readily identifiable as a philosophical or practical operant.

An extensive survey of the literature was conducted in an attempt to formulate the twenty-four criteria for curriculum development. A preliminary list of over ninety guidelines, suggestions and criteria for curriculum change in schools was developed from ideas found in the works of noted writers in the curriculum field. Appendix A cites the books, periodicals and other sources used for this compilation.

From this preliminary list a refinement was made using the three standards described above; cruciality, functionality and observability. An attempt was also made to write criteria that were succinctly stated, non-ambiguous, and discrete. Assistance in this culling effort was secured from persons in the University who were knowledgeable about curriculum and its development. This advice and counsel from educators and colleagues resulted in a final draft of the twenty-four criteria.¹

Selection of the Jurors for Evaluating the Criteria

Six persons, all members of the national group known as the Professors of Curriculum, were selected to serve as a jury to evaluate the criteria. Letters were sent to six professors outlining the study and requesting their assistance.² Five of these six persons agreed to assist in the evaluation. One person was not available because of prior commitments and consequently a seventh letter was sent and an acceptance was received. Those persons who accepted were:

William M. Alexander, Director, Institute for Curriculum Improvement, University of Florida

George A. Beauchamp, Professor of Education, Northwestern University

Jack R. Frymier, Professor of Education, The Ohio State University

Kenneth Hovet, Professor of Education, University of Maryland

¹A copy of the final draft of the list of criteria appears in Appendix A.

²A copy of the letter appears in Appendix B.

Dorothy McCuskey, Professor of Education, Western Michigan University

Fred T. Wilhelms, Executive Secretary, The Association for Supervision and Curriculum Development

Evaluation of the Criteria by the Jurors

The list of twenty-four criteria was sent along with instructions to each of the six jurors in November, 1968.¹ These critics were asked to:

- 1) rate each criterion on a five-point scale,²
- 2) comment and react to any of the statements,
- 3) suggest any other criteria they considered should have been included.

The ratings of the jurors for each criterion were averaged and the mean was used to determine its level of cruciality. The jurors' comments were considered and the appropriate criterion was reworded accordingly.

Selection of Jurors for Nominating the School Systems

A second jury was made up of persons who were considered to be expert judges of school systems in Michigan which had effective curriculum practices that were in keeping with guidelines set up for

¹See Appendix B.

²Scale: 1) most crucial in all cases, 2) important, 3) desirable in most cases, not a must, 4) less desirable than #3 and not necessary in most cases, 5) should not be included.

the school sample. Letters¹ were sent to the following seven persons:

Charles A. Blackman, Professor of Education, Michigan State University

Robert Fox, Professor of Education, University of Michigan

G. Sutherland Hayden, State Chairman, North Central Accreditation Association

Wendell M. Hough, Jr., Professor of Education, Wayne State University

Louis Kocsis, Department of Education, State of Michigan

Dorothy McCuskey, Professor of Education, Western Michigan University

Stuart Rankin, Director, Michigan-Ohio Regional Educational Laboratory

Determination of the School Sample

Instructions to be used by the jurors in selecting the sample schools were established as follows:

The sample school districts were to be in Michigan and were to be school systems which, in the estimation of the jurors, had the most effective curriculum development procedures. No qualifications were given for such factors as size, geographical area of the state or financial ability. The following guidelines were suggested to the jurors in selecting the school systems:

- 1) Schools that involved staff and the community in planning
- 2) Schools that had trained leadership for curriculum improvement

¹A copy of the letter appears in Appendix C.

3) Schools whose curriculum organization reflected the goals and purposes of the school

4) Schools where evaluation was considered an integral part of curriculum improvement

5) Schools where the effectiveness of the curriculum program was evidenced in the quality of instruction

Each juror was asked to nominate five school districts in Michigan which in his estimation most nearly approximated the above guidelines. From the list of five names submitted by each of the jurors a final selection of three districts was made.

The school systems selected for purposes of this study were designated School System A, B and C. All three systems were suburban districts adjoining highly industrialized urban centers. Even though those selected were K-12 districts the test concentrated on the secondary school (grades 7-12) curriculum planning procedures. A general discussion of the curriculum practices, organizational arrangements and other relevant data pertaining to the three school systems follows.

School System A.--This school system received more nominations than any other from the jurors who were asked to identify schools with curriculum practices in keeping with stated guidelines. This district could be identified as one of the larger school systems in Michigan with a tax base which gave a State Equalized Valuation per membership pupil in 1968-69 of more than \$15,000. There was a local levy of 35.97 mills. It was a rapidly growing district which had over 36,000 students and a staff of nearly 1600 teachers. There were

four senior highs, nine junior highs and thirty-one elementary buildings. The central administrative staff included a superintendent and three assistant superintendents, one for building and sites, another for business and a third for instruction.

The Division of Instruction, Curriculum Development and Supervision was headed by an Assistant Superintendent. He was the person who assumed the coordination responsibilities of the K-12 instructional program. Under him were a Director of Elementary Education and a Director of Secondary Education, as well as several other persons who were directors or coordinators responsible for pupil personnel, instructional materials, extended school services and reading improvement. Principals were directly responsible to the respective Directors of Elementary or Secondary Education. Subject area coordinators were assigned on either a K-6 or 7-12 basis. The only person coordinating the curriculum, K-12, other than the Superintendent, was the Assistant Superintendent for Instruction. Table 3-1 indicates the line and staff positions of the curriculum and instructional areas.

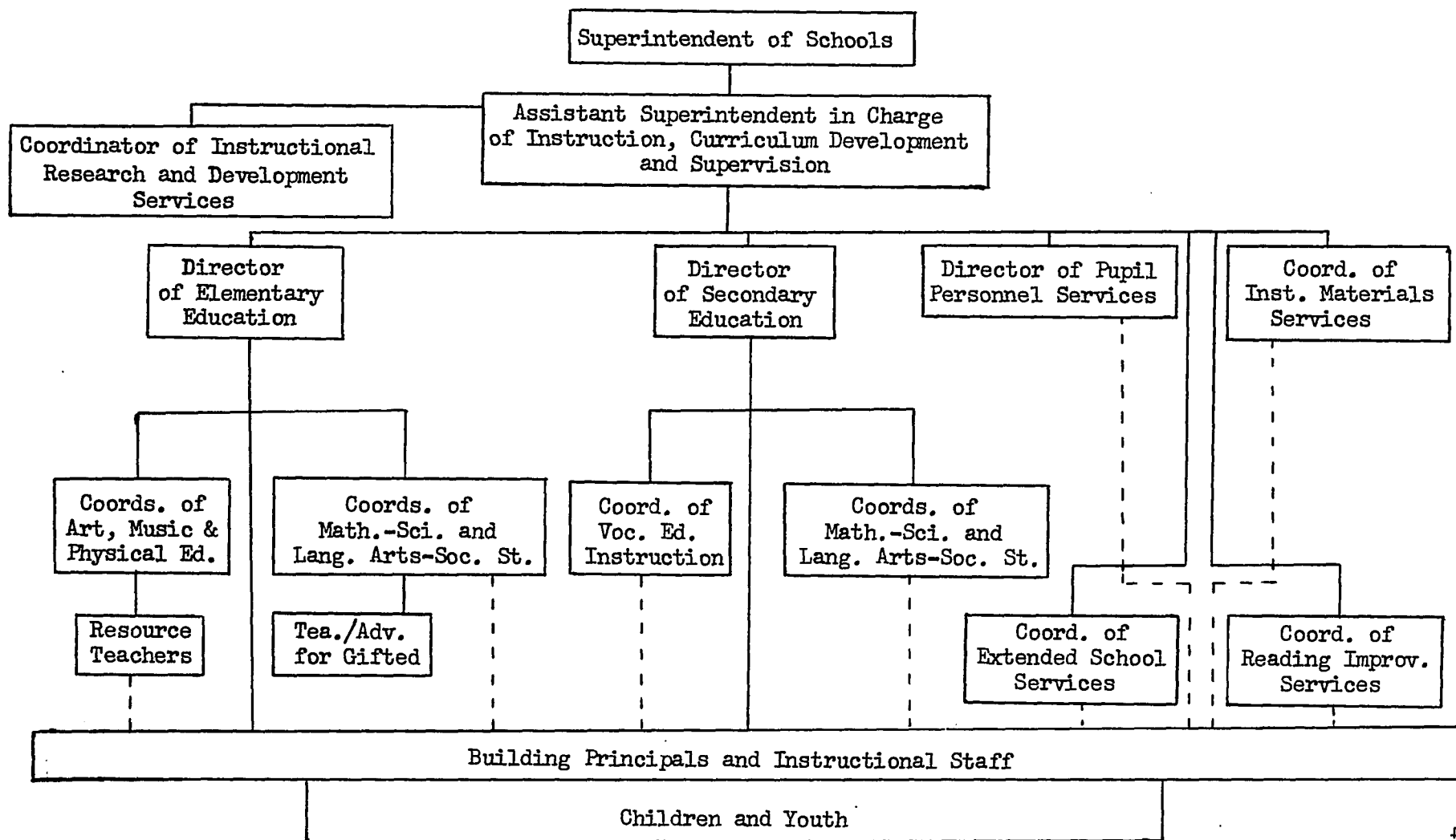
Curriculum recommendations were able to come from anywhere in the system and were sent to the Office of Instruction as a first step. From this point the suggestion for change was sent for study to the appropriate Curriculum Steering Committee (Elementary, Junior High or Senior High). These committees were composed of principals, directors and the Assistant Superintendent for Instruction. If further action or consideration was required after study the intended change was sent back to the Central Division of Instruction for consideration and action. If approved it was recommended to the Superintendent and eventually to

TABLE 3-1

DIVISION OF INSTRUCTION, CURRICULUM
DEVELOPMENT AND SUPERVISION

School System A

Organization Chart



the Board of Education for approval and later staff implementation. A flow chart describing the general procedural plan for curriculum change is presented in Table 3-2.

School System B.--School System B was not as large as System A, but was similar in the respect that it was suburban, near a large industrial center and growing rapidly. System B was second in nominations from the jurors. The State Equalized Valuation per membership pupil for 1968-69 was less than \$9000 with a total millage levy of 32.70. However, recently a millage failure caused some reductions in program. The student body of nearly 18,000 was housed in twenty-eight elementary buildings, three junior high and three senior high schools. A teaching faculty of over 700 was assisted by a central staff consisting of a superintendent, an associate superintendent for personnel and instruction and an associate superintendent for business. The Associate Superintendent for Instruction and Personnel, except for the Superintendent of Schools, was the person responsible for coordinating the K-12 instructional program. However, because of his personnel responsibilities, the time available for the instructional program was limited. Consequently, many of the curriculum and instructional aspects of the school program were delegated to the Assistant Superintendents of Elementary and Secondary Schools. The latter indicated that he, the Secondary Assistant Superintendent, was essentially accountable to the Superintendent rather than to the Associate Superintendent as was the Elementary Assistant Superintendent. Table 3-3 is a display of the line and staff positions in the curriculum and instructional areas.

TABLE 3-2

CURRICULUM CHANGE AND INSTRUCTIONAL
IMPROVEMENT

School System A

General Procedural Pattern

Suggestions from:

a. Regular staff appraisal
(Teachers and administrators)

b. National studies

c. Local observation
(Staff, Bd. of Ed., and
general citizens)

Central Administrative Offices
Division of Instruction

(1) (Recommendation)
Curriculum Steering Committee--
Elem., Jr. H.S., or Sr. H.S.
(composed of Principals,
Directors, and Asst. Supt.
for Instruction)

(Study procedure
established)

- a. Subject-area Steering Committees
- b. System-wide study committees
- c. Individual school study committees
- d. Workshops and seminars
- e. Experimentation
- f. Trial through pilot programs

(4) (Recommendation)

Superintendent

(5) (Recommendation)

BOARD OF EDUCATION
(Approval)

Staff Implementation

(In-service education, material
acquisition, supervision, etc.)

(3) (Recommendation)
Curriculum Steering Committee--
Elem., Jr. H.S., or Sr. H.S.

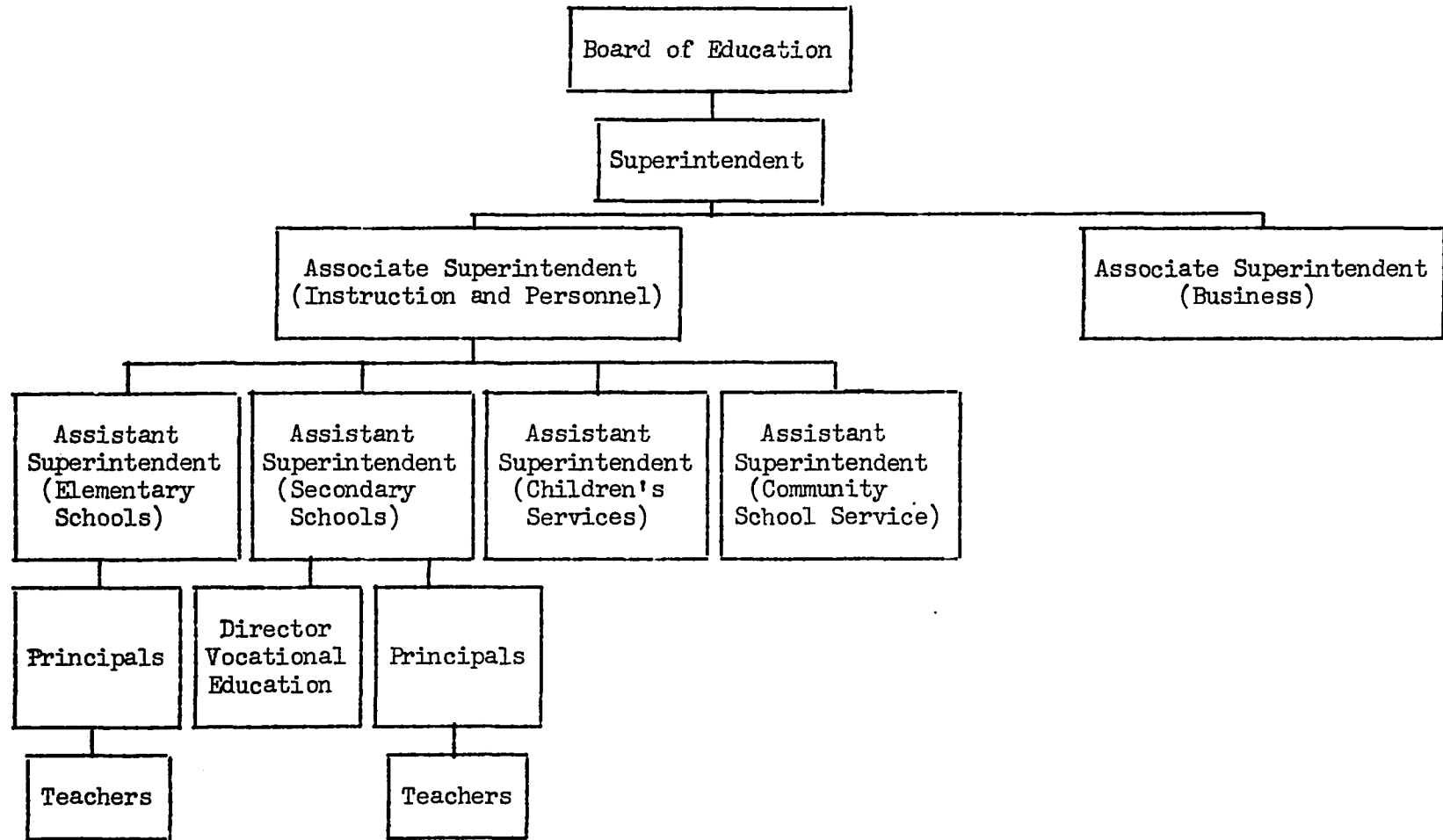
(2) (Reports and recommendations)

Assisted by:

- a. Local supervisory staff;
- b. Office of Research and Development; and
- c. Outside consultants--college, county, state, etc.

TABLE 3-3
ORGANIZATION CHART

School System B



With the exception of an instructional materials director, a secondary vocational education director and several special project directors, there were no additional instructional administrative personnel. The high schools had department chairmen and they along with their respective principals were responsible for much of the curriculum planning. Suggestions for curriculum change were presented to the appropriate department or the building principal. If the suggestions warranted further action it was presented to the building steering committee made up of department heads and the principal. The building staff was surveyed on the suggested change and if it recommended further action the District Steering Committee (principals and central curriculum administrators) studied it and acted upon it. If approved it went back for a second reading by the building staff and subsequently was returned to the District Steering Committee and then sent on to the Assistant Superintendent of Secondary Schools whose approval placed it on the desk of the Superintendent and then it was taken to the Board of Education for policy approval and eventual staff implementation. See Table 3-4.

School System C.--School System C was a much smaller district than the two described above. The State Equalized Valuation per pupil at the time of this study was nearly \$14,000 with a levy of 29.70 mills in effect. One high school, a middle school and seven elementary buildings housed a student body of over 5200 students with a staff of more than 200. Besides a superintendent the central administration consisted of an assistant superintendent for business and another for instruction. Table 3-5 is an organization chart of the instructional and curriculum program and the personnel involved.

TABLE 3-4
CURRICULUM CHANGE AND INSTRUCTIONAL
IMPROVEMENT

School System B

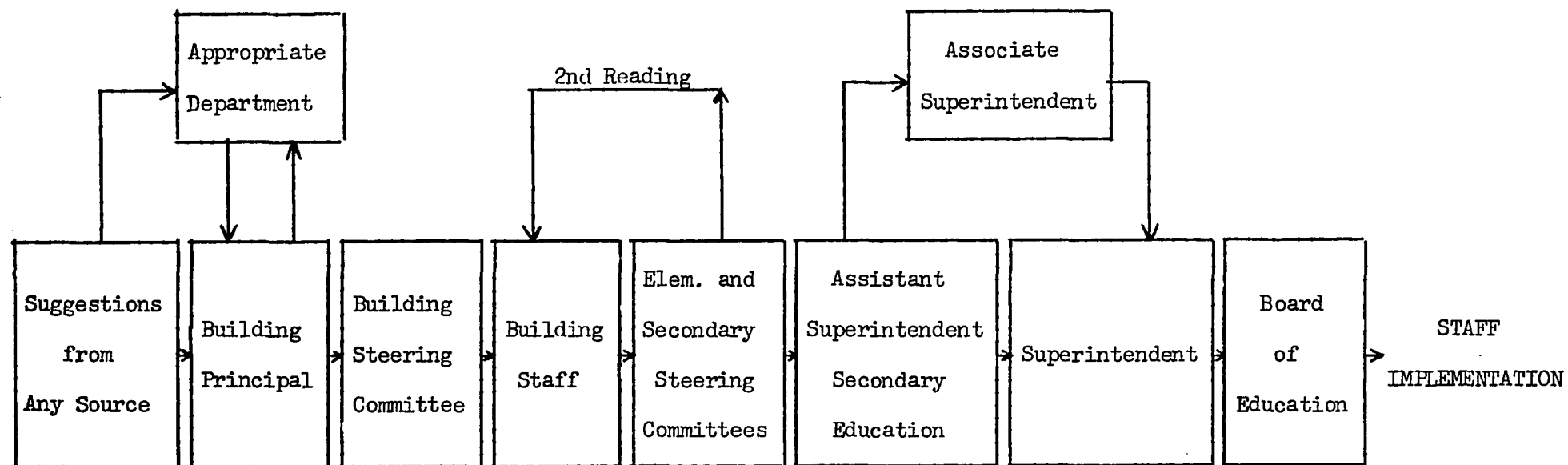
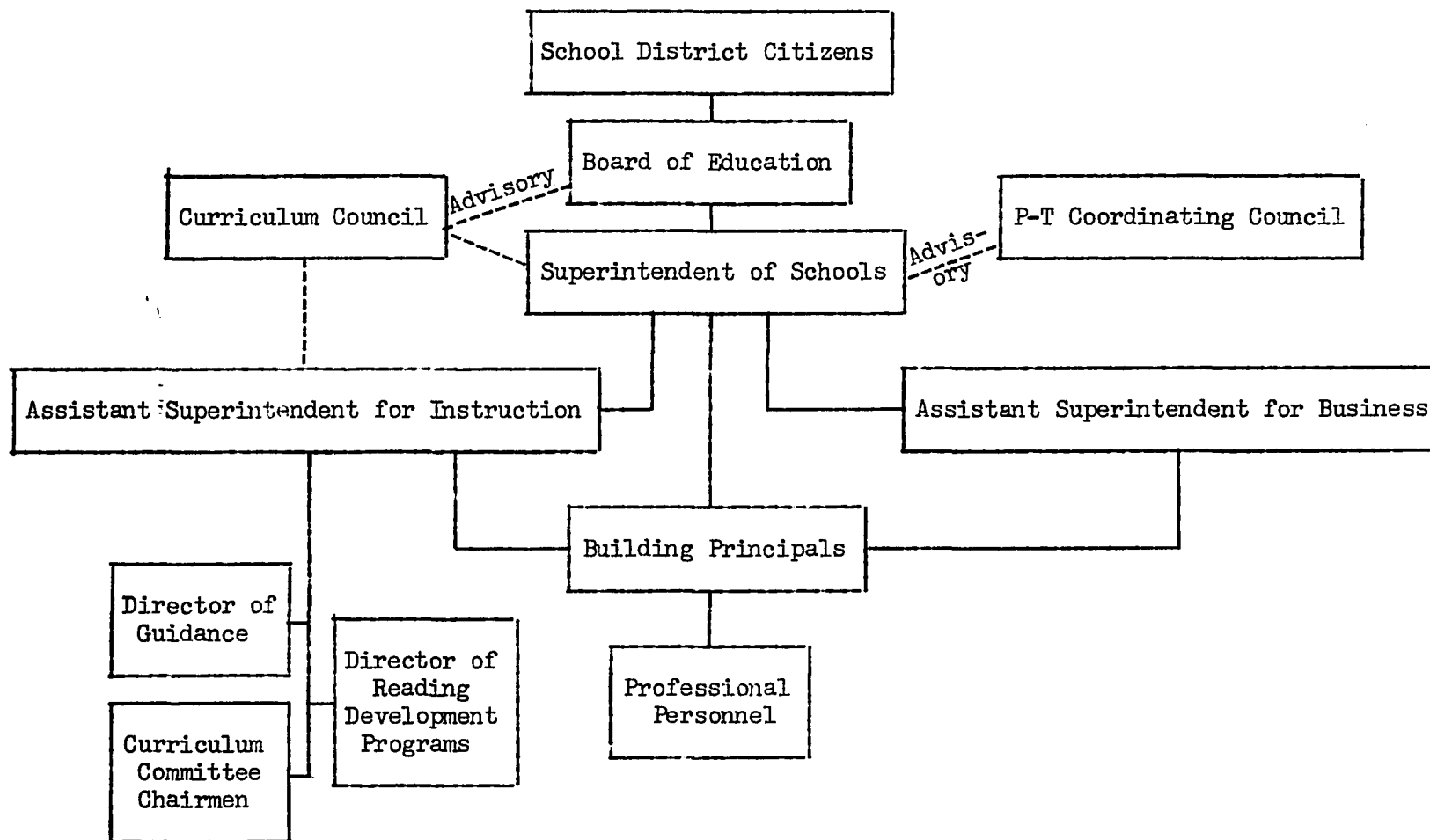


TABLE 3-5
ORGANIZATION CHART

School System C



The K-12 coordination was much in evidence in this school system. A curriculum council had the major responsibility for coordinating and ultimately deciding upon all curriculum and instructional proposals on an all-school basis from kindergarten through high school. The procedures for curriculum change are outlined in the following paragraph and in Table 3-6.

Curriculum changes originated in the appropriate curriculum study committee (all teachers served on one of many curriculum study committees). This group recommended the considered change to the Curriculum Council made up of the faculty chairmen of the curriculum study committees, administrative personnel and a student representative. Recommendations approved by the Curriculum Council went directly to the Board of Education for action.

The table in Appendix F shows the relationships among the schools identified by the jurors and other school systems along several dimensions, such as tax base, voted millage, size and pupil-professional employee ratio.

Arrangements for the School Examination

When a final determination of the three school systems to be used in the sample was made a letter¹ was sent to each of the three superintendents outlining the study and the particular assistance that his schools could give in gathering the data.

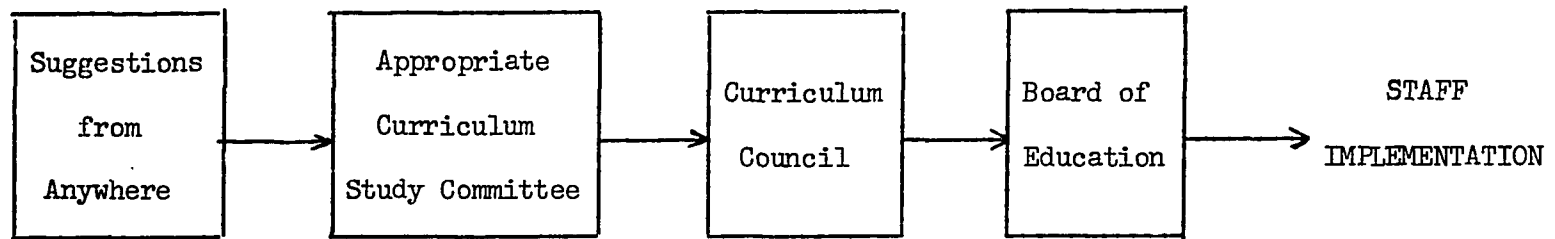
After tentative approval for an examination of their curriculum development procedures was received from each district an exact

¹A copy of the letter appears in Appendix D.

TABLE 3-6

CURRICULUM CHANGE AND INSTRUCTIONAL
IMPROVEMENT

School System C



appointment covering a period of several days was arranged. The investigator then made provisions for traveling to each school district during the time arranged for the analysis. A comparable period of time was allotted to each school district to collect data. In most cases the time spent was between two to three days. In all cases the superintendents were assured that their schools were not being tested but rather that the list of criteria was being assessed with the school as a standard.

Collection of the Data and Instrumentation

With the use of the revised criteria, formulated after the jurors' evaluations, data were collected for the purpose of determining to what extent the curriculum development procedures in each of three school systems followed the criteria. The data were gathered by means of examining written materials, interviewing and questioning school personnel and observing committees and other groups in action. In order to maintain consistency and uniformity in the data gathering an interview schedule, an observation guide, questionnaires and a list to be used for the examination of materials was composed.¹

Trial runs were performed using the instruments with a representative from a local school system, with University personnel and with colleagues in a Research Seminar and on an individual basis. Several suggestions for changes in the instruments were made by these resource people, such as changing format and rewording questions. During the trial period the investigator gained additional skill in

¹Copies of the instruments appear in the Appendix E.

interviewing with the use of an interview schedule and a tape recorder. Assistance and advice were also secured from those involved in the trial run as to the types of materials to examine and additional ways of gathering data. It was also possible from this experience to develop more realistic time schedules for the interviews.

The same questions were asked, the same types of material were examined and similar observations were carried out in each school situation. This was done by considering for each criterion the types of information that could be secured to determine the extent of its attainment in any particular school system. Generally, the following methods, resources and materials were used:

- I. Examination of written materials, such as
 - A. Board of education policies
 - B. Board of education minutes
 - C. Teachers' handbooks
 - D. Curriculum materials
 - E. Committee reports and minutes
 - F. Miscellaneous bulletins, memos and reports
- II. Interviews with personnel, such as the
 - A. Superintendent
 - B. Assistant Superintendent for Instruction
 - C. Curriculum director
 - D. Department heads
 - E. Principals
 - F. Teachers

III. Observations of:

- A. Curriculum meetings
- B. Faculty meetings
- C. Classes in session
- D. Overall atmosphere of the school

IV. Questionnaires completed by groups giving their perceptions of the curriculum development process

On each questionnaire, observation guide, interview schedule and examination form for written materials a seven-point scale was included for each question or statement as well as a space for written commentary. The scale varied from "completely" to "not at all" or from "to a great extent" to "not at all" or other appropriate labels. This was an attempt to give a quantitative evaluation for each criterion examined.

Example: The following is taken from the instrument "Examination of Written Materials." (Developed by the investigator)

Criterion 2: Are expectations and duties of individuals and committees appointed to do curriculum work clearly stated?

Completely ____:____:____:____:____:____:____ Not at all

On all instruments completed by the investigator, as soon as a judgment could be made from available evidence the scale was marked.

Prior to interviewing or observing, an effort was made to secure written materials from each system which made it possible to get an overview of the curriculum development program and an understanding of the organizational chart and the various administrative positions in the central office, as well as in the individual buildings.

Throughout the school visit and during the interviews and observations the investigator gathered and recorded on the appropriate instrument materials wherein procedures, policies and other statements gave evidence of the degree to which respective criteria in the study were operating in the district. The type of data recorded consisted of significant statements or page and section number identification from the written documents. The seven-point scale described above was used to indicate the degree to which information from a piece of written material evidenced a criterion operating in the school system.

The questions asked in the interview of school personnel were worded in a manner that enabled the investigator to gain evidence as to whether or not a criterion was followed in the school. The data were recorded on the interview schedule which consisted of an appropriate space for recording comments and statements made by the respondent as well as the seven-point scale for a rating as described in the example on the preceding page. A tape recording was made of the conference so that statements and commentary could be verified and studied later. The interview time took from forty minutes to an hour or more depending upon such factors as the number of questions asked and the willingness or ability of a person to elaborate on an answer.

The observations took several forms. In some cases small curriculum meetings were observed; at other times a faculty meeting or a large coordinating committee was visited. When such observations were made an appropriate observation guide was used which focused on pertinent actions, comments and procedures which gave further evidence

for examining the criteria. On this observation form were spaces to record relevant statements or actions of members of committees as well as the scaling provision used in all instruments.

Questionnaires were distributed to relevant sub-groups in an effort to determine their perceptions of the curriculum development process in line with the twenty-four criteria.¹ The questionnaires consisted of statements to which the respondents were asked to react on the seven-point scale described above. The questionnaires were tallied for the group and an average of the responses was recorded. Building faculties were asked to respond and in two cases curriculum committees that were in session during the visits completed the questionnaire.

In each of the three schools one person completed a response sheet which consisted of twenty-four seven-interval scales labeled on the left "completely" and on the right "not at all" as was done on the instruments previously described.² One scale related to each of the twenty-four criteria which the school representative checked indicating his estimation of the degree to which the criterion was followed in his school system.

Following each visit all pertinent data and materials gathered for that school were compiled by listing all the evidence secured

¹A copy of the questionnaire appears in Appendix E.

²The school system representatives were:
School A--Assistant Superintendent for Instruction
School B--Associate Superintendent for Instruction and Personnel
School C--Superintendent

from interviews, observations and written materials on a separate form for each criterion. This report included: 1) statements expressed by persons interviewed, 2) the investigator's reactions during observations, 3) excerpts from written materials, 4) the completed rating the school representative gave to the criteria as followed in his school, 5) the numerical average of the responses made by members of the sub-groups completing questionnaires and 6) the results of the scales checked by the investigator on each interview schedule, observation guide, etc.

Development of the Model

After the data and findings were considered and the conclusions and recommendations written, a model for curriculum development was formulated. The model was the result of the accumulated experiences of the investigator. The development of the model was possible only after a survey was conducted to determine the presence of the criteria. It was an attempt to describe an abstraction or phenomenon, in this case curriculum development, in an illustrative manner. The model was meant to serve as a guide or standard for schools to follow in analyzing problems arising in their curriculum development processes as well as a prototype for school systems interested in building effective procedures for curriculum change.

Summary

In this chapter the methods and procedures used to solve the problem were described. A list of twenty-four criteria were identified

from the literature and validated by a jury of curriculum experts for cruciality and wording. The criteria were studied to determine their degree of acceptance in school systems in Michigan noted for effective curriculum development procedures. A jury of experts knowledgeable about curriculum procedures in Michigan schools helped find three sample school districts for the study. A set of guidelines was used in the selection. A survey to determine the degree to which each criterion was operating in the exemplary school systems was carried out by the investigator during extended visits to the three districts through interviews, observations, questionnaires and examinations of written materials. Appropriate instruments were developed to collect all pertinent information using a seven-point scale for every question asked, for each written examination carried out and for each observation made. This scale was labeled "completely" on the left to "not at all" on the right. A "1" indicated complete acceptance of the criteria in the school system and a "7" no acceptance at all. The collected data were put on master forms reporting pertinent information in composite form for each criterion in the individual school systems.

A model was formulated after all data were collected and all findings, conclusions and recommendations were made.

CHAPTER IV

FINDINGS

The findings of this study are reported in three sections:

Section I--Results of the criteria evaluation by a jury of experts

Section II--Results of evaluation of the criteria in the school systems

Section III--Results of a comparison between the jurors' rankings and the criteria ratings following the evaluation in the school systems

Section I--Results of the Criteria Evaluation by a Jury of Experts

One of the purposes of the study was to identify criteria for curriculum development that were crucial, observable and functional. Because an identification and a refinement of a list of criteria for curriculum development was a purpose of the study the results of the evaluation of the criteria by jurors is considered a finding. The identification of the criteria was accomplished by searching the literature in an attempt to develop such a list from the ample number of criteria that are put forth by writers in the field. From this examination of the literature twenty-four criteria were identified, a number considered to be of workable size for this study.

This list was then submitted to the jury of six curriculum professors who were asked to rate each criterion according to its

cruciality by using a five-point scale.¹ The six jurors returned the lists along with a rating for each criterion with appropriate comments and in two cases with suggested additional criteria. The ratings for each criterion were tallied and a mean taken which was considered, for purposes of this study, to be a rating indicative of the cruciality of the guidelines. See Table 4-1.

TABLE 4-1
RESULTS OF THE JURORS' RANKING¹
AND THE MEAN FOR EACH CRITERION

Criterion	Individual Judges' Ratings	Mean	Criterion	Individual Judges' Ratings	Mean
1) There is a statement of philosophy.	3, 1, 2, 3, 1, 2	2.0	5) Administrative expedients are provided.	1, 1, 1, 1, 1, 1	1.0
2) Written information states directions and/or responsibilities.	2, 3, 3, 3, 2, 3	2.7	6) School organization and instructional patterns are determined by the curriculum.	2, 1, 2, 3, 3, 2	2.2
3) Curriculum tasks are understood.	1, 1, 2, 3, 3, 4	2.3	7) There is a central curriculum committee.	4, 1, 3, 1, 1, 1	1.8
4) A planned strategy is in operation for curriculum planning.	1, 1, 1, 1, 1, 2	1.2	8) One person is responsible for coordinating curriculum and instruction.	2, 1, 1, 1, 1, 2	1.3

¹Scale: 1--most crucial in all cases, 2--important, 3--desirable in most cases, not a must, 4--less desirable than #3 and not necessary in most cases, 5--should not be included.

TABLE 4-1--Continued

Criterion	Individual Judges' Ratings	Mean	Criterion	Individual Judges' Ratings	Mean
9) Individualism is encouraged.	1, 3, 1, 2, 2, 5	2.3	17) Provision is made for studying the learners' needs.	3, 1, 1, 1, 1, 1	1.3
10) Work of curriculum committees progresses rapidly.	2, 2, 1, 2, 3, 2	2.0	18) Experimentation and action research are employed.	4, 1, 1, 2, 1, 1	1.7
11) Proposals for curriculum improvement may emerge from anywhere.	2, 1, 1, 1, 1, 1	1.2	19) An evaluation is carried on of curriculum planning.	2, 1, 1, 1, 5, 1	1.8
12) Citizens groups are encouraged to participate.	3, 1, 1, 1, 1, 1	1.3	20) Effective status leadership is evident.	2, 1, 1, 2, 5, 1	2.0
13) Board translates curriculum goals into policies.	1, 1, 1, 2, 5, 2	2.0	21) Emergent leadership is encouraged.	2, 1, 1, 1, 1, 1	1.2
14) School staff designs and implements.	2, 1, 1, 1, 1, 1	1.2	22) Provisions are made for professional growth.	3, 1, 1, 1, 1, 1	1.3
15) All professional staff have an opportunity to participate in curriculum planning.	2, 3, 3, 3, 3, 1	2.5	23) Curriculum improvement is viewed as a change.	2, 1, 1, 1, 5, 1	1.8
16) There is open communication.	3, 2, 1, 1, 1, 1	1.5	24) Objectives are written in behavioral terms.	3, 2, 3, 4, 2, 4	3.0

Table 4-1 indicates that no mean of the criterion ratings of the individual jurors was greater than "3.0"; interpreted on the scale as "desirable in most cases, but not a must." A number greater than "3.0" represents on the scale either a criterion rating labeled "not necessary in most cases" (4) or "should not be included" (5). The closer the rating approaches "1" the more crucial the criterion is considered. Ten criteria (nos. 4, 5, 8, 11, 12, 14, 16, 17, 21, 22) were rated by the jurors as close to "1.0"; interpreted on the scale as "most crucial in all cases," and twelve criteria (nos. 2, 3, 6, 7, 9, 10, 13, 15, 18, 19, 20, 23) received a rating close to "2.0"; interpreted on the scale as "important." No criteria were removed from the table; all ratings were in the range "desirable . . ." to ". . . crucial . . .". Some jurors gave a "5" rating, but comments usually indicated that a rewording of the statement would have brought a lower value, one closer to the crucial or important range. Generally these suggested revisions were made. The jurors agreed on an identical rating on only one criterion. All gave criterion 5 a rating of "1"; interpreted as "most crucial in all cases."

The jurors' comments for each criterion were considered and consequently several criteria were reworded and in one case the order of placement in the list was changed. Two of the six judges proposed additional criteria which should be included. They suggested that:

- Curriculum opportunities should adequately reflect the aims of the school.
- The curriculum should maintain balance among all goals.
- The curriculum should promote continuity of experience.
- Flexibility in the development of learning opportunities should be encouraged and utilized.
- Effective learning experiences and needed resources should be employed.

- The curriculum should adequately provide for each learner.
- When change is recommended what is to be changed and the objectives to be accomplished should be clearly understood and stated behaviorally. And an evaluation of the results should be carefully checked out.

The specific additional criteria suggested above were not added to the list but were considered important and appropriate to the study. The list of twenty-four selected for this study was not considered to be exhaustive and a limit was placed on the number so that a study of the criteria in the school systems would be manageable.

The original set of criteria and the revised list are compared in Table 4-2.

TABLE 4-2

A COMPARISON OF THE ORIGINAL
AND THE REVISED CRITERIA

Original Criteria	Revised Criteria
1) There is a clear statement of the philosophy of the school. 2) Written information is available which clearly states the expectations and duties for individuals and committees appointed to do work in curricular areas. 3) A planned strategy is in operation which establishes a sequence of steps or tasks as well as a time table for curriculum planning and evaluation covering all aspects from goals to means for implementation.	1) There is a clear statement of the philosophy (mission) of the school. 2) Written information is available which clearly states the directions and/or responsibilities for individuals and committees appointed to do work in curricular areas. 3) The curriculum tasks to be done are understood by the respective groups and committees.

TABLE 4-2--Continued

Original Criteria	Revised Criteria
4) Administrative expedients for curriculum development are provided, such as released time, physical facilities, appropriate materials, clerical help and discretionary funds.	4) A planned strategy is in operation for curriculum planning which establishes a sequence of steps or tasks as well as a time table for curriculum planning <u>and</u> evaluation covering all aspects from goals to means for implementation.
5) School organization and instructional patterns and facilities are determined by the curriculum rather than vice-versa.	5) Administrative expedients for curriculum development are provided, such as released time, physical facilities, appropriate materials, clerical help and discretionary funds.
6) There is a central curriculum committee for the school district which consists of professional representatives of every school level and which is responsible for coordinating all curriculum development decisions.	6) School organization and instructional patterns and facilities are determined by the curriculum rather than vice-versa.
7) One specific person on the central administrative staff is responsible for coordinating all curriculum <u>and</u> instructional planning and evaluation.	7) There is a central curriculum committee for the school district which consists of professional representatives of every school level and which is responsible for coordinating all curriculum development decisions.
8) Individualism is encouraged. For example, 1) The individual school is considered the basic operational and planning unit for curriculum improvement. The central office may encourage and aid the staff of each building to develop curriculums adapted to their particular community and pupils, 2) Individual teaching styles may also be encouraged within the framework of established criteria.	8) One specific person on the central administrative staff is responsible for coordinating curriculum and instructional planning and evaluation.

TABLE 4-2--Continued

Original Criteria	Revised Criteria
9) The curriculum tasks to be done are clearly understood by the groups and committees assigned such responsibilities.	9) Individualism is encouraged. For example, 1) The individual school is considered the basic operational and planning unit for curriculum improvement. The central office may encourage and aid the staff of each building to develop curriculums adapted to their particular community and pupils, 2) Individual teaching styles may also be encouraged within the framework of established criteria.
10) The work of curriculum committees progresses rapidly enough to help all participants gain a sense of achievement.	10) The work of curriculum committees progresses rapidly enough to help all participants gain a sense of achievement.
11) Provisions are made for considering proposals for curriculum improvement which may emerge from anywhere in the school system or community.	11) Provisions are made for considering proposals for curriculum improvement which may emerge from anywhere in the school system or community.
12) Citizens groups are encouraged to participate in the development of goals for the school curriculum.	12) Citizens groups are encouraged to participate in the development of goals for the school curriculum.
13) The board of education translates the curriculum goals into operational policies.	13) The board of education translates the curriculum goals into operational policies.
14) The school staff is responsible for the design, development, and implementation of the curriculum.	14) The school staff is responsible for the design, development, and implementation of the curriculum.
15) Provisions are made for all professional staff to participate in some capacity in curriculum development.	15) Provisions are made for all professional staff to have an opportunity to participate in some capacity in curriculum planning at appropriate points in the development activities.

TABLE 4-2--Continued

Original Criteria	Revised Criteria
16) Open communication, both oral and written, provides for reactions from all concerned groups and individuals.	16) Open communication, both oral and written, provides for reactions from all concerned groups and individuals.
17) Provision is made for studying the learners' needs as an integral phase in the improvement of curriculum <u>and</u> instruction.	17) Provision is made for studying the learners' needs as an integral phase in the improvement of curriculum <u>and</u> instruction.
18) Experimentation and action research are employed as integral parts of the curriculum improvement process.	18) Experimentation and action research are employed as integral parts of the curriculum improvement process.
19) An evaluation is carried on to determine the effectiveness of the curriculum planning.	19) An evaluation is carried on to determine the effectiveness of the curriculum planning.
20) Effective status leadership is evident at all levels of curriculum development. A leader is thought of as one who moves the group under his responsibility towards mutually agreed upon goals.	20) Effective status leadership is evident at all levels of curriculum development. A leader is thought of as one who moves the group under his responsibility towards mutually agreed upon goals.
21) Emergent leadership which helps to clarify goals is encouraged.	21) Emergent leadership which helps to clarify goals is encouraged.
22) Provisions are made for professional growth of staff members through such activities as attendance at local and national conferences, school visits, the study of new materials and in-service programs in developing skills in curriculum improvement.	22) Provisions are made for professional growth of staff members through such activities as attendance at local and national conferences, school visits, the study of new materials and in-service programs in developing skills in curriculum improvement.

TABLE 4-2--Continued

Original Criteria	Revised Criteria
23) The school system views curriculum improvement as a change in attitudes, perceptions, values, understandings and skills of the staff as well as a change in the educational program.	23) Curriculum improvement is viewed as a change in attitudes, perceptions, values, understandings and skills of the staff as well as a change in the educational program.
24) Objectives for the learner are written in behavioral terms in all subject areas.	24) Objectives for the learner are written in behavioral terms in all subject areas.

Table 4-2 compared the original criteria that were identified from the literature and sent to the jurors with criteria refined in accordance with the jurors' evaluations. This refinement was one purpose of the study. Grouping of the criteria into broad categories was taken into consideration when organizing the original list and consequently revising the list after the jurors' evaluation necessitated repositioning a few statements. In several cases (nos. 1, 4, 15, 23) a need for clarification or awkward wording caused some criteria to be rewritten. In number 2 a change in meaning seemed necessary after considering the jurors' comments. Three-fourths of the original list of criteria were not revised.

Section II--Results of the Criteria Evaluation by School Systems

Data were gathered during the study in each sample school system by searching written materials, interviewing significant persons in

the curriculum process, observing meetings and by administering written questionnaires to the superintendent or to his assistant and in some cases to members of a curriculum committee or to a school building faculty. The data were recorded on prepared instruments in one or more forms. In all cases a seven-point scale was marked for each criterion being tested on the instrument. This rating was an indication, in the judgment of the investigator or the respondent completing the questionnaire, of the degree to which the criterion was in evidence in the sample school system. In many cases a written statement was entered on the instrument in an attempt to verify to what extent a particular criterion was practiced in the school system in which the test was conducted.

Tables 4-3, 4-4 and 4-5 indicate the degree to which the criteria are followed in each school system. Column 2 on each table is the average of the ratings on a seven-point scale taken from the interview schedules, observation checklists, written material examination sheets and questionnaires. Column 3 is a judgment rating by the investigator. Each criterion rating by the investigator was made after reviewing all relevant data pertaining to each criterion and considering evidence acquired during observations. Column 4 is a judgment marked on a seven-point scale by a school representative, either a superintendent or assistant superintendent involved in curriculum and instruction. Column 5 is the average of Columns 2, 3, and 4 and was considered in this study to be an indication of the degree to which a criterion was operating in the school system in which the test was conducted.

TABLE 4-3
DEGREE TO WHICH THE CRITERIA WERE
FOLLOWED IN SCHOOL SYSTEM A

(Seven point scale: 1 = completely to 7 = not at all)

Criteria (1)	Average rating of collected data from instruments (2)	Rating by principal investigator (3)	Rating by school representative (4)	Average of all ratings (5)
1) There is a statement of philosophy.	1.0	1	2	1.3
2) Written information states directions and/or responsibilities.	1.0	1	1	1.0
3) Curriculum tasks are understood.	1.6	2	2	1.9
4) A planned strategy is in operation for curriculum planning.	1.8	2	6	3.3
5) Administrative expedients are provided.	1.3	2	3	2.1
6) School organization and instructional patterns are determined by the curriculum.	1.8	2	3	2.3
7) There is a central curriculum committee.	7.0	7	7	7.0
8) One person is responsible for coordinating curriculum and instruction.	1.1	1	1	1.0
9) Individualism is encouraged.	1.6	1	1	1.2
10) Work of curriculum committees progresses rapidly.	2.4	2	2	2.1
11) Proposals for curriculum improvement may emerge from anywhere.	1.0	1	2	1.3

TABLE 4-3--Continued

Criteria (1)	Average rating of collected data from instruments (2)	Rating by principal investigator (3)	Rating by school representative (4)	Average of all ratings (5)
12) Citizens groups are encouraged to participate.	2.3	3	4	3.1
13) Board translates curriculum goals into policies.	1.3	2	2	1.8
14) School staff designs and implements.	1.0	1	1	1.0
15) All professional staff have an opportunity to participate in curriculum planning.	1.0	1	1	1.0
16) There is open communication	1.3	2	2	1.8
17) Provision is made for studying the learners' needs.	1.6	2	2	1.9
18) Experimentation and action research are employed.	1.3	2	2	1.8
19) An evaluation is carried on of curriculum planning.	1.2	2	3	2.1
20) Effective status leadership is evident.	1.1	1	1	1.0
21) Emergent leadership is encouraged.	1.7	1	1	1.2
22) Provisions are made for professional growth.	1.2	1	2	1.4
23) Curriculum improvement is viewed as a change.	1.3	1	1	1.1
24) Objectives are written in behavioral terms.	1.6	3	2	2.2

The results of the criteria evaluation in School System A are displayed above on Table 4-3. The seven-point scale used to rate the extent of a criterion's presence varied from "1"--"completely" to "7"--"not at all." Only one criterion, number 7, received an average rating

of "7," interpreted as "not at all." There is no central curriculum coordinating committee operating in this school district, consequently the rating "not at all." In several other cases (nos. 2, 8, 14, 15, 20) the opposite end of the scale, number 1--"completely" was reported as the mean rating in Column 5. Most of the criteria received a mean rating in Column 5, Table 4-3, of less than "2.5," which nears the "completely" range, indicating that more than twenty of the twenty-four criteria were strongly in evidence in School System A.

TABLE 4-4

DEGREE TO WHICH THE CRITERIA WERE
FOLLOWED IN SCHOOL SYSTEM B

(Seven-point scale: 1 = completely to 7 = not at all)

Criteria (1)	Average rating of collected data from instruments (2)	Rating by principal investigator (3)	Rating by school representative (4)	Average of all ratings (5)
1) There is a statement of philosophy.	1.0	1	4	2.0
2) Written information states directions and/or responsibilities.	3.0	2	3	2.7
3) Curriculum tasks are understood.	2.0	3	3	2.7
4) A planned strategy is in operation for curriculum planning.	1.0	2	4	2.3
5) Administrative expedients are provided.	1.6	2	2	1.9
6) School organization and instructional patterns are determined by the curriculum	1.8	2	2	1.9

TABLE 4-4--Continued

Criteria (1)	Average rating of collected data from instruments (2)	Rating by principal investigator (3)	Rating by school representative (4)	Average of all ratings (5)
7) There is a central curriculum committee.	7.0	7	7	7.0
8) One person is responsible for coordinating curriculum and instruction.	2.6	4	4	3.5
9) Individualism is encouraged.	1.2	2	2	1.8
10) Work of curriculum committees progresses rapidly.	3.7	3	3	3.2
11) Proposals for curriculum improvement may emerge from anywhere.	1.3	2	4	2.4
12) Citizens groups are encouraged to participate.	2.0	3	4	3.0
13) Board translates curriculum goals into policies.	1.7	2	3	2.2
14) School staff designs and implements.	1.0	1	2	1.3
15) All professional staff have an opportunity to participate in curriculum planning.	1.1	1	2	1.4
16) There is open communication.	2.2	3	3	2.7
17) Provision is made for studying the learners' needs.	2.0	3	5	3.3
18) Experimentation and action research are employed.	2.0	3	5	3.0
19) An evaluation is carried on of curriculum planning.	6.0	3	3	4.0
20) Effective status leadership is evident.	1.5	2	1	1.5
21) Emergent leadership is encouraged.	2.6	2	2	2.2
22) Provisions are made for professional growth.	1.8	1	1	1.3
23) Curriculum improvement is viewed as a change.	1.3	2	1	1.4
24) Objectives are written in behavioral terms.	3.1	3	1	2.4

Table 4-4 represents the results of the test of the criteria in School System B. As in School System A, criterion 7 which discusses the central curriculum committee is rated as "7." There was no central committee for curriculum in this district either. No criteria received a mean ratings of "1" which is interpreted as "completely." Fourteen criteria had mean ratings of less than "2.5" which approaches the "completely" range on the seven-point scale (nos. 7, 8, 19). In School System B twenty-one criteria were rated in Column 5 of Table 4-4 on the half of the scale which approached complete acceptance range, "3.5" or better. There is a discrepancy between Column 4, which reports the rating of the school representatives, and the other ratings in Columns 2 and 3. In most cases the rating in Column 4 is less than in the other columns. This could be accounted for by differences in the interpretation of the criteria or the scale and differences in perceptions as to the degree to which a particular criterion is practiced.

The results of the criteria test in School System C are reported in Table 4-5. Only one criterion received an average rating listed in Column 5 greater than "3.5," the midpoint on the scale. Criterion 19 concerned with program evaluation had an average rating of "3.7." Two criteria (nos. 7, 8) received an average rating of "1," interpreted as "completely." Seventeen of the twenty-four criteria were rated less than "2.5," which nears the "completely" range on the scale, indicating that these seventeen criteria were followed in School System C to a great extent.

The data were further analyzed for each criterion by making a comparison of its degree of presence in each school system and then

TABLE 4-5

DEGREE TO WHICH THE CRITERIA WERE
FOLLOWED IN SCHOOL SYSTEM C

(Seven point scale: 1 = completely to 7 = not at all)

Criteria (1)	Average rating of collected data from instruments (2)	Rating by principal investigator (3)	Rating by school representative (4)	Average of all ratings (5)
1) There is a statement of philosophy.	1.0	1	2	1.3
2) Written information states directions and/or responsibilities.	1.5	1	2	1.5
3) Curriculum tasks are understood.	1.7	2	2	1.9
4) A planned strategy is in operation for curriculum planning.	3.3	2	3	2.8
5) Administrative expedients are provided.	1.8	3	3	2.6
6) School organization and instructional patterns are determined by the curriculum.	2.6	2	2	2.2
7) There is a central curriculum committee.	1.1	1	1	1.0
8) One person is responsible for coordinating curriculum and instruction.	1.0	1	1	1.0
9) Individualism is encouraged.	1.7	1	1	1.2
10) Work of curriculum committees progresses rapidly.	2.8	3	3	2.9
11) Proposals for curriculum improvement may emerge from anywhere.	2.3	1	2	1.8
12) Citizens groups are encouraged to participate.	3.5	3	4	3.5

TABLE 4-5--Continued

Criteria (1)	Average rating of collected data from instruments (2)	Rating by principal investigator (3)	Rating by school representative (4)	Average of all ratings (5)
13) Board translates curriculum goals into policies.	1.3	2	3	2.1
14) School staff designs and implements.	1.0	1	2	1.3
15) All professional staff have an opportunity to participate in curriculum planning.	1.2	1	1	1.1
16) There is open communication.	1.7	1	1	1.2
17) Provision is made for studying the learners' needs.	2.5	2	2	2.2
18) Experimentation and action research are employed.	2.4	3	5	3.5
19) An evaluation is carried on of curriculum planning.	3.0	4	4	3.7
20) Effective status leadership is evident.	1.6	2	3	2.2
21) Emergent leadership is encouraged.	1.9	1	2	1.6
22) Provisions are made for professional growth.	1.2	1	2	1.4
23) Curriculum improvement is viewed as a change.	1.7	2	1	1.6
24) Objectives are written in behavioral terms.	2.6	3	3	2.9

arriving at an average rating for the three school districts combined. Table 4-6 presents for each criterion its overall rating for each school system taken from Column 5, Tables 4-3, 4-4 and 4-5. The last column in Table 4-6 shows the composite ratings, which are averages of the three overall ratings from the schools, considered in the study to

be an indication of the degree to which each criterion is practiced in school systems noted for effective curriculum development procedures. Included in Table 4-6 are comments pertinent to each criterion. These comments reflect evidence secured in interviews, during observations, in questionnaires and from written documents. This part of the table is intended to support the rating given each criterion and also to report other relevant data gathered in the study.

In Table 4-6 each criterion was analyzed for its degree of acceptance in each of the three school systems. The degree of acceptance was a ranking number from the seven-point scale on which "1" on the left of the scale is interpreted as "completely" and "7" on the right is interpreted "not at all." These individual rankings were then averaged to give a mean, interpreted in this study to be an indication of the extent to which each of the criteria is practiced in school systems selected by a jury of experts as having effective curriculum development procedures.

Twenty-three of the twenty-four criteria had a mean rating of "3.3" or less on the seven-point scale, which is nearer the "completely" range than the "not at all" area. The one criterion that was rated higher than "3.3" was number 5, which states: "There is a central curriculum committee for the school district which consists of professional representatives of every school level and which is responsible for coordinating all curriculum development decisions." This criterion received an average rating of "5." School Systems A and B did not have such a committee, hence a rating of "7" was given to both systems. School System C had an active central curriculum coordinating committee and consequently received a "1."

TABLE 4-6

DEGREE TO WHICH EACH CRITERION WAS FOLLOWED
IN THE THREE SCHOOL SYSTEMS COMBINED
(Seven-point scale: 1 = completely to 7 = not at all)

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 1.</u> There is a clear statement of the philosophy (mission) of the school.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.3	2.0	1.3	1.5
A summary of supporting evidence found for this criterion	In several pieces of written material a philosophy was stated. It was called "Guiding Principles of Educational Philosophy" and "Statement of Educational Philosophy."	In a number of written materials a philosophy or mission of the school was stated.	There was a clearly worded philosophy in the Board of Education policies and regulations. The Superintendent, during the interview, quoted the philosophy when attempting to make a point about other criteria questions.	In all three school systems a written philosophy was found. It was readily accessible in each case and school personnel were aware of its existence.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 2.</u> Written information is available which clearly states the directions and/or responsibilities for individuals and committees appointed to do work in curricular areas.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.0	2.7	1.5	1.7
A summary of supporting evidence found for this criterion	In two documents in particular, the <u>Master Contract</u> and prepared resource material for special committees, written information relative to individual and committee responsibilities was found.	A short section in the <u>Contract and Policy Handbook for Teacher Personnel</u> discussed curriculum development procedures. Other evidence was found in miscellaneous papers by building or distributed from the central office.	Material in Board of Education policies outlines responsibilities of individuals and committees for curriculum work.	Material was available in all three school systems to some extent which described duties and responsibilities for persons involved in curriculum work. This material was not extensive and some personnel were aware of its existence.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 3.</u> The curriculum tasks to be done are understood by the respective groups and committees.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.9	2.7	1.9	2.2
A summary of supporting evidence found for this criterion	Evidence secured from several persons and committees indicated a good degree of acceptance of this criteria by this school system.	Department heads in one high school evidenced a good understanding of the tasks to be done by their groups.	A survey of the members of the curriculum council showed that most felt they understood the tasks to be done.	Generally personnel surveyed in the three school systems evidenced an understanding of their tasks and duties in the curriculum area.
<u>Criterion 4.</u> A planned strategy is in operation for curriculum planning which establishes a sequence of steps or tasks as well as a time table for curriculum planning <u>and</u> evaluation covering all aspects from goals to means for implementation.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	3.3	2.3	2.8	2.8

TABLE 4-6---Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
A summary of supporting evidence found for this criterion	Several persons significantly involved in the curriculum planning denoted that a strategy was in operation although it was not written. During an observation of a curriculum committee it appeared at several points that a planned strategy was operating and that it was understood by the members.	Interviews with administrative staff evidenced that a planned strategy was in operation for curriculum planning. The sequence of steps and tasks were in writing.	The principals, central office staff and a teacher testified that a planned strategy is in operation for curriculum planning. This was also stated in the Master Contract. An observation made of the curriculum council also indicated a strategy.	Written materials indicating a planned strategy existed to a limited extent in the three school systems. In each case the persons interviewed suggested that one existed and was known to some staff members but the total strategy was not in writing.

Criterion 5. Administrative expedients for curriculum development are provided, such as released time, physical facilities, appropriate materials, clerical help and discretionary funds.

Average rating from Column 5, Tables 4-3, 4-4 and 4-5	2.1	1.9	2.6	2.2
---	-----	-----	-----	-----

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
A summary of supporting evidence found for this criterion	Administrative expedients were well documented. Board of Education policies stated the expedients to be provided. The budget allocated funds for several of the examples stated in this criterion. A teacher and several administrators suggested several examples of administrative expedient provisions. During an observation of a curriculum committee several remarks were made about expedients, especially released time and budgetary funds. New buildings and remodeling projects provided physical facilities for curriculum development in their plans.	The released time available for curriculum planning was apparent in several ways. All of the administrators questioned attested to the fact that most of the expedients suggested in this criterion are provided. Clerical help for curriculum work seemed to be one expedient which was not readily available. It was stated that many of the provisions for curriculum planning are part of a tradition established by a curriculum director in the system a number of years ago. Physical facilities for curriculum have recently been an integral part of most new buildings.	The Master Contract outlined provisions that are made for released time of several types. The budget had a few allotments for released time monies and curriculum materials. No special provisions are made for clerical assistance, although according to the superintendent curriculum chairmen have recourse to the building secretary. In no case were physical facilities for curriculum planning indicated.	In all three school systems most administrative expedients were provided. Released time was provided for quite adequately in several forms in the three districts. Less frequent were provisions for secretarial help and physical facilities for curriculum development.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 6.</u> School organization and instructional patterns and facilities are determined by the curriculum rather than vice-versa.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	2.3	1.9	2.2	2.1
A summary of supporting evidence found for this criterion	There were a number of instances during the analysis which evidenced change in school organization, instructional patterns and facilities. Some major structural changes were carried out in one high school in order to accommodate a new curriculum change. Innovative time scheduling was operating in most buildings. Due to budgetary problems and overcrowding there were also apparent	A significant person in the curriculum process said that the second part of the statement, "vice-versa" is almost never true. The first part of the criterion is their guiding rule. Other persons noted that new buildings and remodeled buildings are being planned around curriculum almost entirely. A written memo from the instructional office suggested the necessity of considering the student and the	Most of the persons interviewed indicated that there is evidence that the curriculum is the determiner. But, the Superintendent and Assistant Superintendent did remark that as much as they would like to think that this criterion is the case yet there are times when factors other than the curriculum determine what goes on. New building plans indicated a high degree of curriculum	In the school systems chosen for this study there was strong evidence to support this criterion. The curriculum determined the school organizational patterns, as well as instructional programs and facilities in most cases. Even with heavy budgetary cuts in district B the influence of the curriculum in determining facilities and organizational patterns was still evident.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
Summary, Continued.	restrictions. One principal stated, "The philosophy around here is that the school should be a skin which fits around the curriculum."	curriculum before any organizational or instructional pattern. However, the Associate Superintendent did say that it is often necessary to modify the curriculum for other reasons.	determinism.	

Criterion 7. There is a central curriculum committee for the school district which consists of professional representatives of every school level and which is responsible for coordinating all curriculum development decisions.

Average rating from Column 5, Tables 4-3, 4-4 and 4-5	7.0	7.0	1.0	5.0
A summary of supporting evidence found for this criterion	There is no central curriculum committee. There are Elementary, Junior High and Senior High curriculum	School System B does not have a central curriculum committee. There is an elementary principals' committee	There is a strong central K-12 curriculum coordinating committee made up of faculty chairmen of curriculum	There is no central curriculum committee in School Systems A and B. A general remark made in both cases was that such

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
Summary, Continued.	committees made up of principals and subject matter coordinator. The only K-12 coordinating function carried on is done by the Assistant Superintendent. One of the administrators interviewed stated that there was little involvement between the elementary and secondary levels.	and a secondary principals' coordinating committee. There appears to be little coordination between the elementary curriculum and the secondary curriculum.	study committees, administrators and a student representative. There is representation from all school levels. This committee receives recommendations from the K-12 curriculum study committees and forwards approved changes directly to the Board of Education for a decision.	a committee existed several years ago but because of size or other reasons it was discontinued. In the smaller system, C, a strong central curriculum committee operated and is the focal point of the curriculum development process.
Criterion 8. One specific person on the central administrative staff is responsible for coordinating all curriculum and instructional planning and evaluation.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.0	3.5	1.0	1.8

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
A summary of supporting evidence found for this criterion	<p>The job description for the Assistant Superintendent for Instruction mentioned specifically duties congruent with those stated in the criterion. Those interviewed attested to the strong leadership the incumbent gave to coordinating the entire curriculum and instructional program. Administrators as well as a teacher were able to explain accurately the role of the central coordinator.</p>	<p>The Board of Education policies indicated that one of the role responsibilities of the Associate Superintendent for Instruction and Personnel is to coordinate the K-12 program. The person in this position stated that the personnel responsibilities make it difficult for him to give a great deal of time and effort to coordinating the entire instructional program. He went on to indicate that the broken front approach precludes much of the need for extensive central office coordination. Indications from some interviews and written materials were that the Director of</p>	<p>The Assistant Superintendent for Instruction, according to job descriptions in the Board policies, has responsibilities for coordination of the entire curriculum and instructional program. Interviews with administrators, teachers and the incumbent revealed that he fulfilled role expectations.</p>	<p>In System A and C a strong central office coordinator was utilized in the curriculum process. In district B due to a multiplicity of roles and duties the time available for curriculum coordination was limited.</p>

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
Summary, Continued.		Secondary Education worked almost directly with the Superintendent while the Director of Elementary Education reported to the Associate Superintendent.		
<p><u>Criterion 9.</u> Individualism is encouraged. For example, 1) The individual school is considered the basic operational and planning unit for curriculum improvement. The central office may encourage and aid the staff of each building to develop curriculums adapted to their particular community and pupils, 2) Individual teaching styles may also be encouraged within the framework of established criteria.</p>				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.2	1.8	1.2	1.4

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
A summary of supporting evidence found for this criterion	Repeatedly during the analysis both interviews and written materials evidenced the fact that individualism is encouraged. Building programs were different. Some were involved with modular scheduling and team teaching, others were not. Teachers within buildings where team teaching or modular scheduling were being carried on were permitted to teach in a more traditional manner if they so desired. Curriculum planning by building was strongly encouraged.	One administrator when asked to comment on this criterion stated, "We are thoroughly committed to it individualism. Teachers, principals and other administrators all strongly indicated that buildings and teachers are encouraged to develop programs and teaching methods unique to their situation. The Associate Superintendent referred to the "Broken Front" as the approach followed in his school system.	Due to the smaller enrollment and fewer buildings, i.e. one high school and one middle school individualism among buildings could not be tested. Yet teachers, and administrators indicated that when two high schools or middle schools are built the programs will be different as the staffs decide. Teachers, when polled, stated rather strongly that they were encouraged to teach in their own way.	Individualism was evident in all three situations. This individualism was evident in several aspects of the educational program.

Criterion 10. The work of curriculum committees progresses rapidly enough to help all participants gain a sense of achievement.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	2.1	3.2	2.9	2.7
A summary of supporting evidence found for this criterion	The general consensus from interviews, surveys of committees and observations of meetings was that the progress of committee work is rapid enough to be satisfying.	The staff members who were interviewed and surveyed implied that the progress of curriculum work is moderate. There are times when things move along well and other times when progress is slow.	Several surveys of staff members by means of questionnaires indicated only a mild satisfaction with the rate of progress in curriculum committees.	In School System A there seemed to be more of a feeling of satisfaction with the progress of the work of curriculum committees than in the other two districts.

Criterion 11. Provisions are made for considering proposals for curriculum improvement which may emerge from anywhere in the school system or community.

Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.3	2.4	1.8	1.8
---	-----	-----	-----	-----

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
A summary of supporting evidence found for this criterion	The Master Contract discusses procedures for considering proposals which may emerge from anywhere within the school system. Interviews revealed that provisions do exist for considering proposals from either inside or outside the schools. The representative system-wide curriculum committees are the vehicle for facilitating this action.	There was evidence found which noted that curriculum proposals can come from many places in the school system or community. The Associate said that this guideline is written down. Examples of community and parent initiation were given.	The rationale for the faculty study committees indicates that they will consider proposals for curriculum change which may come from anywhere. One school representative stated that there is such a provision but he doubted how many persons outside of the school staff understood it. All proposals, no matter where they originate, ultimately go through the central curriculum council.	Evidence secured in all three school systems indicated that adequate provisions exist for considering curriculum proposals which may emerge from anywhere.

Criterion 12. Citizens groups are encouraged to participate in the development of goals for the school curriculum.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	3.1	3.0	3.5	3.2
A summary of supporting evidence found for this criterion	There were a few examples during the past year of citizen involvement in curriculum planning, but it was agreed by those interviewed that the practice is somewhat limited.	A few examples were given of citizen involvement in curriculum planning. Even though this community doesn't have a definitive citizenry efforts are made to involve them.	Teachers' surveys indicated that not a great deal of citizen group participation is carried on. There were suggestions by those interviewed that some informal relationships exist for citizen involvement but that it is limited. Surveys are sent home to parents asking for suggestions for curriculum change, but little results from it.	Citizen group involvement in establishing goals on an active organized basis was quite limited in all three school systems. Such involvement did not seem to be discouraged but conversely neither was it encouraged.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 13.</u> The board of education translates the curriculum goals into operational policies.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.8	2.2	2.1	2.0
A summary of supporting evidence found for this criterion	The role of the Board of Education was outlined in both the Master Contract and in the Board policies. However, in both of these documents and in interviews with staff it was implied that the Board receives recommendations and when approved lends support to the change. The role of translating goals into operational policies was not actually indicated.	One central office representative stated that the Board of Education is strictly a policy making group. The written policies of the Board indicated that they were to carry out a program in keeping with the goals of the school.	The Master Contract and the Board of Education Policies discuss the role of the Board in program development. School representatives, when interviewed, spoke of the Board as a policy-making group which sets priorities and finances program operation.	In the three school systems in which this criterion was tested evidence that the Board of Education has a role of translating goals into operational policies was lacking. However, there was Board involvement in curriculum work in each case to a great extent.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 14.</u> The school staff is responsible for the design, development, and implementation of the curriculum.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.0	1.3	1.3	1.2
A summary of supporting evidence found for this criterion	The Board of Education policies mention the teachers' role and the administrators' part in curriculum development in rather complete detail. Interviews with school personnel revealed that the staff, teachers and administrators develop and implement curriculum proposals. All evidence written and through interviews and observations attested to a high degree of attainment for this criterion.	During the analysis from both written material and interviews there was much evidence that the professional staff designs, develops and implements the curriculum. Both teachers and administrators shared in the program and building planning from design to implementation.	The Negotiation Contract, as well as Board of Education policies and regulations, indicated the role of the staff in curriculum change similar to that stated in this criterion. Teachers, principals and central office staff during interviews also stated that they saw the designing and implementing of curriculum change as a responsibility of the professional staff.	The role of the professional staff as one of designing, developing and implementing curriculum change was obvious in the three school systems.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 15.</u> Provisions are made for all professional staff to have an opportunity to participate in some capacity in curriculum planning at appropriate points in the development activities.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.0	1.4	1.1	1.2
A summary of supporting evidence found for this criterion	The Master Contract discussed system-wide committees and made reference to the opportunities teachers have to be represented and to participate. Principals, a teacher and other administrative staff stated that system-wide participation is encouraged in many phases of the curriculum planning.	This is done through grade groups and through departments. All staff are invited to participate. On the several scheduled in-service days all staff members are expected to participate.	A survey of staff members revealed that to a high degree they feel that the professional staff is encouraged and given opportunities to participate in all phases of the curriculum development. The school system has a policy requiring all teachers to serve on a curriculum committee of their choice.	Encouragement of the professional staff in curriculum planning was evident in the three systems. Such evidence came from written materials, as well as surveys and interviews with school personnel.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 16.</u> Open communication, both oral and written, provides for reactions from all concerned groups and individuals.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.8	2.7	1.2	1.9
A summary of supporting evidence found for this criterion	<u>Oral communication:</u> Carried out through curriculum advisory committee, curriculum days, faculty and staff meetings with the Superintendent and Board of Education meetings. <u>Written communication:</u> A monthly curriculum newsletter goes out to all staff called the <u>Secondary Spotlight</u> and the <u>Elementary Coordinate</u> . Minutes of curriculum meetings are	<u>Oral:</u> Reports to Curriculum Steering Committees, committee meetings, workshops, faculty advisory council (meets with the Superintendent once a month), PTA, Board of Education meetings, and the school radio station. <u>Written:</u> The local newspaper, the school newsletter to staff and parents, curriculum newsletters in individual buildings, minutes of meetings,	<u>Oral:</u> Committee meetings, informal talk with other teachers and administrators, faculty meetings, PTA, Coordinating Council, the Superintendent gets into each classroom each year, the Assistant Superintendent visits one building each day. <u>Written:</u> A school newsletter for staff and parents and the curriculum council recommendations (every	In all school systems there was an exerted attempt by those involved with curriculum planning to communicate the progress, actions and results of their deliberations with other interested persons and groups.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
Summary, Continued.	reproduced and distributed to concerned persons.	faculty bulletins. However, several persons felt more could be done.	teacher receives information on board action on every curriculum proposal recommended to it by the curriculum council).	

Criterion 17. Provision is made for studying the learners' needs as an integral phase in the improvement of curriculum and instruction.

Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.9	3.3	2.2	2.5
A summary of supporting evidence found for this criterion	Several written documents stated that the needs of the student are essential in planning the curriculum and instruction. Interviews with staff members revealed that some effort is made at studying the	Evidence secured from both school personnel and from written information strongly supported this criterion as operating in this school. Several building study committee reports stressed the importance of	A student representative is now a voting member of the curriculum council, a powerful decision-making group. This speaks to the importance of studying the learners' needs when planning the	The learner and his needs are studied in all three school systems. This is done through testing, surveys of parents and students and research. This information is used most often in curriculum planning and

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
Summary, Continued.	<p>learners' needs but that more should be done. Directors of Research in each high school building are attempting to assist in this effort. Most of the evidence secured indicated that the major emphasis for studying the learners' needs was on curriculum planning. Not as much attention seemed to be given to the needs of the learner when instructional planning was done.</p>	<p>assessing the learners' needs prior to designing new school buildings. This same type of need, especially for curriculum planning was also found in other written materials. Not as much study of the learners' needs was done for planning instruction as it was for planning the curriculum.</p>	<p>curriculum. Teachers and administrators as well as various materials evidenced the provision as stated in this criterion. Evidence that instruction is planned on an assessment of learners' needs was not as abundant.</p>	<p>less frequently in when instructional planning is done.</p>

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 18.</u> Experimentation and action research are employed as integral parts of the curriculum improvement process.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.8	3.0	3.5	2.8
A summary of supporting evidence found for this criterion	Board of Education policies stated the need for assessment and for experimental research as well as pilot studies. A Coordinator of Instructional Research and Research Directors in the high schools attested to the emphasis put upon this criterion in this system. Several experimental projects and pilot studies were noted and observed during the test.	Spokesman for the central office stated that both experimentation and action research are encouraged and expected. During interviews some attested to efforts at experimentation and research, yet others felt little was being done. Several sophisticated research projects were being carried with federal funding.	The evidence revealed that experimentation and action research were going on only to a limited extent. The staff is encouraged to experiment but little is done.	In each of the three school systems the amount of experimentation and action research varied considerably. School System A which was the largest and had a strong tax base had the most extensive program along with staff members specifically assigned to such duties. All systems encouraged experimentation, but not too much was carried, especially in System B and C.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 19.</u> An evaluation is carried on to determine the effectiveness of the curriculum planning.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	2.1	4.0	3.7	3.3
A summary of supporting evidence found for this criterion	Policies of the Board of Education outlined procedures for evaluation of the instructional program. The research office also has responsibilities in this area. Staff members interviewed attested to evaluation as a part of the curriculum development process.	Some evidence of evaluation was noted, however a few of those interviewed remarked that there was not too much carried on. The overall rating of this criterion indicated some lack of emphasis in this direction.	An attempt was being made to do a systematic evaluation of all programs, but it is just in the beginning stages. Those interviewed generally noted that not enough evaluation is being done.	In School System A an evaluation program to determine curriculum effectiveness was carried on by the research office and personnel was available for this purpose. In Systems B and C less evaluation of the curriculum effectiveness was found.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<p><u>Criterion 20.</u> Effective status leadership is evident at all levels of curriculum development. A leader is thought of as one who moves the group under his responsibility towards mutually agreed upon goals.</p>				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.0	1.5	2.2	1.6
A summary of supporting evidence found for this criterion	Evidence for this criterion came primarily from observation on the part of the principal investigator. However, the school representative who was asked to rank each of the criteria gave this statement the highest rating, "1".	For this criterion a judgment had to be made based primarily on observation by the principal investigator. There was also a rating done by the Associate Superintendent who indicated that there was a high degree of status leadership in this system.	A survey of some staff members indicated that they felt there was effective leadership for curriculum development. This was also the opinion of the investigator. The Superintendent interestingly enough ranked this criterion as "3". (It could be because of the small administrative staff for instruction, two persons, or he might have been humble in his appraisal.)	Throughout the test of the criteria in the three school systems effective status leadership seemed evident. This was the judgment of the principal investigator, as well as the opinion of personnel interviewed and surveyed.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 21.</u> Emergent leadership which helps to clarify goals is encouraged.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.2	2.2	1.6	1.7
A summary of supporting evidence found for this criterion	Once again observation by the investigator and the ranking by the Assistant Superintendent were the primary sources used to assess this criterion. However, a questionnaire given to members of a curriculum committee also showed a strong rating for this statement.	All evidence pointed to an encouraged emergent leadership. This was evident in a meeting with a building principal and his department heads as well as in the rating by the school representative.	During an observation of a meeting of the curriculum council the investigator noted a high degree of emergent leadership participation. When polled on this question, many staff members reacted in the affirmative.	All three school districts utilized the "broken front" approach which gives ample opportunity for emergent leadership. This was also attested to by polling persons, such as committee members and faculty members.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
Criterion 22. Provisions are made for professional growth of staff members through such activities as attendance at local and national conferences, school visits, the study of new materials and in-service programs in developing skills in curriculum improvement.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.4	1.3	1.4	1.4
A summary of supporting evidence found for this criterion	All of the examples in the statement above were provided for to a great extent in this school system. The <u>Teachers' Handbook</u> and Board policies outlined provisions for professional growth. The budget allocated funds for these purposes. Staff members and the teacher interviewed gave ample testimony to many examples of professional growth provisions.	The Master Contract and the budget attested to a great deal of emphasis upon professional growth in all areas as suggested above. In-service experiences, conference provisions, as well as school visits are examples of efforts put forth to assist the faculty in the area of professional growth.	The Board policies and regulations, the Master Contract, the budget and various memos and bulletins gave evidence of a strong effort on the part of the school system to assist teachers in their professional growth. A good conference budget as well as ample funds for substitutes so that teachers may visit other schools is added testimony of the emphasis put forth.	Provisions for professional growth were amply provided for in all three cases, even in School System B where financial problems might well cause cutbacks in this area.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 23.</u> Curriculum improvement is viewed as a change in attitudes, perceptions, values, understandings and skills of the staff as well as a change in the educational program.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	1.1	1.4	1.9	1.5
A summary of supporting evidence found for this criterion	Evidence for this statement was secured primarily from interviews with school personnel, as well as the rating of the criterion by the Assistant Superintendent. Observations in two meetings also revealed that the existence of the criterion prevailed.	Several written documents attested in a positive way to this curriculum as did statements made by school personnel during the interviews. The Associate Superintendent gave this criterion the highest rating on the scale.	During a meeting of the curriculum council several ideas were expressed which supported this criterion. Interviews with administrators and teachers also gave support. The Assistant Superintendent gave it the highest rating on his survey instrument.	This criterion was a more difficult one to measure than many of the others. Yet ample evidence was secured to support it to a high degree.

TABLE 4-6--Continued

	School System A	School System B	School System C	Average of ratings from all three school systems for this criterion
<u>Criterion 24.</u> Objectives for the learner are written in behavioral terms in all subject areas.				
Average rating from Column 5, Tables 4-3, 4-4 and 4-5	2.2	2.4	2.9	2.5
A summary of supporting evidence found for this criterion	A recent directive from the instructional office urged curriculum chairmen, department heads and coordinators to stress behavioral objectives for all subjects. There was ample evidence that this was being done on the coordinator and department head level but not too apparent with all of the teaching staff.	Recently an effort was under way to write behavioral objectives for all classes. Not all staff members are doing it. However, the Associate Superintendent when responding to the scaled questionnaire gave this criterion the highest rating.	The Superintendent expressed a desire of wanting the staff to do this but indicated that little had been done until now. A survey of teachers indicated that behavioral objectives were being written to some extent.	The school systems in the study were all cognizant of the need for behavioral goals and were at one stage or another in implementing them in their schools.

By rounding off to the nearest whole number the means calculated for the three school systems combined it was determined that five criteria (nos. 9, 14, 15, 22, 23) received a rating of "1"--"completely," thirteen criteria (nos. 1, 2, 3, 5, 6, 8, 11, 13, 16, 17, 20, 21, 24) received a "2" and five criteria (nos. 4, 10, 12, 18, 19) rated as "3."

Criteria 2, 8 and 17 received mean ratings in School System B which indicated less acceptance of those criteria in System B than in School System A and C. Criteria 18 and 19 which dealt with experimentation, research and evaluation received a better rating in School System A than in System B and C.

Section III--Results of a Comparison
Between the Jurors' Rankings and
the Criteria Ratings Following
the Evaluation in the School Systems

Table 4-7 is a comparison of the criteria rankings on a five-point scale and the average of the ratings for the criteria in each school system. The scales used in Columns 2 and 3 are not the same. However for purposes of comparison a rating between and including "1.0" and "2.0" was considered to be an indication that in Column 2 a criterion was important to the curriculum development process and in Column 3 that a criterion was strongly accepted and evidenced in school systems noted for their curriculum development processes.

On the basis of this standard (between and including "1.0" and "2.0") the following data were found. There was a strong agreement between the ratings in Columns 2 and 3 for these criteria (1, 8, 11, 14, 16, 20, 21, 22, 23). In general these dealt with philosophy

TABLE 4-7
A COMPARISON OF JURORS' RANKINGS
AND CRITERIA RATINGS
FOLLOWING THE STUDY IN THE SCHOOL SYSTEMS

Criteria (1)	Average of Jurors' rankings ^a (Five-point scale) (2)	Average of the ratings of test ^b in each school (Seven-point scale) (3)
1) There is a statement of philosophy.	2.0	1.5
2) Written information states directions and/or responsibilities.	2.7	1.7
3) Curriculum tasks are understood.	2.3	2.2
4) A planned strategy is in operation for curriculum planning.	1.2	2.8
5) Administrative expedients are provided.	1.0	2.2
6) School organization and instructional pat- terns are determined by the curriculum.	2.2	2.1
7) There is a central curriculum committee.	1.8	5.0
8) One person is responsible for coordinating curriculum and instruction.	1.3	1.8
9) Individualism is encouraged.	2.3	1.4
10) Work of curriculum committees progresses rapidly.	2.0	2.7
11) Proposals for curriculum improvement may emerge from anywhere.	1.2	1.8
12) Citizens groups are encouraged to partici- pate.	1.3	3.2
13) Board translates curriculum goals into policies.	2.0	2.0
14) School staff designs and implements.	1.2	1.2
15) All professional staff have an opportunity to participate in curriculum planning.	2.5	1.2
16) There is open communication.	1.5	1.9

^aScale: 1--most crucial in all cases, 2--important, 3--desirable in most cases, not a must, 4--less desirable than #3 and not necessary in most cases, 5--should not be included.

^bDegree to which a criterion is evidenced in a school system. Scale: Complete 1:2:3:4:5:6:7 Not at all

TABLE 4-7--Continued

Criteria (1)	Average of Jurors' rankings (Five-point scale) (2)	Average of the ratings of test in each school (Seven-point scale) (3)
17) Provision is made for studying the learners' needs.	1.3	2.5
18) Experimentation and action research are employed.	1.7	2.8
19) An evaluation is carried on of curriculum planning.	1.8	3.3
20) Effective status leadership is evident.	2.0	1.6
21) Emergent leadership is encouraged.	1.2	1.7
22) Provisions are made for professional growth.	1.3	1.4
23) Curriculum improvement is viewed as a change.	1.8	1.4
24) Objectives are written in behavioral terms.	3.0	2.5

and of the purposes of education and of curriculum development; leadership; communication; and school staff responsibilities in curriculum development.

Strong agreements on the weak end of the scales were not obvious and consequently none was reported. Notable differences existed in criterion 7--central curriculum coordinating committee, criterion 12--citizen involvement and criterion 19--evaluation. In each case the jurors gave the criterion a strong rating and the test in the schools revealed a weak degree of acceptance. A notable difference was considered to be a difference of "1.5" or more in the ratings in Column 2 and 3.

Upon examining the general data three additional findings are pertinent.

There appeared to be a relationship between school size and the existence of a criterion in only one case. Criterion 7, which related to a central curriculum coordinating committee, was not operating in the two larger systems. Evidence indicated that earlier when the districts were smaller such a committee existed, but due to the present size and rapid growth the central committee was discontinued.

The financial contribution of a community, evidenced in its effort to pay for education as well as its tax base, had a relationship with at least three of the criteria (nos. 17, 18, 19). These criteria which dealt with experimentation and evaluation had a greater degree of acceptance in System A, the wealthiest district, than they did in the other two. No other evidence was found for economic status and acceptance of criteria among the three sample schools.

Writing behavioral objectives (Criterion 24) had just recently become a part of the process of curriculum development in all three school systems.

Summary of Findings

In this chapter pertinent findings were reported under three sections: 1) Results of the criteria evaluation by a jury of experts, 2) Results of the criteria evaluation in the school systems, and 3) Results of a comparison between the jurors' rankings and the criteria ratings following the study in the school systems.

The following major findings were discussed in Section I which were the results of the criteria evaluation by a jury of experts.

1. The averages of the jurors' ratings for cruciality for all of the criteria were between "1.0" and "3.0" on the scale, which was interpreted as the desirable range. Ten criteria had ratings which rounded off to "1"--crucial and twelve ratings rounded to "2"--desirable.
2. No criteria had to be removed from the list because of a poor rating by the six jurors combined.
3. Several suggestions were made for additional criteria. These suggested criteria were not added to the list but were reported in the study.
4. The jurors commented on the wording and positioning of several of the criteria. In most cases the recommendations were taken care of in a revised list. This refinement was part of the purposes of the study.

The following major findings were reported in Section II which were the results of the criteria evaluation in the school systems. In the first part of this section the criteria were analyzed for their degree of acceptance in each school system. Ratings from the data collected on the instruments and from the investigator were averaged. This average was interpreted for purposes of this study to be the degree (between "1.0"--"completely" and "7.0"--"not at all") to which each criterion was evidenced in a school system.

1. Only one criterion received an average rating of "7"--"not at all" in any of the three districts. Systems A and B

did not have a central curriculum committee; hence the "7" rating. School System C did have such a committee.

2. In School System A four criteria rated as a "1"--"completely." In School System B none rated "1" and in School System C two had such a rating.
3. In System A twenty of the twenty-four criteria received a rating of between "1.0" and "2.5," in School System B fourteen rated in this range and in School System C seventeen criteria rated toward the "completely" end of the scale.
4. The individual ratings of the investigator and the school representatives were similar (within one point) of each other with the exception of School System B. Several criteria ratings varied by two or more scale points.

In the second part of Section II the data were reported on a table which was a composite of the average ratings for each of the three school systems. A mean of the means for each school was calculated for each criterion and was interpreted in this study to be the degree to which a criterion was accepted in exemplary school systems.

1. A composite rating for the three schools between "1.0" and "3.3" on the seven-point scale was considered to be an indication that a criterion had a strong degree of acceptance and therefore was considered to be important in the curriculum development process in the exemplary school systems. Twenty-three of the twenty-four criteria had a mean rating between "1.0" and "3.3." One criterion received a poorer rating, (no. 7--central curriculum committee).

2. By rounding off to the nearest whole number the means calculated for the three school systems combined it was determined that five criteria received a rating of "1"--"completely," thirteen as "2" and five criteria rated "3."
3. The findings indicated that the criteria that rated the best in degree of acceptance in the school systems were those that were concerned with staff and staff philosophy (Criteria 1, 14, 15, 22, 23). The poorest ratings were received by the criteria that related to experimentation and evaluation, as well as citizen involvement in curriculum planning.
4. Two criteria, dealing with experimentation and research, received a better rating in School System A than in School Systems B and C.

Following is a summary of the major findings in Section III, the results of a comparison between the jurors' rankings and the criteria ratings following the study in the school systems.

1. There were nine criteria where there was a strong agreement (important to crucial rating by the jurors and strong to complete acceptance in the school systems) between the jurors' ratings and the degree to which a criterion was evidenced in three school systems combined.
2. There were no strong agreements for any criteria on the weaker ends of the scales.
3. Notable differences in ratings were evident in three criteria. In each case the jurors gave a stronger rating than the rating that resulted from the school study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Well thought-out and carefully planned curriculum development programs are essential. There have been ample recommendations put forth in the curriculum field which have emphasized new academic programs, new school organizational patterns and media technology. However, less prevalent have been suggestions that would enable school systems to examine and to criticize their curriculum development procedures. Many of those responsible for curriculum planning have needed help which would enable them to develop effective programs and processes for establishing goals and determining the appropriateness of the many new ideas for school organization and academic programs which were confronting them.

The present study attempted for one thing to provide a pattern for schools interested in building effective curriculums, in particular a process model for developing curriculum.

Summary of the Problem

This study had three purposes; 1) to identify criteria for curriculum development that were crucial, functional and observable, 2) to determine the extent to which these criteria were evidenced in existing school systems and 3) to formulate an action model for the process of curriculum development.

The first part of the purposes was accomplished by identifying a list of crucial, functional and observable criteria gleaned from the literature and refined with the assistance of a jury of curriculum experts. A second jury consisting of persons knowledgeable about curriculum practices in Michigan schools helped select three school systems in Michigan which in their estimation had curriculum development processes that were noteworthy and in keeping with a set of established guidelines. The revised criteria, refined with the help of the curriculum experts, were examined in these three sample school districts in an attempt to determine the degree to which these selective criteria were practiced in exemplary school systems. Following the examination the data were analyzed and from the findings conclusions were drawn, recommendations made and a model for the process of curriculum development formulated.

Conclusions

On the basis of the data and the findings the following conclusions were drawn:

1. Twenty-four criteria proved to be manageable in terms of analysis; many more than twenty-four would have made it difficult to effectively gather the data. The criteria selected were comprehensive.
2. The criteria selected from the literature were to be crucial, functional and observable. Cruciality--The test of cruciality was verified by the jury of curriculum experts. Each of the twenty-four criteria received a mean rating by the three

judges between "1.0" and "3.0." Functionality--The test of functionality was supported. The school systems were using the criteria and indicated an understanding of them.

Observability--While the criteria proved to be crucial and functional they were not observable to the same degree. Observability of a criterion was not always possible and acceptance of a school representative's perceptions of the degree to which some of the criteria were operating was necessary instead.

3. There is in general a strong agreement between what the authorities in the literature state are the criteria for the process of curriculum development and what is practiced in exemplary school systems.
4. There appeared to be no need for a central curriculum coordinating committee in the two largest school systems studied. However a need for coordination of all curriculum development decisions was evidenced. This responsibility can be best carried out by one person in the central office.
5. Size of the school district appears to be a determining factor as to whether there was a central curriculum coordinating committee. The larger a school system becomes the less likely it will be that a central committee will be functioning.
6. Experimentation, evaluation and analysis of the learners' needs require extra money and were carried out to a greater extent in System A, the more affluent system than in the other two.

7. The preparation of behavioral objectives has become a desirable feature of the curriculum development processes.
8. The twenty-three accepted criteria could be employed to rate or guide school systems on curriculum development processes.

Recommendations for further
Research and Implementation

1. School systems interested in carrying on effective curriculum development practices should use an instrument such as the list of criteria in this study to measure their program.
2. Further studies should be carried out using the format of the present study. Some areas to be investigated are:
 - a. to validate the criteria in different types of sample school systems, for example, a new school district, a rural district, a large urban district or a school district with no voted operating levy.
 - b. to determine the extent to which the criteria exist in the elementary school.
 - c. to determine the extent of practice of the criteria as viewed by administrators, parents, teachers and curriculum workers.
 - d. to determine whether a central curriculum coordinating committee is an essential criterion for a school district interested in establishing an effective curriculum development process when using a larger sample.

3. Administrative leadership should encourage individualism on both a building basis and in the classroom. The "grass roots" approach is recommended.
4. More should be done in school systems to encourage student and citizen involvement in the goal-setting stage in curriculum development.
5. Opportunities should be afforded all staff members, both administrators and teachers, to help develop and to gain an understanding of the philosophy of the school.
6. More effort should be put forth for experimentation and evaluation, especially in districts interested in relevant curriculums.

CHAPTER VI

A PROCESS MODEL FOR CURRICULUM DEVELOPMENT

The process model, which is the culminating part and the capstone of this study, is herein presented. Models can take on many forms. In the definition from Chapter I the model for this study was described as an abstraction designed to depict or symbolize in a highly compact and illustrative manner the interrelationships of events and of people, individually and in groups, and the processes by which they relate to each other. The model was influenced by the curriculum and instructional patterns of the school systems (see Tables 3-2, 3-4, 3-6) as well as the accumulated experiences of the investigator.

This model, along with the criteria, should serve several functions:

1. as a pattern or guide for school systems interested in changing their process of curriculum development. This may be done
 - a. by following the guidelines and recommendations from curriculum experts and
 - b. utilizing the methods and procedures employed by school systems noted for effective programs.
2. as an instrument for testing in school systems interested in evaluating their present programs in curriculum development.
3. as a means for developing testable hypotheses in the area of curriculum development.

4. as a replicative vehicle to be used by other investigators interested in carrying out similar studies to the one being reported.

Variables

The model consists of three major variables which should be taken into account when investigating the curriculum development processes. Only those variables most pertinent to this study will be considered. These major variables are; 1) persons, 2) social forces and 3) the design and planning tasks.

The variables will be defined and lines of relationships will be indicated in the various figures in the overall model.

Persons.--This variable is defined as all individuals involved in curriculum development from goal-setting to implementation. Included are status leaders and participators. The participators--teachers, administrators, students, board members, parents, citizens and others--are often leaders also, both status and emergent. The person dimension was most obvious during the test of the criteria in the school systems. In one case, especially, strong and effective leadership in curriculum development exerted by an individual who left one of the sample schools several years ago was still very evident in the way the program was carried out when this study was made.

Social forces.--This variable is considered to be all those factors affecting the curriculum planning which encompass such areas as, 1) beliefs and mores, both of individuals and groups; 2) finances

and economy, such as school tax valuation, ability of a community to pay and the general financial picture in the community and in the nation; 3) stages in technology; and 4) domestic as well as international problems, poverty, riots, cold wars, etc.

The design and planning tasks.--This involves the methods employed to plan the curriculum. Procedures for goal-setting, implementation and evaluation of the curriculum and its development are at least three aspects of this variable.

The criteria in the list identified in this study are all related to one or more of the three major variables defined above.

The model

Figure 6-1 illustrates the three major variables and their interrelationships. The effect that both persons and social forces have upon each other is indicated as well as the composite effect they have upon the third variable, design and planning tasks. In this diagram examples of some of the criteria from this study and their placement in the model are shown.

Figure 6-2 is a systems model indicating the inputs, persons and social forces, upon the "Black Boy," the design and planning tasks. Eventually the interaction of the inputs upon the "Black Boy" results in a new curriculum followed by implementation and evaluation. A feedback loop originating at any point in the process is illustrated.

FIGURE 6-1

THE RELATIONSHIP OF THE CRITERIA IDENTIFIED
IN THIS STUDY TO THE THREE MAJOR VARIABLES

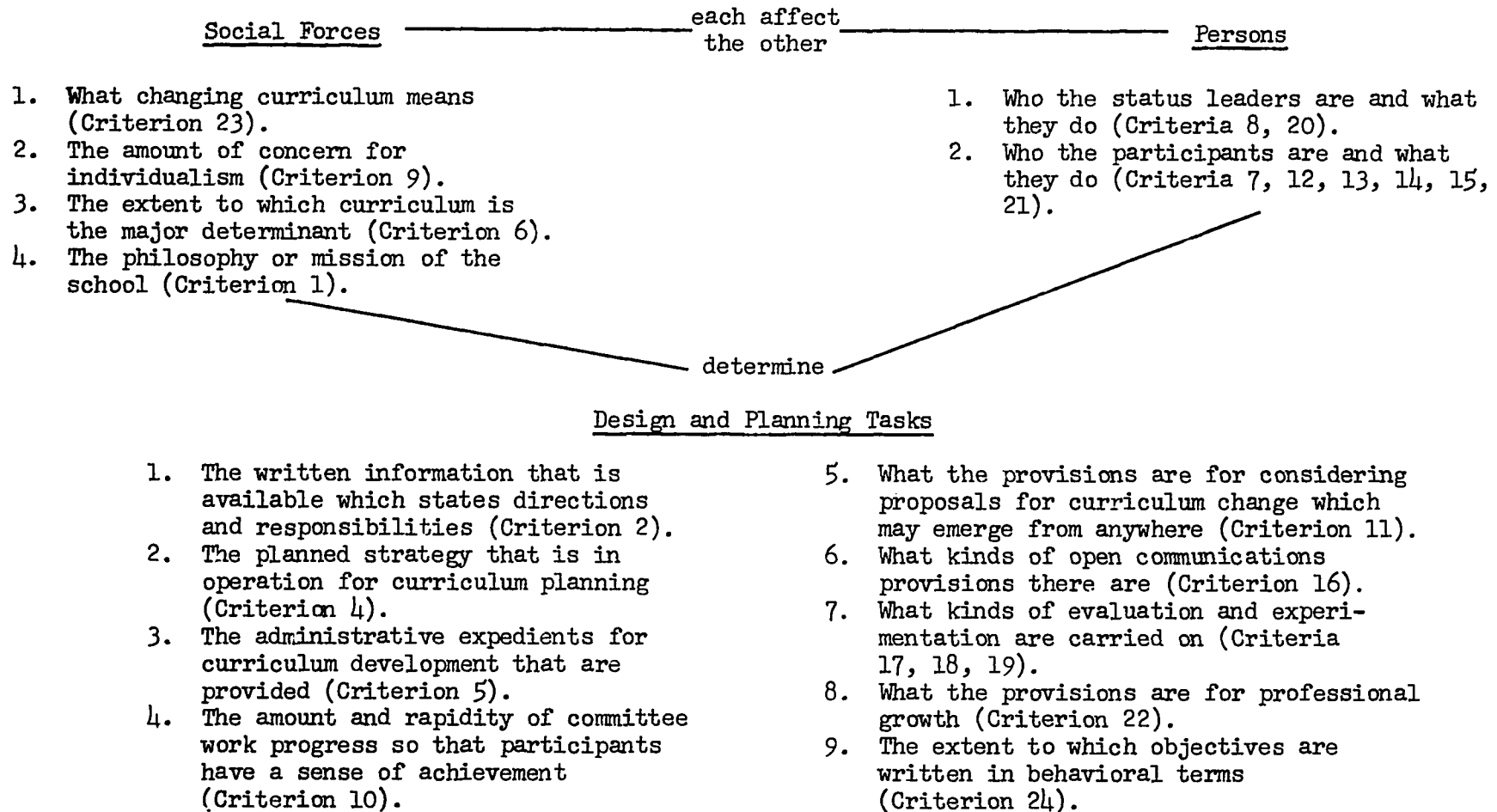
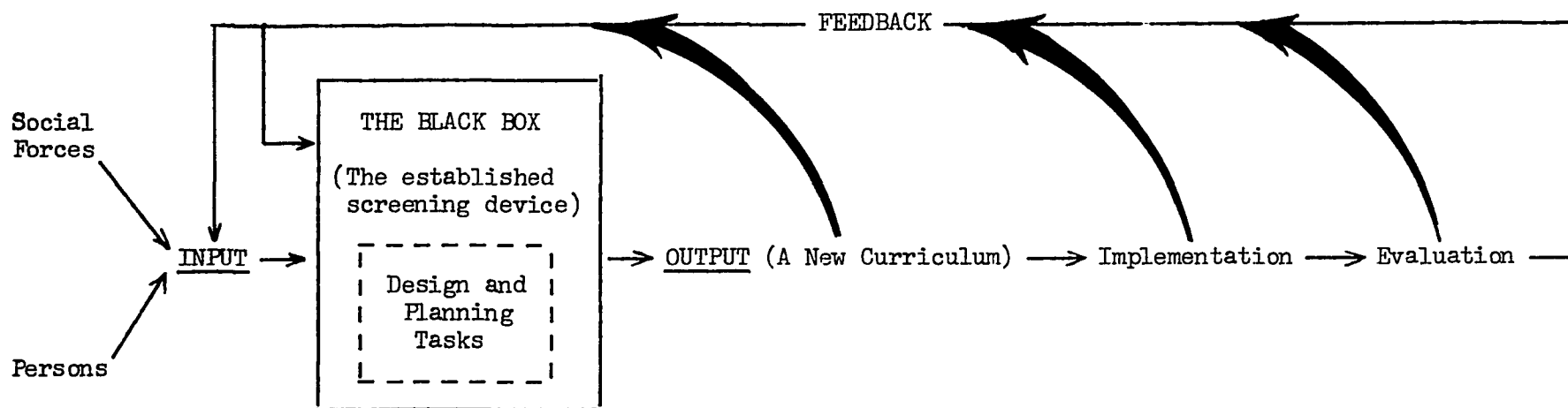


FIGURE 6-2
A SYSTEMS CONCEPT FOR
THE PROCESS OF
CURRICULUM DEVELOPMENT



Several examples are given in Figure 6-3 indicating ways in which the system may be "short-circuited" by social forces or persons with such immediate power that the established route is not taken, certainly a prime cause of problem areas in curriculum development. Other powers to be considered could be a board of education or superintendent who "ram through" a change without following the strategy outlined.

Application of the Model

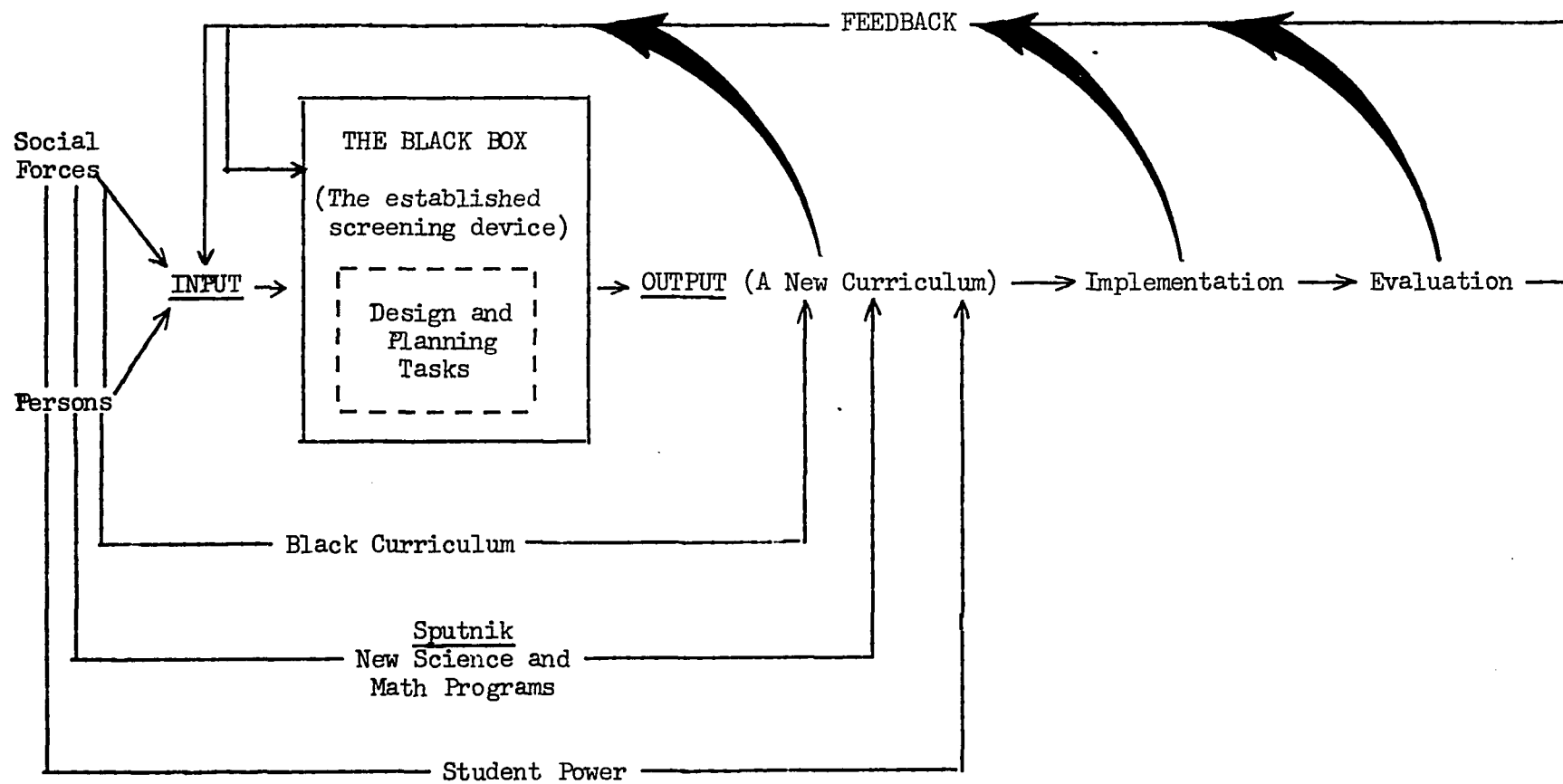
Integral to an application or interpretation of the model are the criteria used in the study. It was from these criteria that the model was derived. Following are the criteria categorized according to the three major variables; person, social forces and design and planning tasks. Criterion 7, which dealt with the need for a central coordinating curriculum committee, has been removed. This criterion did not prove its cruciality and importance during the test as did the others.

Persons

1. One specific person on the central administrative staff must be responsible for coordinating all curriculum and instructional planning and evaluation.
2. Effective status leadership must be evident at all levels of curriculum development. A leader is thought of as one who moves the group under his responsibility towards mutually agreed upon goals.

FIGURE 6-3

A SYSTEMS CONCEPT FOR
THE PROCESS OF
CURRICULUM DEVELOPMENT
WITH VARIATIONS



3. Emergent leadership which helps to clarify goals should be encouraged.
4. Citizens groups should be encouraged to participate in the development of goals for the school curriculum.
5. The board of education should translate the curriculum goals into operational policies.
6. The school staff should be responsible for the design, development, and implementation of the curriculum.
7. Provisions should be made for all professional staff to have an opportunity to participate in some capacity in curriculum planning at appropriate points in the development activities.

Social forces

1. There must be a clear statement of the philosophy (mission) of the school.
2. School organization and instructional patterns and facilities should be determined by the curriculum rather than vice-versa.
3. Individualism should be encouraged. For example, 1) The individual school is considered the basic operational and planning unit for curriculum improvement. The central office may encourage and aid the staff of each building to develop curriculums adapted to their particular community and pupils, 2) Individual teaching styles may also be encouraged within the framework of established criteria.
4. Curriculum improvement should be viewed as a change in attitudes, perceptions, values, understandings and skills of the staff as well as a change in the educational program.

Design and planning tasks

1. Written information must be available which clearly states the directions and/or responsibilities for individuals and committees appointed to do work in curricular areas.
2. A planned strategy must be established for curriculum planning which specifies a sequence of steps or tasks as well as a time table for curriculum planning and evaluation covering all aspects from goals to means for implementation.
3. Administrative expedients for curriculum development must be provided, such as released time, physical facilities, appropriate materials, clerical help and discretionary funds.
4. Provisions must be made for considering proposals for curriculum improvement which may emerge from anywhere in the school system or community.
5. Provision must be made for studying the learners' needs as an integral phase in the improvement of curriculum and instruction.
6. Provisions must be made for professional growth of staff members through such activities as attendance at local and national conferences, school visits, the study of new materials and in-service programs in developing skills in curriculum improvement.
7. Experimentation and action research should be employed as integral parts of the curriculum improvement process.
8. An evaluation must be carried on to determine the effectiveness of the curriculum planning.

9. The curriculum tasks to be done should be understood by the respective groups and committees.
10. The work of curriculum committees must progress rapidly enough to help all participants gain a sense of achievement.
11. Open communication, both oral and written, should provide for reactions from all concerned groups and individuals.
12. Objectives for the learner should be written in behavioral terms in all subject areas.

Using the model to diagnose problems

The interrelationship among the three variables is considered the process. Any one of these variables can be considered to be the cause of an ineffectual process. A school system which is concerned with problems in the curriculum development processes might utilize the model concept formulated in this study. A preliminary assessment might be made in an attempt to discover which of the three areas (persons, social forces or design and planning tasks) is possibly responsible. This assessment could be performed by using the criteria as presented in this chapter as an evaluative and diagnostic instrument.

Figure 6-1 describes the relationship that the person and social forces variables have on determining the design and planning tasks. The problems are most likely to show up in the design and planning tasks and consequently when an assessment is performed careful consideration should be given to persons and social forces because of the factors they play in determining the third variable.

Using the model to establish a new
process of curriculum development

The three dimensions discussed previously become essential to any consideration of establishing a new curriculum development process. In most cases where a new program is desired there are already some procedures being followed. This involves changing what exists and is best accomplished by assessing the present program as suggested in the previous section. The criteria would serve as an instrument for this survey. Failure to meet one or more of these criteria would signal the areas where the change should be effected. An examination of what already exists in each of the three dimensions of the model would indicate areas of strength and weakness.

For the less frequent situation that exists when a school system is newly created, with no procedural precedents, the use of the model and the criteria serve as a blueprint rather than as an evaluative instrument. Purposeful effort should be made to build and establish a process for curriculum development in line with the concept as presented in the model. A careful study by individuals and committees using the model concept would be necessary in an attempt to fashion and develop the design and planning tasks; to involve the significant people; and to understand and utilize the relevant social forces.

SELECTED BIBLIOGRAPHY

Books

- Aiken, Wilford M. The Story of the Eight Year Study. New York: Harper & Bros., 1942. Pp. 157.
- Alberty, Harold and Associates. How to Improve the High School Curriculum. Columbus: The Ohio State University, 1959. Pp. iv + 86.
- Anderson, Vernon E. Principles and Procedures of Curriculum Improvement. New York: The Ronald Press Co., 1956. Pp. x + 468.
- Bagley, William C. Education and Emergent Man. New York: Thomas Nelson and Sons, 1934. Pp. xiv + 238.
- Beauchamp, George A. Curriculum Theory. 2nd ed. Wilmette, Illinois: Kagg Press, 1968. Pp. x + 186.
- Berman, Louise M. New Priorities in the Curriculum. Columbus: Chas. E. Merrill Publishing Co., 1968. Pp. xii + 241.
- Bloom, Benjamin S.; Davis, Allison; and Hess, Robert. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart and Winston, 1965. Pp. 179.
- Bobbit, Franklin. How to Make a Curriculum. Boston: Houghton Mifflin, 1924. Pp. 292.
- Bruner, Jerome S. The Process of Education. Cambridge: Harvard University Press, 1960. Pp. xvi + 97.
- Caswell, Hollis L. and Associates. Curriculum Improvement in Public School Systems. New York: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. x + 462.
- Center for the Study of Instruction, National Educational Association. Rational Planning in Curriculum and Instruction--Eight Essays. Washington: National Education Association, 1967. Pp. 203.
- Coleman, James S.; Campbell, Ernest Q.; Hobson, Carol J.; McPartland, James; Mood, Alexander M.; Weinfeld, Frederic D.; and York, Robert L. Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office, Health, Education and Welfare, 1966. Pp. vi + 737.

- Combs, Arthur W., chairman. Perceiving, Behaving, Becoming. 1962 Yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, 1962. Pp. viii + 256.
- _____. The Professional Education of Teachers. Boston: Allyn and Bacon, Inc., 1965. Pp. x + 134.
- Cremin, Lawrence A. The Transformation of the School. New York: Alfred A. Knopf, Inc., 1961. Pp. xi + 387 + xxiv.
- Dewey, John. The Child and the Curriculum. Chicago: The University of Chicago Press, 1902. Pp. 40.
- Gage, N. L., ed. Handbook of Research on Teaching. Chicago: Rand McNally & Co., 1963. Pp. 1218.
- Goodlad, John I. The Changing School Curriculum. New York: The Fund for the Advancement of Science, 1966. Pp. 122.
- _____. Planning and Organizing for Teaching. Project on the Instructional Program of the Public Schools. Washington, D.C.: National Education Association, 1963. Pp. 190.
- Goslin, David A. The School in Contemporary Society. Glenview, Illinois: Scott Foresman, 1965. Pp. 173.
- Gwynn, J. Minor, and Chase, John B., Jr. Curriculum Principles and Social Trends. 4th ed. New York: The Macmillan Company, 1969. Pp. x + 661.
- Harris, Chester W., ed. Encyclopedia of Educational Research. 3rd ed. New York: Macmillan Co., 1960. Pp. xxix + 1564.
- Herrick, Virgil E., and Tyler, Ralph W., eds. Toward Improved Curriculum Theory. Chicago: University of Chicago Press, 1950. Pp. vi + 124.
- Judd, Charles H., ed. School Survey Grand Rapids, Michigan--1916. Grand Rapids: White Printing Co., 1916. Pp. 510.
- _____. Survey of the St. Louis Public Schools. Yonkers-on-Hudson. New York: World Book Co., 1918. Pp. 359.
- Kaplan, Abraham. The Conduct of Inquiry. San Francisco: Chandler Publishing Co., 1964. Pp. xix + 428.
- Koopman, G. Robert. Curriculum Development. New York: The Center for Applied Research in Education, Inc., 1966. Pp. viii + 120.
- _____; Miel, Alice; and Misner, Paul J. Democracy in School Administration. New York: D. Appleton-Century Co., 1943. Pp. xv + 330.

- Krug, Edward A. Curriculum Planning. New York: Harper & Bros. Publishers, 1950. Pp. xi + 306.
- McGuffey, William Holmes. McGuffey's Fifth Eclectic Reader. 1879 ed. New York: The New American Library of World Literature Inc., 1962. Pp. xx + 364.
- McNally, Harold J.; Passow, A. Harry; and Associates. Improving the Quality of Public School Programs. New York: Teachers College Press, 1960. Pp. xvii + 331.
- Miel, Alice. Changing the Curriculum. New York: Appleton-Century-Crofts, Inc., 1946. Pp. xii + 242.
- National Education Association. Profiles of Excellence. Washington, D.C.: National Education Association, 1966. Pp. 126.
- National Study of Secondary School Evaluation. Evaluative Criteria for Junior High Schools. Washington, D.C.: National Study of Secondary School Evaluation, 1963. Pp. v + 330.
- Parker, John Cecil, and Rubin, Louis J. Process as Content. Chicago: Rand McNally & Co., 1966. Pp. 66.
- Report of the National Advisory Commission on Civil Disorders. Otto Kerner, chairman. New York: Bantam Books, 1968. Pp. xxv + 609.
- Robison, Helen, ed. Precedents and Promises in the Curriculum Field. New York: Teachers College Press, 1966. Pp. vii + 111.
- Saylor, Galen J. Factors Associated with Participation in Cooperative Programs of Curriculum Development. New York: Bureau of Publications, Teachers College Columbia University, 1941. Pp. xiv + 255.
- Second Annual Report of the Board of Education Together with the Second Annual Report of the Secretary of the Board. Horace Mann, secretary of the board. Boston: Dutton and Wentworth, State Printers, 1839. Pp. 79.
- Short, Edmund C., and Marconnit, George D., eds. Contemporary Thought on Public School Curriculum--Readings. Dubuque: Wm. C. Brown Co. Publishers, 1968. Pp. xxviii + 369.
- Smith, B. Othanel; Stanley, William O.; and Shores, J. Harlan. Fundamentals of Curriculum Development. Yonkers-on-Hudson, New York: World Book Co., 1957. Pp. xvi + 685.
- Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace & World, Inc., 1962. Pp. xiv + 526.

- Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1950. Pp. 83.
- VanDalen, Deobold B. Understanding Educational Research. New York: McGraw Hill, 1962. Pp. 432.
- Whipple, Guy M., ed. The Seventeenth Yearbook of the NSSE. Third Report of the Commission on Economy of Time in Education, Part I. Bloomington, Illinois: Public School Publishing Co., 1918. Pp. 192.
- Wilhelms, Fred T., ed. Evaluation As Feedback and Guide. 1967 Yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, 1967. Pp. viii + 283.
- Wilson, Elizabeth C. "A Model for Action." Rational Planning in Curriculum and Instruction--Eight Essays. Washington, D.C.: National Education Association, Center for the Study of Instruction, 1967. Pp. 193.
- Wilson, L. Craig; Byar, T. Madison; Shapiro, Arthur S.; and Schell, Shirley H. Sociology of Supervision. Boston: Allyn & Bacon, Inc., 1969. Pp. xx + 394.

Bulletins and Monographs

- Bishop, Leslee J. Collective Negotiations in Curriculum and Instruction: Questions and Concerns. Washington, D.C.: Association for Supervision and Curriculum Development, 1967. Pp. iv + 22
- Commission on the Reorganization of Secondary Education. Cardinal Principles of Secondary Education. Washington D.C.: U.S. Government Printing Office, 1928. Pp. vii + 27.
- Gilchrist, Robert, chairman. Using Current Curriculum Developments. A Report of ASCD's Commission on Current Curriculum Developments. Washington, D.C.: Association for Supervision and Curriculum Development, 1963. Pp. viii + 117.
- Gordon, Ira, chairman and editor. Theories of Instruction. Commission on Instructional Theory. Washington, D.C.: Association for Supervision and Curriculum Development, 1968. Pp. xi + 44.
- Leeper, Robert R., ed. Curriculum Change: Direction and Process. Addresses at the 21st ASCD Annual Conference. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1966. Pp. vii + 59.
- Michigan Education Association. Michigan Public School District Data--1968-1969, Pupil Membership, Staffing, State Equalized Valuation and Millage. Lansing: Michigan Education Association. 1969. Pp. xvii + 67.

Raths, James, and Leeper, Robert, eds. The Supervisor: Agent for Change in Teaching. Papers from the 11th Curriculum Research Institute. Washington, D.C.: Association for Supervision and Curriculum Development, 1966. Pp. ix + 127.

Periodicals

Bishop, Leslee J. "The Systems Concept." Educational Leadership, XXIV (May, 1967), 676.

Bronfrenbrenner, Urie. "The Split Level American Family." Saturday Review, (October 7, 1967), pp. 60-66.

Caswell, Hollis L. "The Generalist--His Unique Contribution." Educational Leadership, XXIV (December, 1966), 213-15.

Duncan, James K., and Frymier, Jack R. "Explorations in the Study of Curriculum." Theory Into Practice, VI (October, 1967), 180-99.

Gould, Samuel B. "The Teacher's Impact on the Curriculum." School and Society, 88 (April 9, 1960), 175-78.

"The Growing Dimensions of International Education in the United States." Phi Delta Kappan, XLIX, No. 4 (December, 1967), 167-240.

Harrell, Roger, and Nelson, Goerge. "Criteria of a Model Secondary School." Educational Leadership, XXV (December, 1967), 257-261.

Harrington, John H. "The Curriculum Guide's Weakest Link." Educational Leadership, XXV (February, 1968), 437-39.

Johnson, Mauritz, Jr. "Definitions and Models in Curriculum Theory." Educational Theory, XVII (April, 1967), 127-40.

Kelley, Jean A. "Criteria for Innovation." Educational Leadership, XXV (January, 1968), 304-307.

Miller, William C. "Curriculum Generalist--A Vanishing Breed?" Educational Leadership, XXIV (December, 1966), 226-230.

Moser, Robert P. "The Leadership Patterns of School Superintendents and School Principals." Administration Notebook, VI (September, 1957), 4.

Phillips, Claude S., Jr. "World Affairs in Secondary Education: A Sample Survey." Michigan Journal of Secondary Education, VIII (Fall, 1966), 32-42.

- Rubin, Louis J. "Synergetics and the School." Teachers College Record, LXVIII (November, 1966), 127-34.
- Scott, Harry V. "Comparing Curriculum Proposals." Educational Leadership, XXV (December, 1967), 242-48.
- Shane, Harold G., and Shane, June G. "Future-Planning and the Curriculum." Phi Delta Kappan, XLIX, No. 7 (March, 1968), 372-77.
- Sizer, Theodore R. "Reform Movement or Panacea." Saturday Review, 48, June, 1965, pp. 52-54, 72.
- Tebbel, John. "People and Jobs." Saturday Review, December 30, 1967, pp. 8-12.
- Tillman, Rodney. "Curriculum Generalist As a Catalyst for Improving Instruction." Educational Leadership, XXIV (December, 1966), 231-34.
- Young, William F. "Curriculum Generalist In the Current Scene." Educational Leadership, XXIV (December, 1966), 235-38.

Unpublished Materials

- Beauchamp, George A. "Progress in Curriculum Theory 1960-1965." Mimeographed: a paper presented at the Annual Conference of the AERA, Chicago, 1965.
- Davenport, James A. "Perceived Institutional and Self Role Expectations of Hackensack Teachers." Unpublished Doctor's Dissertation, Teachers College, Columbia University, 1964. Pp. xiii + 160.
- Gentry, Robert G., "A Descriptive Study of Quality Schools to Determine Effective Procedures for Curriculum Development." Unpublished Doctor's Dissertation, Northern Illinois University, DeKalb, Illinois, 1967, pp. 204.
- Macdonald, James B. "Curriculum Theory: Problems and a Prospectus." Mimeographed: speech delivered at Professors of Curriculum meeting, Miami Beach, Florida, April 3, 1964, p. 17.
- Vermeulen, Robert. "A Study of a Selected Manpower Development Training Act Program for Training Adults." Unpublished Doctor's Dissertation, Western Michigan University, Kalamazoo, Michigan, October, 1968. Pp. vi + 178.

APPENDIX A

The Original Criteria and Bibliographical Sources

Criteria for the Process of
Curriculum Development

1. There is a clear statement of the philosophy of the school.
2. Written information is available which clearly states the expectations and duties for individuals and committees appointed to do work in curricular areas.
3. A planned strategy is in operation which establishes a sequence of steps or tasks as well as a time table for curriculum planning and evaluation covering all aspects from goals to means for implementation.
4. Administrative expedients for curriculum development are provided, such as released time, physical facilities, appropriate materials, clerical help and discretionary funds.
5. School organization and instructional patterns and facilities are determined by the curriculum rather than vice-versa.
6. There is a central curriculum committee for the school district which consists of professional representatives of every school level and which is responsible for coordinating all curriculum development decisions.
7. One specific person on the central administrative staff is responsible for coordinating all curriculum and instructional planning and evaluation.
8. Individualism is encouraged. For example, 1) The individual school is considered the basic operational and planning unit for curriculum improvement. The central office may encourage and aid the staff of each building to develop curriculums adapted to their particular community and pupils, 2) Individual teaching styles may also be encouraged within the framework of established criteria.
9. The curriculum tasks to be done are clearly understood by the groups and committees assigned such responsibilities.
10. The work of curriculum committees progresses rapidly enough to help all participants gain a sense of achievement.
11. Provisions are made for considering proposals for curriculum improvement which may everge from anywhere in the school system or community.
12. Citizens groups are encouraged to participate in the development of goals for the school curriculum.

13. The board of education translates the curriculum goals into operational policies.
14. The school staff is responsible for the design, development, and implementation of the curriculum.
15. Provisions are made for all professional staff to participate in some capacity in curriculum development.
16. Open communication, both oral and written, provides for reactions from all concerned groups and individuals.
17. Provision is made for studying the learners' needs as an integral phase in the improvement of curriculum and instruction.
18. Experimentation and action research are employed as integral parts of the curriculum improvement process.
19. An evaluation is carried on to determine the effectiveness of the curriculum planning..
20. Effective status leadership is evident at all levels of curriculum development. A leader is thought of as one who moves the group under his responsibility towards mutually agreed upon goals.
21. Emergent leadership which helps to clarify goals is encouraged.
22. Provisions are made for professional growth of staff members through such activities as attendance at local and national conferences, school visits, the study of new materials and in-service programs in developing skills in curriculum improvement.
23. The school system views curriculum improvement as a change in attitudes, perceptions, values, understandings and skills of the staff as well as a change in the educational program.
24. Objectives for the learner are written in behavioral terms in all subject areas.

Sources from which
the Criteria Were Derived

Anderson, Vernon E. Principles and Procedures of Curriculum Improvement. New York: The Ronald Press Co., 1956. Pp. x + 468.

Beauchamp, George A. Curriculum Theory. 2nd ed. Wilmette: Kagg Press, 1968. Pp. x + 186.

Gentry, Robert Grant. "A Descriptive Study of Quality Schools to Determine Effective Procedures for Curriculum Development." Northern Illinois University, DeKalb, 1967. Pp. 204.

- Goodlad, John I. Planning and Organizing for Teaching (Project on the Instructional Program of the Public Schools). Washington, D.C.: National Education Association, 1963. Pp. 190.
- Harrington, John H. "The Curriculum Guide's Weakest Link." Educational Leadership, XXV, No. 5 (February, 1968), 437-39.
- Harwell, Roger and Nelson, George. "Criteria of a Model Secondary School." Educational Leadership, XXV, No. 3 (December, 1967), 257-261.
- Herrick, Virgil E. and Tyler, Ralph W., eds. Toward Improved Curriculum Theory. Chicago: The University of Chicago Press, 1950. Pp. vi + 124.
- Kelley, Jean A. "Criteria for Innovation." Educational Leadership, XXV (January, 1968), 304-307.
- Krug, Edward A. Curriculum Planning. New York: Harper and Bros. Publishers, 1950. Pp. xi + 306.
- McNally, Harold J.; Passow, A. Harry; and Associates. Improving the Quality of Public School Programs. New York: Teachers College Press, 1960. Pp. xvii + 331.
- National Study of Secondary School Evaluation. Evaluative Criteria for Junior High Schools. Washington, D.C.: 1963. Pp. v + 330.
- Saylor, J. Galen, and Alexander, William D. Curriculum Planning for Modern Schools. New York: Holt Rinehart and Winston, Inc., 1966. Pp. x + 534.
- Scott, Harry, V. "Comparing Curriculum Proposals." Educational Leadership, XXV, No. 3 (December, 1967), 242-248.
- Taba, Hilda. Curriculum Development, Theory and Practice. New York: Harcourt Brace and World, Inc., 1962. Pp. xiv + 526.
- Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1950. Pp. 83.

APPENDIX B

Pertinent Material Sent to the Jurors
For Evaluating the Criteria

Letter of request
Letter accompanying instructions
Instructions

WESTERN MICHIGAN UNIVERSITY

School of Education
Department of School Services

Kalamazoo, Mich.
49001

Dear

Dr. Dorothy McCuskey, a member of my doctoral committee, has recommended you to me. I would like to ask you to assist me in one phase of my dissertation. Presently I am enrolled in the program in Educational Leadership at Western Michigan University. My area of specialty is school curriculum.

My dissertation will center around the building of a model for the process of developing curriculum, which will result from an analysis of the curriculum process as practiced in three Michigan school districts. Criteria to be used in this analysis and in the selection of the school sample will be taken from the literature. In developing this list two standards will be used; the criteria must be crucial and observable.

Here is where I would like your assistance. In order to give this list of criteria some worth and authority it is to be submitted to a jury of six persons who are noted for their work in curriculum development. I would like to ask you to consider being one of these jurors. This group will be asked to rank approximately twenty selected criteria and to comment, if they wish, on any changes deemed necessary. This list is now in a working stage and should be finalized within the next several weeks. It is intended that the items will be carefully and succinctly stated so as to avoid ambiguity. Each will be two or three sentences in length and I would estimate that the task will take less than twenty-five minutes time unless an evaluator would care to go into further detail.

I will be awaiting a reply at your earliest convenience. A self-addressed postcard is enclosed.

Sincerely,

Jack J. Wickert
Department of School Services

Enclosure

WESTERN MICHIGAN UNIVERSITY

School of Education
Department of School Services

Kalamazoo, Mich.
49001

Dear

Thank you for offering to serve as a juror for this most important phase of my dissertation. Instructions and a short summary of the study are enclosed. The list of criteria is also included as well as a stamped, self-addressed envelope for the return of the material.

I have made every attempt to give instructions that are clear and unambiguous so that it would be possible for you to carry out this task as expeditiously as possible. Should it be that you have a question about some point that I have not made clear, feel free to call me collect at AC 616--383-1997.

Perhaps I will be able to meet you personally next March at ASCD and share the progress of my work with you.

Sincerely,

Jack J. Wickert

Enclosures

INSTRUCTION TO JURORS FOR
EVALUATING THE CRITERIA

1. Please rank each criterion by placing a numeral (1-5) in the left margin in the space provided. Please use the following scale:
 - 1--Most crucial in all cases
 - 2--Important
 - 3--Desirable in most cases--but not a must
 - 4--Less desirable than #3--not necessary
in most cases
 - 5--Should not be included
2. Following each criterion is a space for comments. If you so desire give any reaction you have to the statement as written.
3. On the last page there is a place for any additional criteria you believe should be included in the list.
4. After completing the evaluation of these criteria please enclose the completed copy marked "to be returned" in the envelope provided.

Thank you again for your assistance.

Jack Wickert

APPENDIX C

Pertinent Material Sent to the Jurors
For Selecting the Sample School Systems

Letter of request
Instructions
Response sheet

WESTERN MICHIGAN UNIVERSITY

School of Education
Department of School Services

Kalamazoo, Mich.
49001

Dear

Presently I am a candidate for the Doctor of Education degree in Educational Leadership at Western Michigan University. In my dissertation I plan to formulate criteria for the curriculum development process, apply these guidelines in three Michigan school systems and then develop an action model for curriculum development.

As a part of my study I will be using a system of jurors and I would like to ask you to serve in this capacity. The jurors will be representative of the several state universities, the State Department of Education and the North Central Accreditation Association. Their task will be to assist me in identifying three Michigan school districts for my sample.

Professor Dorothy McCuskey has suggested you as an expert judge of those school systems in Michigan that have curriculum practices which would follow the guidelines I have set up for selecting the sample. These guidelines and other information are included in the accompanying material.

Also included is a self-addressed, stamped envelope and a form that can be completed with the names of the schools. If you should be unable to assist me in this endeavor at this time, there is a place on the return form to so indicate.

Thank you for any consideration and help you can give me in this matter.

Sincerely,

Jack J. Wickert

Enclosures

INSTRUCTION FOR JURORS
FOR SELECTING THE SCHOOLS

The sample school districts are to be in Michigan and should be schools whose curriculum development processes are considered to be effective and in keeping with recognized "good and worthwhile" practices.

Some basic guidelines that might be followed in selecting the school districts are:

- 1) Schools that involve staff and the community in planning
- 2) Schools that have trained leadership for curriculum improvement
- 3) Schools whose curriculum organization reflects the goals and purposes of the school
- 4) Schools where evaluation is considered an integral part of curriculum improvement
- 5) Schools where the effectiveness of the curriculum program is evidenced in the quality of instruction

From a list of five school systems submitted by each of six jurors it is intended that a final selection of three districts can be made from those where there is some consensus. If permission is secured from the three districts for an analysis of their program I will spend a week in each system in an attempt to test the list of criteria formulated in Step I of my study. I will be attempting to ascertain congruencies and discrepancies between what actually exists and what authorities in curriculum are saying should be.

From this information a model is to be developed which should serve as a guide to school systems that wish to change their curriculum development procedures.

What you can do for me

Please list on the attached form five school districts in Michigan whose curriculum procedures in your estimation most closely approximate the guidelines listed above.

Thank you.

Jack Wickert

The following school districts meet the established selection criteria.

Signed _____ Date _____

_____ Sorry, I am unable to act as a juror at this time.

Send to: Jack Wickert
Department of School Services
Western Michigan University
Kalamazoo, Michigan 49001

APPENDIX D

Letter to Superintendents Requesting
Permission for the Study

WESTERN MICHIGAN UNIVERSITY

School of Education
Department of School Services

Kalamazoo, Mich.
49001

Dear

Presently I am enrolled in the doctoral program in Educational Leadership at Western Michigan University. As part of the requirements for graduation I am now involved in the dissertation phase which is a study of the process of curriculum development.

An essential stage in the dissertation is a test of a list of twenty-four criteria for developing curriculum. This test is to be carried out in three Michigan school districts selected on the basis of having exemplary curriculum programs. Seven jurors were asked to nominate school systems which most nearly met a set of established guidelines. Your school system was one of the three school systems selected.

The criteria have been developed from the literature and have met the test of being crucial, observable and functional by a set of curriculum experts from throughout the country. In order to test these "theoretical" criteria in practice it is planned that I, the principal investigator, will spend several days in each of the three school districts interviewing significant persons in the curriculum and instructional program, observing curriculum meetings and examining written materials, such as board policies, teachers' handbooks, curriculum guides and courses of study, committee minutes and memorandums.

May I ask you to consider my request. I will be calling your office within the next week to discuss the possibility of such a study in your school district.

Sincerely,

Jack J. Wickert

APPENDIX E

Instruments

Name of Interviewee: _____

School _____ Date _____

INTERVIEW SCHEDULE

Superintendent or Assistant Superintendent

Criterion 4. Is a planned strategy in operation which establishes steps and tasks for curriculum planning?

No _____ Yes _____ * Uncertain or to some extent _____

*If yes, is there also such a planned strategy for curriculum and program evaluation?

No _____ Yes _____ * Uncertain or to some extent _____

*If yes, would you say that your staff understands that such a strategy is in operation?

No _____ Yes _____

If yes to both the above, is this plan actually followed in your curriculum planning?

No _____ Yes _____ To some extent _____

Is there a time table to be followed for curriculum planning?

No _____ Yes _____ To some extent _____

Is there a time table to be followed for curriculum evaluation?

No _____ Yes _____

____:____:____:____:____:____

Criterion 5. Which of the following expedients are provided for curriculum development?

Released time _____ Clerical help _____ Physical facilities _____

Discretionary funds _____ Other _____

____:____:____:____:____:____

Criterion 6. Which of these statements would be most appropriate to your school system?

_____ The curriculum usually determines such things as the school organizational arrangements, facilities available and instructional procedures.

_____ It is often necessary to modify the curriculum in order to fit existing situations.

____:____:____:____:____:____:____

Criterion 7. (If there is a central curriculum committee--all-school)
How do you view the responsibility of the committee?

____:____:____:____:____:____:____

Criterion 8. (If there is one specific person appointed to be responsible for curriculum and instruction)
How do you view the role and responsibilities of the person responsible for curriculum and instruction?

____:____:____:____:____:____:____

Criterion 9. Do you consider each individual school to be the basic operational and planning unit for curriculum improvement to the point that the central office encourages and assists the staffs of each building to develop curriculums and programs adapted to their particular community and pupils?

No _____ Yes _____ To some extent _____
Are individual teaching styles encouraged as long as they are within a framework of established criteria?

No _____ Yes _____ To some extent _____

____:____:____:____:____:____:____

Criterion 11. Is it possible for proposals for curriculum improvement to emerge from anywhere in the school system or community?

No _____ Yes _____* To some extent _____
 *If yes, how might such proposals be handled that emerge in the school system?

How might such proposals be handled that emerge in the community?

____:____:____:____:____:____:____

Criterion 12. Are citizens encouraged to participate in planning the curriculum?

No _____ Yes _____* To some extent _____
 *If yes, in what ways and to what extent?

____:____:____:____:____:____:____

Criterion 13. What is the role of the board of education in curriculum planning?

____:____:____:____:____:____:____

Criteria 14 and 15. Is there an opportunity for the teachers to participate in the curriculum planning at some point in the program?

No _____ Yes _____* To some extent _____
 *If yes, how do you see the role of the teacher in curriculum planning?

*If yes, how do you see the role of the principal in curriculum planning?

*If yes, what is the role of the central office staff in curriculum planning?

____:____:____:____:____:____:____

Criterion 16. What oral communication provisions are made to provide concerned groups and individuals with progress reports on curriculum changes?

What written communication provisions are made to provide concerned groups and individuals with progress reports on curriculum changes?

____:____:____:____:____:____:____

Criterion 18. Are experimentation and research encouraged as an integral part of the curriculum improvement process?

No ____ Yes ____* To some extent ____

*If yes, what might some examples of such research and experimentation be?

Is evaluation considered an integral part of the curriculum improvement process?

No ____ Yes ____ To some extent ____

____:____:____:____:____:____:____

Criterion 22. What provisions are made for the professional growth of the staff by the following:

School visits:

Attendance at conferences:

Study of new materials:

In-service:

Developing skills in curriculum development:

Other:

____:____:____:____:____:____:____

Criterion 23. What does changing curriculum mean to you?

Is it more than a change in program?

Do you see it affecting change in people?

____:____:____:____:____:____:____

Name of teacher _____

School _____ Date _____

INTERVIEW SCHEDULE

Teachers

Criterion 5. What expedients are provided for curriculum development, such as released time for curriculum work, physical facilities, clerical help and discretionary funds?

Released time _____ Clerical help _____ Physical facilities _____

Discretionary funds _____ Other _____

____:____:____:____:____:____

Criterion 6. Does the curriculum:

_____ usually determine such things as the organizational arrangements, facilities available and instructional procedures, *

_____ or is it often necessary to modify the curriculum in order to fit existing situations?

*If so, could you give me some examples?

____:____:____:____:____:____

Criterion 7. (If there is a central curriculum committee--all-school, secondary or elementary) How do you view the responsibility of the committee?

____:____:____:____:____:____

Criterion 8. (If there is one specific person appointed to be responsible for curriculum and instruction) How do you see the role and responsibilities of the person responsible for curriculum and instruction?

____:____:____:____:____:____

Criterion 9. Is the individual school considered to be the basic operational and planning unit for curriculum improvement to the extent that the central office encourages and assists the staffs of each building to develop curriculums and programs adapted to their particular community and pupils?

No _____ Yes _____

Are you encouraged to be individualistic in your teaching style and in classroom procedures?

No _____ Yes _____

____:____:____:____:____:____

Criterion 11. Is it possible for proposals for curriculum improvement to emerge from anywhere in the school system or community?

No _____ Yes _____*

*If yes, how might such proposals be handled that emerge from within the school?

*If yes, how might such proposals be handled that come from without?

____:____:____:____:____:____

Criteria 11 and 14. Do you feel encouraged to make curriculum recommendations?

No _____ Yes _____*

*If yes, how are these recommendations handled and what are the procedures you follow?

____:____:____:____:____:____

Criterion 15. Is all the staff encouraged to participate in some way in curriculum development?

No _____ Yes _____*
*If yes, in what ways?

____:____:____:____:____:____

Criterion 16. Do you receive communications regarding curriculum matters?

No _____ Yes _____
What opportunities do you have to react to what is happening in curriculum planning?

____:____:____:____:____:____

Criterion 17. What types of information concerning the learners' needs is available and is used in:

planning the curriculum?

planning the instruction?

____:____:____:____:____:____

Criterion 18. Are experimentation and research encouraged as an integral part of the curriculum improvement process?

No _____ Yes _____*
*If yes, what might some examples of such research and experimentation be?

Is evaluation (of new programs, curriculum and instruction) carried on regularly?

No _____ Yes _____

____:____:____:____:____:____

Criterion 23. What does changing curriculum mean to you?

____:____:____:____:____:____:____

Criterion 24. Do you use behavioral objectives in your lesson planning?

No ____ Yes ____

____:____:____:____:____:____:____

Name of Principal _____ Building _____
 School _____ Date _____

INTERVIEW SCHEDULE

Principal

Criterion 5. What expedients are provided for curriculum development, such as released time for curriculum work, physical facilities, clerical help and discretionary funds?

Released time _____ Clerical help _____ Physical facilities _____

Discretionary funds _____ Other _____

____:____:____:____:____:____:____

Criterion 6. Does the curriculum:

_____ usually determine such things as the school organizational arrangements, facilities available and instructional procedures,*

_____ or is it often necessary to modify the curriculum in order to fit existing situations?

*If so, could you give some examples?

____:____:____:____:____:____:____

Criterion 7. (If there is a central curriculum committee--all-school, secondary or elementary) How do you view the responsibility of the committee?

____:____:____:____:____:____:____

Criterion 8. (If there is one specific person appointed to be responsible for curriculum and instruction) How do you see the role of the person responsible for curriculum and instruction?

____:____:____:____:____:____:____

Criterion 9. Is the individual school considered to be the basic operational and planning unit for curriculum improvement to the extent that the central office encourages and assists the staffs of each building to develop curriculums and programs adapted to their particular community and pupils?

No____ Yes____

____:____:____:____:____:____:____

Criteria 14 and 15. Is there an opportunity for all of the professional staff to participate in the curriculum planning at some point in the program?

No____ Yes____*

*If yes, how do you see the role of the professional staff in curriculum development?

____:____:____:____:____:____:____

Criterion 17. What type of information concerning the learners' needs is available and is used in:

planning the curriculum?

planning the instruction?

____:____:____:____:____:____:____

Criterion 22. What provisions are made for the professional growth of the staff, such as:

attendance at conferences:

school visits:

study of new materials:

in-service:

developing skills in curriculum development:

Other:

::_:_:_:_:_:

Name of Interviewee: _____ Title, if any _____

Committee _____ Date _____

INTERVIEW SCHEDULE

Department Heads or Chairmen
of Curriculum Committees

Criterion 7. (If there is a central curriculum committee--all-school, secondary or elementary) How do you view the responsibility of the committee?

____:____:____:____:____:____:____

Criterion 8. (If there is one specific person appointed to be responsible for curriculum and instruction) How do you see the role and responsibilities of the person responsible for curriculum and instruction?

____:____:____:____:____:____:____

Criterion 9. Is the individual school considered to be the basic operational and planning unit for curriculum improvement to the extent that the central office encourages and assists the staffs of each building to develop curriculums and programs adapted to their particular community and pupils?

No _____ Yes _____

____:____:____:____:____:____:____

Criterion 3. Please describe what you see to be the tasks and responsibilities of the group you are heading up.

____:____:____:____:____:____:____

Criterion 10. Do you feel that the work of (your department) or
(your committee) progresses rapidly enough to give you and
other members a sense of personal achievement?

No ____ Yes ____

____:____:____:____:____:____:____

Criteria 14 and 15. Is there an opportunity for all of the profes-
sional staff to participate in the curriculum planning at some
point in the program?

No ____ Yes ____*

*If yes, how do you see the role of the professional staff in
curriculum development?

____:____:____:____:____:____:____

Criterion 18. Are experimentation and research encouraged as an
integral part of planning curriculum and instruction?

No ____ Yes ____

____:____:____:____:____:____:____

Criterion 24. To what extent are objectives for learners written in
behavioral terms?

____:____:____:____:____:____:____

School _____ Date _____

OBSERVATIONS

Curriculum Committee Meetings

IMPORTANT: Know what the written materials say about this committee.
Know what the superintendent and curriculum director say
about this committee.

Criterion 4. Is there a planned strategy?

Is there a time table?

____:____:____:____:____:____

Criterion 6. Are school organization and patterns determined by the
curriculum or vice-versa?

____:____:____:____:____:____

Criteria 2 and 7. Does it seem that the committee sees its respon-
sibilities as the written materials would indicate? as the
superintendent and curriculum director see it?

____:____:____:____:____:____

Criterion 9. Is individualism encouraged?

____:____:____:____:____:____

Criterion 3. Does this group seem to understand its task or is there confusion?

___:___:___:___:___:___:___

Criterion 10. Do things seem to move along fast enough to give participants a personal sense of achievement?

___:___:___:___:___:___:___

Criterion 17. Is there evidence that the learners' needs are studied?

___:___:___:___:___:___:___

Criterion 20. Is effective status leadership in evidence?

___:___:___:___:___:___:___

Criterion 21. Is there evidence of emergent leadership? Is it encouraged?

___:___:___:___:___:___:___

Criterion 23. Is there evidence that curriculum change is considered to be more than just a change in program?

___:___:___:___:___:___:___

Type of Material _____

School _____ Date _____

EXAMINATION

Of Written Materials

Criterion 1. Is a philosophy of the School stated?

____:____:____:____:____:____:____

Criterion 2. Are expectations and duties of individuals and committees appointed to do curriculum work clearly stated?

____:____:____:____:____:____:____

Criterion 4. Is there information regarding the steps involved in curriculum work--a planned strategy?

____:____:____:____:____:____:____

Criterion 5. What do the materials state regarding the administrative expedients provided?

____:____:____:____:____:____:____

Criterion 7. What do the materials have to say about the central curriculum committee?

____:____:____:____:____:____:____

Criterion 8. Are there job descriptions for the central staff? What is stated?

____:____:____:____:____:____:____

Criterion 9. Are there statements or policies which encouraged individualism?

____:____:____:____:____:____:____

Criterion 11. Are there statements which indicate that there are provisions for considering curriculum proposals from any source?

____:____:____:____:____:____:____

Criterion 12. What, if anything, is indicated regarding the citizens' role in curriculum development?

____:____:____:____:____:____:____

Criterion 13. What, if anything, is indicated regarding the board of education's role in curriculum?

____:____:____:____:____:____:____

Criterion 14. What, if anything, is indicated regarding the professional staff's role in curriculum development?

____:____:____:____:____:____:____

Criterion 15. Is it indicated that all staff members should have an opportunity to participate to some extent in curriculum development?

____:____:____:____:____:____:____

Criterion 16. Is there ample evidence that there is open (written) communication which provides for reactions from all concerned groups and individuals?

____:____:____:____:____:____:____

Criterion 17. What is stated regarding the learners' needs regarding curriculum planning?

____:____:____:____:____:____:____

Criterion 18. What is stated regarding experimentation and research?

____:____:____:____:____:____:____

Criterion 19. What is stated regarding evaluation of the curriculum planning?

____:____:____:____:____:____:____

Criterion 22. What is stated regarding the professional growth of the staff? Are statements made regarding attendance at professional meetings, school visits and in-service training? (Announcements of conferences, etc.)

____:____:____:____:____:____:____

QUESTIONNAIRE

Answered by Various Sub-Groups
In each School System

The purpose of this questionnaire is to measure your feelings about certain aspects of the curriculum and its development in your school system. Please rate the scale for each question. If you feel that your answer is very closely related to one end of the scale you should place your check mark as follows:

great extent X : __ : __ : __ : __ : __ : __ not at all

(or) great extent __ : __ : __ : __ : __ : __ : X not at all

If your response is only slightly related to one side as opposed to the other side mark the appropriate space toward the middle of the scale. If for some reason you are unable to react to a question check the box labeled "no comment."

IMPORTANT: Place your mark in the space, not on the boundaries. Do not sign your name. THANK YOU.

1. Do you feel that the central office encourages the staff of each building to develop curriculums adapted to their particular community and pupils?

great extent __ : __ : __ : __ : __ : __ : __ not at all

no comment __

2. Are teachers encouraged to teach in their own way?

great extent __ : __ : __ : __ : __ : __ : __ not at all

no comment __

3. Are the school organization and instructional patterns and facilities determined by the curriculum rather than vice-versa?

great extent __ : __ : __ : __ : __ : __ : __ not at all

no comment __

4. Are citizens encouraged to participate in the development of goals for the curriculum?

great extent __ : __ : __ : __ : __ : __ : __ not at all

no comment __

5. Do you write objectives for the learners in behavioral terms?

great extent ____:____:____:____:____:____:____ not at all

no comment ____

6. Do you feel that there are provisions for considering proposals for curriculum change which may emerge from anywhere in the school system or community?

great extent ____:____:____:____:____:____:____ not at all

no comment ____

7. Are there opportunities for all professional staff (teachers and administrators) to participate in some capacity in curriculum planning at appropriate points in the development activities?

great extent ____:____:____:____:____:____:____ not at all

no comment ____

8. Is there open communication which provides for reactions to curriculum change from all concerned groups and individuals?

great extent ____:____:____:____:____:____:____ not at all

no comment ____

9. Are provisions for studying the learners' needs an integral part of curriculum planning and instruction?

great extent ____:____:____:____:____:____:____ not at all

no comment ____

10. In curriculum meetings do you usually feel free and encouraged to help clarify ideas, ask questions and initiate ideas?

great extent ____:____:____:____:____:____:____ not at all

no comment ____

11. How rapidly do things move along in committees so as to give you a feeling that something is being accomplished?

moves along well ____:____:____:____:____:____:____ no progress

no comment ____

APPENDIX F

A Comparison of Several Representative School Districts on Several Factors

APPENDIX F

A COMPARISON OF SEVERAL REPRESENTATIVE
SCHOOL DISTRICTS ON SEVERAL FACTORS^a

School Systems (1)	Size (Est) Pupil Membership (2)	Pupil- Professional Employee Ratio (3)	State Equalized Valuation Per Pupil (4)	Millage- Operation, Debt Retire., Bldg. & Site (5)
Three Sample Schools				
A	36,000	21.4	\$15,148	35.97
B	17,844	21.0	8,533	32.70
C	5,200	23.1	13,673	29.70
Other Schools Nominated (Recd. 2 votes or more)				
D	9,300	18.1	20,199	38.94
E	21,000	17.1	38,654	23.65
F	19,185	16.7	23,637	32.58
G	32,525	19.3	17,390	27.60
H	15,010	22.1	12,556	26.25
I	8,169	12.9	22,996	29.38
Schools Not Nominated (Rep.)				
J	3,750	20.9	57,621	16.61
K	2,144	20.8	47,703	15.75
L	34,800	17.6	19,764	22.70
M	293,240	22.6	16,797	22.50
N	10,400	18.4	16,086	25.67

^aTaken from Michigan Education Association, Michigan Public School District Data--1968-1969, Pupil Membership, Staffing, State Equalized Valuation and Millage (Lansing: MEA, 1969), pp. xvii + 67. (by permission)

Column 4 in the Table may be interpreted as ability to pay; the greater the State Equalized Valuation per pupil the more able a community is to pay for education. Column 5 indicates the effort that was being put forth in millage levied, most of it is voted tax. The State Equalized Valuation for the entire State of Michigan was estimated in 1969-70 at \$15,647 per pupil. The three sample schools had S.E.V.'s per pupil reported in Column 4 of less than the state average. The state median for total millage levied by school districts was 24.48. Each of the sample schools had voted and allocated levies as indicated in Column 5 of more than the median. All three districts were below the state average in ability to pay but above the median amount for districts in effort extended.

When contrasting the ability and effort of School System A with School L, not nominated, of comparable size and with a higher ability to pay it may be noted that considerably less money was expended in Community L for educational purposes than in System A (35.97 mills in System A and 22.70 in System B). Other comparisons may be made among Systems B and C and representative districts with higher S.E.V.'s. In each case except one the millage levies in these representative districts were less than the median for all districts in the state.

School Systems D through I were nominated by two or more jurors for their exemplary curriculum practices. Most of them had S.E.V.'s larger than the state average, indicating more ability to pay than the three sample schools, but all six were expending more money for educational purposes than comparable districts. The data indicate that

districts known for effective curriculum development processes and identified as such by persons knowledgeable about curriculum practices in Michigan are making greater economic efforts than communities not so identified.

Twenty-one school systems were named by the jurors as having exemplary curriculum development processes. All of these schools were in the southern part of Michigan, most were suburban districts close or adjacent to metropolitan centers and many were in the eastern part of the state.