Curriculum Implementation

Slide 1
Hi, I am Dr. Anita Danaher and the title of this module is CURRICULUM IMPLEMENTATION.

Slide 2 -- .06 seconds
Before we begin with the actual topic, I’d like to set the tone by asking you to view a YouTube video called “An Ever Changing World.: http://www.youtube.com/watch?v=yuKu6PZxCIY. I think you’ll get some really new insights in there, and I hope you enjoy it. As soon as you finish watching it, come back and we will discuss this further.

To reiterate what was stated on the video, it is an ever changing world and to survive, we must think and rethink….anything and everything is possible. We have to adapt to our ever changing students and deliver instruction in a way that is meaningful and engaging to them. That means our curriculum and instruction has to be designed and developed to reflect the 21st century students because that’s what you’re dealing with every day.

Slide 3 -- .55 seconds
Now, take a few moments and watch this YouTube video. It’s a little more on topic, but equally as enjoyable: http://www.youtube.com/watch?v=zDZFcDGpL4U Again, paste this in your web browser and come back when you have finished watching it.

I hope you enjoyed the 2 video clips; there are lots of things to ponder. I wish I could hold your attention in that way, but unfortunately, you are stuck with this method of presentation.

Slide 4 – 1 min. 19 seconds
We are all familiar with the word curriculum, so, how would you define it? What does the word curriculum bring to your mind? Take a minute or two and jot down a definition of curriculum that you can refer back to at the end of this course.

Slide 5 – 1 min. 46 seconds
Not that you have your definition of curriculum, I want you to look at this apple and see if any of the words you chose are shown in there. I put together a lot of words dealing with curriculum implementation then I exported them to Tagxedo and created this apple. This is a great way to focus on important objectives and I hope you give it a try. It’s Tagxedo.com.

Slide 6 – 2 min. 11 seconds
Curriculum has been a hot topic for many, many years. In 1918, an American educator named Franklin Bobbitt wrote, “The central theory [of curriculum] is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite and particularized. The
curriculum will then be that series of experiences which children and youth must have by way of obtaining those objectives.”

Remember, this was written in 1918. So before we discuss curriculum implementation, it is imperative that we have a common definition of curriculum.

**Slide 7 – 3 min. 20 seconds**

Grant Wiggins and Jay McTighe in *Understanding by Design* (1998) define curriculum as “a specific blueprint for learning that is derived from content and performance standards. Curriculum takes content and shapes it into a plan for effective teaching and learning. ...It is a specific plan with identified lessons in an appropriate form and sequence for directing teaching.....The best curriculums are written from the learner’s point of view and the desired achievements.” So, how does that jive with your definition?

**Slide 8 – 3 min. 54 seconds**

I also Googled the word curriculum and this is one of the images that popped up. I think it gives a good picture of some of the components involved in the curriculum process. And I’m sure you’re very aware and have been involved in all of those.

**Slide 9 – 4 min. 13 seconds**

There are so many definitions of curriculum; for the purpose of this module, the definition of curriculum we’re going to use is a simple one. It’s “the formal mechanism through which intended educational aims are achieved.” Since educational aims are achieved through learning, those factors that contribute to learning are the curriculum process. So both learning and instruction are the keys to the curriculum process.

All curriculum starts out as a plan. It becomes a reality only when teachers implement it with real students in real classrooms. Careful planning and development are important to a good curriculum, but they count for nothing unless teachers are aware of what a plan calls for and how they can implement it in their own classrooms. Curriculum implementation is the translation of a written curriculum into classroom practices.

**Slide 10 – 5 min. 11 seconds**

Regardless of the definition or approach, curriculum can be organized into three major components: objectives, content or subject matter, and learning experiences. Think of objectives as a road map (“where” we are going), content as the “what” of curriculum, and learning experiences as the “how.” The interrelationship of these components determines the outcome.

I’m sure you’re all familiar with the widespread demand for high-stakes testing and public accountability means that schools have had to put into place mechanisms and systems for quality assurance at all levels. Given that quality assurance is the degree to which the standards are achieved, then everyone in the school has to be seen as contributing to that goal. The way teachers contribute is by actively engaging their students in a learning opportunity based on the appropriate rigorous and relevant curriculum.

Sometimes, education is seen just as a technical exercise. Is this true in your school? Objectives are set, a plan is created, the lessons are taught, and then assessed. And everything must be measurable. The curriculum, essentially, is a set of documents for implementation. But there is so much more to it than that.

**Slide 11 – 6 min. 37 seconds**

There is another way of looking at curriculum. It revolves around the interaction of teachers, students, and learning rather than the curriculum as a static set of documents. Curriculum as a process is what actually happens in the classroom; it’s the preparation, the teaching, the learning, and the evaluation.
In his classic curriculum text, Ralph Tyler, in 1949, defined the term *learning experiences* as such: “The term ‘learning experience’ is not the same as the content with which a course deals nor the activities performed by the teacher. The term ‘learning experience’ refers to the interaction between the learner and the external conditions in the environment to which he/she can react. Learning takes place through the active behavior of the student.” That is such a profound statement. Think about what he said in 1949 and how important the interaction with the learner is. We say that to teachers all the time.

**Slide 12 – 7 min. 43 seconds**

Curriculum is an ever-changing and ever-evolving process. How long can you teach a curriculum unit without the need to change and adapt? The curriculum planner must wrestle not only with what should be taught, but also what can be eliminated from the curriculum. What causes the changes to curriculum? Well, for one thing, state educational mandates, the adoption of new curriculum standards, technology implementation, new topics such as AIDS prevention and childhood obesity. All these must be addressed; however, the school day has remained virtually the same for more than a hundred years. What do we eliminate to make room for the new requirements?

**Slide 13 – 8 min. 23 seconds**

Another thing to examine is how classroom instruction has changed in the past 20 years. How many of your teachers are still known as “the sage on the stage?” That’s the kind of teacher that stands at the front of the class and lectures for the majority of the class time. Students sit and take notes throughout the class. There is little to no interaction or interactive learning. How many of your teachers truly facilitate student learning rather than just imparting knowledge? They provide the structure, the content, and the framework for the class, but the students do most of the work ---- and that’s how it should be! How has technology within your campus changed in the past 20 years? How reliant are your teachers and students on computers, whiteboards, document cameras, digital cameras, projectors, etc? The 21st century learner is vastly different. Their attention span is much shorter; they are incapable of being merely auditory learners. How do your teachers engage their students? Take a couple of minutes and peruse the websites to get some ideas about ways teachers can effectively engage their students:

http://westernreservepublicmedia.org/measure/

http://westernreservepublicmedia.org/measure/

http://themediaspot.org/blog/galapagos_project_curriculum_resources_and_production_notes

What did you think? Are your teachers using methods such as this with your students? If not, what are you doing to make change happen?

**Slide 14 – 9 min. 45 seconds**

Another factor to consider is scheduling. How do we teach the curriculum that has to be delivered in the classroom? There is the traditional, discipline field approach in which students are taught a particular subject for a certain number of minutes per day. Heidi Hayes Jacobs argues that this is a fragmented form of education that does not replicate what occurs in the real world. Jacobs wrote,

“A common concern of students is the irrelevance of their course work in their lives out of school. They find it difficult to understand why they need math when most of their instruction is based on a textbook
used in isolation from its applications. The fragmentation of the day only compounds the dilemma as students never have the chance to explore a subject in depth.”

So, do you promote the traditional, discipline field approach or do you have true integration in your school? What does it look like; what are your expectations?

It is the responsibility of the curriculum team to design interactive activities that will actively engage the learner and facilitate the learning process. Referring back to our working definition of curriculum, it is “the formal mechanism through which intended educational aims are achieved.”

If you think the income level or ethnicity of your students means that student achievement will be low or high, think again! Schools prove that effective assessment and instruction DO make the difference.

**Slide 15 – 11 min. 21 seconds**

Curriculum consists of the knowledge and skills in the subject matter areas that teachers teach and students are supposed to learn. The curriculum generally consists of a scope and breadth of content in a given subject area and sequence for learning. Instruction refers to the methods of teaching as well as the learning activities used to help students master the content and objectives specified by a curriculum. Instruction encompasses the activities of both teachers and students. It can be carried out by a variety of ways, a different sequence of activities, and topic orders. Assessment is the way we measure the outcomes of education and the achievement of students with regard to important competencies. Assessment can include both formal methods, such as TAKS, STAAR, or NAEP at the state or national level, or less formal classroom-based practices and procedures, such as quizzes, class projects, and teacher questioning. Assessment is a huge topic that encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests and quizzes. The more information we have about students, the clearer the picture we have about achievement or where gaps may occur.

**Slide 16 – 12 min. 43 seconds**

Formative assessments are crucial part of the instructional process. Take a look at the cartoon. I think this is a great illustration of a formative assessment. Completely disregard the control panel and instrumentation and how you are going along. Just wait until you get there to see how you did. WOW! We use formative assessment in every part of our lives every day! We certainly should expect teachers to use it.

When it’s incorporated into classroom practice, formative assessment gives the teacher the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. Formative assessment delivers information during the instructional process, before the summative assessment. It is an ongoing, dynamic process that involves far more than frequent testing, and measurement of student learning is just one of its components.

**Slide 17 – 13 min. 50 seconds**

Think of formative assessment as "practice." We don’t hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. We have to allow them time for practice. A formative assessment is part of the instructional process. Formative assessment helps teachers determine next steps during the learning process as the instruction moves toward the summative assessment of student learning. The formative assessment informs instruction. It occurs naturally, during the instructional process and, it is ongoing. A good analogy for this is the road test that is required to receive a driver's license. What if, before
getting your driver’s license, you received a grade every time you sat behind the wheel to practice driving? What if your final grade for the driving test was the average of all of the grades you received while practicing? Because of the initial low grades you received during the process of learning to drive, your final grade would not accurately reflect your ability to drive a car. In the beginning of learning to drive, how confident or motivated to learn would you feel? Would any of the grades you received provide you with guidance on what you needed to do next to improve your driving skills? Your final driving test, or summative assessment, would be the accountability measure that establishes whether or not you have the driving skills necessary for a driver’s license—not a reflection of all the driving practice that leads to it. The same holds true for classroom instruction, learning, and assessment. Formative assessment is usually not graded........it is PRACTICE.

**Slide 18 – 15 min. 41 seconds**

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used as an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. Here are some examples of summative assessments:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Report card grades

The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards. Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are spread out and occur after instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process. It takes formative assessment to accomplish this. Assessments should always include frequent formative assessments and a few summative assessments.

**Slide 19 – 17 min. 21 seconds**

Think of formative as an assessment FOR learning and summative as an assessment OF learning. I attended a Professional Learning Communities training summit with Rick and Rebecca DuFour. In that summit, Rick used the analogy of formative assessments being equivalent to check-up visits to the doctor’s office. With regard to summative assessments, he labeled those as being the equivalent of autopsies. That’s it....fini...........that’s your “snapshot” of learning of the entire year. So, if the snapshot is not exactly where you want it to be, what do you do? The first thing is to examine your curriculum for alignment and your classroom instruction for implementation.

**Slide 20 – 18 min. 09 seconds**

Whether we want to recognize it or not, there are 4 things that are central and operative in our Texas educational system --- Texas Essential Knowledge and Skills (TEKS), curriculum, instruction, and assessment. How do they fit together?
Slide 21 – 18 min. 28 seconds
When you examine your school for these 4 components, what do you see?
- Where are the gaps
- What’s missing
- How do we reconcile it
- How many other ways can these components be misaligned?

Slide 22 – 18 min. 46 seconds
In a perfect world, the elements are linked, although the way they are linked and the reciprocal influence isn’t often as clear as it should be. What’s the biggest piece of the curriculum process? According to Mike Schmoker, Research shows instruction has the largest influence on achievement. Most instruction, despite best intentions, is not effective, but could improve significantly through ordinary and accessible arrangements among teachers and administrators.

Slide 23 – 19 min. 19 seconds
In the words of Fenwick English, “You ought to teach what you are going to test.” Do you see this kind of perfect alignment on your campus? How effective are the teachers on your campus? What are you doing to ensure that instruction is at the level of rigor and relevance that you need in order to guarantee success for your students? On the highest performing campuses, instruction is directly related to the prescribed TEKS and what is written into the curriculum.

Slide 24 – 19 min. 55 seconds
Instruction that is proven to increase student achievement has these qualities: it is aligned with standards; it has active student participation; there is an emphasis on higher-order thinking skills and rich, complex ideas; reading and writing in all subjects; complex problem solving; and use of formative assessment to inform teaching decisions and provide student feedback --- formative assessment.

Slide 25 – 20 min. 31 seconds
What is curriculum implementation? Implementation is an interaction between those who have created the program and those who deliver it. According to Ornstein and Hunkins, 1998;
- implementation requires educators to shift from the current program which they are familiar with to the new or modified program.
- implementation involves changes in the knowledge, actions and attitudes of people
- implementation can be seen as a process of professional development and growth involving ongoing interactions, feedback and assistance.
- implementation is a process of clarification whereby individuals and groups come to understand and practice a change in attitudes and behaviors; often involving using new resources.
- implementation involves change which requires effort and will produce a certain amount of anxiety and to minimize these, it is useful to organize implementation into manageable events and to set achievable goals.
- implementation requires a supportive atmosphere in which there is trust and open communication between administrators, teachers educators, and where risk-taking is encouraged.
When a new curriculum is proposed it is important to consider two questions – whether it will offer significant benefits and whether it can be implemented successfully. In answering these questions, administrators should consider the critical factor of how different it is from the existing curriculum the teachers are accustomed to. In many cases of unsuccessful curriculum change, the key factor is the level of difficulty the new curriculum presents to teachers.

When a large-scale new curriculum is adopted by a school district, there is going to be a push-back by teachers. You can count on it. There will be various reasons for the resistance to the new curriculum. Some of the resistance will be well-founded. Teachers will inevitably say that they have been successful with their old curriculum so there is no reason to change. Often times, this is completely true. Unless there have been significant changes to the standards that are being tested, how do you counter that assertion? But sometimes, it is simply time to implement a new curriculum. Who makes that decision and why is it made? Sometimes it is made at the teacher level, but more frequently, it is an administrative decision. That factor – in and of itself – leads to more complications.

Michael Fullan argues, “This is the leader’s dilemma. On the one hand, failing to act when the environment around you is radically changing leads to extinction. One the other hand, making quick decisions under conditions of mind-racing mania can be equally fatal.” How true is that?

It’s easy to justify a new curriculum when everything that is being tested has changed, but that is seldom the case. Teachers that have taught the same grade level or the same subject area for several years always develop an affinity for particular units of study. For some, it might be a particular novel. For others, it might be a unit such as dinosaurs. Those teachers go all out and do a great job because they love that unit or novel; however, when the standards or objectives change, the skills being taught in that novel or unit may no longer be applicable. It is so difficult for those teachers to let go. So, how do you handle things like that?

Successful implementation of a new curriculum requires an understanding of the culture of the school and the district. What are the relationships, the traditions, the roles and responsibilities of individuals in the district? Which of your teachers are going to back the curriculum and which are going to balk at it? How are those teachers viewed by other teachers? How will your department heads or grade-level chairs react to a new curriculum? These are all questions that must be thought out and anticipated.

In Michael Fullan’s early work on implementation, he found wide evidence that even when innovations had been purportedly “adopted,” there was little evidence of use by teachers or use in the most superficial sense. Fullan felt it was far easier for educational leaders to adopt a reform effort in name than to put it into practice. It is easier to make technical changes to curriculum structures than to change the “culture” of a school in ways that lead to true changes in educators’ behaviors and beliefs. Because that’s what it takes; you have to change that culture.

Fullan and Pomfret (1977) wrote, “Effective implementation of innovations requires time, personal interaction and contacts, in-service training and other forms of people-based support” (p.391). Curriculum implementation requires winning people over and it takes time. Teachers need to feel appreciated and their efforts recognized.
How will you involve your teachers in this process? Curriculum revisions constantly occur and subsequent changes must be made to curriculum documents and lesson planning. Do you involve your teachers in curriculum writing (including assessments) or is everything merely handed to them? Individuals contribute their best talents when they are internally motivated and derive a good feeling from being involved. Every teacher brings to the classroom a wealth of background experiences, perceptions, and their individual personalities. No two teachers are exactly alike and no two teachers will teach the same lesson in the same way. Teachers are very much like directors and actors of a play; the text (planned curriculum) is there for them, but they must still interpret it (enact) it. The object of implementing a new curriculum is seldom to maintain that curriculum in the form in which it has been planned, but to use it appropriately—modifying it if necessary—so that students will obtain the maximum benefits from its use.

**Slide 31 – 26 min. 54 seconds**
As noted by Fullan (1999) and Scott (1999). A curriculum, however well designed must be implemented if it is to have any impact on students. Unless teachers are forced to change, they will continue to do what they feel comfortable with. When a new curriculum is introduced and mandated, the teacher’s task is to find out how to use the new curriculum as beneficially as possible. The dominant questions for each teacher are:
- How do I do it?
- Will I ever get it to work smoothly?
- To whom can I turn for assistance?
- Is what I am doing consistent with the plan?
- How much extra work will I need to do?
- How do I modify the curriculum (both up and down) for the needs of my students?
- What is the effect on my students?
- What additional resources will I need and who will pay for them?

**Slide 32 – 27 min. 53 seconds**
Loucks and Lieberman (1983) define curriculum implementation as the trying out of a new practice and what it looks like when actually used in a school system. For example, a curriculum plan in enhancing technology integration across the curriculum is introduced and you would want to know whether what was intended in the plan is actually being done in the classroom. Your aim for developing a curriculum is to make a difference to learners. Simply, put, curriculum implementation is bringing about change and hopefully improvement. But as the picture indicates, it can be very scary for many.

**Slide 33 – 28 min. 28 seconds**
How do you bring about change? In other words, how do you ensure that the curriculum brings about the desired changes? Before you can bring about change, you need understand change. You may say what’s the big deal? We all know what it means to change! You know how your job has changed. You know how government policy changes. But what is change in relation to curriculum? Basically, change is doing something differently. Change results from new knowledge. However, the presence of new knowledge is not sufficient for change. People generally are reluctant to change because they are comfortable with what they are currently doing. So, to change, they must recognize the need for change. People are more likely to recognize the need for change if they understand change and how it works.

**Slide 34 – 29 min. 21 seconds**
Kurt Lewin (1951), considered to be the father of social psychology suggested a model explaining change. According to him, all persons are faced with two competing forces:
Driving Forces: These are forces that are driving or pushing you to do something and change in a particular direction. They tend to initiate a change and keep it going. In the workplace, pressure from your boss, financial incentives and competition for promotion may be examples of driving forces.

Restraining Forces: These are forces restraining or preventing you from doing something and changing. In the workplace, apathy, hostility, obsolete equipment may be examples of restraining forces.

Equilibrium: When these two forces (driving and restraining) are equal, the status quo is maintained. In other words, there is no effort towards change and so you do the same thing you did before.

For example, in the school setting, the principal who is autocratic and constantly pressures his or her staff which may bring about change in the short run. In other words, the driving forces have overpowered the restraining forces and when this happens, change is initiated. As long as the driving forces are more powerful than the restraining forces, change will continue. The methods used by the principal may lead to increased hostility and antagonism and manifest themselves in teachers refusing to cooperate and reluctant to do more than is required. In other words, the restraining forces have got stronger and change slows down.

Lewin emphasized that to bring about change, it is better to reduce the power of the restraining forces rather than increase the driving forces. This is called unfreezing whereby the power of the restraining forces is decreased to stimulate the driving forces. For example, the principal could instead encourage more discussion and group problem solving in an attempt to eliminate hostility and apathy. If there is fear among teachers that they would not have the know-how to implement change it is best that they be trained before implementing the new ideas.

As mentioned earlier, bringing about change is not an easy task. There are so many barriers to the successful implementation of a curriculum. If you are given the job of implementing a curriculum you will encounter people resisting change. You will hear them say things like, “Keep things as they are!” That’s always the easiest way to go. We often hear people say, “If it is not broken, why fix it”. People are happy with the current situation and feel that the change suggested will not meet the objectives of their campus or district.

The status quo tends to be maintained when the persons introducing change are themselves not clear as to the intent and what is required of the new program. To make matters worse, sometimes the implementation of the program is poorly planned.

As mentioned earlier, teachers who are to implement the curriculum frequently view change as meaning more work. In addition to their already overloaded schedule, there is no extra financial reward for the extra work they have to put in. Also, they think new curriculum programs will require them to learn new teaching skills and competencies which will mean attending seminars more professional development. It has also been found that teachers or practitioners tend to reject pedagogical strategies or teaching methods that are different from what they are currently using. They are reluctant to change or modify their current instructional strategies and understandings of classroom practice. They just don’t want to change!
Let’s examine another rationale of how and why people resist change. Let’s examine the “HOW” first. There are three main ways people can resist change: intellectually, emotionally, and behaviorally. Of course, your change resistant staff will most likely choose a combination of resistance methods to make your life even more miserable.

By knowing why people resist change, it may be possible to plan more effective strategies to overcome resistance and improve receptivity to change. The people that have to implement the curriculum must understand how people react to change and how to encourage them to be receptive to it.

According to Lippitt and Woldring, here are the main reasons why people resist change:

I. **People resist because they do not understand** – they simply do not follow what is being introduced. They do not understand where they are going. They are not clear as to what is required of them.

   **Overcome:**
   The key is ‘communication’. You have to explain to them “Why”. You have to answer the Why, What, When, How and Where questions. Remember, the effectiveness of communication is not the ‘message sent’ but of the ‘message received’

II. **People resist because of lack of ownership** – Individuals will not accept change if they consider it coming from outside or imposed on them. Unfortunately, most curriculum reform efforts are initiated from the outside which may be at the national, state or district level.

   **Overcome:**
   You have to convince teachers that even though it comes from the outside, their view and opinions have been considered at the planning and design stages of curriculum development. Involve teachers in exploring the relevance of the new curriculum and give them the freedom to explore the new skills needed for utilizing or implementing the curriculum. This will get them to feel that they are an important part of the curriculum implementation process.

III. **People resist if they do not have the competencies to cope with the changes** – It is natural for persons to resist if they do not have the knowledge and skills to cope with the changes. Nobody wants to be told that they are incompetent. There is the likelihood that the implementation of the new curriculum has been rushed or due to budgetary constraints, the training period has been greatly reduced and teachers are not adequately equipped.

   **Overcome:** Adequate time and resources have to be set aside for the training of teachers involved in implementing the new curriculum.

IV. **People resist if there is a lack of incentives or benefits** – If teachers are unconvinced that the new program will make things better for students (in terms of learning) or themselves (such as greater recognition, respect or reward), they are likely to resist the suggested change.

   **Overcome:** Make sure that teachers are actively involved in curriculum writing and planning. They have to be a part of the process so they can buy-in and know that the change will help their students and make them more productive teachers. The reward need not necessarily be financial, but their efforts need to be given due recognition.
V. **People resist if they do not have the time to engage with the change** – Teachers find it difficult having to juggle between bringing about change handling their current responsibilities. Focusing their energy on change activities, may run the risk of neglecting their current responsibilities.

VI. **Overcome:** Lighten their workload so they can participate in the change. Re-prioritize their work. Do not expect people to have the energy to change when this means failing on the tasks for which they are held responsible.

**Slide 40 – 37 min. 02 seconds**
This is a chart that explains the reasons for resistance and how you, as the campus administrator, should respond. This is a good tool for you to remember. Look it over very carefully. Look at the reasons for resistance and how you should respond.

**Slide 41 – 37 min. 30 seconds**
Now let’s hear what Michael Fullan has to say about change. Come back when you have viewed this brief clip. [http://www.youtube.com/watch?v=ZgUjrzd2SBI](http://www.youtube.com/watch?v=ZgUjrzd2SBI).

It’s much like what you did as a classroom teacher in providing a safe and nurturing environment for your students. That’s just what it takes with teachers; they have to feel safe. As a leader, it is up to you to ensure the success of a change initiative. What is your responsibility and how will you manage it?

**Slide 42 – 37 min. 58 seconds**
Thomas Sergiovanni wrote, “Conventional wisdom tells us that leadership is about finding solutions to problems that people face. In reality, leadership is more about helping people understand the problems they face, helping them manage these problems, and even helping them learn to live with them. It’s tough being a leader. Think about the character traits of a leader you admire and compare those traits with yours.

**Slide 43 – 38 min. 34 seconds**
Without a doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Regardless of which philosophical belief the education system is based on, there is no denying that teachers influence students’ learning. Better teachers foster better learning. Teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

The key to getting teachers committed to an innovation is to enhance their knowledge of the program. This means teachers need be trained and workshops have to be organized for professional development. Unfortunately, in any curriculum implementation process not all teachers will be able to attend. There are just too many teachers, not enough time, and insufficient funds to go around. But, professional development of teachers is an important factor contributing to the success of curriculum implementation.

**Slide 44 – 38 min. 34 seconds**
Here are some topics to be addressed in designing professional development opportunities for teachers who are implementing a new program.

- **Program philosophy:** It is important for teachers to understand both the philosophy behind the program as well as how the new program may impact students, parents, administrators and other stakeholders.
• **Content:** Teachers may find the curriculum introduces content with which they are unfamiliar, which they have not taught in a while, or is familiar but presented in an unfamiliar way. For example, using a problem-solving approach rather than a topical approach.

• **Pedagogy:** Teachers need opportunities to become familiar with the new program’s pedagogical approach. They may need to work on particular teaching skills emphasized in the new program, such as teaching of values, or perhaps to become familiar with a tool such as the internet.

• **Components of the program:** Teachers will need opportunities to learn about the components of the new program early in the implementation phase. For example, the new program might place greater emphasis on school-based assessment while teachers are more accustomed to national or centralized assessment.

---

**Slide 45 – 40 min. 50 seconds**

This table was adapted from the Science *Curriculum Implementation Questionnaire (SCIQ)*. Take just a couple of minutes and read through the information.

All these factors must be present if you are serious about implementing a new curriculum.

---

**Slide 46 – 41 min. 06 seconds**

Principals are important players in the curriculum implementation process in a school.

• They should understand the need for change as well as the steps that have to be taken along the way.

• They should have in-depth knowledge about the planned change and of the implementation process. They should be familiar with the goals and components of the curriculum and be able to see a shift in teachers’ role in the classroom and the way in which teachers interact with students.

• They should be accessible and willing to communicate with others involved in the process. Establishing a two-way information flow will give principals or headmasters a chance to stay on top of issues that need to be addressed. It will also allow attending to critical problems or concerns before they lead to frustration or even anger among teachers. Lines of communication are best set early to get out information to people as well to provide a platform in which they can voice their concern. Information gathered from listening and talking to people will also help principals or headmasters decide where to focus and needs attention.

• They should be able to convince parents on the merits of the new curriculum and how the new pedagogical strategies can become more meaningful for their children. For example, they may need to speak to parents and the community on the new curriculum. It is important that they give the message that they have thought carefully about the need for change, that they have anticipated the issues that will arise and have a plan for addressing the issues.

• They should keep in mind, that even the best-laid plans can meet unexpected challenges. For example, insufficient teachers in a particular subject area due to resignation, unexpected introduction of new courses of study, etc. For this reason, a flexible implementation plan may be necessary which is adapted and revisited along the way.

• They must be committed to the change and be able to employ a variety of leadership strategies to meet the needs of teachers such as; building on the strengths of their staff, being willing to take risks; being positive about the planned change and to use this optimism to motivate others.

---

**Slide 47 – 43 min. 20 seconds**

The final destination of any curriculum is the classroom. As we enter the classroom, decision making becomes the responsibility of the teacher. Up to this point curriculum implementation was discussed at the program level and decision making was of a programmatic. Now classroom teachers will take over and make decisions of a methodological nature. They will be answering question like:

• What objectives do I hope to accomplish as a result of instruction?

• What topics or content will I have to cover?
• What teaching methods or strategies should I use to direct learning and achieve the objectives?
• How do I evaluate instruction to determine whether I have successfully achieved the objective?

Slide 48 – 44 min. 10 seconds
Look at the diagram........look at the interrelatedness of the 4 components and think about what goes on in the classrooms on your campus. How are your teachers managing the goals, the content, the assessment, the learning experiences as well as the teaching methods and learning activities?

Slide 49 – 44 min. 33 seconds
It is extremely difficult to describe the implementation of new curricula; there are so many factors to consider. For example: do you focus on the curriculum materials, or what the teacher is doing, or what the students are doing? If you intend to describe all 3, what criteria do you use to select instances of each since all exist continuously and simultaneously in the classroom?
Attempts to discover degrees of implementation are even more difficult. Decisions have to be made about what kinds of data to collect. Should such data be obtained through classroom observations, analysis of lesson plans, benchmark scores, teacher’s pass/fail rate, and/or TAKS, STAAR, or EOC outcomes?

Slide 50 – 45 min. 22 seconds
Another thing to consider is the quality of the curriculum. Who authored the curriculum you are using in your school? Was it written by teachers? How frequently is it updated? When was your last curriculum audit? Dr. Fenwick English is one of the foremost experts on this topic. Again, watch this clip then return to the PowerPoint.

http://www.youtube.com/watch?v=SZvgxoCHvrc

What did you think about Dr. English’s position on curriculum management audits? From the standpoint of a school administrator, do you look at the quality of the curriculum documents? Do you look at their connectivity? Do you look at them as they pertain to assessments? Do you have deep alignment? Are all these facets connected so students can learn and be successful?

Slide 51 – 46 min. 10 seconds
In 1978, Fenwick English wrote,
Regardless of the size of the school system, the numbers of staff or financial condition, all are dependent upon the curriculum as a tool to say something important about what should be taught and learned in the schools. Therefore, the improvement of curriculum development as a process and the management of curriculum has to be a central concern of all of those educators involved with its definition, implementation, and evaluation.

Slide 52 – 46 min. 44 seconds
Curriculum implementation is not an event, but a change process. Understanding such a process requires many aspects of educational imagination. Administrators have to consider the framework for curriculum implementation and whether absolute fidelity of implementation is required or whether a more autonomous form of adaptive implementation is more appropriate for the district.
We don’t have enough time to delve into all of the different kinds of data that can be collected, but the website I’m going to give you can provide you with a wealth of information about the data collection process. Don’t do it now, but when you can, I urge you to spend some quality time on this website.
There can be no doubt about the importance of using data as a decision-making vehicle for your campus and district. As an administrator, you have probably taken college courses that included units on data analysis and disaggregation. But if you are like me, your first real taste of it was when the state sent the scores to you and it was up to you to determine the success level of your campus. I soon learned that waiting until the summative scores came out was too late. As an effective administrator, it is imperative that you monitor campus data on an ongoing, almost daily basis.

Effective teachers use data all the time to inform their decisions. One of the most important aspects of good teaching, as many teachers know, is the ability to discern which students are learning and which are not, and then to tailor instruction to meet individual learning needs. That’s where informal and frequent formative assessments are crucial. You, your leadership team, and your teachers need to learn to interpret data before it can be analyzed. You have to understand clearly and deeply what it does and does not indicate.

You need to decide what data needs to be collected and how it will be disaggregated. What will you do with the results? You should gather data from various sources, analyze, triangulate, display the data and make decisions based on it.

Use a systematic process to help your team identify related outcomes, inputs and processes. Then, use data findings to include strategies for remediation, tutoring, parent communication, curriculum adjustments, staff development and textbook use to improve at the school, grade, classroom teacher, subject matter and student levels.

Schools that are successful at closing performance gaps between subgroups of students consistently improve the school and classroom practices that allow students to meet or exceed academic standards. A culture of high performance is fostered by a school-wide approach to closing gaps by identifying problems and understanding their root causes.

In a data-driven school, a key step should be developing the right questions. While your questions should be tailored to fit the needs of your school, Hibbard and Yakimowski (1997) suggest that school staff begin with five “guiding questions” as they start discussions about their use of assessment data for decision making:

- What should students know, and how should they be able to use what they know?
- How well should students perform?
- What will we do to assess student performance?
- How well do students actually perform?
- What will we do to improve student performance?

In their view, these questions should lead teachers and other staff members to “purposeful conversations...about improving student performance” (67-68).
And that’s the bottom line............improving student performance. That’s the purpose of curriculum, and that’s why we open our doors every day. As I’ve said over and over, the teachers are the most important cog in this wheel, but principals are being held more and more accountable for everything that occurs on their campus. You understand the pressure; you live with it; you feel it all the time. So, take about 10 minutes and read the article found of this website pertaining to principals and curriculum knowledge and responsibilities: http://www.prel.org/products/Products/Curriculum.htm

So, what is a curriculum leader and what are his/her curricula responsibilities? Is there any wonder why you feel so much pressure? Curriculum leadership involves having a clear understanding of the district’s goals. Without district goals, instruction and assessment will lack direction and purpose. Wiggins (1997) wrote, “with clarity about the purpose of content in the intended performance results, teachers and students will be able to grasp and better adjust in light of their priorities from day one” (p. 57). According to Hale, curriculum development is “an ongoing process that asks teachers and administrators to think, act, and meet differently to improve their students’ learning” (p. 8).

Curriculum leadership involves collaboration across schools, a district vision, communication, reflection, specific learning goals and a method for measuring student understanding. Curriculum leadership involves working with multiple people to ensure that the curriculum is aligned both horizontally and vertically.

Jon Wiles wrote, “Curriculum development is the essential function of school leadership. Whether the role is carried out by a principal, an assistant principal for curriculum, a team leader, a department head, or by leading classroom teachers, the curriculum defines all other roles in a school.”

With that thought in mind, here are ten leadership truths that apply to teachers, principals, curriculum leaders as well as central office staff.

1. Priorities Matter.......You Revisit Them Daily
Tomlinson & McTighe wrote that “All learners benefit from and should receive instruction that reflects clarity about purposes and priorities of content.”

2. Curriculum Development Is A Process, Not A Product
Curriculum mapping is an ongoing process which asks teachers to develop curriculum goals, identify essential content, skills and concepts, and reflect on the taught curriculum. Some school districts make the mistake of diving into curriculum mapping and attempting to complete a product. When teacher teams become satisfied with the product, then the process is at risk. According to Hale, Curriculum development is “an ongoing process that asks teachers and administrators to think, act, and meet differently to improve their students’ learning.”
3. Communication Matters

Curriculum gaps create a barrier for student learning and have a detrimental effect on students' opportunity to learn. Gaps are created by a lack of communication among educators, varying implementation practices, available resources, and decisions about pacing. According to Dr. English, “Curriculum design and delivery face one fundamental problem in schools. When the door is shut and nobody else is around, the classroom teacher can select and teach just about any curriculum he or she decides is appropriate.”

4. It's Lonely At The Top

John Maxwell (2008) wrote, “the statement ‘It’s lonely at the top was never made by a great leader’. If you are leading others and you’re lonely, then you’re not doing it right. What kind of leader would leave everyone behind and take the journey alone? A selfish one; taking people to the top is what good leaders do.” Empowering others is one of the main roles of curriculum leaders. If you are feeling lonely, take a moment to reflect on why no one seems to be following.

5. What Gets Measured Gets Done

That is the absolute truth! What do you measure and how frequently? Developing curriculum is essential for any school district. However, educators need to know if the curriculum is meeting its intended outcomes. Teachers may indicate that they value 21st century learning skills, but if the district’s benchmark exams and the high-stakes state exam measure lower-order thinking skills and do not measure 21st century skills, then there will be a temptation to merely teach to the test. Curriculum leaders understand that curriculum alignment consists of curriculum, instruction, and assessment. Without a method of measurement, then it is highly unlikely that the curriculum will be implemented across classrooms. Are your teachers accountable?

6. Alignment is Critical

Curriculum Developers can spend so much time developing curriculum documents that they forget to take time to analyze alignment and have conversations with multiple groups. Anderson wrote, “Poorly aligned curriculum results in our underestimating the effect of instruction on learning. Simply stated, teachers may be “teaching up a storm,” but if what they are teaching is neither aligned with the state standards or the state assessments, then their teaching is in vain”.

If alignment is important for your car, it is even more critical when dealing with children’s lives and their future aspirations.

7. Gaps Exist In Every School District.........Seek Solutions

Jacobs (1997) wrote, “If there are gaps among teachers within buildings, there are virtual Grand Canyons among buildings in a district” (p. 3). What are you doing to identify gaps? Curriculum Leaders can conduct a Gap Analysis or a curriculum audit. Another method is to have ongoing conversations with teams of teachers to analyze common student misunderstandings. Data analysis is crucial. The use of quality data can help schools identify gaps. Curriculum gaps create a disjointed curriculum.
8. Curriculum Development Is Never Neutral
If you have ever worked with a team of teachers to develop curriculum maps, align the school district’s curriculum, or evaluate curriculum, you understand that curriculum development is a political act. Fenwick English (2000) wrote, “Knowledge is never neutral. The selection of knowledge is fundamentally a political act of deciding who benefits from selecting what in the school’s curriculum and who is excluded or diminished” (p. 30). He continued by stating, “Curriculum is always a means to somebody’s end…..No selection of curriculum content can be considered politically neutral” If you are asked to review curriculum or develop curriculum, then you should be careful to avoid bias. What is good for your own child may not be good for every child. Politics are unavoidable when it comes to curriculum development, but educators can improve the curriculum development process by looking for and accepting multiple perspectives.

9. Leadership Is Not A Title
This statement has been made in business leadership books and it holds true in any organization. You may be the Superintendent, the Principal, or a teacher, but titles don’t matter. People matter. Maxwell wrote, “If you really want to be a successful leader, you must develop other leaders around you. You must establish a team.” If curriculum development becomes a matter of pleasing the person with the title, there will be little buy-in and that will have a negative impact on students. Maxwell went on to say, “A good leader has the ability to instill within his people confidence in himself. A great leader has the ability to instill within his people confidence in themselves.” Think about that quote for a minute; it’s very powerful.

10. The Ultimate Goal Is Student Achievement
According to Wiggins and McTighe, “The job is not to hope that optimal learning will occur, based on our curriculum and initial teaching. The job is to ensure that learning occurs, and when it doesn’t, to intervene in altering the syllabus and instruction decisively, quickly, and often.” Collins wrote, “School districts must confront the brutal facts of their current reality in order to improve. “

I hope you’ve enjoyed these insights into leadership and this overview of curriculum implementation. It’s so important to remember that the puzzle is not complete without all the interlocking components: the learning environment, the instruction, the curriculum, and the assessment. When you can put these four pieces together in a collaborative situation, you have everything you need to form productive learning communities that can work together, analyze data, and ensure the success of your students. I have left you with a lot of questions and hopefully I have given you some things to consider as you examine what’s happening on your campus. The questions are open-ended. You are the only one that can formulate the answers and they are unique to your situation.

As stated earlier, curriculum is not a product; it is a process. Think back to your personal definition of curriculum when you began this course. Has it changed? If it hasn’t changed, I hope that at the very least, your definition has expanded to include new ideas and concepts. Thank you for your time and I wish you well as you lead your teachers through this process.
Here is one more quote to inspire you as you develop your administrative skills.

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” John Quincy Adams

I wish you the best.

Slide 71 – 61 min. 23 seconds
References