

Curriculum Development and the Role of the Teacher

Carrollton Christian Academy

Carrollton, Texas

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Project Summary

The content we choose to teach is a crucially important key to the training of future Kingdom leaders and is often overlooked or fails to be intentionally and strategically developed.

The focus of this project was to provide a framework for developing a mission-based curriculum. **The project addressed the question of “what we want our students to know,” or the “learning outcomes” of each course in the curriculum, especially how the learning outcomes reflected and advanced the Board adopted mission.**

The intent was to clearly define the roles of the school board, administration, and instructional faculty in curriculum development. In addition to defining the roles, this project also focused on the final element to verify that the students were indeed learning the curriculum. Communication with the board, administration, and faculty, regarding the curriculum was also addressed and defined.

Goals

1. To specify the role of the church, board, administration, and teachers in a Christian school in the curriculum development process.
2. To provide a transferable framework to serve as a guide for Christian schools in determining the responsibilities of each group in the curriculum development process.
3. To elaborate on the teacher’s role in curriculum development.
4. To demonstrate that the investment and involvement of teachers in the curriculum development and change process including both accreditation and student learning outcomes assessment provides motivation for teachers to change and develop.

Process

The process was strategic and involved consideration of several factors:

1. Resources (human, financial, and technological)
2. Identification of the steps needed in moving from the stated mission of the school to that mission being reflected in the learning outcomes achieved by the students
3. Identification of a common vocabulary in order for collaboration to be enhanced
4. Approval of the Board in establishing specific roles for each segment in the development and implementation of the curriculum development process
5. Time-line for research and implementation
6. Outline of actual curriculum development, including establishment of assessment tools identifying student achievement

Providing a matrix showing the differing role each segment of school leadership plays in the decision making process assisted in understanding that process. In the “Results” section are two separate charts, one pertaining to a church-owned school and one pertaining to an independent school. The first column in both charts identifies the elements necessary for moving from the more global mission and philosophy of the school to the more specific learning outcomes of the student. The charts outline the various responsibilities for the initiation of each element, collaboration on the development of each element, and support for each element’s actualization.

Results

As a result of this project, clarity of role and a process of identifying the connection between student learning outcomes and the mission of the school can now be documented and shared with all constituencies of the school.

GROUP	CHURCH	SCHOOL BOARD	ADMIN-ISTRATION	FACULTY
MISSION OF THE CHURCH	I	C	S	S
PHILOSOPHY OF THE SCHOOL	I	C	S	S
MISSION OF THE SCHOOL	C	I	S	S
PURPOSE OF THE SCHOOL	S	I	C	S
GOALS OF THE SCHOOL	S	C	I	S
OBJECTIVES OF THE SCHOOL	S	C	I	S
INSTRUCTIONAL GOALS	S	S	I	C
INSTRUCTIONAL OBJECTIVES	S	S	I	C
SCOPE AND SEQUENCE OF INSTRUCTIONAL GOALS	S	S	I	C
TIME ALLOTMENT OF SUBJECTS	S	S	I	C
UNITS OF INSTRUCTION	S	S	C	I
LESSON PLANS	S	S	C	I
TEXTBOOK SELECTION	S	S	C	I

KEY:
I = Initiate
C = Collaborate
S = Support

The Church through the School Board provides OVERSIGHT and is ultimately responsible for all decisions.

These charts may serve as a quality control tool to aid in determining to what degree that the mission of the school is being reflected in what the student is learning. These charts also provide a teacher with clear direction to know how he fits into the process of curriculum development.

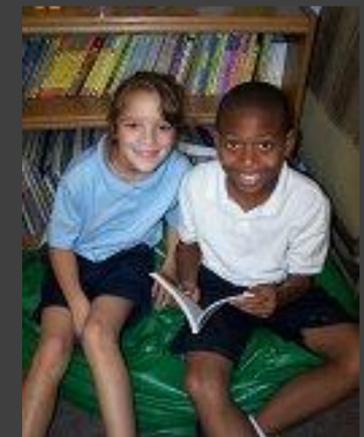
CURRICULUM GUIDE DEVELOPMENT	SCHOOL BOARD	ADMIN-ISTRATION	FACULTY
PHILOSOPHY OF THE SCHOOL	I	C	S
MISSION OF THE SCHOOL	I	C	S
PURPOSE OF THE SCHOOL	I	C	S
GOALS OF THE SCHOOL	C	I	S
OBJECTIVES OF THE SCHOOL	C	I	S
INSTRUCTIONAL GOALS	S	I	C
INSTRUCTIONAL OBJECTIVES	S	I	C
SCOPE AND SEQUENCE OF INSTRUCTIONAL GOALS	S	I	C
TIME ALLOTMENT OF SUBJECTS	S	I	C
UNITS OF INSTRUCTION	S	C	I
LESSON PLANS	S	C	I
TEXTBOOK SELECTION	S	C	I

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What We Have Learned

1. Identification of everyone who impacts the student outcomes is important if the learner is to be taught with intention and design reflecting the mission of the school.
2. That clarity of roles in producing desired student outcomes is essential when teaching to reflect the mission of the school.
3. Clear lines of accountability provides a platform for the efficiency and effectiveness of the process to be consistent.
4. Clarity of roles increases the focus on the student and the student outcomes, with much less time and personal energy being expended by the leadership
5. Clarity of roles increases the confidence of a teacher to know how to be successful in the actual outcome in a student’s learning.



Reference

Fullan, M. (1982). *The meaning of educational change*. New York: Teachers College Press.