AN INTERPRETATION OF THE MANDATED CURRICULUM EVALUATION PROCESSES REPORTED TO THE STATE DEPARTMENT OF EDUCATION

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

Our American society has remained a world leader because individuals have been allowed opportunities for striving, performing, and achieving as they choose. The public schools have been a major contributor to the perpetuation of this successful system. Two major factors, local control and opportunities equal for all, are responsible for the schools in the United States being unique educational organizations. Traditionally, local communities have had considerable control over their schools. However, legally, control of education belongs to the states. Many people fear that as state government increases financial aid for the local districts, the state will take control of the schools. Similarly, if federal government pays a larger share of school expenses, many people fear the national level will assume control of education which will remove local autonomy.

Another expressed concern is the risk of losing the promise first made in America: "All, regardless of race or class or economic status, are entitled to a fair chance and

to the tools for developing their power of mind and spirit to the utmost."[1] This goal, equal opportunity for all, has been evolving for 119 years and has not been achieved as of the present date.

For as long as there have been learning and teaching situations there have been disagreements as to how to learn and what to teach. Educators of the present and the past frequently polarize over the content areas to be presented. What is needed to be included in the school's curriculum is as controversial today as it was during the birth of our nation.

Educators, parents, students, local boards of education, federal and state legislatures, as well as the judicial system are continually making curriculum decisions. For educators, parameters are being defined and redefined as to what can be taught in the public schools of these United States. The present day consensus is the recurring theme "to teach the basics."

In the past, different time periods defined basics in various ways. In the 1980's, the majority of the population will agree the basics include reading, writing, mathematics, science and social studies; the discrepancy occurs on how to evaluate the basics currently being taught.

House Bill 1816 enacted by the Oklahoma Legislature in May, 1982, defined the basic skills of learning and communication as the following: reading, English, writing, the use of numbers, science, and citizenship. (See Appendix

A.) This same House Bill also included a mandate for each local school district to institute an annual evaluation process for the defined basic subject areas being taught. House Bill 1816 is listed in Section 199 of the School Law of Oklahoma and reads:

> The State Board of Education shall formulate, prescribe, adopt or approve such courses for instruction of pupils in the public schools of the state that are necessary to ensure:
>
> 1. The teaching of the necessary basic skills of learning and communication, including reading, English, writing, the use of numbers and science; and
>
> 2. The teaching of citizenship in the United States, in the State of Oklahoma, and other countries, through the study of the ideals, history and government of the United States, other countries of the world, and the State of Oklahoma and through the study of the principles of democracy as they apply in the lives of citizens.
>
> It is the intent of the Legislature that the public school districts of this state ensure that each child enrolled therein be provided with adequate instruction in the basic skills as set out in paragraphs 1 and 2 of this sub-section. Provided, prior to May 30, 1983, each local board of education shall develop a process whereby such district shall annually evaluate the district's curriculum in order to determine whether each child in the district is receiving adequte basic skill instruction as set out in paragraphs 1 and 2 of this subsection. Such process shall provide for parental involvement.[2]

A Nation at Risk defined the basic curriculum as: English, mathematics, science, social studies and computer science. This study also stressed the need to assess the quality of teaching and learning in our nation's public and private schools, colleges and universities.[3]

Many authors state they believe educational curricula comprise an integral part of the social, political and historical environment in which we live. Mastery of the basic skills is only one part of what is to be accomplished at the school site. Personal, social, and vocational goal areas are equally important.[4] Other authors use the categories of cognitive, affective and psychomotor goals.

Hammand's model for evaluation includes variables of behavior, instruction and institution.[5] Other research indicates the success or failure of an educational program is determined by the interaction of specific forces within the environment.[6]

Statement of Problem

More areas of the general public are questioning the quality of the education that is being presented to the youth. Are the schools sending out students who are well prepared for the changes of the future? Do the means benefit the end? The usefulness of the public school system is constantly being questioned in several ways by various groups. The public has seen schools against the backdrop of declining test scores, discipline problems and poor teacher education. Parents and legislators especially are demanding that something be done to improve the schools. Because of lack of documentation, educators are having a difficult time producing evidence as to what has been taught. There is even less evidence to demonstrate

evaluating what has been taught. Maybe the problem is the difficulty of evaluating what has been taught rather than failure of evaluating.

Evaluation is one of the most widely discussed but little used processes in today's educational systems.[7] The concept of evaluation is not new, and the definition of the word is so general that informally anyone, anywhere, anytime is evaluating or can be an evaluator. Educators differ among themselves as to both the essence and worth of an evaluation program. The wide range of evaluation purposes and methods allows each to keep his own perspective. Few see programs "in the round," partly because of a narrow approach to evaluation. To better understand and to contribute more to the science of teaching each educator should examine the full countenance of evaluation.[8] To eliminate the informal evaluation of just choosing or making choices among alternatives based on limited perceptions, this dissertation will concentrate on the concept of formal evaluation.

Formal evaluation of instruction and curriculum is recognized by its dependence on checklists, structural visitation by peers, controlled comparisons and standardized testing of students. Some of these techniques have long histories of successful use.[9] When planning an evaluation, another method is to use questionnaires or surveys completed by teachers, parents, students and community representatives.[10] A common method is to limit

evaluation of a program to the use of one type of measurement, a standardized test score.

Dissatisfaction with the formal approach is not without cause. Few highly relevant, readable research studies can be found. Behavioral data are costly, and often do not provide the answers. Too many accreditation-type visitation teams lack special training or even experience in evaluation. Many checklists are ambiguous; some focus too much attention on the physical attributes of a school. Psychometric tests have been developed primarily to differentiate among students at the same point in training rather than to assess the effort of instruction on acquisition of skill and understanding. Today's educator may rely little on formal evaluation because its answers have seldom been answers to the questions being asked.[11]

Historically, formal evaluation has been very closely associated with the measurement tradition in psychology and education.[12] Examples of the measurement evaluation include:

1. The first recorded evidence of program evaluation in the United States was Rice's comparative study of 33,000 students' spelling performance during the years of 1897 and 1898.[13]

2. During the early 1900's, Robert Thorndike, who is called the father of the educational testing movement, convinced educators of the value of measuring human change focused on individual differences among children.[14]

3. By the 1930's, the measurement technology for determining human abilities flourished. Today there is an abundance of psychological measurement tools which are used by the psychometrists and other educators. The development of standardized group achievement tests was a natural outgrowth of this measurement movement.[15]

4. Beginning with the 1940's, Tyler is responsible for another form of evaluation. This was the first indication that measurement and evaluation had separate definitions. Measurement was defined as one tool to be used in the process of evaluation. The focus shifted from a narrow range of individual differences that had virtually nothing to do with curriculum or instruction to a broader range of student behaviors that were directly tied to instructional objectives.[16]

During the last decade anthropologic, philosophic, econometric, and sociometric techniques have been used by educational evaluators.[17] Stake suggests, "There are different ways to evaluate programs and no one way is the right way."[18] Evaluations can serve many different purposes; for example, to document events, to record student change, to aid in decision making, to seek out understanding, to facilitate remediation, et cetera.

In the area of evaluating the educational curriculum, the lack of knowledge, lack of agreement and lack of clarity concerning the purposes of evaluation present the professionals with a difficult time determining schools'

effectiveness. By May, 1983, each of the 616 school districts in Oklahoma had on file a process to evaluate their basic curriculum programs to determine effectiveness. Therefore this dissertation will establish an interpretation of responses reported by practicing administrators as to what process is being used when school districts evaluate their existing curriculum program to determine their effectiveness.

Assumptions

The first assumption of this study was that all 616 Oklahoma school districts would comply with House Bill 1816. A second assumption was that all Oklahoma school districts had some type of curriculum evaluation process in operation by May, 1983. It was also assumed these Oklahoma school districts would submit a copy of their process to the State Department of Education when the request was made in September, 1983. Finally, it was assumed the information presented to the State Department of Education would supply accurate data as to what is happening in the local schools in Oklahoma.

Findings

The data used for this dissertation have not been personally observed to verify that the performance and activities stated are actually occurring. There was no uniform survey or questionnaire developed by the State

Department of Education to be completed by the local school districts. The edict of May, 1983, from the legislature via the State Department of Education to local school districts was to require them to have on file a process as to how their district would evaluate the defined basic curriculum programs; the procedure was to include parental involvement. Lack of clarity concerning the purpose of the evaluation process may make it difficult to compare the various programs. Definition of terms used by the different participants submitting the written report is so widely varied that misinterpretation of the process may occur. The types of data-gathering procedures used are widely varied. However, this is the first time there has been a statewide effort to collect evaluation procedures. Because this type of information has not been available before, this seems to be the logical place to begin even though the available information may be piecemeal and disconnected.

Definition of Terms

In order that there be no misunderstanding of terms used in this study, the following definitions are provided:

Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or

objective, or the potential utility of alternative approaches designed to attain specified objectives.[19]

Cronbach urges another step: the inclusion of behavioral science variables in order to examine the possible causes and effects of quality teaching. He proposes that the main reason for evaluation is to uncover durable relationships--those appropriate for guiding future educational programs. To the traditional description of pupil achievement, he adds the description of instruction and the description of relationships between them.[20]

In an address delivered at the Eleventh Annual Phi Delta Kappan Symposium, evaluation was defined using four key points:

1. Evaluation is performed in the service of decision making, hence, it should provide information which is useful to decision-makers.

2. Evaluation is a cyclic, continuing process and, therefore, must be implemented through a systematic program.

3. The evaluation process includes three main steps of delineating, obtaining and providing useful information for judging decision alternatives.

4. The delineating and providing steps in the evaluation process are interface activities requiring collaboration between evaluator and decision-maker, while the

obtaining step is largely a technical activity which is executed mainly by the evaluator.[21]

Assessment is a process that consists of the determination of gaps in the results between "what is" and "what should be." A functional assessment should provide a valid rationale for relating means to ends.[22]

Review is used synonymously with the word evaluation in the letter to administrators from then Associate Deputy Superintendent on September 12, 1983. The Curriculum Section of the State Department of Education was to conduct a statewide curriculum review during the 1983-84 school year. (See Appendix B.) Also, the State Department of Education published a handbook for implementation of the process entitled Curriculum Review: A Model. (See Appendix C.)

Process is a particular, continuing and cyclical activity subsuming many methods and involving a number of steps of operations.[23]

Measurement is "a process whereby objects and events are classified and numbers or symbols are assigned to the classifications according the rules."[24] Normed reference, criterion reference, aptitude tests and other tools fall into this measurement category.

Research is the formal, systematic application of the scientific method to the study of problems. Educational research is the formal, systematic application of the scientific method to the study of educational problems.[25]

Problematic indicates that certain aspects of curriculum development and instructional improvement are being ignored in the process of evaluation.[26]

Logical positivists assume that knowledge about natural phenomena is the same as knowledge about human phenomena and a major purpose is to develop laws and predictions.[27] When applying the scientific method of research to education, there is a major difference in the nature of the phenomena being studied. It is considerably more difficult to explain, predict, and control situations involving human beings, by far the most complex of all organisms.[28] Fundamental Curriculum Decisions, edited by Fenwick English, published various articles which consistently advocate the logical positivism philosophy in curriculum thinking and practice. Positivism is based on the concept that the best knowledge is verifiable and quantifiable; it can lead to the following assumptions:

1. One must deal with facts, and facts are objective
2. Means and ends can be separated and clearly cast
3. Curriculum is a means to specified ends
4. Curriculum solutions in schools should be selected on empirical data and be verified on how well a set of results are attained
5. A logical and rational curriculum is designed to attain specified ends and can be evaluated as an effective tool. The curriculum is a causal

agent, a planned intervention in what might be an otherwise haphazard process.[29]

Hermeneutics study the human and social conditions simultaneously and do not assume that natural and human phenomena are the same; they try to understand phenomena only in relationship to the location.[30] Their goal is not to develop general laws a la logical positivism, but to produce, essentially through inductive and qualitative modes of study, new understandings, interpretations and meanings of objects studied.[31] Robert Stake has elaborated on the research of Cronbach and Scriven and suggests two major activities for the hermeneutic approach, (1) describing, and (2) judging the totality of the program. The comparisons of the descriptive data and the interpretations of the findings provide a systematic method for understanding all of the details with the whole.[32]

Critical theorists, like hermeneutics, rely heavily on the simultaneous study of human and social conditions but go a step further by examining the present data so as to intentionally change the future. Critical theorists seek fundamental and major change through direct links with and impact upon practice.[33]

Epistemologies are different traditions of thought about the nature and validity of knowledge and how these issues relate to an organized society.[34] These three traditions may be used for studying society's institution

of schools by supplying new definitions to guide inquiry.[35]

Summary

America's educational system has at least two unique characteristics, local control and providing opportunities equal for all children. These two factors are continually being challenged by various decisions rendered by the courts, legislatures, and the state departments of education. House Bill 1816 is an example of a piece of legislation which affects both local control and opportunities for students by defining the public schools' basic skills curriculum as only reading, language arts, mathematics, science, and social studies. Goodlad's study, A Place Called School, reveals that parents, teachers, and students want students to graduate with a sound base of knowledge and intellectual skills, and they want them to be ready to join the work force. They also want to have the understanding of their society that will enable them to be successful citizens and they want them to have a sense of personal responsibility of their own talents and capacities to express them. Therefore, it is necesary for schools to provide more than the state's limited definition of curriculum. Also included within House Bill 1816 was the mandate that by May, 1983, local school districts in Oklahoma were to have on file a process to evaluate their basic skills curriculum.

Chapters 2, 3, and 4 will define decision objective, judgmental, and decision management strategies which are organizational frameworks that may be used for curriculum evaluation. Another described approach for viewing the nature and validity of knowledge is the epistemological issue of logical positivism, hermeneutics and critical theory. Six problematic aspects of curriculum reform which are being ignored will also be addressed. An interpretation of the evaluation processes submitted to the State Department of Education will be presented.

ENDNOTES

[1]National Commission on Excellence in Education, A Nation at Risk (Washington, D. C., April, 1983), p. 7.

[2]State Board of Education, School Law of Oklahoma (Oklahoma City, Oklahoma, 1984), p. 173.

[3]A Nation at Risk, p. 8.

[4]John Goodlad, "What Some Schools and Classrooms Teach," Educational Leadership, Vol. 40 (April, 1983), p. 9.

[5]Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Belmont, California, 1973), p. 158.

[6]Worthen and Sanders, p. 159.

[7]Worthen and Sanders, p. 1.

[8]Worthen and Sanders, p. 107.

[9]Worthen and Sanders, p. 107.

[10]John Goodlad, A Place Called School (New York City, New York, 1984), p. 376.

[11]Worthen and Sanders, p. 107.

[12]Worthen and Sanders, p. 2.

[13]Ralph H. Jones, Methods and Techniques of Educational Research (Danville, Illinois, 1973), p. 297.

[14]Worthen and Sanders, p. 2.

[15]Worthen and Sanders, p. 2.

[16]Egon G. Guba and Yvonne S. Lincoln, Effective Evaluation (San Francisco, 1981), p. 21.

[17]Worthen and Sanders, p. 3.

[18]Guba and Lincoln, p. 24.

[19]Worthen and Sanders, p. 1.

[20]Worthen and Sanders, p. 110.

[21]Worthen and Sanders, p. 129.

[22]Roger A. Kaufman, "Needs Assessment," Fundamental Curriculum Decisions, Association for Supervision and Curriculum Development (1983), p. 54.

[23]Worthen and Sanders, p. 129.

[24]Jones, p. 297.

[25]L. R. Gay, Education Research: Competencies for Analysis and Application (Columbus, Ohio, 1981), p. 18.

[26]Russell J. Dobson, Judith E. Dobson, and J. Randall Koetting, Problematic Aspects of School Reform, Oklahoma State University (1983), p. 5.

[27]Jack A. Culbertson, "Three Epistemologies and the Study of Educational Administration," UCEA Review, Vol. 22 (Winter, 1981), p. 2.

[28]Gay, p. 18.

[29]Fenwick English, Fundamental Curriculum Decisions, Association for Supervision and Curriculum Development (1983), pp. 1-173.

[30]Culbertson, p. 3.

[31]Culbertson, p 3.

[32]Worthen and Sanders, p. 125.

[33]Culbertson, p. 1.

[34]Culbertson, p. 1.

[35]Culbertson, p. 1.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

Introduction

The evaluation movement has gained momentum with the publicity of the decline in confidence with the public schools. Evaluation has come to be widely viewed as the panacea of decision making and policy development for effective schools. But after reviewing the definitions, limitations and literature of curricular evaluation, it is evident this subject is a complicated and confusing issue.

Because education has not had impressive records of providing evidence to show gains or losses, by the middle 1960's the United States Congress wanted assurance that when large amounts of money were dispersed to schools throughout the nation there would be evidence to show improving or declining results within the educational system. Congressmen forcefully insisted that educators be accountable for the federal monies they received from the Elementary and Secondary Education Act of 1965 (ESEA). Evaluation reports and files for each grant were to be maintained and submitted to the federal government.[1]

Basically unfamiliar with the nature and history of curriculum and attempting to provide instant, tangible results, the evaluators used the measurement tools from the psychometric, experimental tradition. Since that time, curricular evaluation has taken on various meanings and methods.

Review of Literature

By the end of the 1960's evaluation had become a catchword in education which could be heard issuing from the lips of almost every leader in the field. The need for evaluation is still widely acknowledged and relatively few educators will even debate the issue.

Many state agencies, school systems, hospitals, courts, and municipalities now support either evaluation offices or staffs of individuals charged with the evaluation function. Information management systems, many of which display characteristics of evaluation units, are also common.[2]

Many agree that evaluation has not been as beneficial as had been hoped or expected. Useful evaluation information is not often produced; and even when it is, decision makers and policy formulators sometimes see fit to disregard it. A lack of guidelines and the reluctance on the part of educators to include evaluation as a major function of curriculum development have produced a situation in which little evidence is available as to what should be

evaluated and how evaluation should take place. The guidelines offered in the literature are usually in the form of recommendations for administering achievement and intelligence tests. With these oversimplified approaches to the problem of evaluation, teachers and administrators are left with the problem of drawing conclusions from inadequate data and the general enthusiasm of teachers and students.[3]

There are undoubtedly many reasons for this state of affairs. The Phi Delta Kappa (PDK) Commission on Evaluation concluded that evaluation is:

> to choose a metaphor, seized with a great illness . . . and continued to list several symptoms of the illness: lack of adequate evaluation theory; lack of specification of the types of evaluation information which are most needed; lack of appropriate instruments and designs; lack of good systems for organizing, processing and reporting evaluative information; and lack of sufficient numbers of well trained evaluation personnel.[4]

Perhaps one of the most controversial issues regarding evaluation of schools is the exclusive use of standardized tests to evaluate student/teacher performance. Many schools' evaluation programs are designed to increase student achievement on standardized measuring instruments. When schools do use instruments for measuring student achievement Ron Edmonds suggested the following guidelines:

1. Locally generated curriculum based to insure that students are tested on what they are taught
2. Nationally validated, norm referenced, to insure that the definition of mastery in one particular

school district is acceptable in other school districts

3. Criterion referenced to insure accuracy of assessment one student at a time
4. Standardized to eliminate teacher subjectivity as a possible source of error.[5]

These four statements reveal variables that are difficult to standardize because of the discrepancies between national, state and local regulations and guidelines. In spite of all the obstacles, evaluation continues. There are over 50 evaluation models, two major professional evaluation organizations, a number of evaluation journals and several sets of standards.[6]

During the past few years, unique approaches to evaluation have surfaced. One approach is to focus on the interaction between a teacher and a learner as the primary unit of analysis; focus on the interaction between teachers and individual classrooms as the primary unit of analysis; or on a focus that utilizes whole schools as the primary unit of analysis. It is interesting to note that in each case the success of the approach appears to be due to the development of increasingly sophisticated methods of systematic observation of live behavior in a more or less natural context.[7]

Evaluation studies can be very complex; it is essential to establish a plan in advance. An organizational framework within which details of evaluation strategies

are available is an initial step. Deciding on which organizational framework approach is suitable for a specific situation may create a dilemma for some educators. For this study three approaches will be discussed: decision objective strategy, judgmental strategy, and decision management strategy. While these three strategies of curriculum evaluation are the most prevalent, they are usually not mutually exclusive when they are implemented. In practice, components of each model may be combined to arrive at different frameworks for evaluation. There is overlapping of the three strategies, but Charts I, II and III attempt to isolate the specific approaches.

A review of additional literature also reveals another approach in helping to categorize the evaluation processes. Culbertson's article provides a summary of three epistemological issues (that is, questions about the nature and validity of knowledge): logical positivism, hermeneutics and critical theory.[8]

In a general aspect these three epistemologies correspond with the previously mentioned strategies: logical positivism with decision objective; hermeneutics with judgmental; and critical theory with decision management. Chart IV outlines the key concepts of thought underlying the three described epistemologies.

American educational curriculum is cyclic in nature. In times of international competition the public tends to demand a more scientific oriented plan of study. The

CHART I

DECISION OBJECTIVE STRATEGY

PROTAGONISTS		
Benjamin Bloom Robert Hammond Malcolm Provus Ralph Tyler		
DEFINITION	**PURPOSE**	**CONTRIBUTIONS**
Assesses effectiveness of current and innovative programs at the local level by comparing student performance with behaviorally stated objective standards.	Determines the extent to which purposes of learning activites are actually being realized; determines whether to maintain or terminate a program.	Provides continuous communication between program and evaluation staff through feedback loops; emphasizes and ascertains student progress easily; designs of evaluation studies are easy to implement; focuses on clear definition of objectives.
LIMITATIONS	**TYPES OF EVALUATION**	**CRITERIA FOR JUDGING EVALUATION**
Oversimplifies program and focuses on terminal rather than ongoing and preprogram information; focuses directly and narrowly on objectives, with little attention to worth of the objectives; inadequate methodology for establishing standards; neglects judgmental dimension; oversimplifies educational aims; ignores processes.	Measures performance with pre and post tests.	Uses local personnel as team involvement; behavioral objectives clearly stated.

SOURCE: Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Belment, California, 1973), pp. 40-217.

Frederick A. Rodgers, "Curriculum Research and Evaluation," Fundamental Curriculum Decisions, Association for Supervision and Curriculum Development (1983), pp. 142-153.

CHART II

JUDGMENTAL STRATEGY

PROTAGONISTS		
L. J. Cronbach Egon G. Guba Michael Scriven Robert Stake		
DEFINITION	**PURPOSE**	**CONTRIBUTIONS**
Describes and judges an educational program based on a collection of descriptive and judgmental data from various audiences to establish and justify merit or worth.	Assesses effects and provides understanding of activities and values based on a formal inquiry process which should produce a broad picture of program and show conflict in values.	Provides a systematic method for arranging descriptive and judgmental data; emphasizes inter and intra relations between them.
LIMITATIONS	**TYPES OF EVALUATION**	**CRITERIA FOR JUDGING EVALUATION**
Inadequate methodology for obtaining information on key constructs; possibility of leading to internal strife within program; over-relies on subjective perceptions; tends to ignore causes.	Formal and informal; formative and summative.	Holistic program; descriptive and judgmental data; formal (that is, objective, scientific, reliable) evaluation.

SOURCE: Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Belment, California, 1973), pp. 40-217.

Frederick A. Rodgers, "Curriculum Research and Evaluation," Fundamental Curriculum Decisions, Association for Supervision and Curriculum Development (1983), pp. 142-153.

CHART III

DECISION MANAGEMENT STRATEGY

PROTAGONISTS
Marvin C. Alkin Leon Lessinger Daniel Stufflebeam Alan Thomas

DEFINITION	PURPOSE	CONTRIBUTIONS
Alludes to the judgmental component approach of evaluation, however, the primary emphasis is placed on the program description of defining, obtaining, analyzing and selecting appropriate information for decision making.	Provides relevant information or data useful to decision makers in selecting among alternatives; increases rationality in day to day decisions; provides for an evaluation specialist to produce information.	Provides a service function by supplying data to administrators and decision makers charged with conduct of the program; sensitive to feedback; allows for evaluation to take place at any stage of the program; holistic approach.

LIMITATIONS	TYPES OF EVALUATION	CRITERIA FOR JUDGING EVALUATION
Process for decision making is unclear; undefined methodology; costly and complex if used entirely: all activities are not clearly evaluated; role of values in evaluation is unclear	Context Input Process Product	Internal validity External validity Reliability Objectivity Relevance Importance Scope Efficiency

SOURCE: Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Belment, California, 1973), pp. 40-217.

Frederick A. Rodgers, "Curriculum Research and Evaluation," Fundamental Curriculum Decisions, Association for Supervision and Curriculum Development (1983), pp. 142-153.

schools respond with greater requirements in mathematic and science areas. Fewer electives and less choices result in a rigid, standardized, nationalized curriculum to which the students attending school respond by dropping out of school. As the student dropout rate increases the public outcry will be to insist that something is wrong with the schools' curriculum and that the schools need to emphasize student motivation and school climate. Therefore, the pendulum begins to swing back toward a more flexible curriculum schedule including a variety of courses in various subject areas from which to choose, thus eliminating many requirements.

In an Association for Supervision and Curriculum Development article, Roszak commented:

> --when a society begins to fear its culture is not interesting or important to the young--that indeed its culture violates nature--then it concludes that education must be made to happen: must be organized strenuously into existence and enforced by professionals. And then we have much heavy talk about methods, discipline, techniques, discipline, incentives, discipline, inducements, discipline, and the "crisis is our schools" . . . and discipline. We also have blue-ribbon committees, top-level conferences, exhaustive surveys, bold reforms, daring experiments, courageous innovations . . . and the educational establishment grows and grows.[9]

This paragraph is as true in 1984 as it was when it was first published in 1970. Curriculum evaluators should analyze past events and responses of the American educational system. Evaluators must also consider future trends which are transforming society. Preventing

CHART IV

CONTRASTING FEATURES OF LOGICAL POSITIVISM, HERMENEUTICS, AND CRITICAL THEORY

SCHOOL OF THOUGHT	ORIGINAL DISCIPLINARY LINKS	MAJOR AUTHORS	CENTRAL PURPOSES	SIGNIFICANT OUTCOMES	MODE OF GENERALIZATION	PRESUMED RELATION BETWEEN RESEARCHERS & RESEARCHED	ASSUMPTIONS ABOUT KNOWLEDGE	CRITERIA OF VALIDITY	RELATIONSHIPS BETWEEN KNOWLEDGE AND PRACTICE
Logical Positivism	Mathematics and the Natural Sciences	Schlick Carnap Feigl Neurath Bergman	To explain and predict	Laws	Deductive and qualitative	Neutral and Value-Free	Knowledge about human phenomena the same: generalizations marked by considerable certitude	Meeting the test of the scientific method	Technical: practice impacted through newly developed means to achieve established ends
Hermeneutics	History and Psychology	Husserl Heidegger Schleiermacher Dilthey Gadamer	To understand and interpret	Meanings	Inductive and qualitative	Relationship influences by subjective factors	Knowledge and human and natural phenomena different: generalization, even though characterized by reasoned objectivity, not law like or certain	Reasoned reflection	Practical: policy and practice informed through understandings and interpretations of past events and contexts
Critical Theory	Politics and Economics	Hegel Marx Adorno Benjamin Horkheimer Fromm Marcuse Habermas	To critique and to identify potential	New human possibilities	Inductive and qualitative	Relationship influenced by strong commitment to human emancipation	(Same as Hermeneutics, see above)	Reasoned reflection and change in practice	Emancipatory: policy and practice changed through critique and through liberating theories of human potential

SOURCE: Jack A. Culbertson, "Three Epistemologies and the Study of Educational Administration," UCEA Review, Vol. 22 (Winter, 1981), p. 6.

recurrence of historical problems would be beneficial in helping to improve the quality of the educational system.

Dobson, Dobson, and Koetting address six aspects of curriculum development and evaluation that tend to become controversial or "problematic."[10]

1. Lack of well-perceived and articulated philosophic position(s) about a "sense of purpose" for schooling the young[11]

America encourages independent thinking and supports freedom of speech; therefore, purposes of education are as many as there are individuals willing to express opinions. Consequently, the public school has assumed the task to become the place to do all things for all children. This is an impossible goal as well as an unrealistic purpose. However, there seems to be a hesitancy for groups to address the subject as to what schools are to provide for children and how and who will decide which students are capable of being productive and contributors to the free enterprise system.

2. An almost exclusive use of a technocratic-rationale in planning, designing and implementing curriculum development and pedagogical reform[12]

Educators have attempted to narrow the aspects of instruction and evaluation to quantitative (logical positivism) measures at the expense of eliminating aspects that tend to be qualitative (hermeneutics) experiences. The trend has been to focus on a specific area, rely on measurement tools, and ignore the issue of how one instrument can fit

into the holistic perspective. The total "happenings" of variables work in concert for schools to be effective.

3. An absence of an agreed upon definition of curriculum[13]

Curriculum, as a field of study, began in the early 1900's and even until today there has not been a consensus as to a definition or a model. Epistomologies have emerged which tend to classify curriculum into categories of qualitative (hermaneutics) or quantitative (logical positivism). Neither area is right or wrong, good or bad. The difficulty arises when trying to maintain a balance between the two while working with human behaviors.

4. An ahistorical mentality reflected in the activity of curriculum and instruction theorists and practitioners[14]

This aspect was mentioned in an earlier paragraph. Educators continue to "reinvent the wheel." For schools to become more effective and efficient, there needs to be a clear understanding of educational history. Moving into the fast-paced information age, an analysis of the past will help shape the future.

5. An absence of dialogue relative to a "balanced curriculum"[15]

Curriculum has not been specifically defined. As with most subjects there are two extremes, quantitative and qualitative. On the continuum, a balance does need to be maintained. To help keep this delicate balance, a continuous evaluation process involving parents, teachers, and students must be in operation in each school district.

6. The language (metaphors) of curriculum development and instructional improvement[16]

Not much thought, emphasis or time has been placed on the terminology used by educators. The educational system uses vocabulary patterned from industry (management programming, output, time on task); military (line and staff, discipline, target population, centralization of power); and medicine (diagnosis, treatment, prescription, label). All three of these categories emphasize the logical positivism epistomology.

Summary

Chester Barnard warned his readers in 1938 not to accentuate the "parts" at the expense of the "whole."[17] However, in the 1960's when federal monies were allocated to local school districts for educational reform, Congressmen limited the required evaluation procedure to only a measurement tool from the psychometric tradition with no consideration or mention of other variables which affect student performance.

Americans have a tendency to want to make only two categories for data. First, objective type information which tends to become synonymous with reliability. Observers can agree on what they see and then perhaps replicate the programs for similar results.[18] This type of data falls into the decision objective strategy or the logical positivism epistemology. Second is subjective information which tends to be dismissed as invalid data

because at times the observers cannot reach an agreement.[19] This type of data falls into the judgmental strategy or the hermeneutic epistemology. Problematic Aspects of School Reform, an article by Dobson, Dobson, and Koetting, addresses this current issue of curriculum evaluation by presenting an analytical tool which will provide a broader data base. This critique will furnish educators with a greater understanding of their surroundings.[20]

ENDNOTES

[1]Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Belment, California, 1973), p. 5.

[2]Egon G. Guba, "Toward a Methodology of Materialistic Inquiry in Educational Evaluation," CSE Monograph Series in Evaluation (Los Angeles, California, 1978), p. 1.

[3]Worthen and Sanders, p. 158.

[4]Worthen and Sanders, p. 8.

[5]Ron Edmonds, "The Five Correlates of an Effective School," The Effective School Report from Research and Practice, Vol. 1 (November, 1983), p. 4.

[6]Jeri Ridings Newakowski, "On Educational Evaluation: A Conversation with Ralph Tyler," Educational Leadership, Vol. 40 (May, 1983), p. 28.

[7]Asa G. Hilliard, III, "Democracy in Evaluation: The Evolution of an Art-Science in Contest," Using What We Know about Teaching, (ASCD, 1984), p. 128.

[8] Jack A. Culbertson, "Three Epistemologies and the Study of Educational Administration," UCEA Review, Vol. 22 (Winter, 1981), pp. 1-6.

[9]Russell J. Dobson, Judith E. Dobson and J. Randall Koetting, Problematic Aspects of School Reform, Oklahoma State University (1983), pp. 3-4.

[10]Dobson, Dobson and Koetting, p. 6.

[11]Dobson, Dobson and Koetting, p. 6.

[12]Dobson, Dobson and Koetting, p. 8.

[13]Dobson, Dobson and Koetting, p. 11.

[14]Dobson, Dobson and Koetting, p. 14.

[15]Dobson, Dobson and Koetting, p. 15.

[16]Dobson, Dobson and Koetting, p. 17.

[17]Chester I. Barnard, Functions of an Executive, Cambridge: Harvard University Press, 1938.

[18]George Willis, "Democratization of Curriculum Evaluation," Educational Leadership, Vol. 38 (May, 1981), p. 632.

[19]Willis, p. 632.

[20]Dobson, Dobson and Koetting, pp. 6-20.

CHAPTER III

RESEARCH DESIGN

Introduction

Educational leaders and the general public both rightly expect the scientific method to play a key role in reshaping and revitalizing educational programs and practice. Cronbach and Suppes phrased this expectation by stating:

> There has been agreement, both within and without the ranks of educators, that systematic investigation has much to offer. Indeed, there is agreement that massive, lasting changes in education cannot safely be made except on the basis of deep objective inquiry.[1]

Methodology and Procedures

During the month of September, 1983, each Oklahoma school superintendent received a letter from the State Department of Education requesting a copy of their curriculum reviews or implemented evaluation processes be sent to the State Department of Education, Curriculum Section.

The State Superintendent of Public Instruction confirmed the information received from the school districts could be reviewed for this study and referred the researcher to coordinators for the curriculum section of

the State Department of Education. The officials presented the researcher with the information received from the local school districts. This information was contained in boxes labeled reading, language arts, mathematics, social studies, and science.

The State Department of Education divided the state into quadrants using Interstate Highway 40 as the north and south dividing line and Interstate Highway 35 as the east and west division line. A random sample from each quadrant for a total of 57 school districts from the 616 local school district in Oklahoma was prepared. A request for a copy of their curriculum evaluation processes was made. A second request was made to the school districts that had not submitted their curriculum evaluation processes. Also this contact informed the superintendents at the local level that this project was being expanded at the state level and districts had been selected randomly to participate. A request that their curriculum evaluation process be sent to the Curriculum Section of the State Department of Education was also included. After this second request, each of the schools randomly sampled submitted some type of information for the state's curriculum review process. The State Department officials allowed the researcher to utilize this random sample.

The researcher selected an additional random sample after discovering that by June, 1984, only 72 districts from the state's 616 districts had responded to the State

Department's request of submitting a copy of their curriculum evaluation processes. The districts from the second selection without a process on file were contacted by the researcher and asked why they had not sent a copy of their district's curriculum evaluation process to the State Department of Education. The Oklahoma Educational Directory was used as the resource to alphabetize the 616 dependent and independent school districts. A number from 1 to 616 was assigned to each of the districts. Fifty-seven districts were chosen randomly from a table of random numbers. The number 57 was chosen to keep this sample number consistent with the State Department sample number.

The reseacher read through the State Department's random sample of local districts' submitted reports. After reading each report and finding evidence of a wide variation of volunteered information, the researcher developed checklists consisting of concepts which occurred most frequently. The researcher was the only reader and interpreter of the reports. After reviewing the reports for the second time, the checklists developed into major categories of (1) the state's defined basic skills' goals and objectives, (2) philosophy statements and additional information which included more than the state's defined basic skills, and (3) variables involved with the teaching and learning stiuations. The researcher classified the curriculum information stated in the districts' philosophies into

either the logical positivism or the hermeneutic epistemology. No districts reported any specific curriculum changes which were to occur within their present programs. Therefore, the critical theory epistemology could not be addressed during this study.

Because there was such a wide range of variance within and between the submitted reports, the researcher used the 1982-83 Annual Report from the State Department of Education and the 1982-83 Oklahoma Educational Directory to obtain additional information pertaining to the random samples. This additional information was compiled to determine if there was also a wide range of variance within and between the demographics of these same school districts. Certified personnel, student population, teacher/pupil ratio, and revenue per capita are areas commonly addressed when discussing school districts.

An analytical tool which provides for a broad data base when evaluating curriculum development and instructional improvement has been developed by Dobson, Dobson, and Koetting.[2] This document identifies six aspects of curriculum which can be considered when evaluating for a greater understanding of local districts' present school programs. The researcher listed the six problematic aspects and then compared the information received from the random sample of local school districts with each concept.

ENDNOTES

[1]L. J. Cronbach and P. Suppes, Research for Tomorrow's Schools: Disciplined Inquiry for Education (New York, 1969), p. 12.

[2]Russell J. Dobson, Judith E. Dobson and J. Randall Koetting, Problematic Aspects of School Reform, Oklahoma State University (1983), pp. 1-23.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

Chapter IV will consist of three sections: (1) information from the State Department of Education's random sampling school districts, (2) information from school districts taken from a table of random numbers sample, and (3) interpreting the information from the curriculum evaluation processes received by the State Department of Education.

Examination of State Department of Education Sample

The State of Oklahoma has 458 independent school districts which maintain kindergarten through twelfth grade levels and 158 dependent districts which consist of kindergarten through eighth grade levels. Summarized in Table I are data collected from 57 selected districts. The quadrants represented are the Southwest with 2 dependent and 8 independent districts; the Southeast represented by 1 dependent and 17 independent districts; the Northeast represented by 4 dependent and 13 independent districts;

TABLE I

SCHOOL DISTRICTS FROM STATE DEPARTMENT SAMPLE

	DEPENDENT		INDEPENDENT		TEACHER/PUPIL RATIO		REVENUE PER CAPITA BASIS ADA
	No. of Teachers	No. of Students	No. of Teachers	No. of Students	No. of Teachers	No. of Students	
Southwest							
015			299	4,676	1:	16	2,639
066	6	43			1:	7	4,170
070	32	566			1:	18	1,807
150			21	181	1:	9	3,321
168			217	3,909	1:	18	2,156
194			29	393	1:	14	2,484
307			1,062	17,160	1:	16	2,398
462			52	490	1:	9	2,446
503			13	95	1:	7	3,957
549			87	1,373	1:	16	2,209
Southeast							
003			130	1,975	1:	15	2,477
012			40	467	1:	12	2,849
024			222	3,362	1:	15	2,643
169			151	2,458	1:	16	2,104
171			19	306	1:	16	2,639
268			103	1,744	1:	17	2,156
282			82	1,244	1:	15	2,743
271			131	1,909	1:	15	2,449
347			212	3,208	1:	15	2,298
360			17	202	1:	12	2,906
390			612	8,536	1:	14	2,267
420			105	1,675	1:	16	2,975
457			36	454	1:	13	2,980
511			70	1,041	1:	15	2,474
514			28	379	1:	14	2,690
522			83	1,469	1:	18	2,447
525	5	62			1:	12	2,684
543			23	282	1:	12	3,171
Northeast							
007			18	267	1:	15	2,371
051			149	2,294	1:	15	2,222
073			577	11,139	1:	19	2,128
283	9	210			1:	23	2,412
304	7	82			1:	9	2,961
343	15	261			1:	17	3,755
356			144	2,580	1:	18	2,297
378			84	1,345	1:	18	2,147
396	9	141			1:	16	2,249
398			26	370	1:	14	3,200
426			61	998	1:	16	3,487
454			36	627	1:	17	2,589
478			233	4,253	1:	18	2,223
513			101	1,122	1:	11	3,355
526			224	2,817	1:	13	2,466
583			64	911	1:	14	2,671
591			57	886	1:	16	2,463
Northwest							
016			84	1,153	1:	14	3,853
057			47	392	1:	8	3,754
114			32	438	1:	14	5,030
181			482	7,245	1:	15	2,497
213			39	526	1:	13	2,796
240			131	1,928	1:	15	3,404
266			36	429	1:	12	3,309
295			83	1,146	1:	14	3,225
369			40	464	1:	12	3,500
391			74	978	1:	13	2,425
484			43	473	1:	11	4,709
564			25	325	1:	13	3,741

and the Northwest represented by no dependent and 12 independent districts.

Numbers were used to identify the local school districts. A number was assigned to each district with the first school on the list receiving a 001. The sequencing numbering continued until the number 616 was placed by the last school on the alphabetical list. The researcher's only revision to the State Department of Education's study was to use the assigned numbers instead of names for the local districts.

The table revealed the:

1. Seven dependent districts and 50 independent districts for a total of 57 schools

2. Number of certified teachers varied from 5 to 1,062; the range was 1,058

3. Student population varied from 43 to 17,160; the range of scores was 17,118

4. Teacher/pupil ratio varied from 7 to 23; the range was 17

5. Revenue per capita based on average daily attendance varied from $1,807 to $5,030 per child; the range was $3,223.

All 57 districts from the State Department random sample had submitted some type of information concerning their curriculum evaluation processes.

Examination of Table of Random Numbers Sample

Summarized in Table II are data collected from 57 districts selected by using the table of random numbers. The rationale for the second sample was to identify districts not responding to the State Department's request and then contact by telephone the districts which did not respond to ask the reason for not submitting the information.

This table revealed the:

1. Seventeen dependent districts and 40 independent districts for a total of 57 schools;

2. Number of certificated teachers varied from 4 to 2,646; the range was 2,643;

3. Student population varied from 37 to 43,946; the range was 43,910;

4. Teacher/pupil ratio varied from 2 to 23; the range was 22;

5. Revenue per capita based on average daily attendance varied from $2,097 to $10,404; the range was $8,307. This $8,307 amount reflects the effect of skewness because of the extreme amount of revenue received by one school district. Without the one extreme amount the range would be $2,832 which is more in line with the actual amounts of revenue schools do receive.

Only five districts' numbers appeared on both samples, and only five districts from the table of random numbers had submitted information. This indicated that nine

TABLE II

SCHOOL DISTRICTS FROM TABLE OF RANDOM NUMBERS SAMPLE

	DEPENDENT		INDEPENDENT		TEACHER/PUPIL RATIO		REVENUE PER CAPITA BASIS ADA
	No. of Teachers	No. of Students	No. of Teachers	No. of Students	No. of Teachers	No. of Students	
547			21	313	1:	15	2,473
389	6	52			1:	9	2,629
541			44	718	1:	16	2,126
612			20	132	1:	7	5,450
259	7	143			1:	20	5,275
398			26	370	1:	14	3,200
044			40	641	1:	16	2,463
188	7	58			1:	8	3,416
495			37	456	1:	12	2,539
277			300	6,080	1:	20	2,445
380			394	7,010	1:	18	2,333
166	12	150			1:	13	2,543
473			20	250	1:	13	2,985
363			71	1,172	1:	17	2,248
189			19	239	1:	13	3,500
071	24	261			1:	11	3,395
051			149	2,294	1:	15	2,222
407			30	480	1:	16	2,249
139			49	579	1:	12	2,303
087			29	395	1:	14	2,572
283	9	210			1:	23	2,412
428			80	1,242	1:	16	2,533
239			163	2,946	1:	18	2,223
303	13	220			1:	17	2,606
238	10	122			1:	12	2,760
069			30	448	1:	15	2,484
427			14	199	1:	14	2,573
165			50	692	1:	14	2,259
425	13	204			1:	16	2,403
313	48	77			1:	2	10,404
542			2,646	43,946	1:	16	2,681
412	4	37			1:	9	5,452
057			47	392	1:	8	3,754
089			24	245	1:	10	3,211
583			35	319	1:	9	4,654
173			18	265	1:	15	2,611
054			50	844	1:	17	2,181
155	11	187			1:	17	2,320
317	16	181			1:	11	3,036
507			90	1,297	1:	14	2,294
024			222	3,362	1:	15	2,643
611			38	536	1:	14	2,306
605			13	127	1:	10	2,617
437			19	179	1:	9	3,225
292	22	342			1:	16	2,097
402			35	351	1:	10	3,864
053			21	325	1:	15	2,419
349			16	231	1:	14	3,380
502	14	219			1:	16	2,265
187	29	439			1:	15	2,216
376			27	339	1:	12	3,008
446			54	922	1:	17	2,173
246	11	152			1:	14	2,868
244			15	182	1:	12	2,773
520			59	951	1:	16	2,168
094			18	226	1:	13	2,918
434			12	162	1:	14	2,861

percent of the school districts from the table of random numbers had submitted information.

The researcher visited with people from districts which had not responded to the request by the State Department and the question was asked as to why a process report was not submitted.

The responses were:

1. The request from the State Department of Education was not a mandate; it only asked for a volunteered response

2. The district plan was not in a final form or the process for each of the five defined basic skills had not been completed

3. The district did have a process and goals and objectives for each subject taught but did not respond to the State Department request

Included in this mandate is the statement that the evaluation "process shall provide for parental involvement,"[2] therefore another question concerning parental involvement was asked. Various ways of participation were expressed, and there were endeavors to receive information from areas other than local educators. The plans ranged from informal surveys to complex, formal procedures. This process again confirms that local school districts use various modes of communication and activities dependent upon the size of the district, number of personnel, and available revenues.

Curriculum Evaluation Processes Data

On the previous pages only four variables per district were described: (1) number of teachers, (2) student population, (3) teacher/pupil ratio, and (4) revenue per child. The evidence indicated a wide discrepancy among each. Just as there was a wide range within and between the groups from the previously mentioned items, there was a wide range of differences within the information submitted to the curriculum section of the State Department of Education concerning evaluation processes. However, this was to be expected when the democracy of the state mandate allowed for local autonomy while developing the process. No stated purpose was expressed for the use of the evaluation process other than to have developed one whereby the local district can annually evaluate the curriculum in order to determine whether each child is receiving adequate basic skill instruction; this process shall also provide for parental involvement. Specific definition of terms was not outlined; there were no surveys or questionnaires to be returned to the legislature or to the State Department of Education. Each local district defined and composed their own.

As a reminder, the mandate states that prior to May 30, 1983, each local board of education shall develop a process whereby the district shall annually evaluate the district's curriculum in order to determine whether each

child in the district is receiving adequate basic skill instruction as defined. This process shall provide for parental involvement.[3]

Only one district from the sample submitted a process per se as to how the curriculum evaluation occurred and in this process there was no mention of parental involvement. Only teacher and administrator input was recorded.

The 57 reports on file in the curriculum section at the State Department of Education have characteristics in common. Fifty-six of the 57 districts submitted goals and objectives for House Bill 1816's defined basic skills of English, reading, writing, use of numbers, science, and citizenship. English and writing have been combined into the one category of language arts. Use of numbers is interpreted as mathematics and citizenship is being taught through the social studies content area. However, there were differences in how detailed the stated goals and objectives were. Explicit goals and objectives were submitted by 14 districts while 42 districts presented only a general overview for the five subject areas. One district reported only the process describing how the basic skills and the other subject areas were evaluated. Table III indicates the districts' submitted goals and objectives format as to detailed or general information. Twenty-two of the reports included a district philosophy which addressed the basic skills and also recognized that basic skills are only one part of the educational process

TABLE III

STATE'S DEFINED BASIC SKILLS' GOALS AND OBJECTIVES

District	Detailed	General
Southwest		
015		
066		x
070		x
150		x
168		x
194		x
307	x	
462		x
503		x
549		x
Southeast		
003		x
012		x
024		x
169		x
171		x
268		x
262	x	
271		x
347	x	
360		x
390		x
420		x
457		x
511		x
514		x
522	x	
525		x
543		x
Northeast		
007		x
051	x	
073	x	
283		x
304		x
343		x
356		x
378	x	
398		x
398	x	
426	x	
454		x
478		x
513	x	
526	x	
563		x
591		x
Northwest		
016		x
057		x
114		x
181	x	
213	x	
240		x
266		x
295		x
369		x
391		x
484	x	
564		x

NOTE: This table is compiled from information received from the State Department of Education's random sample and recorded as interpreted by the researcher.

provided for every child. Additional expected outcomes were listed which included general objectives for social, emotional, and physical development. Table IV indicates the districts which voluntarily offered a school philosophy that included more than the state's defined basic skills. These expressed purposes correlate with the Goodlad research which reveals that parents want and schools provide four major goals: (1) academic or intellectual development which involves mastery of basic skills and functional processes (Oklahoma's defined basic skills list); (2) vocational development which prepares students for employment; (3) social, civic, and cultural skills which develop interpersonal behavior for helping to "get along with people" (social development); and (4) personal development which produces self-directed citizens (emotional development).[4] Physical education, which eight districts stated they do provide, pertains to developing muscular strength, organic power, and skill for development of physical growth of the body.

In addition to the basic skills, districts also addressed other variables which are involved with the learning and teaching situations. Schools do offer and teach more subject areas than just the state's defined basics. Goals and objectives for all of the content areas taught, that is, music, art, physical education, et cetera, were submitted by 14 districts. Twenty-seven districts recog-nized that all students do not learn at

TABLE IV

LOCAL DISTRICTS' PHILOSOPHY STATEMENTS

District	Academic Development (State's Defined Basic Skills)	Social Development	Emotional Development	Physical Development
015				
066	x			
070	x			
150	x	x	x	
168	x			
194	x	x	x	
307	x			
462	x			
503	x	x	x	x
549	x			
003	x			
012	x	x	x	
024	x			
169	x			
171	x	x	x	
268	x			
262	x			
271	x			
347	x			
360	x	x	x	x
390	x			
420	x	x	x	x
457	x			
511	x	x		
514	x	x	x	
522	x	x	x	
525	x			
543	x	x		
007	x			
051	x	x		
073	x	x	x	x
283	x			
304	x			
343	x			
356	x			
378	x	x	x	x
396	x			
398	x			
426	x			
454	x			
478	x			
513	x	x	x	x
526	x			
563	x	x		
591	x	x	x	x
016	x			
057	x			
114	x			
181	x			
213	x	x	x	
240	x	x	x	
266	x			
295	x			
369	x	x	x	
391	x			
484	x	x	x	x
564	x	x	x	

NOTE: This table is compiled from information received from the State Department of Education's random sample and recorded as interpreted by the researcher.

the same rate and specified goals and objectives for students who are working above grade level and for those who are performing below grade level. Four districts addressed the issue of the specific amount of time to be spent for teaching the basic skills. Eight districts considered the art of teaching and included methods and techniques for presenting the basic skills. Additional facilities were identified by six districts as a need for teaching the necessary curriculum. Eleven districts stressed the importance of instructional materials and supplies for teaching and learning improvement. Table V records districts' additional information voluntarily submitted. Nineteen districts did not volunteer any information except for the goals and objectives of the state's defined basic skills. Most likely these local districts address the listed variables in some way. However, no conclusions can be drawn because there is no recorded information.

It was encouraging to read that 12 districts' reports listed some or all of the following multi-criteria for evaluating the students' progress: (1) parent/teacher conferences, (2) report cards, (3) achievement tests, (4) textbook prepared tests, (5) teacher observations, (6) teacher made tests, (7) daily assignments, and (8) homework assignments. Three districts listed a specific percentile score a student must obtain on a

TABLE V

VARIABLES INVOLVED WITH TEACHING/LEARNING SITUATIONS

District	a	b	c	d	e	f
015				x		x
066						
070						
150		x				
168		x				
194						x
307	x					
462		x				
503		x				
549						
003						
012		x				
024						
169						
171						
268						
262	x	x			x	x
271		x		x	x	x
347		x				
360		x				
390	x	x				
420	x	x	x			
457	x					
511		x				x
514						
522	x	x	x	x	x	x
525						
543						
007						
051		x				
073	x	x				
283				x	x	
304						
343		x				
358						
378	x					
396	x					
398						
426				x		x
454	x	x				
478	x	x		x	x	x
513	x	x		x	x	x
526	x					
563		x				
591	x					
018		x				
057		x				
114						
181		x				
213		x				
240		x	x	x		x
266			x			x
295						
369		x				
391						
484						
564		x				

a Indicates districts which voluntarily submitted goals and objectives for all subject areas taught.
b Indicates districts which voluntarily submitted goals and objectives for students who were performing above grade level and below grade level.
c Indicates districts which voluntarily addressed the amount of time to be spent teaching each subject area.
d Indicates districts which voluntarily discussed teaching techniques when presenting the basic skills.
e Indicates districts which voluntarily submitted the information that additional facilities were needed to improve instruction of the basic skills.
f Indicates districts which voluntarily listed that additional instructional materials were needed to improve teaching.

NOTE: This table is compiled from inforamtion received from the State Department of Education's random sample and recorded as interpreted by the researcher.

standardized achievment test before passing the basic skill content area.

How they received input for evaluating the district's curriculum was recorded by fourteen districts. The involvement included teachers, administrators, parents, students, community, and other resources.

Three strands of goals surfaced while reviewing the submitted reports for social studies: (1) skill lists, that is, use of maps, globes, et cetera, (2) content or subject facts and, (3) citizenship values and/or social interactions. Science scope and sequence charts developed into two major strands: (1) thinking skills or scientific reasoning process, and (2) specific subject or content facts. Mathematics goals were relatively easy to classify into three categories: (1) computation skills, 2) concepts and application skills, and (3) logical reasoning and problem solving. Reading skills emphasized were (1) vocabulary growth, (2) comprehension, (3) study skills, and (4) reading for pleasure. Language arts' goals and objectives concentrated on learning to use oral and written communication effectively through listening, speaking, and writing activites.

Individual schools are addressing the three previously mentioned strategies and epistemologies as defined in Chapter II of this study. Therefore, the local districts are providing a much broader base for curriculum evaluations than the state is requiring. The state's definition

limits the evaluation process to decision objective or the logical positivism approach, whereas 23 of the 57 local districts volunteered additional information indicating they are addressing more than the state's defined basic skills. It was the researcher's interpretation from reading the submitted philosophy statements and the additional compiled information that local school systems are attempting to understand their total district as a single unit. This type of action reveals schools are also using the judgmental or hermeneutic approach. The decision management or the critical theory approach cannot be addressed in this study because no districts reported any specific curriculum changes which were to occur as a result of their evaluation processes. However, the districts did list instructional techniques, time, materials, and facilities as items which were needed to improve the effectiveness of their programs. Table VI shows the 23 districts which voluntarily offered additional information that indicates a broader based curriculum than that which the state has required.

TABLE VI

STRATEGIES AND EPISTEMOLOGIES

District	Decision Objective/ Logical Positivism	Judgmental/ Hermaneutics	Decision Management/ Critical Theory
015	x	x	
066	x		
070	x		
150	x	x	
168	x		
194	x	x	
307	x		
462	x		
503	x	x	
549	x		
003	x		
012	x	x	
024	x		
169	x		
171	x	x	
268	x		
262	x		
271	x		
347	x		
360	x	x	
390	x		
420	x	x	
457	x		
511	x	x	
514	x	x	
522	x	x	
525	x		
543	x		
007	x		
051	x	x	
073	x	x	
283	x		
304	x		
343	x		
356	x		
378	x	x	
396	x		
398	x		
426	x		
454	x		
478	x		
513	x	x	
526	x		
563	x	x	
591	x	x	
016	x		
057	x		
114	x		
181	x		
213	x	x	
240	x	x	
266	x		
295	x		
369	x		
391	x	x	
484	x	x	
564	x	x	

NOTE: This table is compiled from information received from the State Department of Education's random sample and recorded as interpreted by the researcher.

ENDNOTES

[1]Frank Lutz and Lawrence Iannaccone, Understanding Educational Organizations: A Field Study Approach (Columbus, Ohio, 1969), p. 145.

[2]State Board of Education, School Law of Oklahoma (Oklahoma City, Oklahoma, 1984), p. 173.

[3]State Board of Education, School Law of Oklahoma (Oklahoma City, Oklahoma, 1984), p. 173.

[4]John Goodlad, "What Some Schools and Classrooms Teach," Educational Leadership, Vol. 40 (April, 1983), p. 10.

CHAPTER V

SUMMARY, FINDINGS, RECOMMENDATIONS, AND CONCLUDING STATEMENT

Summary

Early in the century curriculum evaluation was considered too unimportant and unsystematic to concern anyone but professionals in the field. For the last two decades curriculum evaluation has been too important and too complex to be left to only the curriculum experts.

The change occurred in the post-Sputnik years when curriculum became a national concern. Beginning in 1957, people outside of education took up the challenge to reform the nation's curriculums. Massive amounts of federal monies were intended to ensure the public that schools would produce a better product in the areas of mathematics and science. With this money along went objective evaluations to measure what the students had been taught. At this time, the word evaluation was still synonymous with measurement. Consequently, curriculum evaluation had become to be regarded as a technical process of applying standardized methodology in order to reach decisions.

Within the last decade experts in the curriculum field have developed alternative forms of evaluation which incorporate four basic processes of criticism during an evaluation: observation, description, interpretation and judgment. These alternative forms are compatible with the information collected in the Goodlad study, A Place Called School.

While most of the recent reports about the condition of education have been issued from national commissions or corporate boardrooms, Goodlad's report comes from the grassroots. While the information behind other reports was assembled in a matter of months, Goodlad spent seven years gathering and analyzing data. And while the thrust of most reports has been to criticize the schools and make broad policy recommendations to improve them, Goodlad's study describes the day to day realities of schooling. Goodlad states, "We cannot reform schools if we do not understand how they work and why the people in them behave as they do."[1] Two pervasive themes emerged from the gathered and analyzed data. The first is that the school as a whole is the unit that must be improved, not just a single entity, the students, the teachers, the principals or the curricula. The second theme has to do with caring. John Goodlad said, "Data very clearly show the differences in schools and differences in classrooms have more to do with human relationships than anything else."[2] Both items, treating the school as a whole unit and inter-

personal relationships, are subjects that must be evaluated with multi-faceted data and cannot be measured with a single objective type instrument. This type of process is also advocated by Lee Cronbach who proposes that a reason for evaluation is to uncover durable relationships.[3]

Cronbach, Stake, and other educational researchers advocate the judgmental strategy and the hermeneutic epistemology which provides an understanding of the occurring events. When changes need to take place, the decision management strategy and the critical theory epistemology should be utilized.

Findings

The 1982 state mandate of House Bill 1816 specifically defined basic skills as reading, English, writing, the use of numbers, science, and citizenship. Local school districts with parental involvement were to develop an evaluation process for these defined basic skills and use this process annually to determine whether each child in the district is receiving adequate basic skill instruction.[4]

The first assumption of this study was that all 616 Oklahoma school districts would comply with House Bill 1816. The State Department of Education requests from each local district an application for accreditation between October 1 and October 15. This annual report asks whether or not specific statutory requirements are being

being met, such as the teaching of basic skills as required by House Bill 1816 and the annual plan for evaluating curriculum. Each district must respond with either a yes or a no answer. Appendix E is a copy of the second page of the accreditation report on which question number 17, items c and g, portrays the specific wordage. The completed individual reports are reviewed by area supervisors from the accreditation section of the State Department of Education. If schools are not in compliance with state law, then monies may be withheld. It is accurate to assume that all schools checked the response for being in compliance with the 1982 mandate.

The second assumption was that all school districts had some type of curriculum evaluation in operation by May 30, 1983. The mandate stated that "prior to May 30, 1983, each local board of education shall develop a process whereby such district shall annually evaluate the district's curriculum in order to determine whether each child in the district is receiving adequate basic skill instruction . . . and this process shall provide for parental involvement."[5] Again state funds may be withheld if districts are not complying with state law. Therefore, it is accurate to assume that all schools met the May 30, 1983, deadline.

A third assumption was that these same Oklahoma school districts which are complying with state law would submit a copy of their evaluation process to the State

Department of Education when the request was made in September, 1983. Only 12 percent of the districts had submitted information to the State Department of Education by June 15, 1984. A majority of the responses were because an official from the State Department contacted people at the local level and informed them their district had been selected for a project to be implemented at the state level and asked them if they would be willing to participate. After the personal contact from the State Department of Education the local districts did respond. The researcher visited by telephone with people from districts which had not responded to the September, 1983, request and the question was asked as to why the evaluation process was not submitted. The responses were:

1. The request from the State Department of Education was not a mandate; it only asked for a volunteered response

2. The district plan was not in a final form or the process for each of the five defined basic skills had not been completed;

3. The district did have a process and goals and objectives for each subject taught but did not respond to the state Department request

The last assumption was that the information presented to the State Department of Education would supply accurate data as to what is happening in local schools in Oklahoma. From reviewing the information submitted to the

State Department it was obvious school districts interpreted the evaluation process to mean specific goals and objectives for each of the defined basics instead of the process used to arrive at these specific district goals. This study revealed Oklahoma school districts are complying with House Bill 1816 by responding to the state mandate of evaluating the state's defined basic skills but are not complying with the request to submit the method of review or evaluation as adopted by the school to the Curriculum Section at the State Department of Education.

One hundred percent of the districts are using the state's definition for curriculum as the five defined basic skills of reading, English, writing (language arts), use of numbers, science, and citizenship (social studies). No one will deny the importance of learning the basics, but academic development is only a part of the school's curriculum. In addition to the intellectual development, social, emotional, and physical growth are also being provided at the local level, according to the submitted districts' philosophies. However, the state mandate did not make any reference to these affective areas. Therefore, how these other areas, which are recognized at the local level but not at the state level, are being evaluated is still unreported. The state's narrow definition of the school's curriculum limits important learning to acquired short term observable knowledge and ignores creativity and logic or abstract reasoning.

The literature indicates that evaluation processes may be viewed from three different strategies and epistemologies. The three strategies are: (1) decision objective which assesses the effectiveness of current programs by comparing student performance with behaviorally stated objectives; (2) judgmental which describes and judges an educational program based on a collection of data from various audiences; and (3) decision management which utilizes the collected data from various audiences to help provide alternatives for decision making when change needs to occur. The three epistemologies fall into basically the same three categories: (1) logical positivism which explains and predicts using specifically developed means to achieve established ends; (2) hermeneutics which attempts to understand and interpret from the past and current events within the present environment; and (3) critical theory which is closely aligned with hermeneutics but the purpose is to use the information to promote change. The state's recognition of only the specific items which can be measured objectively has limited the evaluation of schools to only the decision objective or the logical positivism approach and excluded the other areas of collecting data from various audiences for an understanding and then to provide alternatives if change is needed. However, from the local districts' volunteered responses pertaining to their curriculum evaluation processes, it is evident that schools are using a much

broader base for their definition of curriculum than the state's five defined basic skills and a wider data gathering process than the state's required mandate. This indicates that local districts are using both the decision objective or logical positivism and the judgmental or hermeneutic approaches. Because submitted reports listed various items which were needed to improve instruction, it may be assumed changes will occur within the programs. However, the decision management or critical theory approach cannot be addressed in this study because no districts reported any specific curriculum changes which were to occur as a result of their evaluation processes.

The literature reveals there are other aspects of curriculum evaluation which have been omitted by the state mandate. Dobson, Dobson, and Koetting address items which educators seem to, or choose to, forget when attempting to bring about reform. The researcher will list six defined problematic aspects as reported by Dobson, Dobson, and Koetting and compare the random sample information with each topic.[6]

1. Lack of well-perceived and articulated philosophic position about a "sense of purpose" for schooling the young

It is obvious from the state's definition of providing for only specific basic skills which must be taught, and the local school districts' stated philosophies which included more than academics that there is not a well

perceived and articulated position about the purpose of schooling for the students. The local districts appear to be in more agreement with each other concerning a common philosophy for schooling than the local districts and the state. The schools include social, emotional, and physical growth as well as the academic growth; the state mandate addressed only the academic area. The local schools' expressed purposes correlate with Goodlad's research which reveals that parents want and schools provide four major purposes: (1) academic or intellectual development, (2) vocational development, (3) social development, and (4) personal development.[7] The state has limited its definition of curriculum to the decision management strategy or the logical positivism epistemology and excluded the judgmental strategy or hermeneutic epistemology. The single process mandate does not provide a broad enough data base to accurately evaluate for instructional improvement. A variety of information from various sources is needed to help educators understand what is happening within their total school program.

2. An almost exclusive use of a technocratic-rationale in planning, designing, and implementing curriculum development and pedogogical reform

Technocracy is government by scientists and engineers. This definition is related to the logical positivism epistomology and the decision objective strategy previously discussed. The state mandate used

this approach by excluding all except reading, language arts, mathematics, science, and social studies. However, the legislature did allow for "the State Board of Education of formulate prescribe, adopt or approve such courses for instruction of pupils in the public schools of the state that are necessary to ensure the teaching"[8] of the defined basic skills. Even though the legislature did use the technocratic-rationale for the state's plan of reform, the local districts were given the liberty to develop a process at the local level using parental involvement. This unique American educational system has continued to be strengthened by allowing for this type of freedom by receiving decision making information from parents, students, teachers, and community members at the local level. As the data previously presented indicated, there are no two school districts with the same composition of students, teachers, and revenue. Each district's needs will vary according to the individual characteristics. This study lists only four categories, but these four categories can be divided into areas that provide even greater discrepancies such as:

a. Teachers:
   - -number of years of experience
   - -number of degrees and hours completed
   - -different areas of concentration and/or expertise

-variety of techniques used to present materials

-motivation

b. Student population:

-percentage of minority students

-percentage of bilinguals

-percentage of handicapped students

-anticipated performance level

-attendance records

-mobility of students between districts and states

-motivation

c. Teacher/pupil ratio compared with:

-subjects offered

-administrative positions

d. Revenue per capita and the:

-additional monies received from the federal government

-assessed valuation of real property, personal property and public services

-local bonded indebtedness

-increasing or declining student population

It is the belief of the researcher that there is also as wide a discrepancy within the personnel aspect of the people responsible for implementing the curriculum and the evaluation process as there is in the four variables described in this study.

With the above mentioned variables, "one must be willing to view schooling from a holistic perspective and to recognize that when one variable is altered all other variables in the network are affected."[9] From this information one surmises more than a technocratic-rationale is a must when attempting to evaluate schools' curriculum.

3. An absence of an agreed upon curriculum definition

This problematic aspect may be as it should be because a curriculum definition should not be absolute and final since it responds to an ongoing understanding of the happenings within the individual school building at the local level.

House Bill 1816 has defined only specific basic skills as a school curriculum however, the submitted curriculum evaluation processes included social, emotional, and physical development as well as the academic growth. Conflict occurs as the legislature and the State Department of Education attempt to provide for each school a neatly packaged program that can be transported and installed from district to district, state to state, and nation to nation. The process, problems, and needs of education are far too complex to be controlled from a centralized hierarchy. Patrons need to have an understanding of what is actually occurring locally and then persuade local leaders to develop better performance standards. By mandating and implementing a simplistic and inadequate evaluation process, people are becoming frus-

trated as there is no one solution applicable or relevant for all schools or districts. The study, A Place Called School, offers ample evidence that schools are not all alike. Schools are different in

> the way students and teachers relate to one another, the school's orientation to academic concerns . . . the way principals and teachers regard one another, the degree of autonomy possessed by principals and teachers in conducting their work, the nature of the relationship between the school and its parent clientele, and so on.[10]

Perhaps there is a nonstated consensus, and that consensus is to have an absence of an agreed upon definition of curriculum.

4. An ahistorical mentality reflected in the activity of curriculum and instruction theorists and practitioners

School leaders need to possess a working knowledge of the educational evaluation processes of the past. "Time on task" and "man is a machine" philosophy was first recorded in eduational journals in the early 1900's as Frederick Taylor's model of the scientific management era (logical positivism philosophy). Then came the Mary Parker Follett movement with the human relations approach (hermeneutic philosophy) which was to develop and maintain dynamic and harmonious relationships. The late 1950's and the early 1960's were the return to the classical organization (logical positivism philosophy) with more emphasis placed on science and mathematics content areas. Higher standards were emphasized and graduation requirements were

increased. By the middle 1960's the student dropout rate was so excessive that the schools began to offer more electives and to provide programs which would entice students back into the schools (hermeneutics philosophy). The cycle has now returned to the scientific (logical positivism philosophy) era of increasing requirements and standards. With the historical information now accessible to educators the pendulum should not be allowed to swing so far from the balanced curriculum. The state legislature should be apprised of the cyclic nature of the educational system and then review the state's limited definition of curriculum. History of the schools in the United States has revealed that the extreme of only the decision objective strategy or the logical positivism approach has not been successful nor has the other extreme approach of completely ignoring requirements and standards been any more successful. Professionals must provide the leadership for maintaining an understanding of the total school program, therefore preventing a limited philosophy or any single approach as being the only measure for evaluating schools. The Problematic Aspects of School Reform is an analytical tool to be used by school districts to provide a broader data base for a comprehensive understanding of what is actually occurring within the total school setting.[11]

5. An absence of dialogue relative to a "balanced curriculum"

As mentioned in item four, the pendulum tends to swing from one extreme of the decision objective strategy or logical positivism philosophy to the opposite extreme of the judgmental strategy or the hermeneutic philosophy. The key to the matter is to balance the curriculum that includes all areas of knowledge--English, science and mathematics, social studies, vocational education, and the arts. Goodlad's study reveals that all five of the areas are expected from those who use the schools. Parents, teachers, and students want students to graduate with a sound base of knowledge and intellectual skills, and they want them to be ready to join the work force. They also want them to have the understanding of their society that will enable them to be successful citizens, and they want them to have a sense of personal responsibility, of their own talents and capacities to express them. Therefore, it is necessary for the schools to provide for intellectual, social, emotional, and physical development for the child. A balanced curriculum is the avenue for providing growth for the total child. Thirty-nine percent of the districts from the random sample volunteered additional information concerning the social, emotional, and physical development provided within their districts. The other 61 percent may provide instruction in these areas, the state mandate did not require districts to address anything except the defined basic skills which is not the definition of a balanced curriculum.

6. The language (metaphors) of curriculum development and instructional improvement

Educators continue to use metaphors from the business, medical, and military realms. Educators have not developed a vocabulary that is commonly understood among its own, much less understood by people outside of the field of education. Schooling has continually borrowed dialogue from other fields, therefore there are many interpretations of every concept, dependent upon who is speaking and who is listening. From this study it was revealed that the words evaluation, review, assessment, measurement and test have all been used to mean the same thing, a specific objective item that can be answered right or wrong. Further review of the literature indicates that each of the words do have differentiating characteristics and do not mean the same. There is a great need for at least the educators in education to be familiar with common terms and understand the usage.

Recommendations

The first recommendation for further study is that a replication be made of this research inquiry in other states. A replication would serve as a basis for greater generalization. For example, one would contact representatives of the other 49 states for their state definitions of curriculum and their evaluating processes.

The second recommendation for further study is that a researcher develop a survey instrument to be completed by the person in the school district who was responsible for the development of the curriculum evaluation process. The questionnaire should be developed to answer the following:

1. Define curriculum as it pertains to your district;

2. Outline an organizational chart of personnel responsible for curriculum and instructional development. Also include age, sex, salary, degrees and experience of each person on the chart.

These suggestions are only a few of the questions that might be raised.

A third recommendation is that a sample selection of local districts be repeated at a later date to see if there has been any significant change in the districts' stated philosophy or goals and objectives.

A fourth recommendation is for the state legislators to review the limited definition for the schools' curriculum. Research indicates parents, students, and teachers expect and provide more than just academic development within the local schools' environment. The single process mandate does not provide a broad enough data base to understand accurately or evaluate the schools' total instructional program.

A fifth recommendation is for further study of evaluating curriculum using the six Problematic Aspects of School Reform. This will provide additional information

and a broader data base for understanding the curriculum evaluation processes in the State of Oklahoma.

Concluding Statement

The curriculum evaluation processes in this study were similar in the respect that all the districts addressed the state's defined basic skills and all except one district submitted the end product of goals and objectives for each of the five content areas. Local districts' goals and objectives for each of the five defined basic skills identified almost the very same concepts per subject area. Variations occurred because districts composed their own unique process and definition of terms depending upon local variables and accessible resources.

The state's limited definition of the school curriculum, misinterpretations of the term "curriculum evaluation process," and lack of uniform information are findings of this study; therefore, Oklahoma's curriculum evaluation processes need further study. This should be a topic of interest to personnel who are responsibile for decision making in the curriculum areas at the local district level; to the State Department of Education who is responsible for providing accreditation to the districts which are in compliance with House Bill 1816; and to the legislators who have been authorized by the tenth amendment of the United States Constitution to improve the individual and society through the educational system.

ENDNOTES

[1]Rexford Brown, "A Place Called School," The Oklahoma Observer, March 10, 1984, p. 10.

[2]Susan Walton, "There are No One-Two-Three Solutions for Schools' Problems," Education Week, November 23, 1983, pp. 12, 15.

[3]Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Belmont, California, 1983), p. 120.

[4]State Board of Education, School Law of Oklahoma (Oklahoma City, Oklahoma, 1984), p. 173.

[5]Ibid.

[6]Russell J. Dobson, Judith E. Dobson, and J. Randall Koetting, Problematic Aspects of School Reform, 1983, p. 11.

[7]John Goodlad, "What Some Schools and Classrooms Teach," Educational Leadership, Vol. 40 (April, 1983), p. 10.

[8]State Board of Education, p. 173.

[9]Dobson, Dobson, and Koetting, p. 11.

[10]Walton, p. 12.

[11]Dobson, Dobson, and Koetting, pp. 1-23.

[12]Ibid.

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APPENDIXES

APPENDIX A

HOUSE BILL 1816

An Act

ENROLLED HOUSE
BILL NO. 1816

BY: GRAY (Charles), MONKS, DUNN, MILACEK, DUCKETT, KINCHELOE and COLE of the HOUSE

and

MILLER and KILPATRICK of the SENATE

AN ACT RELATING TO SCHOOLS; AMENDING 70 O.S. 1981, SECTIONS 6-114, 11-103, 24-110, 24-112, 24-119, 1210.199, 1210.223, 1210.224, 1210.225, 1210.253, 1210.254 AND 1210.255; STATING PURPOSE; DESCRIBING A BASIC EDUCATION; DIRECTING LOCAL SCHOOL BOARDS OF EDUCATION TO ADOPT A POLICY FOR DISCIPLINE AND CONTROL OF PUPILS; MODIFYING CERTAIN REQUIREMENTS OF THE STATE BOARD OF EDUCATION; STATING LEGISLATIVE INTENT; REQUIRING CERTAIN CURRICULUM EVALUATIONS; MODIFYING CERTAIN CURRICULUM AND EDUCATIONAL REQUIREMENTS FOR THE PUBLIC SCHOOLS; MAKING PARTICIPATION IN CERTAIN EDUCATIONAL PROGRAMS VOLUNTARY; REPEALING 70 O.S. 1981, SECTIONS 1210.226 AND 1210.256; AND PROVIDING AN EFFECTIVE DATE.

Correctly Enrolled. ... Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. It is the purpose of this act to redefine a basic education for the children attending public schools in the State of Oklahoma. Such a purpose shall encompass the mandated subjects to be taught in all educational levels, and the responsibilities of a parent or guardian in assisting the public schools to ensure that each child receives a basic education.

SECTION 2. 70 O.S. 1981, Section 6-114, is amended to read as follows:

Section 6-114. The local board of education shall adopt a policy for the control and discipline of all children attending public school in that district. Such policy shall provide options for the methods of control and discipline of the students. The parents or guardian of every child residing within a school district shall be notified by the local board of education of its adoption of the

policy and shall receive a copy upon request. Provided, the teacher of a child attending a public school shall have the same right as a parent or guardian to control and discipline such child according to local policies during the time the child is in attendance or in transit to or from the school or any other school function authorized by the school district or classroom presided over by the teacher.

SECTION 3. 70 O.S. 1981, Section 11-103, is amended to read as follows:

Section 11-103. A. The State Board of Education shall formulate, prescribe, adopt or approve such courses for instruction of pupils in the public schools of the state that are necessary to ensure:

1. The teaching of the necessary basic skills of learning and communication, including reading, English, writing, the use of numbers and science; and

2. The teaching of citizenship in the United States, in the State of Oklahoma, and other countries, through the study of the ideals, history and government of the United States, other countries of the world, and the State of Oklahoma and through the study of the principles of democracy as they apply in the lives of citizens.

It is the intent of the Legislature that the public school districts of this state ensure that each child enrolled therein be provided with adequate instruction in the basic skills as set out in paragraphs 1 and 2 of this subsection. Provided, prior to May 30, 1983, each local board of education shall develop a process whereby such district shall annually evaluate the district's curriculum in order to determine whether each child in the district is receiving adequate basic skill instruction as set out in paragraphs 1 and 2 of this subsection. Such process shall provide for parental involvement.

B. The State Board of Education may formulate, prescribe, adopt or approve such courses for instruction of pupils in the public

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schools of the state that are approved by a local board of education and are necessary to ensure:

1. The teaching of health through the study of proper diet, the effects of alcoholic beverages, narcotics and other substances on the human system and through the study of such other subjects as will promote healthful living and help to establish proper health habits in the lives of school children;

2. The teaching of safety through training in the driving and operation of motor vehicles and such other devices of transportation as may be desirable and other aspects of safety which will promote the reduction of accidents and encourage habits of safe living among school children;

3. The teaching of physical education to all physically able students during the entire school year from first through sixth grade, through physical education, a weekly minimum of seventy-five (75) minutes per student, exclusive of recess activity, supervised play, intramurals, interschool athletics or other extracurricular activities, provided any student participating as a member of any school athletic team shall be excused from physical education classes. And provided further that certified physical education instructors shall not be required to administer the programs required for grades first through sixth. An elective program of instructional physical education designed to provide a minimum of one hundred fifty (150) minutes per week per student shall be provided for all students in the seventh grade through the twelfth grade. The State Board of Education shall prescribe qualifications for physical education instructors. Provided, however, that the State Department of Education shall be empowered to exempt all or a portion of this requirement if an undue hardship would result to the school district. Provided, further, that any student who has exceptional talent in music may, with the approval of the superintendent of schools in independent districts or with the approval of the county

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superintendent in dependent districts, substitute a course in music for the above-required physical education course;

4. The teaching of the conservation of natural resources of the state and the nation that are necessary and desirable to sustain life and contribute to the comfort and welfare of the people now living and those who will live here in the future, such as soil, water, forests, minerals, oils, gas, all forms of wildlife, both plant and animal, and such other natural resources as may be considered desirable to study;

5. The teaching of vocational education, by the study of the various aspects of agriculture, through courses and farm youth organizations, such as FFA and 4-H clubs, homemaking and home economics, trades and industries, distributive education, mechanical and industrial arts and such other aspects of vocational education as will promote occupational competence among school children and adults as potential and actual citizens of the state and nation;

6. The teaching of such other aspects of human living and citizenship as will achieve the legitimate objectives and purposes of public education.

C. It is the duty of the State Board of Education to require that there be included in a yearly report, authorized in paragraph 16 of Section 3-104 of this title, a certification of compliance with the provisions of subsection A of this section or an acceptable explanation of noncompliance with any such provision.

SECTION 4. 70 O.S. 1981, Section 24-110, is amended to read as follows:

Section 24-110. The several school boards of this state and the superintendents, principals, and other school officials may on "Oklahoma Statehood Day" plan and conduct programs commemorating Oklahoma history and the achievements of Oklahoma from an historical viewpoint and may in other appropriate manner conduct a program or programs for the purpose of teaching and inspiring the school

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children of our state in the appreciation of the rich Oklahoma heritage and the achievements of the sons and daughters of Oklahoma in peace and war.

SECTION 5. 70 O.S. 1981, Section 24-112, is amended to read as follows:

Section 24-112. The several school boards of this state and the superintendents, principals, and other school officials may on "Bill of Rights Day" plan and conduct programs commemorating the Bill of Rights of the United States Constitution and the Bill of Rights of the Constitution of the State of Oklahoma and may in other appropriate manner conduct programs for the purpose of teaching and inspiring the school children of our state in the appreciation of the significance for individual freedom of said Bills of Rights.

SECTION 6. 70 O.S. 1981, Section 24-119, is amended to read as follows:

Section 24-119. The State Board of Education may adopt necessary rules and regulations providing coverage of the outstanding events involving and surrounding the history of the Negro race and other minority races and the development of their cultures.

SECTION 7. 70 O.S. 1981, Section 1210.199, is amended to read as follows:

Section 1210.199 A. All students enrolled in physical education in classes in grades nine through twelve in the public schools of this state may receive instruction in the techniques of cardiopulmonary resuscitation sufficient to enable such students to give emergency assistance to victims of cardiac arrest.

B. The State Department of Education may administer the cardiopulmonary resuscitation instruction program and train teaching personnel pursuant to regulations adopted by the State Board of Education. Teaching materials and training courses provided by the American Heart Association and similar organizations may be utilized.

Correctly Enrolled: ____ Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

Correctly Enrolled: _____ Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

SECTION 8. 70 O.S. 1981, Section 1210.223, is amended to read as follows:

Section 1210.223 The purpose of this act is to authorize the development of a comprehensive drug abuse education program for children and youth in kindergarten and grades one through twelve in the public school districts of this state which choose to participate. It is the legislative intent that this program may teach the adverse and dangerous effects of drugs on the human mind and body and may include proper usage of prescription and nonprescription medicines.

SECTION 9. 70 O.S. 1981, Section 1210.224, is amended to read as follows:

Section 1210.224 The Department of Education may administer the comprehensive Drug Abuse Education Act of 1972, pursuant to regulations which the State Board of Education is hereby empowered to promulgate. In administering this section, the Department shall take into consideration the advice of the Commissioner of Narcotics and Dangerous Drugs Control and the Advisory Board to the Commissioner of Narcotics and Dangerous Drugs Control.

SECTION 10. 70 O.S. 1981, Section 1210.225, is amended to read as follows:

Section 1210.225 In administering this act, the State Board of Education and the State Department of Education shall be governed by the following:

1. Implement in-service education programs for teachers, administrators and other personnel. Special emphasis shall be placed on methods and materials necessary for the effective teaching of drug abuse education. In-service teacher education materials which are based on individual performance and designed for use with a minimum of supervision shall be developed and made available to all school districts which are participating in this program;

2. Implement provisions of this act in the most expeditious manner possible, commensurate with the availability of textbooks and materials, as well as the availability of teaching personnel; and

3. Recommend degree programs and short course seminars for the preparation of drug education teaching personnel.

SECTION 11. 70 O.S. 1981, Section 1210.253, is amended to read as follows:

Section 1210.253 The purpose of this act is to authorize the development of a comprehensive economic education program for children in kindergarten and grades one through twelve in the public school districts of this state which choose to participate. It is the legislative intent that this program may teach a positive understanding of the American economy, how it functions and how the individual can function effectively within our economy as a consumer, worker and voter. While dealing with economic problems and issues, the program may teach the positive values of profit and competition in a basically free-enterprise economy which underscores the worth and dignity of the individual.

SECTION 12. 70 O.S. 1981, Section 1210.254, is amended to read as follows:

Section 1210.254 The State Department of Education may administer the comprehensive Economic Education Act of 1974 pursuant to regulations which the State Board of Education is hereby empowered to promulgate. Support shall be provided by the state senior colleges and universities in the preservice preparation of teachers to carry out the provisions of this act. These institutions of higher education are also encouraged to establish formal Economic Education Centers to assist the common schools with curriculum planning, in-service training and further work in the development of instructional materials. In administering this section, the Department shall take into consideration the advice of the Oklahoma Council on Economic Education.

Correctly Enrolled: ... Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

SECTION 13. 70 O.S. 1981, Section 1210.255, is amended to read as follows:

Section 1210.255 In administering this act, the State Board of Education and the State Department of Education shall be governed by the following:

1. Implement in-service education programs for teachers, administrators and other personnel. General guidelines are provided by the Economic Education Curriculum Guide - K-12, published by the Oklahoma State Department of Education in 1972. Supplementary in-service teacher education materials which are based on individual performance and designed for use with a minimum of supervision shall be developed and made available to all school districts which are participating in this program;

2. Implement provisions of this act in the most expeditious manner possible, commensurate with the availability of teaching personnel;

3. Implement local school system evaluation of the effectiveness of the economic education program prescribed by this act in those school districts participating; and

4. Recommend degree programs and short course seminars for the preparation of economic education teaching personnel.

SECTION 14. 70 O.S. 1981, Sections 1210.226 and 1210.256, are hereby repealed.

SECTION 15. This act shall become effective October 1, 1982.

Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

Correctly Enrolled:

Passed the House of Representatives the 24th day of May, 1982.

Speaker of the House of Representatives

Passed the Senate the 25th day of May, 1982.

ACTING President of the Senate

OFFICE OF THE GOVERNOR

Received by the Governor this 26th day of May, 1982 at 2:20 o'clock P M.

By: Darla G Window

Approved by the Governor of the State of Oklahoma the 1st day of June, 1982 at 2:01 o'clock P M.

Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Secretary of State this 1st day of June, 1982 at 2:15 o'clock P M.

By: Este M Phipps

Correctly Enrolled: Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

APPENDIX B

STATE DEPARTMENT OF EDUCATION'S

LETTER OF REQUEST

State Department of Education

Associate
Deputy Superintendents
JACK STRAHORN
TOM CAMPBELL
JOHN FOLKS

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Assistant Superintendents
MURL VENARD, Finance
J.D. GIDDENS, Instruction
FRED JONES, School Lunch

September 12, 1983

Dear Administrator:

At a time when public education is being scrutinized very closely it is more important than ever to establish a basis on which the level of performance can be evaluated in each subject area of the curriculum. Having stated competencies at the local school level helps to make the school district as well as individual teachers more accountable for the educational advancement of students. It provides each teacher with a stated list of competencies which he/she is to address in each subject and/or grade level which make lesson planning and implementation of the planned educational program easier.

At the State level it is also extremely important to have stated suggested competencies for the states educational program and to set a standard for publishers of curriculum materials being utilized in the public schools. More importantly it establishes a curriculum standard for public education.

The State Department of Education, Curriculum Section will be conducting a curriculum review statewide for grades 1-8 during the 1983-84 school year. In order for us to validate the competencies that are developed statewide we will need to have the methods of review or evaluation that each school district has in place as mandated by H.B. 1816.("Prior to May 30, 1983, each local board of education must develop a process by which to annually evaluate the districts curriculum in order to determine whether each child is receiving adequate basic skill instruction. Parents must be involved in this process"). Please send the method of review or evaluation as adopted by your school district to: Mary Reid, Administrator, Curriculum Section, Suite 382, Oliver Hodge Bldg., Oklahoma City, Oklahoma 73105 by October 30, 1983.

At the end of the school year, 1983-84, a random sample of curriculum evaluations will be selected to help validate the competencies that have been developed statewide. Your assistance in this endeavor will be greatly appreciated.

Thank you for your compliance.

Sincerely,

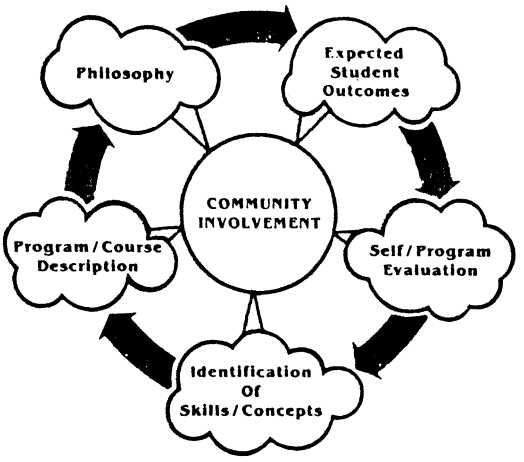
John M. Folks

John M. Folks
Associate Deputy Superintendent

APPENDIX C

STATE DEPARTMENT OF EDUCATION'S CURRICULUM REVIEW MODEL

CURRICULUM REVIEW
A MODEL



A Handbook For Implementation

1982-83

LESLIE FISHER, State Superintendent
LLOYD GRAHAM, Deputy State Superintendent
TOM CAMPBELL, Associate Deputy State Superintendent
JOHN FOLKS, Associate Deputy State Superintendent
JACK STRAHORN, Associate Deputy State Superintendent

J.D. Giddens
Assistant Superintendent
INSTRUCTION

Fred Jones
Assistant Superintendent
SCHOOL LUNCH

Murl Venard
Assistant Superintendent
FINANCE

APPENDIX D

APPLICATION FOR ACCREDITING

6. Programs offered (check all that apply):

1.	☐	Arithmetic
2.	☐	Art
3.	☐	Civics
4.	☐	English
5.	☐	Reading
6.	☐	Science
7.	☐	Music
8.	☐	Physical Ed.*
9.	☐	Foreign Lang.
10.	☐	Social Studies
11.	☐	Writing
12.	☐	

*An instructor is assigned to this subject (outside the self-contained classroom concept).

7. Is there a central library in the school? ..... Yes ___ No ___

8. Does the school have a librarian? ..... Yes ___ No ___

9. How much was spent last year for library and audiovisual materials? ..... $ _____

10. Do any elementary students participate in more than 14 interscholastic games and 3 tournaments in any sport during the year? ..... Yes ___ No ___

11. Do any teachers teach more than 6 hours a day? ..... Yes ___ No ___

12. What is the counselor-pupil ratio? ..... _____

13. What special education programs are provided in the elementary school?
Speech Therapy ___ Learning Disabilities ___ Mentally Retarded ___ Physically Handicapped ___ Others ___

14. Are teacher aides assigned duties in compliance with the State Board of Education regulations (H.B. 1524)? ..... Yes ___ No ___

15. Are class sizes in conformance with state law? ..... Yes ___ No ___

16. What time does your school open? _____ o'clock Length of noon hour _____ Time school closes _____

17. Are the following statutory requirements being met? (Yes or No)

a. _____ Policy for control and discipline for all children attending school (H.B. 1816)
b. _____ Written policy to be followed by classroom teacher in cases involving students that appear to be under the influence of nonintoxicating or alcoholic beverages or controlled dangerous substances (H.B. 1283)
c. _____ Teaching of "Basic Skills" as required (H.B. 1816)
d. _____ Citizenship as required (H.B. 1816) (Civics in 7th or 8th grade - dependent schools)
e. _____ Gifted/talented (S.B. 214)
f. _____ State and national government/history (H.B. 1816)
g. _____ Annual plan for evaluating curriculum (H.B. 1816)
h. _____ Entry year assistance program (H.B. 1706)
i. _____ Staff development (H.B. 1706)
j. _____ Teacher consultants (H.B. 1706)
k. _____ Fire drills as required (H.B. 1362)
l. _____ Prescriptive Teaching Act of 1974 (S.B. 531) Oklahoma Screening Instrument

VITA

Janice Miller Thiessen

Candidate for the Degree of

Doctor of Education

Thesis: AN INTERPRETATION OF THE MANDATED CURRICULUM EVALUATION PROCESSES REPORTED TO THE STATE DEPARTMENT OF EDUCATION

Major Field: Educational Administration

Biographical:

Personal Data: Born in Clinton, Oklahoma, October 12, 1937, the daughter of Otto and Agnes Mae Miller.

Education: Graduated from Clinton High School, Clinton, Oklahoma, in 1955; received Bachelor of Science degree with a major in Elementary Education and a minor in Home Economics from Southwestern Oklahoma State University, Weatherford, Oklahoma, in May, 1958; received Master of Education degree in Guidance from Central State University, Edmond, Oklahoma, in July, 1969; completed requirements for the Doctor of Education degree in Educational Administration at Oklahoma State University, Stillwater, Oklahoma, in May, 1985.

Professional Experience: Elementary Classroom Teacher, Prairie Queen Elementary School, Oklahoma City, Oklahoma, 1958-62; Kindergarten Classroom Teacher, Piedmont Public Schools, Piedmont, Oklahoma, 1970-73; Second Grade Classroom Teacher, Will Rogers Elementary School, Edmond, Oklahoma, 1973-76; State Facilitator for the National Diffusion Network, Edmond Public Schools, Edmond, Oklahoma, 1976-77; Elementary Principal, Chisholm Elementary School, Edmond, Oklahoma, 1977-80; Director of Elementary Curriculum and Special Services, Edmond Public Schools, Edmond, Oklahoma, 1980-81; Assistant Superintendent, Edmond Public Schools, Edmond, Oklahoma, 1981 to present.