

THE FUNCTION OF THE DISTRICT CURRICULUM LEADER IN
THE PUBLIC SCHOOLS OF THE STATE
OF OKLAHOMA

By

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PREFACE

The purpose of this study was to investigate the position of curriculum leader as it now exists within the public schools of the state of Oklahoma, to study what the demands for the future indicate, and to address the differences in terms of what training must occur to assure that the person in charge of instructional leadership and curriculum development will be an effective catalyst for future educational progress in the field of curriculum.

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CHAPTER I

INTRODUCTION

There is at the present time a compelling need in the state of Oklahoma for educational leaders who are able to design and develop curriculum and educational programs, as well as to supervise instruction and to provide needed instructional leadership in the public school systems of Oklahoma.

The state statutes of Oklahoma dealing with public education guarantees the opportunity for a free education for every child up to the age of 21. According to the statutes, public schools of Oklahoma shall consist of all free schools supported by public taxation and shall include kindergartens (K), elementary schools (which may include K through 6 or K through 8), secondary schools, and such other school classes and instructions as may be supported by public taxation or otherwise authorized by laws which are now in effect or which may hereafter be enacted (Oklahoma State Department of Education, 1986).

It is of historical interest that the innovation of employing a full-time professionally prepared school administrator in public education was motivated by the desire to improve the quality of the educational programs in schools. The early principals and superintendents were concerned primarily with instructional problems such as the grading of pupils, the determination of courses of study, and the supervision of instruction. The early superintendents' responsibilities for school

buildings and finances were limited to a few minor matters (Knezevich, 1975).

The instructional leadership role of school administrators is changing. In the state of Oklahoma, every district has employed an administrator whose primary responsibility it is to supervise, to direct, and to monitor the instructional program and operations of the school or schools within its district. Part of the instructional responsibilities deal with curriculum in the development, implementation, and supervision of instruction and instructional programs. Thus, the present-day school administrator has a dual position. Within the state there are districts who employ an assistant superintendent, administrative assistant, or curriculum director whose primary responsibility it is to direct and monitor the instructional programs and curriculum for the district, while smaller districts assign the duty to a building administrator, assistant administrator, certified instructional staff member or instructional staff committee.

Currently the curriculum focus in Oklahoma is on increasing proficiency in the basic skills of learning and communication (including reading, English, writing, mathematics and science), with major emphasis being directed toward communication skills, mathematics, and science. It is the intent of the state legislature that the public school districts of this state ensure that each child enrolled therein be provided with adequate instruction in the basic skills prescribed in State House Bill 1816 (Oklahoma State Department of Education, 1986). This bill provides that each local school board of education develop a process whereby such districts shall annually evaluate the district's curriculum in order to determine whether each child in the district is receiving adequate basic skill instruction. The processes developed also must offer a

challenging education to all special children, whether they are gifted or handicapped, must prepare some students for college and others for the job market, and must retain young people in school until they meet all educational requirements under the law or have reached the maximum age required by state law for mandatory school attendance.

Other recent legislation which has come to focus in Oklahoma public education is that of House Bill 1466. In compliance with House Bill 1466, Title 70, Section 17, beginning with the 1986-87 school year, each local school district, in order to receive accreditation by the State Board of Education, shall adopt a school improvement plan which shall clearly describe the instructional improvements to be addressed over the next five years. Accredited private and parochial schools must be in compliance with this law.

The improvement plan must be prepared as a practical, usable tool which projects a sensible course of action for bringing out each needed change. In order to determine areas of improvement, clearly delineated educational expectations shall be developed for all instructional areas and updated on an annual basis.

The plan shall also include a specific program of improvement through academic skill reinforcement and/or remediation pursuant to the provisions of the Oklahoma School Testing Program Act, as well as including long-range goals of accreditation for all public high schools as established by the North Central Association of Colleges and Schools (NCACS).

Section 17 of House Bill 1466 stressed that each plan shall include stated goals that clearly delineate educational expectations, and shall be updated on an annual basis. The plan shall also include a specific program of improvement through academic skill reinforcement and/or

remediation pursuant to the provisions of the Oklahoma School Testing Program Act. Such plan shall include long-range goals of accreditation for all public high schools as established by the NCACS.

Section 7 of House Bill 1466 stressed that, beginning with the 1985-86 school year, the Board caused a norm-referenced test to be administered to every student enrolled in grades 3, 7, and 10 of the public schools of this state. Children who have individualized education plans pursuant to Public Law 94-142 shall not be subject to the provisions of the Oklahoma School Testing Program Act. The test used shall be selected by the State Board of Education and shall measure specific skills represented by learner objectives. The student skills to be tested at the specified grade levels shall include reading, mathematics, language arts, communications, science and the principles of citizenship in the United States and other countries of the world, and include the principles of democracy as they apply in the lives of the citizens. The board shall seek to ensure that data yielded from the test are utilized at the school district level to prescribe skill reinforcement and/or remediation by requiring school districts to develop and implement a specific program of improvement based on the test results.

In the state of Oklahoma there are a number of programs as well as materials and resources available to meet any and all needs; however, simply making a program available does not ensure its use or its success. Supplying materials for the classroom and staff development and educational opportunities for teachers is made more difficult because of dwindling financial resources. The administrator responsible for instructional supervision or the curriculum leader is most often the person held responsible for this task. The way in which the administrator charged with these duties in a district perceives his or her job

responsibilities and the manner in which those responsibilities are discharged reflects the philosophy, education, and background of the individuals and is integrally tied to the direction of education within each individual school district.

Statement of the Problem

The curriculum leader's position is one of importance within any school district. The person in this position has the influence and opportunity to shape the direction of learning for students and the educational level of training for the instructional staff within the district. In this fast-paced, technological society, the curriculum leader must make many decisions that will have a direct affect upon the students' abilities to meet challenges they will face in the future. Therefore, it is important to look carefully at the position as it is today.

As with other states across the nation, there is currently in Oklahoma a great variation in job descriptions and responsibilities for the curriculum leader. Schools can no longer safely assume that curriculum leadership is one and the same with school administration. Administrators or curriculum leaders charged with instructional supervision and curriculum development, as well as staff educational opportunities, have the potential to influence greatly the instructional programs of the schools within their respective districts. Thus, they must be proficient in the many areas involving instructional supervision, curriculum development, and implementation.

The management of dwindling financial resources has become a serious challenge, which must be met by school administrators throughout the country, especially in Oklahoma, where support for public education is in jeopardy. The development and coordination of instructional objectives

and materials among the school districts across the state has become a pressing need to insure the most effective use of personnel and resources, both instructional and financial. Communities across the state must be made aware of the successes, difficulties, strengths, and weaknesses of the programs in a way that will encourage their full support. Administrators and teachers working to bring together their experience and expertise, as well as gathering their support and participation, is essential to the success of continuing programs and new programs within the school district. With rapidly changing technology comes demands for new methods and programs. All of these factors point to the need for strong leadership in the area of curriculum development, management, and instructional supervision. It is of utmost importance to try to foresee the future demands to be made upon administrators or curriculum leaders in order to prepare educators for the position of curriculum specialist.

Purpose of the Study

Each of the school districts in the state of Oklahoma employs someone to oversee the instructional program of the district, whether it is the superintendent of schools, the assistant superintendent, the administrative assistant, the building principal, or the curriculum director. In small school districts, the superintendent or designated administrator assumes this responsibility, and in a district involving a larger school population it most often is delegated to an assistant superintendent or administrative assistant who may also supervise more than one area within the area of instructional supervision, curriculum, and program development.

The purpose of this study was to investigate the position of curriculum leader as it presently exists within the public schools of the state of Oklahoma, to study what the demands for the future indicate, and to address the differences in terms of what training must occur to assure that the person in charge of instructional supervision and curriculum development will be an effective catalyst for future progress. Specifically, the study attempted to answer the following questions:

1. What is the background and training of curriculum leaders holding positions within the public schools of Oklahoma?
2. What responsibilities are currently being performed by these curriculum leaders?
3. What changes are likely to occur in the kind of instructional services provided by curriculum leaders within the next 10 years?
4. What training must be provided to curriculum leaders to enable them to carry out their responsibilities being performed now and in the future?
5. What standards and guidelines are necessary for evaluation of graduate programs for preparing curriculum leaders?

Significance of the Study

Brief historical accounts of curriculum in seventeenth century colonial schools indicate how thoroughly a society's traditions, culture, and social philosophy influence the character of its school's curricula. In these early American schools, the religious communities determined what was to be taught (Zais, 1976). The teacher was responsible for curriculum direction in those early schools, but even then decisions had to be made about how best to teach the material and what teaching aids should be used.

School districts in Oklahoma are organized under state law to provide an education for all children of legal age. The basic educational requirements and curriculum which is established by the State Department of Education for school districts at the K through 6th level and the 7th through 12th grade level is the center point for that education. There are approximately 611 school districts, dependent and independent, across the state of Oklahoma which are charged with the responsibility of educating nearly 564,000 students (grades 1 through 12), and another 51,000 students in kindergarten (Oklahoma State Department of Education, 1988). At least one person in each district is responsible for monitoring the instructional program and curriculum of the district. This is not to say that the total responsibility falls on the shoulders of only one person, but the involvement of teachers as well as other administrators and parents only increases the responsibility of the person in charge of instructional programming and curriculum development, as well as staff development. The bringing together of the various members of the total educational body demands sensitivity, awareness of problems and issues, and the ability to deal sympathetically with all concerned.

The professional, whose responsibility it is to provide this leadership, establishes a support system that can be viewed by teachers as well as other administrators in the district as somewhat helpful and effective. The curriculum leader's own interpretation and understanding of his or her role is critical to their ability to fill that role. Training, experience, and contact with other educational professionals, as well as a broad knowledge of methods, materials, and resources are qualifications that help the curriculum leader.

Curriculum is an extremely complex field of study, due to the diverse nature of theories upon which it must draw (Zais, 1976). In order

to be effective, the curriculum leader must be aware of curriculum studies, changing technologies, new methods, and theories in these and other fields.

The responsibilities of the curriculum leader vary from district to district. This is due in part to the size of the district, the development of each district and its efforts to respond to the needs and priorities of the community it serves while maintaining those guidelines and regulations set up by the State Department of Education. In each district, personnel must be responsive to the community and the priorities of the community should be reflected in the schools within the district. As more emphasis is placed on accountability, and as communities become more involved in the functioning of the schools, the curriculum leader becomes more important as the leader and resource person. Teachers, administrators, and parents look to the person who has charge of the instructional programs and curriculum to provide information, encouragement, training, and materials for which to implement programs, or to build upon existing programs. Superintendents, as well as other administrators not directly involved in curriculum planning, want evaluation and support for district programs, suggestions for staff in-service, and an assessment of curriculum needs for the schools in the district. Other demands may also be placed upon the curriculum leader throughout the year when educational demands dictate a need. The entire instructional body within a district must have a clear understanding of these roles and responsibilities.

The influence of the curriculum leader on the school or schools within a district, as well as on the community, is vital. The priorities that the curriculum leader sets, the way he or she may set priorities, and the energy put into the pursuit of goals will be felt directly and

indirectly throughout the entire district. The way that the curriculum leader functions in the position helps establish the setting in the district for unity or for discontent.

A vital relationship should also exist between the curriculum leader and the superintendent of schools, and other administrators within the school or schools in the district. The superintendent of schools traditionally is considered the instructional leader within each school district, unless the district is a dependent district in which the principal is considered the instructional leader. The person who is charged with instructional programming and curriculum development will have a great effect on the expertise brought to the district in the areas of instructional programming, curriculum development, and staff development.

Teachers and other administrators within a district often have different expectations of the curriculum leader. With this being the case, it is difficult to overemphasize the importance of this position. All instructional staff members, administrators, and parents must know what to expect of the curriculum leader, and the curriculum leader must also have a clear understanding of what their role is in order to facilitate maximum support for the educational programs of the entire district.

The data gathered from this study will provide information for:

1. For universities for the development of a graduate program for preparing curriculum specialists for state certification.
2. State legislators and the State Department of Education to develop specific educational standards and guidelines for certification of curriculum specialists.

Scope and Limitations of the Study

The scope of this study identified the function of the curriculum

leader as identified by the literature, and the reported role and responsibilities of the curriculum leader as identified by the responses to the survey questions.

The following limitations are in effect for this study:

1. It was dependent on the respondents to respond to the survey sent to specified public school districts.

2. It was dependent on the respondents' willingness to be honest and accurate in their responses to survey questions.

3. It was limited to public school districts in Oklahoma, both dependent and independent.

Definition of Terms

The following terms were utilized in this study:

Dependent School District: A district made up of grades K through 8 which have not met the minimum standards for, and have not been designated as an independent school district by, the State Board of Education; a district in which there is no secondary school, grades 9 through 12.

Independent School District: A district which has maintained, during the previous year, a school offering secondary school subjects which are fully accredited by the State Board of Education.

Curriculum Leader: The administrator or certified instructional person other than the superintendent of schools, working within the district whose primary responsibility is the instructional program of the district.

Principal: The chief building administrator responsible for the operation of a building or buildings and who does not have the title of superintendent, assistant superintendent, administrative assistant, or any other administrative designation.

Superintendent: The chief executive officer of the district who shall have charge and control of the public schools of the independent school district, subject to the orders, rules, and regulations of the board of education.

Assistant Superintendent: Any person certified as an administrator holding the same certification as a superintendent, who is so designated, but who is not the superintendent of schools.

Administrative Assistant: Any person certified as an administrator and/or teacher, but not holding the same certification as an assistant superintendent or superintendent, who is so designated, who is not the superintendent of schools or assistant superintendent of schools, but is in an administrative capacity charged with specific duties.

Instructional Staff: All certified teaching employees, plus noncertified teaching assistants and/or aides, who are employed by a school district.

Curriculum: A total plan for the program of a school aimed at providing sets of learning opportunities to achieve educational goals and related objectives for the identified population of a single school.

Role: A behavioral pattern characteristic expected of individuals within a given group.

Staff Development: A process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim, better learning for students and continuous, responsible self-renewal for educators and schools.

Average Daily Attendance (ADA): The formula the state of Oklahoma uses to determine the level of financial support to a district.

Function: A special duty required to work; a special duty or action required of a person.

CHAPTER II

REVIEW OF THE LITERATURE

The curriculum leadership role of school administrators is changing. The size of the staff, the complexity of programs, and the increasing degree of specialization serve to stimulate these changes. As a result, there is considerable confusion as to how an administrator fulfills his or her obligations as a leader in curriculum matters (Znezevich, 1975).

The public school curriculum is far too important and complex today to be the sole responsibility of only one individual or group of individuals. Over the past few years researchers have been actively researching the responsibilities of those individuals involved in curriculum, program development, and instructional leadership. Few studies in the past have focused specifically on the role of the curriculum leaders. In 1963, the Executive Committee of the Association for Supervision and Curriculum Development (ASCD), acting upon a recommendation of its Commission on the Preparation of Instructional Leaders, appointed a committee on Professionalization of Supervisors and Curriculum Workers. This committee initiated a search for information on the professional status of curriculum supervisors and curriculum workers. It was this committee's disappointment to find that their search resulted in the discovery that such data proved to be almost nonexistent at the national level (Ogletree, 1965).

This chapter will focus upon:

1. A brief history of public school education in Oklahoma.

2. The historical evolvement of the role of the curriculum leader.
3. Differing perceptions of the role of the curriculum leader by educators in teacher and administrative roles.
4. Opinions on the roles and tasks of the curriculum leader.
5. A review of professional education, training, and certification of curriculum leaders.

A Brief History of Public School Education in Oklahoma

Legislation in 1889 provided nothing for the establishment of schools in the territory except the reservation of Sections 16 and 36 of each township for "school lands." School lands were sections of property which were set aside for the support of public schools. The government would lease the lands to citizens or businesses and the lease revenue would be used for the schools. About 100,000 acres were set aside in the "unassigned lands" for this purpose. School lands could not be sold by the government but had to be maintained until statehood.

Early settlers established schools by "subscription." Subscribers paid in order to send their children to school (Calhoun and English, 1984). The members of the first session of the territorial legislature had two big items on their minds. First was the permanent location of the territorial capital; the other was setting up a school system for all grades, high school, and colleges, to begin work at once.

At that time, schools in the United States were not organized in the same way they are today. There were few state school systems; most cities or county districts ran their schools independently. School texts were not standardized, school terms varied in length, and examinations were different in all schools. Pupils transferring from one school to

another were "set back" or "put forward" a grade in order to fit them into the new schools' rules. The same situation existed in the territories. Each of the Five Civilized Tribes had its own national school system. English was the teaching language in all of them, although Cherokee students also learned to read and write their own language, using the Sequoyah syllabary. Over both territories there were mission schools run by the different Christian denominations. These schools were primarily intended for Indian students, but some white people were allowed to attend them in sections where there were no other schools (McReynolds, Marriott, and Faulconer, 1980).

The Organic Act of 1890 appropriated \$50,000 for the temporary support of public schools, and the territorial legislature established a public school system on Christmas Day of that year. District schools were to be established under county superintendents, and city schools under city superintendents. The same system exists today. When the Osage, Ponca, and Otoe-Missouri lands were divided into allotments, there was no land remaining and no school lands were set aside. To compensate for this, areas were selected in the Kickapoo territory and in Woodward County and were called "indemnity lands." Some indemnity lands were substituted for the sections originally set aside for school lands in the Cherokee Outlet, the Kiowa-Comanche country, and the Wichita territory. In addition to school lands, Sections 13 and 33 were set aside in the openings of the Cherokee Outlet and the Kiowa-Comanche and Wichita lands. These were for endowments for higher education and for revenue with which to pay for the construction of public buildings. All of these lands were leased and controlled by the School-Land Board, which consisted of the governor, the secretary of the territory, and the territorial superintendent of schools. The business of the board became so voluminous and

the sums it handled so large that in 1898, provisions were made for hiring a secretary and several other employees and a department was created for handling the business of the School-Land Board and our present State Board of Education and State Department of Education (Calhoun and English, 1984).

The Enabling Act had provided for a free public school system to be set up in the new state. Four articles and two clauses in other articles in the constitution are concerned with education in one form or another: fundraising by taxation, division of counties into school districts, setting up standards of education, and establishing colleges and universities. After the adoption of an amendment in 1941, the state-supported colleges were placed under the direction of the State Board of Regents for Higher Education. A State Board of Education was established to supervise elementary and high school education throughout the state. It was hoped that all Oklahoma school children would have equally good educational opportunities from the beginning, but this proved to be impossible. Some school districts had more money than others, could erect better buildings, and could pay higher salaries for teachers. Not for many years were there enough college graduates available as teachers to make it practical to require that every teacher have a college degree or certification as is required today. Not only school districts and teacher requirements came under the direction of the State Board of Education. This board was also responsible for the selection of textbooks and for the establishing of a uniform school year (McReynolds, Marriott, and Faulconer, 1980).

Historical Evolution of the Role of the Curriculum Leader

Historically, supervision originated as an administrative function of inspection of the schools and was conducted by laymen rather than by professional educators (Eye, Netzer, and Krey, 1971). Today, years after the first supervisory concepts and behaviors of inspectional authoritarianism, supervision has made a shift toward a process of "working with people on problems of mutual concern that are related to the goal structure of the school as an organization" (Alfonso, Firth, and Neville, 1975, p. 26).

Four periods of time are generally recognized in the development of educational supervision: (1) a period of authoritarianism and administrative inspection--approximately 1642-1875; (2) a period of scientific management and efficiency orientation--approximately 1876-1929; (3) a period of democratic supervision, cooperative group efforts, and concern for human relations in supervision--approximately 1930-1959; and (4) a period of research orientation and organizational theory/systems management--approximately 1960 to the present (Eye, Netzer, and Krey, 1971).

The origin of educational supervision dates back to the mid-1600's, when early American colonists, particularly those in New England, were concerned about adequate educational opportunities and literacy, mainly for the perpetuation of established religion and "in order that the directly revealed Word, the Bible, could be sustained in the faithful" (Alfonso, Firth, and Neville, 1975, p. 15). A high value was placed on education, as observed by educational legislation in the form of the Massachusetts Bay Law of 1642, which ordered that children be taught to read for the purposes of understanding the principles of religion, and

the Massachusetts Law of 1647, which specified that both reading and writing be taught (Gwynn, 1961). Traces of supervision began to appear at this time, mainly in concern with the selection of teachers and management of the school (Swearingen, 1962).

Supervision as administrative inspection appeared in Boston in the early eighteenth century, when laymen were given the responsibility of touring the schools and evaluating the facilities, maintenance of the school, and progress of the pupils (Alfonso, Firth, and Neville, 1975).

The function of supervision was inspection of the schools by laymen who were interested in judging the ability of the school to meet the requirements of the prescribed curriculum. Laymen, moreover, made it their business to visit the schools (Eye, Netzer, and Krey, 1971).

The lay inspection committees eventually were replaced by professional educators. As schools expanded and organizational responsibilities became complex, a professional educator was needed to assume administrative duties of inspection of the school, keeper of the school, and "implementor of lay-committee edicts" (Alfonso, Firth, and Neville, 1975, p. 16). In many cases, the educator was a superintendent and by the late nineteenth century, 29 superintendent positions had been established in the country (Wiles and Lovell, 1975).

As population continued to increase, school districts continued to grow; moreover, controversial issues relative to the survival of free public education emerged. These developments of expansion of schools and emergence of public controversy demanded much time and created additional responsibilities for superintendents, necessitating their delegation of responsibilities for local governance of the individual school to the principal or principal/teacher of the school (Alfonso, Firth, and Neville, 1975). The principal, nevertheless, was not expected to supervise

unless it was the wish of the citizenry, who would so inform him through the lay committee. "Improvement of instruction was not considered, but rather, the enforcement of prescribed instructional exercises, including the conditions of learning" (Alfonso, Firth, and Neville, 1975, p. 16).

The period of authoritarianism and administrative inspection (approximately 1642-1875) was characterized by three distinguishing traits: (1) authoritarian rule; (2) major function of inspection, judgment, and dismissal of weak teachers; and (3) conformity to standards established by lay committees (Alfonso, Firth, and Neville, 1975).

Two situations in education at the turn of the century had significant bearing on supervision. First, the impact of business practices and ethics on education was strong (Eye, Netzer, and Krey, 1971). "The industrial revolution was a dominant factor in American life and the method of science was the major approach used by industry" (Wiles and Lovell, 1975, p. 33). Second, the inclusion of new subjects in the school curriculum, such as music and physical education, and the lack of adequate teacher preparation in these new subject fields, resulted in the engagement of supervisory specialists and additional general supervisors to conduct classes and to assist the classroom teacher (Lucio and McNeil, 1969).

With increased pupil enrollments, increasing supervisory and teaching staffs, and organization of schools by grade levels and subject area departments, school leaders were faced with new concepts in management. The principles of scientific management in business were proposed for school supervision (Lucio and McNeil, 1969). Thus, in following the organizational principles, (1) educational objectives were developed, (2) efficient and effective methods of attaining them were established (Wiles and Lovell, 1975), and (3) qualifications of teachers were specifically

defined (Lucio and McNeil, 1969). The job of the supervisor, then, was to see that specifications and pre-established methods were carried out (Wiles and Lovell, 1975) and that standard qualifications were met by all teachers (Lucio and McNeil, 1969). This period of scientific management and efficiency orientation was from approximately 1876 to 1929.

Alfonso, Firth, and Neville (1975, p. 25) described the 1930's and 1940's, following the period of scientific management, as "periods of creativity and refinement in supervision," with increased emphasis on participation and shared responsibility of the classroom teacher in instructional improvement. The late 1920's saw further protest against imposition of curriculum and method by personal authority of administrative officers.

During this period of democratic relationships and cooperative group efforts (approximately 1930-1959), there was

. . . clearly a concern for the nature and needs of the individuals in the educational organization. Attention was drawn to the feelings and emotions of teachers, group processes, cooperative planning, and principles of democratic supervision. Supervisors became resource persons on call for requests for services by teachers (Wiles and Lovell, 1975, pp. 35-38).

Thus, supervisory practice again moved toward reform. Eye and Netzer (1971) described the current period of supervision (approximately 1960 to the present) as a period of research orientation. The latter part of the period has also been referred to as a period of organizational theory and systems management (Eye, Netzer, and Krey, 1971).

Burton and Brueckner (1955) explained that:

Modern supervision involves the systematic study and analysis of the entire teaching-learning situation utilizing a carefully planned program that has been cooperatively derived from the situation and which is adapted to the needs of those involved in it (p. 13).

Efforts in educational administration to harmonize theoretical and research developments in the areas of both scientific management and human relations have also had an effect on curriculum supervision (Wiles and Lovell, 1975).

The contemporary view of supervision is an emerging one, but one that is nonetheless wide in scope. Alfonso, Firth, and Neville (1975) stated that:

. . . it requires that supervisors fully involve teachers, guiding teachers but encouraging them to be the prime figures in identification and analysis of instructional concerns, as well as implementors of a program to improve the instructional procedures (p. 27).

Wiles and Lovell (1975) added that the emerging point of view

(1) poses a challenge for supervisors to assist teachers in keeping abreast of new knowledge in subject matter and teaching methodology; (2) expects curriculum supervisors to provide leadership in gaining the participation of teachers in the development of organizational goals; (3) presents the challenge to supervisors to facilitate adequate communication on educational concerns, decision-making, and problem-solving (p. 45).

In more than 300 years of development (approximately 1642 to present), the concept of curriculum supervision has evolved from administrative inspection and authoritarianism, to scientific management, to democratic supervision and cooperative group efforts, and finally, to research orientation and efforts toward harmonious synthesis of research and theoretical developments in scientific management, as well as in the behavioral sciences.

Perceptions of the Role of the Curriculum

Leader by Educators in Teaching and

Administrative Roles

Some of the earlier studies in supervision examined perceptions of supervisory behavior and the role of the supervisor among teachers,

administrators, and supervisors. Smith, Stanley, and Shores (1957) discussed the differences between "status" and "functional" leadership roles and pointed out that, to be effective, the curriculum expert in the district must fill both of those roles. Smith, Stanley, and Shores enumerated three areas of competency needed by these individuals:

1. Those needed in working in face-to-face situations;
2. Those required by the process of mass communication;
3. Those needed in the job of selecting individuals for certain tasks (pp. 660-661).

They also stressed that local leadership must be trained in the above areas.

Cleminson (1968) investigated the theoretical foundation of instructional supervision as defined by its major purposes and functions

It answered the following questions: (1) What are the perceptions of the major purposes and functions of instructional supervision expressed by all public school superintendents, supervisors, secondary principals, and elementary principals in New Jersey? (2) Are there significant differences in the perceptions of the major purposes and functions of instructional supervision expressed by superintendents, supervisors, secondary principals, and elementary principals when such perceptions are assessed according to three criteria: a democratic theory of instruction supervision; an authoritarian theory of instructional supervision; and a laissez-faire theory of instructional supervision? (p. 387).

In an article written by English (1979, p. 408), he stated that "Management of the curriculum requires a clear statement of mission, control of resources, and feedback about results." English further pointed out that

Management is the science of leadership. It refers to a set of concepts and methods that, when recognized and implemented, enable most leaders to increase their effectiveness. Without management, even great leadership is reduced in its magnitude, because elements of that leadership pattern are not replicable by subsequent organization generations. Without the capacity of replicability, it's difficult to learn from mistakes. Educational leaders are therefore prone to make the same error each time a similar problem is encountered. While leadership

may come and go, management practice remains stable. Long-range school system improvement is therefore a process of impacting its basic management practice (p. 408).

According to English (1979), management has three primary functions in school system curriculum development:

The first is to establish the mission of the school system in terms that are assessable and replicable. The second is to effectively and efficiently configure the resources of the system to accomplish the mission. The third is to use feedback obtained to make adjustments in order to keep the mission within agreed-upon costs (p. 409).

Responsibility of Curriculum Leaders

It is impossible to present a complete list of duties of the district-level administrator responsible for curriculum and instruction. However, Ching (1977), in a study of the role of the curriculum supervisor and in an effort to define this position, listed the following areas of responsibility:

- Area One: Director of Curriculum/Instructional Development
- Area Two: Facilitator of Staff Professional Growth and Development
- Area Three: Consultant for Resources and Services
- Area Four: Coordinator of Communication/Information/Publication
- Area Five: Member of Management Team
- Area Six: Member of the Profession (p. 5149a).

Another investigator, Burchell (1965), made the following list, but concluded that teachers had a less clear picture of what to expect from curriculum leaders than did administrative personnel:

1. Maintaining quality control over all matters pertaining to the instructional program;
2. Providing consultative help and instruction/curriculum services;

3. Arranging and/or conducting in-service education activities;
4. Carrying out of administrative responsibilities in respect to curriculum and instructional operations;
5. Providing liaison and furthering cooperation between the school organization and the community, especially in respect to curriculum and instructional matters (p. 4358).

The following study confirms the ambiguity among teachers in their perceptions of the curriculum leader's role. Cawelti and Reavis (1980) identified four major instructional processes in large and medium city school districts and suburban school districts to see how well they were being performed. Today's instructional leader must possess skills in four areas which are referred to as process skills--these are the tools the principal or supervisor uses to become involved in instructional improvement. The processes were: (1) curriculum development, (2) clinical supervision, (3) staff development, and (4) teacher evaluation. Cawelti and Reavis questioned teachers, principals, supervisors, superintendents, and assistant superintendents and found that the farther removed the group was from the classroom, the more effective they perceived the services to be. In almost all cases, fewer teachers than superintendents and their assistants indicated that teacher needs were being met. Cawelti and Reavis (1980, pp. 8-9) recommended more research to determine "at what level in the school district . . . curriculum work [is] best accomplished. Where should the responsibility and resources for staff development be assigned?"

Mickelson, Appel, and Prusso (1969) studied the functions of the director of curriculum and instruction and delineated six "major tasks" performed. Their functions involved (1) designing a framework, (2) planning activities, (3) evaluating practices, (4) conducting research, (5) coordinating and developing proposals, and (6) advising the board and

superintendent of all efforts focused on improving curriculum and instruction.

Dudley (1973) conducted a study to ascertain from the literature what authorities proposed as significant aspects of the role of the educational consultant, and to ascertain the role of the consultant in the public schools in Lincoln, Nebraska, as perceived by various role groups. Participants selected for the study included elementary and secondary school teachers, elementary and secondary school administrators, members of the cabinet of the school superintendent, and educational consultants. Dudley (1973) defined consultants as those engaged as subject area specialists to assist teachers in the improvement of their school programs and classroom performance.

Respondents to the survey were asked to rank items and major roles from 1 (most important) to 5 (least important). The five major roles were: (1) in-service, (2) procedural duties, (3) public relations, (4) supervision, and (5) leadership (Dudley, 1973). Dudley found that the role of leadership was ranked highest of all five major roles. The role ranking second was in-service, and third was supervision; public relations and procedural duties were ranked fourth and fifth. The major roles and items, as ranked by respondents to the survey, are shown in Table I.

Marchak (1970) also investigated differing perceptions of the role of instructional supervisor among teachers, supervisors, and principals. Marchak found differences in role expectations of the instructional supervisor among teachers, supervisors, and principals in Alberta, Canada. He utilized responses of the teachers, supervisors of instruction, and principals in determining divergence and convergence of role expectations held for the supervisor of instruction in Alberta, Canada. Marchak used

TABLE I
 MAJOR ROLES OF THE EDUCATIONAL CONSULTANT
 IN PUBLIC EDUCATION

Major Roles in Rank Order	Items Within Major Role Ranked High in Priority by Respondents
I. Leadership	<ul style="list-style-type: none"> (1) Provides leadership in curriculum projects (2) Provides leadership in diagnosing curriculum specific plan (3) Guides development of new courses
II. In-service	<ul style="list-style-type: none"> (1) Assists teachers in planning and conducting building level in-service activities (2) Assists building administrators in planning/conducting building level in-service activities (3) Designs/instructs or contracts for instruction of in-service programs (4) Meets with teachers to supply con- uing in-service experience in a new curriculum
III. Supervision	<ul style="list-style-type: none"> (1) Analyzes the adequacy of new or existing instructional programs or activities (2) Analyzes student achievement to insure that the curriculum does promote the desired student educational development (3) Defines and redefines content, methodology, materials, grade placements, time allocations, evaluation procedures
IV. Procedural Duties	<ul style="list-style-type: none"> (1) Arranges time, facilities, and materials for curriculum development (2) Advises schools in selection of materials and equipment

TABLE I (Continued)

Major Roles in Rank Order	Items Within Major Role Ranked High in Priority by Respondents
V. Public Relations	<p>(1) Interprets program to various administrators, Parent-Teacher Associations, school visitors, and others in their field</p> <p>(2) Personally delivers and discusses with teachers the recent books, pamphlets, periodicals, and materials which deal with their particular subject areas</p> <p>(3) Communicates recent developments in their schools via memoranda, bulletins, and newsletters</p>

a questionnaire consisting of 62 statements relative to the role of the supervisor: (1) providing staff assistance, (2) in-service activities, (3) supervision of instruction, (4) curriculum development, and (5) personnel responsibilities. These statements, however, were not listed in categorical order or by title in the actual questionnaire for the purpose of minimizing a possible halo effect, which might be created by the title of the category. Respondents were requested to rate each item on a five-response Likert scale: (1) definitely should, (2) preferably should, (3) may or may not, (4) preferably should not, and (5) definitely should not.

From the data collected, Marchak (1970) drew the following conclusions:

1. Expectations of the role of supervisor held by supervisors of instruction were not in consonance with the expectations held by the

principals, with supervisors being generally more supportive of the items in the instrument than were the principals.

2. There was lack of agreement between the expectations held by supervisors and those held by teachers, with supervisors being more supportive of the items than were the teachers.

3. There was lack of congruence in expectations held by supervisors and teachers in all of the areas of responsibility studied.

4. Teachers and principals did not hold congruent expectations of the role of the supervisor, with principals being, in general, more supportive of the statements in the questionnaire than were the teachers.

5. There was lack of congruence between the expectations of elementary and secondary teachers of the role of supervisor, with elementary teachers being more supportive, in general, of the statements in the questionnaire than were secondary teachers.

Marchak (1970) found significant differences in the expectations of the role of the instructional supervisor as perceived by: (1) supervisors of instruction and principals, (2) supervisors of instruction and teachers, (3) teachers and principals, (4) teachers with different numbers of years of training, (5) teachers with elementary and teachers with secondary backgrounds, (6) teachers of different age groups, and (7) teachers with different numbers of years of teaching experience. On the other hand, there was no significant difference in the expectation of the role of the supervisor of instruction as perceived by: (1) teachers from small, medium, or large schools and (2) male and female teachers.

Another study of perceptions of the role of the curriculum supervisor was conducted by MacNeil (1973). He conducted a survey with 950 curriculum supervisors, superintendents, teachers, school board members, Department of Education officials, and professors of education from

various school systems and universities in four Maritime provinces of Canada. MacNeil used a 30-item questionnaire which identified eight major roles of the curriculum supervisor: (1) supervision and administration, (2) evaluation, (3) preparing teaching aids and resources units, (4) personnel functions, (5) planning and developing curriculum programs, (6) relating school and community, (7) promoting research and experimentation, and (8) in-service training.

MacNeil (1973) found that: (1) there was little agreement between groups as to actual and ideal role of the curriculum supervisor, (2) there was little congruence between actual and ideal roles of supervisors within groups, (3) there was no overall agreement between the curriculum supervisor and the contact groups, and (4) there was little item-by-item agreement.

Pucci (1973) also investigated perception relationships between expected role and actual role of the curriculum supervisor among supervisors of curriculum, their coordinates, superordinates, and subordinates. Pucci developed a composite profile of the role of the curriculum supervisor which was sent in the form of a questionnaire to 50 incumbent supervisors, 50 superordinates, 150 coordinates, and 250 subordinates. Superintendents were categorized as superordinates, building administrators who shared common responsibilities with supervisors were considered as coordinates, and classroom teachers were categorized as subordinates in Pucci's study. He extracted and listed 40 role statements that were mentioned in 75% or more of the professional literary sources from 1950 to 1973. These statements were confirmed by a jury panel of three educators. Pucci (1973) found a significant number of inconsistencies between role expectations as perceived by incumbent curriculum supervisors and by the coordinates. On the other hand, there was no significant

number of inconsistencies detected between the role expectations as perceived by incumbent curriculum supervisors and by either their superordinates or their subordinates. These studies substantiated the statement by Alfonso, Firth, and Neville (1975) that evidence indicates that the role of supervisors is not clearly perceived.

The curriculum director also has a role as change agent, as described by Depasquale (1979). In his study, he found that the director most often worked with administrators, and was the person depended upon for information, setting of goals, planning, and implementing an innovation. He recommended that the curriculum leaders be well versed in research so that information could be provided as appropriate. Guffey (1977) also found that the greatest expectation for the curriculum leader that principals, superintendents, and directors expressed was for him or her

. . . to keep abreast as a generalist of the latest development affecting the curriculum by reading widely, attending professional meetings, visiting other school systems, and other means that will contribute to professional growth (p. 5158a).

Curriculum change, to be effective, must be directed by a central office administrator who is able to assume responsibility for implementation, monitoring, and evaluation of the new program (Tankdard, 1974). Tankdard also stressed responsibility of the curriculum director to work directly with staff members to evaluate their activities and to make necessary changes in personnel.

These administrative responsibilities of the curriculum leaders in a district do not appear to be well understood by principals and teachers. Ridley (1977) found that these two groups did not expect the director to have the high level of administrative function that they, in fact, did have.

Saylor and Alexander (1966) discussed the need for the curriculum director to work with groups, and the three primary tasks that he or she must accomplish:

1. Leading the curriculum planning process.
2. Coordinating efforts of all groups and individuals working on curriculum problems.
3. Acting as a change agent for curriculum improvement (p. 505).

Even though Saylor and Alexander published their book in 1966, their emphasis on the knowledge of the curriculum director with respect to new methods and materials is still timely. They stated:

The competent leader is able to bring to planning groups a wide range of information and ideas about sources of subject matter and types of learning experiences. He is able to call on specialists in the various areas for expert counsel on the selection or development of materials in their respective fields. . . . The curriculum leader, however, does need comprehensive knowledge about current research and experimental projects in the various areas so that he can bring reports of these to the particular planning groups (pp. 506-507).

Saylor and Alexander (1966) spoke of the curriculum director as a generalist making use of specialists and having broad but specific knowledge in all areas of curriculum. Sergiovanni (1980) emphasized the critical necessity of efforts to understand how learning takes place in classroom settings. The curriculum director must help to fill that gap in training by assessing needs and developing in-service education to meet those needs. Staff development with use of new knowledge in the mechanics of learning, then, is an emerging task for curriculum specialists, according to Sergiovanni (1980). He stated:

It seems likely that in the 1980's . . . staff development will be such an important function for most districts that administrators will continue to be involved in traditional programs, teacher groups will evolve even more effective mechanisms than teacher centers, and individuals will be even more conscious of their needs and opportunities (p. 279).

Bradley (1985) discussed the variations of curriculum leadership and leadership styles:

The curriculum leader's intent and behavior should be directed toward making the role of curriculum leader as tangible as possible. The educational hierarchy is building based: The superintendent is 'the boss' of all the buildings. The principal is 'the boss' of his or her building. These are tangible functions. All jobs that revolve around the building structure are not as tangible. The curriculum leader should continually strive to make the role tangible in the perceptions of the school and community. Unless the people in the organization clearly know what a person does, that position cannot reach its potential. Clarity leads back to tangible roles. Ambiguity produces intangible roles and, eventually, role conflict. Role conflict and ambiguity have been the major problems for curriculum leaders since the inception of the position.

The curriculum leader should base his or her behavior on the need for a clear and tangible definition and perception of the role. A unique aspect of the curriculum leader role is that it is process expertise based rather than content expertise based. Most educational administration positions are content expertise based: The superintendent is expected to be knowledgeable in school finance, public relations, business management, and so on. The principal is expected to be able to manage the building, administer pupil personnel and staff personnel, and handle like details. A curriculum leader's position is viewed differently. Because of the diverse academic nature of curriculum, the curriculum leader is not expected to be an expert in all content areas. The teachers, supervisors, and other specialists in the content areas will supply the content expertise. What is expected of the curriculum leader is process expertise. The staff expects, and in fact will demand, input into the curriculum content. However, the rest of the curriculum development should be planned and facilitated by the curriculum leader. The curriculum leader is expected to be knowledgeable in curriculum planning, design, format, decision making, and evaluation.

These processes are similar regardless of the academic field of the curriculum development. It could be science, math, or any other academic discipline. If the curriculum leader can lead the curriculum development process equally well, regardless of the subject being developed, it can be assumed that he or she has process expertise. However, these content decisions are only a small part of the total curriculum development. Someone must facilitate the whole process. That facilitation of the process, from planning through evaluation, is process expertise (p. 891).

Professional Education, Training, and Certification
of Curriculum Leaders

Saylor and Alexander (1966), while admitting that there was probably no professional preparation program that contained all the requisites they listed, still presented a list of invaluable experiences for aspiring curriculum leaders:

1. Courses in the theory and practice of curriculum planning and improvement.
2. Advanced graduate work and other specialization in at least one academic discipline to develop competence in its method of inquiry.
3. Study of written cases of curriculum problems from actual school situations.
4. Participation as observers and members in various types of curriculum planning groups.
5. Review, in seminar-type class, of current curriculum research and curriculum research proposals.
6. Examination of the research and literature for sources pertinent to specific curriculum problems.
7. Development of courses of study, curriculum guides, and resource units, both as graduate assistants to ongoing curriculum programs, and as participants in school planning groups.
8. Service as an assistant or associate of an established curriculum director or professor of education who is often a curriculum consultant (pp. 516-517).

Table II (from a similar study by Ching, 1977) represents the various views on the roles and responsibilities of the curriculum leader as perceived by educators involved in the field of curriculum. Educators continue to emphasize the ambiguity of the role of the curriculum leader in the educational system; many authorities, nevertheless, have expressed their views on what the role of the curriculum leader should be.

TABLE II
 VIEWS ON THE ROLES AND RESPONSIBILITIES OF
 THE CURRICULUM LEADER

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Yerian (1965)	Leadership in improvement of instruction	<p>Assists in formation and fulfillment of objectives within a group</p> <p>Uses skills in human relations and group processes</p> <p>Uses skills in personnel administration: participation in staff selection, growth, personal needs, evaluation or self-evaluation of instruction</p>
Miller & Hudspeth (1966)	Catalyst in the role of teacher in use of educational media/technology	<p>Keeps abreast of new methods/materials</p> <p>Generates testable ideas</p> <p>Works with teachers to test new ideas/materials</p> <p>Generates development of learning systems incorporated with use of media in the classroom</p> <p>Encourages and facilitates innovation</p>
Wear (1966)	Coordination of contributions of many consultants to education	<p>Possesss understanding of:</p> <p>(1) the school as a social institution</p> <p>(2) the total school program and role of faculty/staff</p> <p>Identifies in-service needs and selects appropriate consultants to fulfill needs</p> <p>Uses skills in curriculum building and research</p>

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Wear (1966) (cont.)		<p>Understands aspects of institutional improvement and human development</p> <p>Uses knowledge of instructional materials, communication, teaching and leadership techniques, problem-solving, and group processes</p>
Phipps (1966)	Improvement of instruction; motivation for teacher growth; curriculum development	<p>Visits classrooms and observes teaching</p> <p>Conducts conferences for improvement of instruction and design of action research</p> <p>Assists teachers in examining their beliefs/values and modifying them in light of new findings in research</p>
Turney (1966)	Services which contribute directly to the improvement of classroom instruction	<p>Helps teachers master substantive content, attain teaching competency, test new ideas</p> <p>Uses skills in analysis of teaching and variety of research techniques</p> <p>Employs techniques in individual and group counseling</p> <p>Uses skills in instructional media</p> <p>Possesses thorough understanding of structure of knowledge in content areas</p> <p>Uses skills in communication, administration, management, and curriculum construction</p>

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
McMaster (1966)	Improvement of classroom instruction through growth of supervisor, teacher, and child	<p>Uses team approach in working with teachers</p> <p>Assists teachers with methods/materials/techniques</p> <p>Talks/works with students</p> <p>Assists in planning in-service programs</p> <p>Develops/tests new approaches in teaching/learning</p> <p>Visits classrooms</p> <p>Helps in curriculum planning</p> <p>Participates in professional activities in other districts</p>
Rutrough (1967)	Personnel administration	<p>Plans/conducts continuing orientation programs for new teachers and enhances human interaction in the school</p> <p>Plans/directs relevant in-service programs</p> <p>Helps create climate conducive to development of good morale</p> <p>Helps faculty and staff in problem-solving, staff selection, job description and requirements, professional motivation, evaluation, establishing effective working relationships, work assignments</p>
Gillenwater (1967)	Resource for new developments in teaching of geography; catalyst for motivation of teachers to keep abreast of current trends	<p>Observes teacher in classroom</p> <p>Participates in curriculum revision</p> <p>Plans/conducts workshops for teachers</p>

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Gillenwater (1967) (cont.)		Assists in planning meaningful programs for student teaching Participates in selection of geography teachers
Lovell (1967)	Facilitation of improved teaching behavior	Develops goals in view of goals of institution Assists in planning/coordinating programs for teacher professional development Develops systematic procedure for evaluation of outcomes Participates in problem-solving in curriculum development
McClay (1967)	Teacher education	Recruits prospects for teacher training Participates in teacher selection Orients new teachers Assists teachers in instructional improvement Assists in planning/facilitating teacher in-service programs Meets with teacher educators Conducts research Develops techniques in innovation
Enns (1968)	Effectiveness of learning and teaching: working directly with teachers	Staffing, recruitment/selection, orientation, placement, assessment of teaching competence, promotion, transfer, dismissal

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Enns (1968)		Motivation/stimulation for professional improvement Consultation for groups and individuals Program development Evaluation
Weischadle (1968)	Leadership for improvement of curriculum and instruction	Stimulates ideas Provides motivation and direction Encourages participation and leadership Effects change
Witherow (1968)	Guidance for teachers in improvement of instruction	Instigates change in curriculum and instruction Provides stimulation for improvement of instruction and creativity Develops plans; provides follow-up Assists teachers increase teaching competency Serves as resource person Makes demonstrations and displays of new materials available for teachers Provides commendation and recognition of teachers who try new teaching procedures

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Doyle (1968)	Behavior specialist	<p>Provides feedback to the teacher on his/her teaching behavior in the classroom: observes/records verbal behavior and communicates the behavior to the teacher</p> <p>Consults the teaching, administrative, and counseling staffs in supervisory processes</p>
Mickelson, Appel, & Prusso (1969)	Curriculum development; improvement of instruction; administration	<p>Designs structure and develops plans for curriculum change</p> <p>Implements plans for curriculum change; provides for evaluation of curriculum</p> <p>Conducts research</p> <p>Develops and coordinates funded projects</p>
Turner (1976)	Development of in-service programs	<p>Provides means for retraining in any innovative program</p> <p>Maintains communication with school personnel/clientele</p> <p>Provides means for examining new curriculum</p> <p>Keeps faculty informed of developments at district level</p> <p>Encourages teachers to be continuous learners in their content areas</p> <p>Involves teachers in development of in-service programs</p>
Hughes & Achilles (1971)	Change and innovation	<p>Initiates change</p> <p>Develops strategies for change</p>

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Hughes & Achilles (1971) (cont.)		Provides assistance throughout entire process of change
Selland (1971)	Guidance activities	<p>Provides educational information</p> <p>Assists in techniques used in guidance and record keeping</p> <p>Encourages use of community resources</p> <p>Provides guidelines for evaluation of guidance activities</p> <p>Demonstrates interest in personal problems of teachers</p> <p>Helps teachers solve work adjustment problems</p> <p>Assists teachers in obtaining help for personality improvement</p> <p>Helps teachers organize and implement community responsibilities</p>
Harbeck (1971)	Improvement of quality of science education	<p>Guides/coordinates curriculum revision</p> <p>Introduces new material, provides demonstration of use of the materials</p> <p>Implements innovative programs</p> <p>Provides meaningful, well-planned in-service teacher education programs</p> <p>Provides consultant services to teachers and other school staff</p>

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Harbeck (1971) (cont.)		<p>Participates in planning for physical plants and equipment</p> <p>Performs administrative duties: prepares reports, advises on budgetary</p> <p>Preparation, assists in evaluation/scheduling/staffing</p> <p>Keeps community informed of developments in program</p> <p>Serves as a liaison between school and community</p> <p>Works with colleges and universities in planning program of instruction in-service and in field-testing new instructional techniques</p> <p>Cooperates with state supervisors in development of educational programs</p> <p>Participates in professional organizations</p> <p>Writes for publication</p> <p>Keeps informed of new developments in education</p> <p>Assumes responsibility for own in-service education and professional development</p>
Willower, Cistone, & Packard (1972)	Translation of communications between the technical (teaching) and managerial (administrative) subsystems	<p>Serves as liaison between the teaching personnel and administration</p> <p>Represents interests of the teaching personnel in dealing with administration on problems affecting teaching performance and concerns</p>

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Jennings (1972)	Curriculum change	<p data-bbox="938 432 1409 558">Monitors interactions of individuals and groups within the community who influence decision-making</p> <p data-bbox="938 592 1364 651">Keeps community informed on school curriculum</p> <p data-bbox="938 684 1409 835">Organizes concerns of staff for presentation to proper authorities; plans for obtaining administrative action on concerns</p> <p data-bbox="938 869 1380 995">Utilizes expert panels and advisory committees in a politically strategic manner in affecting change</p>
Brodbelt (1972)	Accountability with improvement of overall effectiveness in teaching	<p data-bbox="938 1029 1282 1087">Examines instructional techniques</p> <p data-bbox="938 1121 1347 1180">Classifies teaching difficulties</p> <p data-bbox="938 1213 1396 1310">Keeps informed of new curriculum materials and teaching techniques</p>
Babin (1972)	Catalyst\supporter of teacher professional equipment	<p data-bbox="938 1344 1396 1465">Assists teachers in determining and directing their own programs for growth and development</p> <p data-bbox="938 1499 1412 1591">Assists teachers in hypotheses and diagnoses of problems relative to teaching</p> <p data-bbox="938 1625 1396 1711">Utilizes principles of individualization in working with teachers</p>

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Babin (1972) (cont.)		Keeps well-informed of curriculum developments through review of literature, visitations, conferences, and close relationships with colleges and universities
Toepfer (1973)	Instructional improvement and innovation	<p data-bbox="940 646 1406 707">Identifies prerogatives and needs</p> <p data-bbox="940 741 1406 831">Works with staff and community to identify needs of the school</p> <p data-bbox="940 867 1406 928">Involves teachers in decision-making</p> <p data-bbox="940 963 1406 1054">Assists in development of in-service staff development program</p> <p data-bbox="940 1089 1406 1178">Guides assessment and selection of physical facilities for innovative programs</p>
Burgy (1974)	In-service teacher education; curriculum development; public relations; personal professional growth	<p data-bbox="940 1213 1406 1304">Visits classes; dialogues with teachers to identify problem areas</p> <p data-bbox="940 1339 1406 1400">Writes/publishes monthly supervisory bulletins</p> <p data-bbox="940 1436 1406 1497">Teaches demonstration lessons</p> <p data-bbox="940 1533 1406 1593">Evaluates curriculum materials</p> <p data-bbox="940 1629 1406 1740">Develops public relations through newspaper articles; appearances before groups; home visitations</p>

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Burgy (1974) (cont.)		Maintains professional growth program: reads professional journals, attends conferences; maintains membership in professional organizations; maintains familiarization of new materials
Abrell (1974)	Humanistic supervision for teacher growth and improvement of instruction	<p>Creates environment which encourages teacher growth and fulfillment</p> <p>Helps teachers assess own needs</p> <p>Assists teachers in planning goals/objectives and strategies for their attainment</p> <p>Obtains materials and services of resource persons needed to meet goals/objectives</p> <p>Assists teachers in appraisal and evaluation of efforts to achieve goals/objectives</p> <p>Establishes open and trusting relationships with others</p> <p>Identifies needs, aspirations, talents, and goals of teachers and the school</p> <p>Involves teachers in planning of strategies to achieve goals/objectives</p> <p>Observes teaching</p> <p>Analyzes observations and provides feedback</p>
Eye (1975)	Analysis, design implementation, stimulation, evaluation	Creates communication network, including all personnel involved, for purposes of collaborative action

TABLE II (Continued)

Writer/Year	Focus on Supervision	Supervisory Involvement/ Role/Responsibilities
Eye (1975) (cont.)		<p>Stimulates school system in keeping common purposes in focus</p> <p>Identifies/recognizes individual expertise among school personnel</p> <p>Offers appropriate, relevant services to all school personnel in an effort to achieve common goals</p> <p>Assists others in engaging in self-analysis/self-assessment</p> <p>Provides direction in planning/designing curricular activities</p> <p>Initiates/develops internal evaluation strategies</p> <p>Helps in orientation of new teachers</p> <p>Encourages/stimulates exercise of creativity efforts</p>
Goens & Lange (1976)	Analysis of instruction for improvement of instruction	<p>Models behaviors expected of those being supervised</p> <p>Designs and implements programs</p> <p>Stimulates and initiates ideas among staff members</p> <p>Directs and controls programs/processes as needed</p> <p>Analyzes and appraises program processes</p> <p>Establishes helping relationships with staff members</p>

The training one receives must be designed to develop the specialist in curriculum and instruction, which is necessary in today's education. Foster (1981, p.87) concluded: "Curriculum and instruction development is clearly the single most important critical task area in elementary school administration as ranked by both responding principals and professors." He also found that there was close agreement between the principal's rating of his/her own effective behavior in instruction and curriculum planning and the professor's rating for task performance. Foster (p. 90) stated: "This suggests that the universities may well be on target in providing the needed pre-service training for administrators in this area."

Mickelson, Appel, and Prusso (1969) noted that the director of curriculum and instruction was most often a line position rather than a staff assignment. They questioned whether or not training had been directed toward line relationships and responsibilities and suggested the need for more information on this question.

Hansen (1974) saw a pressing need for training in this area so that better programs could be designed and more effective instructional techniques used. Hansen (p. 85) also stated: "Another administrative leadership necessity is the ability to identify and to exact the elements of 'good teaching.'" Those who will evaluate good classroom practices must be able to recognize them and specify what changes will bring about improvement. Changes must be justified and rational, and administrators need a strong philosophical background in order to correctly evaluate proposed innovations and to make good decisions. There has been a tendency to jump on the bandwagon without carefully matching program, assessed need, and stated goals.

University training programs and staff development activities are a prime requisite to effective instructional leadership, according to Cawelti (1980). In a study conducted by the ASCD (1976), standards and guidelines were developed with assistance from individual members of the ASCD who served on a working group and executive council. The group began an intensive study on the role, function, and preparation of the curriculum worker in 1974. The summary of their efforts was published in 1976 by ASCD entitled "Curriculum Leaders: Improving Their Influences," which resulted in their Standards and Guidelines for Evaluation of Graduate Programs Preparing Curriculum Leaders. As part of their initial study on curriculum leadership, it was stated that the preparation of curriculum leaders is the responsibility of those presently engaged in the field of curriculum. If the curriculum leader is needed, that individual ought to be a product of the finest development the curriculum field has to offer. Further, it is at least the responsibility of present leaders in the field to provide assurances that the preparation programs meet minimum standards of quality. This concern for quality is exhibited through agreement on standards and guidelines considered essential to the sound preparation of curriculum leaders for American schools in meeting their obligations to the youth they serve. Curriculum leaders must initiate, maintain, and improve all program activity from an informed position. This informed position includes clearly articulated statements on the important elements for curriculum leaders in improving the education of learners. Preparation is a matter of knowledge, skills, values, and experiences. For the curriculum leader in each school system, preparation should include formal coursework and opportunities to demonstrate competencies. Throughout this study, reference was made to curriculum leadership in elementary and secondary level schools.

Curriculum leadership positions range widely, from university professorships to teacher leaders, and may traverse a range of school and professional activities. These phenomena must be considered when planning and evaluation occurs.

In another publication which was part of the initial study done by the ASCD (1976) addressing the certificating of the curriculum leader and the instructional supervisor, Chairperson A. W. Sturges, along with committee members H. Givins and E. McNeil, researched and studied state certification. In their survey of the certification practices of the states, Sturges, Givins, and McNeil found a fair degree of confusion with regard to the curriculum director. While most of those surveyed agreed upon the overall mechanisms and general boundaries of certification for the curriculum director, it was clear that the various states considered the position in various ways. Regarding certification, the committee concluded that preparation is a combination of knowledge and implementation skills. A minimum program is necessary for entrance into any profession; continuing preparation and practice are mandatory for continued growth. For the curriculum leader in each school system, the preparation should include formal coursework and opportunities to practice required abilities to implement various areas of curriculum, instruction, and administration. Based on the findings of the committee, a curriculum leader should have:

1. Experience
 - a. Minimum of two years of classroom teaching experience
 - b. Minimum of one year leadership experience (such as department chairperson, elementary or secondary principal, internship, supervisor).
2. Preparation
 - a. Certification as a teacher

- b. Preparation in a related area (for example, additional preparation in elementary education).
- c. Completion or equivalent of an educational specialist degree leading to certification as a curriculum and instruction leader with courses and experiences in the following areas:
 - (1) Curriculum, including:
 - (a) Theories of curriculum; models of curriculum development
 - (b) Knowledge and ability to apply skills of social research, including problem identification and the collection and analysis of data, to program planning.
 - (c) Abilities to develop direction for a school system relating to local, state, and national needs.
 - (d) Possession of skills and abilities to construct educational programs.
 - (e) Ability to identify appropriate criteria to evaluate programs.
 - (2) Instruction, including:
 - (a) Abilities to apply theories of instruction and supervision to the improvement of instruction.
 - (b) Knowledge of evaluative procedures to assume successful implementation of appropriate instructional procedures.
 - (c) Recognition of differences in style and learning rates of students with varying backgrounds and cultural, ethnic, social, economic, and religious backgrounds.
 - (3) Leadership, including:
 - (a) Processes and purposes of organization (organizational theory).
 - (b) Management skills to provide human and material resources for facilitating curricular and instructional changes.
 - (c) Abilities to prioritize, in relation to district/state/national goals, and to possess decision-making skills within a framework of sound human expertise and fiscal resources.

- (d) Leadership skills in mobilizing the talents and abilities of co-workers (human relations skills included in this category).

Unruh (1983) wrote:

Curriculum leadership can be measured by the degree of competence shown in acquainting the participating groups and individuals with the best that is known from related research and employing a range of organizational skills, including identifying needs and problems by unbiased methods, defining goals and objectives at several levels of decision making, developing plans and procedures that elicit the trust and cooperation of the participants involving people of different as well as like interests and backgrounds, finding ways to communicate and use feedback from inside the school and with external groups, and using implementation and evaluation processes that will produce continuing and constructive change and renewal.

Curriculum leaders at all levels, whether principal, superintendent, curriculum director, government official, or others, have unique opportunities for growth in political skills. Sharing power over curriculum development with teachers, students, experts, scholars, parents, and other citizens is difficult and involves risks. Whether the involvement of these various groups leads to success in curriculum development may depend on the ability of the leaders to view the new constituents in education, not as competitors for a limited amount of power, but as previously untapped sources of leadership and influence in the field of education (pp. 109-110).

Bradley (1985) concluded:

. . . the heart of the current emphasis on educational excellence is a new priority on curriculum development. This priority can only be achieved through effective curriculum leadership which is needed to bring curriculum development to the forefront of education (p. 153).

Summary

Defining the role of any professional position is difficult. The notion that a "professional" is a person who recognizes opportunities for services and then performs those services is reasonably well established. Ethical considerations require that professions render only those services for which they have been prepared. In the education profession, it is particularly difficult to determine the antecedent preparation to

qualify an individual to perform tasks. This is, at least in part, the result of the uniqueness of the acts of teaching and learning. The data reported in this chapter establish a clear differentiation of responsibilities for instructional supervisors and curriculum directors based upon the perception of a sampling of professors of supervision, superintendents, and instructional supervisors.

Over the years, history and historical research shows that leadership directed toward curriculum planning and evaluation is an essential part of any instructional program. There are clearly identifiable processes that are shown to be part of that leadership. The major function of the position of curriculum leader evolved from many different educational and administrative forms; however, there is no clear perception of the role of the curriculum leader among teachers or even administrators.

The general consensus of a large majority of professionals and authorities of curriculum and supervision is that the purpose of curriculum leadership and supervision is the improvement of instruction. While a few major studies have been conducted to determine the role of the curriculum leader and many professionals and authorities in the field have expressed views on the role of the curriculum leader, there is still a definite need for a clear identification of the specific roles and responsibilities of the curriculum leader.

The tasks that must be accomplished by the curriculum leader of the future are many. They include a thorough awareness of current research related to all aspects of curriculum improvement and a highly technical approach to change both in assessing needs and in working with various educational groups to achieve accepted goals.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

As stated in Chapter I, the curriculum leader's position is one of importance in a school district. The person in this position has the influence and opportunity to shape the direction of learning for students and the level of training for staff within the district. In this fast-paced, ever-changing technological society, the curriculum expert must be involved in many decisions that will bear directly upon the students' abilities to meet the challenges they will face. It is important, therefore, to look carefully at the position as it is today and at how those within the field foresee it becoming in order to ensure adequately and appropriately prepared personnel for this position in the future.

Each of the school districts in Oklahoma employs someone to oversee the instructional program of the district. In small districts, the superintendent assumes this responsibility, or he or she may delegate the responsibility to another administrator. In larger districts, it may be delegated to an assistant superintendent, administrative assistant, or even to a building administrator or assistant.

Variation in organization is matched by variation in the tasks assigned to the position. In a rapidly changing world with schools the focus of pressures, it is important to study this position as it exists

today and as it needs to become in order to meet the demands placed on it.

This study was undertaken in order to answer five major questions:

1. What is the background and training of curriculum leaders and educators holding positions within the public schools of Oklahoma?

2. What responsibilities are currently being performed by these curriculum leaders?

3. What changes are likely to occur in the kind of instructional services provided by curriculum leaders within the next 10 years?

4. What training must be provided to curriculum leaders to enable them to carry out their responsibilities presently being performed now and in the future?

5. What standards and guidelines are necessary for evaluation of graduate programs for preparing curriculum leaders?

Recent research has focused on the specific teaching techniques that were associated with greater achievement in the classroom. There have also been studies on teacher training and models developed to maximize transfer of effective behavior from a workshop atmosphere to the classroom. The curriculum leader will be responsible for developing programs that will maximize the learning that is occurring in the district. This study was designed to strengthen the skills and provide training in appropriate areas for those who will be delivering curriculum services within the next 10 years.

Design of the Study

This was a descriptive study in that there was a strong look at the preparation in experience and training of administrators holding the

position of curriculum leader. The study attempted to cover major areas identified by the questions addressed.

Population and Sampling Procedure

To obtain data related to the state of Oklahoma, the size of district, and the responses of superintendents and administrators or educators involved in curriculum leadership, the following procedures were implemented:

1. The initial population included randomly selected public school districts of Oklahoma at levels K-12.

2. The school districts were divided into groups according to the average daily attendance (ADA). These groups were broken down in the following manner: school districts with a school population greater than 10,000; school districts with a school population of 5,000 to 10,000; school districts with a school population of 1,000 to 5,000; school districts with a school population of 500 to 1,000; and school districts with a school population of less than 500.

3. For survey purposes, the state was divided into four geographic areas and schools from the above groupings were selected at random from each geographic area.

Using the information found in Table III, a letter and questionnaire were mailed to district superintendents of each independent school district or dependent school district principal selected for the study in each geographic area of the state, requesting that they provide the necessary information contained in the questionnaire or that they forward the questionnaire to the individual who had responsibility for curriculum leadership of the district.

Table IV displays data on the organization of school districts responding to the survey. Table V indicates the types of responses received from the school districts.

TABLE III
SCHOOL DISTRICT POPULATION BY GROUPS

District Group	Number of Districts
Group I (>10,000)	4
Group II (5,000-10,000)	4
Group III (1,000-5,000)	28
Group IV (500-1,000)	27
Group V (<500)	<u>37</u>
Total	100

TABLE IV
ORGANIZATION OF SCHOOL DISTRICTS
RESPONDING TO THE SURVEY

Grade Levels Served	Number of Districts	Number of Districts Responding	Percentage
K-8	10	7	7
K-12	<u>90</u>	<u>65</u>	<u>72</u>
Total	100	72	72

TABLE V
TYPES OF RESPONSES FROM SCHOOL DISTRICTS

Types of Response	Number	Percentage
Answered questions on survey	72	72
District policy forbids response to survey	0	0
No response received	<u>28</u>	<u>28</u>
Total	100	100

Instrumentation

To obtain data for the study, a survey instrument developed and used in two earlier studies on the curriculum leaders' position by Ching (1977), modified by Box (1983) for use in a similar study was used for obtaining data for the present study. Names and locations of selected school district administrators were obtained from one of two sources: (1) the Oklahoma Educational Directory (1989), published by the State Department of Education, or (2) the Cooperative Council for Oklahoma School Administration Office. A complete listing of all selected districts surveyed appears in Appendix B.

The survey instrument was prepared in three parts. Part I gave information about the background and training of the respondent. Part II asked about current leadership responsibilities and the respondents' ideas about what would become the demands of the position within the next 10 years. Part III was directed towards important skills and training

needed to fulfill the requirements of the position now and in the future. A copy of the survey may be found in Appendix E. Since the questionnaire was a modified instrument developed for this study, a pilot questionnaire was field tested.

The survey instrument, along with a formal cover letter explaining the study and the procedures to be followed, was sent to 75 randomly selected public school district superintendents and dependent school district principals. Each district administrator was respectfully asked to fill out the survey or forward it to the individual in charge of curriculum leadership within the school district for their responses, comments, and suggestions. A copy of the pilot survey letter sent with the survey is included as Appendix C. Forty-one of the 75 districts responded to the request and it was found that no revisions were recommended by any of the respondents surveyed. Data shown in Table VI are the sampling and return rate of the pilot questionnaire.

TABLE VI
SAMPLING AND RETURN RATE FOR PILOT
QUESTIONNAIRE

Number of Questionnaires Sent to Districts	Number Returned	Percentage of Return
75	41	55

Collection of Data

Surveys were mailed with a formal cover letter explaining the study and the procedures to be followed. Surveys were sent to randomly selected public school district superintendents and dependent school district principals. Each district administrator was respectfully asked to complete the survey or forward it to the individual in charge of curriculum leadership within the school district. The surveys were mailed directly to each school district administrator with a self-addressed, stamped envelope included. A copy of the formal letter sent with the survey is included as Appendix D of the study.

Each of the survey responses was tallied and a percentage of the total calculated for every item on the survey. The number used for the total and in calculating the percentage was the number of districts actually completing the survey. Where a respondent was requested to rank by relative importance, a mean of all the rankings was calculated for each item.

After a percentage response was calculated for each of the items in Part II of the instrument, a total percentage of responses was calculated for each column in each of the six areas. This was accomplished by adding together the number of responses in each column and dividing by the total number of responses possible. The survey included as Appendix F lists the percentage of responses for each item.

In order to tabulate data and to see at a glance the responses for each district, a sheet was ruled vertically and horizontally. Each district was listed by number on a row, and every part of each question was coded and allocated one column. Totals of responses were counted in each column, and the percentage of the total was calculated.

Directions in Part II of the survey and again for the last question in Part III allowed respondents to check multiple answers for individual questions. The possible answers were entered in the tabulation column by color according to the choice of response. Total responses were counted and percentages calculated for each type of response.

Presentation of the Data

The data from the survey instrument are presented in Tables VII through XXVI and through the discussion in Chapter IV. The first section presents the information relative to the first question of the study concerning background and training of present curriculum leaders. The second section combines the information on current responsibilities of the leaders and their perceptions of how those responsibilities may change within the next 10 years. In the third section, the discussion centers on the skills and training necessary for effective performance by curriculum leaders in the future and what standards and guidelines are necessary for evaluation of graduate programs for preparing curriculum specialists.

The final section of Chapter IV consists of a list of findings of the study. These findings are included in the discussion of each of the tables within the first three sections of the chapter. The summary, conclusions, and recommendations are contained in Chapter V.

CHAPTER IV

PRESENTATION AND ANALYSES OF FINDINGS

Introduction

The purpose of this chapter is to present and analyze the results of the data collected from this study. An attempt was made to answer five major questions. Data were also collected to provide a general background of the respondents who took part in this study.

The format of presenting and analyzing the data in this chapter will be to analyze the data as it relates to the five major questions addressed. Through this analyses, the five major questions attempted to be answered by this study will be addressed. The findings of the study are presented in relation to each of the questions of the study.

The present study was conducted to determine the answer to five questions about curriculum leadership in the public schools of the state of Oklahoma. The questions addressed were the following:

1. What is the background and training of curriculum leaders holding positions within the public schools of Oklahoma?
2. What responsibilities are currently being performed by these curriculum leaders?
3. What changes are likely to occur in the kind of instructional services provided by curriculum leaders within the next 10 years?

4. What training must be provided to curriculum leaders to enable them to carry out their responsibilities presently being performed now and in the future?

5. What standards and guidelines are necessary for the evaluation of graduate programs for preparing curriculum leaders?

A survey (Appendix E) was developed and sent to each of the randomly selected school districts in the state of Oklahoma. The survey was to be completed by the curriculum leader or administrative official of the school district in charge of curriculum leadership.

Part I of the survey requested information about the background and training of those involved in curriculum leadership and posed the first question of the study.

Part II was designed to determine what the current job responsibilities were, and which of those responsibilities may become more important in the future, as well as what additional responsibilities may be required. Part II was designed to answer the second and third questions of the study.

Part III of the survey helped to provide information about the present competence of those charged with curriculum leadership in specific areas, and asked them to indicate which areas they would find more training necessary and helpful. Questions 4 and 5 were answered by this part of the survey.

Background and Training of Curriculum Leaders

The survey included questions related to the highest degree held by the curriculum leader, the length of time in the current position, and previous positions held in education. Table VII illustrates the

responses to those questions, showing the highest degrees held and the percentages of the respondents holding those degrees. Thirty-six percent of the total held doctoral degrees, 63% held master's degrees, and only 1% held bachelor's degrees.

TABLE VII
HIGHEST ACADEMIC DEGREES HELD BY
CURRICULUM LEADERS

Degree	Number of Respondents	Percentage of Total
Bachelor's	1	1
Master's	45	63
Doctorate	<u>26</u>	<u>36</u>
Total	72	100

In Table VIII, the major fields of study of those in positions of curriculum leadership are specified. Since several of the respondents indicated more than one major, the total number is larger than the number of surveys received. The percentages are calculated using a total of 89 rather than 72, and therefore represent the percentage of degrees held with a given major.

A total of 8% of the respondents to the survey had majors in curriculum. A total of 71% had degrees in administration, a total of 14%

held degrees in a teaching field, and 7% listed other major fields such as teaching principal, counseling, and higher education.

TABLE VIII
MAJOR FIELDS OF STUDY FOR HIGHEST DEGREE
HELD BY CURRICULUM LEADERS

Major	Number of Respondents	Percentage
Curriculum	7	8
Administration	63	71
Teaching Fields	13	14
Other	<u>6</u>	<u>7</u>
Total	89	100

Table IX exhibits length of time the respondent had held his or her current position with curriculum responsibilities. Seven percent of the respondents had been in their current positions less than one year, 36% had been in their present positions less than three years, 25% had served less than six years, 10% less than 10 years, and 22% indicated that they had served in their current positions for more than 10 years.

The respondents were asked to indicate all of the previous positions they had held in education. Table X presents a tabulation of their responses and illustrates alternate paths to their current positions.

TABLE IX
NUMBER OF YEARS THE CURRICULUM LEADERS HAD
BEEN IN CURRENT POSITIONS

Years in Position	Number of Respondents	Percentage
Less than one year	5	7
One to three years	26	36
Four to six years	18	25
Seven to ten years	7	10
More than ten years	<u>72</u>	<u>22</u>
Total	72	100

TABLE X
PREVIOUS POSITIONS HELD IN EDUCATION
BY CURRICULUM LEADERS

Position	Number of Respondents	Percentage
Classroom Teacher	65	90
Counselor	18	25
Vice-Principal	23	31
Principal	52	72
Assistant Superintendent	24	33
Superintendent	28	39
Other	13	18

Since most respondents had held more than one position, the total is greater than the number of surveys received, and the total percentage is greater than 100. Of the 13 people who indicated they had held "other" positions, there were no more than one in any of the following broad categories: "director of secondary education," "administrative assistant"; "consultant"; "director-Title IV-C"; "supervisor"; "reading specialist;" "deputy state superintendent"; "associate superintendent"; "director of special education"; "director of student services/federal programs, Chapter I"; "coach"; and "bus driver."

Ninety percent of the respondents had held previous positions as classroom teachers. Twenty-five percent had held the position of counselor. Thirty-one percent had held the position of vice-principal, with 72% of the respondents previously holding the position of principal. Thirty-three percent indicated that they had held the position of assistant superintendent, with 39% holding or having held the position of district school superintendent, and 18% indicated other positions previously held or being held.

Curriculum leaders were asked to specify what types of training they had participated in within the last five years, and in what areas. The training was divided between curriculum courses of at least 12 semester hours or more and seminars/workshops taken over the last five years. The survey revealed that only 22% of the respondents had taken coursework in curriculum planning/development. Eleven percent had taken coursework in in-service planning/development. Eight percent had taken coursework in program evaluation. Fifteen percent had coursework in communication/information/publications skills. Six percent had taken coursework in time management. Seventeen percent had coursework in financial resource management. Four percent had coursework in educational resource

selection/availability, and 3% had taken coursework in other specific areas. Table XI shows that fewer than half of all persons charged with curriculum leadership had taken a course in any given area in the last five years, even though the course most frequently studied was curriculum planning/development (22%).

TABLE XI
STUDY BY CURRICULUM LEADERS WITHIN
THE LAST FIVE YEARS

Subject/Area	Percentage of Course(s) (at least 12 hrs.)	Percentage of Seminar(s) and/or Workshops Taken
Curriculum planning/ development	22	65
Program evaluation	8	71
In-service planning/ development	11	74
Staff effectiveness evaluation	15	75
Financial resource management	17	54
Time management	6	56
Communication/ information/ publication skills	10	49
Eduational resource selection/availability	4	35

The subject least often taken as a course was educational resource selection/availability. As expected, seminars and workshops were more frequently attended than were courses. The subject area most frequently studied under seminars/workshops was staff effectiveness evaluation (75%), and the least studied subject area was again educational resource selection/availability. Table XI summarizes the type of recent study engaged in by persons in curriculum or charged with curriculum leadership responsibilities. Other areas of study mentioned by at least one respondent were: administration, superintendents' intern programs, educational issues, supervision, leadership, computers, negotiations, testing, and school law.

Titles of those responsible for district curriculum services varied from district to district. Table XII shows the titles of respondents surveyed. It is of interest to note that well over 50% of the districts surveyed expected the superintendent to deliver or assume charge of curriculum services, even though the remaining 40% of the districts surveyed hired and/or assigned a person other than the superintendent to provide curriculum leadership.

It was sometimes difficult to discern from a title whether or not the administrator or individual had been given other major responsibilities as well as that of curriculum. Table XIII shows major responsibilities of the respondents' positions outside the area of curriculum. Table XIII also shows that 58% of the respondents were responsible for the duties of district superintendent. Thirty-two percent had responsibilities in the area of school business, 39% had responsibility for personnel, and 19% listed various other areas of responsibility other than curriculum. Table XIV shows the grade levels of districts who responded to the survey.

TABLE XII
TITLES OF DISTRICT CURRICULUM LEADERS

Title	Number of Respondents	Percentage
Counselor	2	3
Vice-Principal	0	0
Principal	11	15
Curriculum Coordinator	5	7
Assistant Superintendent	7	10
Superintendent	43	60
Other	<u>4</u>	<u>5</u>
Total	72	100

TABLE XIII
MAJOR RESPONSIBILITIES OF CURRICULUM LEADERS

Responsibility	Number of Respondents	Percentage
Superintendent	42	58
Business	23	32
Personnel	28	39
None	0	0
Other	14	19

TABLE XIV
SCHOOL DISTRICT GRADE LEVELS SERVED

Grade Level	Number of Respondents	Percentage
K-6	0	0
K-8	7	10
K-12	65	90
Other	<u>0</u>	<u>0</u>
Total	72	100

Curriculum Leadership Responsibilities

Part II of the survey asked the respondents to indicate which services they performed within six broad areas. Those areas were curriculum/instructional development, staff development, consultant for resources and services, coordinator for communication/information/publication, member of the support staff, and member of the profession. In addition, they indicated which areas may become less important within the next 10 years, and which would become more important. Each of those areas is discussed separately, then combined in Table XXII (page 82).

Table XV shows what services were presently being performed within the broad category, "director of curricular/instructional development." The only subareas that curriculum leaders perceived as becoming less important within the next 10 years were that of creating a climate conducive to experimentation, innovation, and creative teaching; and facilitating revision of curricular and instructional practices. Most of the

TABLE XV
 AREA 1: PERFORMANCE OF SERVICES AS DIRECTOR
 OF CURRICULAR/INSTRUCTIONAL DEVELOPMENT

Curricular/ Instructional Development Services	Percentage of Responses		
	Services Now Performed	Service <u>More</u> Important in Next 10 Years	Service <u>Less</u> Important in Next 10 Years
Assists in development of cohesive, well-articulated curricular/instructional program aimed at meeting the needs of all pupil personnel	81	94	1
Coordinates implementation of curricular/instructional program	76	89	1
Assists in development and maintenance of a program of evaluation of curriculum and instruction (testing)	71	89	1
Facilitates revision of curricular and instructional practices	75	92	3
Assists in creating climate conducive to experimentation, innovation, and creative teaching	60	90	3
Total Response for Area I	73	91	2

curriculum development services listed as being performed were perceived as continuing to be performed by curricular leaders after the next decade.

The second area of expertise for those persons charged with curriculum leadership was as "facilitator of staff professional growth and development." Table XVI gives the response of curriculum leaders in this area. Ten percent of the respondents indicated that assisting the principal in the systematic evaluation of professional growth and development of the staff would become less important, and this was the area least often checked as becoming more important. The greatest emphasis for the future appears to be on the design and implementation of a comprehensive in-service program.

Table XVI also indicates that those involved in curriculum leadership were most often responsible for encouraging participation in staff development activities, whereas in the future it was indicated that they would have greater responsibility for planning and implementing those activities themselves. These respondents also reported that they would also continue to urge teachers to take leadership roles in curriculum development. The role of developing new leadership was one of the two least often checked as being performed (57%). Three percent of the curriculum leaders indicated that this would be an even less important role for the future, while 85% indicated that it would become more important.

Assisting the principal in the systematic evaluation of professional growth and development of the staff was a function being performed by 53% of curriculum leaders. However, 78% of the respondents indicated that it would become more important in the future.

TABLE XVI

AREA 2: PERFORMANCE OF SERVICES AS FACILITATOR OF
STAFF PROFESSIONAL GROWTH AND DEVELOPMENT

Staff Professional Growth and Develop- ment Services	Percentage of Responses		
	Services Now Performed	Service More Important in Next 10 Years	Service Less Important in Next 10 Years
Works with the principal to create an environment which encourages positive relationships and growth and development among staff	71	85	1
Designs and implements a comprehensive, coordinated in-service program aimed at promoting optimal develop- ment of teaching competency	60	96	0
Encourages participation in professional development activities	72	90	3
Assists principal in the systematic evaluation of professional growth and development of staff	53	78	10
Analyzes and develops leadership abilities in individual staff members	57	85	3
Encourages teachers to take leadership roles in curricular/instructional development programs	69	85	1
Total Response for Area 2	64	87	3

The third area of responsibility was that of being a "consultant to all staff for resources and services." Table XVII lists the functions in that area and the responses. Six percent indicated that developing programs for instructional resources and services would become less important, although 82% disagreed.

TABLE XVII
AREA 3: PERFORMANCE OF SERVICES AS CONSULTANT
FOR RESOURCES AND SERVICES

Consultant Services	Percentage of Responses		
	Services Now Performed	Service <u>More</u> Important in Next 10 Years	Service <u>Less</u> Important in Next 10 Years
Develops programs for instructional resources and services	51	82	6
Serves as a resource	63	58	8
Promotes coordination of support services to ensure optimum assistance to classroom teachers	50	79	8
Total Response for Area 3	55	73	7

Service as a consultant was a function performed by 55% of those charged with curriculum leadership. Seventy-three percent of the respondents indicated that this would become a more important function in the future.

Table XVIII summarizes the responses regarding the curriculum leader's function as "coordinator for communication/information/publication." Seventy-one percent indicated that they provided staff with information on current trends, innovative practices, and professional development activities. Most responded that this responsibility would continue and would become more important; only 1% indicated that it would become less important. Few curriculum leaders answered that their function was to assist the principal in promoting open communication among school personnel (69%). This was the area that the curriculum leaders perceived as becoming less important (4%). It is of interest that 82% of the curriculum leaders were responsible for effective communication with the community, and 82% of them indicated that this would become a more important task in the future.

The fifth area of responsibility was that of "member of the support staff." Although 61% of the curriculum leaders were involved in soliciting legislative support for educational programs, 86% indicated that this would become a more important function in the future. The function most likely to decrease in importance was that of assisting in scheduling time and facilities for curricular/instructional purposes. The other two functions least likely to increase in importance were assisting the principal in providing an effective orientation for the staff, and preparing reports for the school administration, board of education, and parent associations. Table XIX summarizes responses in the area of member of the support staff.

TABLE XVIII
 AREA 4: PERFORMANCE OF SERVICES AS COORDINATOR
 FOR COMMUNICATION/INFORMATION/PUBLICATION

Communication/ Information/ Publication Services	Percentage of Responses		
	Services Now Performed	Service More Important in Next 10 Years	Service Less Important in Next 10 Years
Assists principal in promoting open communica- tion among school personnel	69	83	4
Provides staff with infor- mation on current trends, innovative practices, and professional development activities	71	83	1
Facilitates effective communication with the community	82	82	0
Facilitates communication and articulation among educational associates	70	86	0
Total Response for Area 4	73	84	1

TABLE XIX
 AREA 5: PERFORMANCE OF SERVICES AS MEMBER
 OF THE SUPPORT STAFF

Support Staff Services	Percentage of Responses		
	Services Now Performed	Service More Important in Next 10 Years	Service Less Important in Next 10 Years
Assists principal in providing effective orientation for the staff	53	79	8
Participates in developing and coordinating funded projects for program development, research, and curricular improvement	57	82	4
Assists in scheduling time and facilities for curricular/instructional purposes	54	68	13
Prepares reports for the school administration, board of education, and parent associations	74	76	6
Solicits legislative support of educational programs	61	86	4
Provides procedures for evaluation of new and established curricular/instructional patterns and approaches	57	79	6
Total Response for Area 5	59	78	7

The final area of curriculum leadership responsibilities was "member of the profession." This was another area indicated as having much importance in services being performed and was one of the areas least likely to decrease in importance. The functions most often being performed were recognition and support of the education profession as a vital mode of enhancing self-realization of the individual and achieving the democratic ideals of society, participation in and contributions to professional activities and maintains thorough knowledge of current issues, trends, and research and development in education. Table XX gives the responses in the area of performance of services as a member of the profession.

Respondents were also asked to list any other services they thought would become more important within the next 10 years. The following services were listed by one or more persons:

1. Decision-making for administrators
2. Re-establishing the integrity of subject matter
3. Encouraging a shift from process to content
4. Setting high expectations and standards
5. Regaining administrative control of instructional time
6. Establishing rationale which will regain public respect for education
7. Motivating principals to actively pursue curriculum development
8. Studying ways to perform curricular functions with decreased financial resources
9. Understanding and implementing changes that improved technology makes possible
10. Developing and implementing policies at the state level to improve public instruction

TABLE XX
 AREA 6: PERFORMANCE OF SERVICES AS MEMBER
 OF THE PROFESSION

Professional Services	Percentage of Responses		
	Services Now Performed	Service More Important in Next 10 Years	Service Less Important in Next 10 Years
Maintains thorough knowledge of current issues, trends, and research and development in education	71	88	0
Demonstrates openness to experimentation and willingness to explore new ideas	69	88	0
Participates in and contributes to professional activities	71	78	4
Contributes to the advancement of knowledge in the profession and area of specialization	65	85	3
Demonstrates commitment to his/her own continued professional growth and development	69	83	1
Recognizes and supports the education profession as a vital mode of enhancing self-realization of the individual and achieving the democratic ideals of society	72	82	3
Contributes to the development of standards for the profession	61	82	3
Adheres to the code of ethics consistent with the goals and ideals of the profession	67	83	3
Total Response for Area 6	68	84	2

11. Coordinating use of community resources for education away from the school site.
12. Refocusing on context rather than content as technology brings content to more people.

The survey divided the types of services likely to be performed by persons involved in curriculum leadership into six broad areas, with 32 subcategories listed in the areas. Of all the subcategories, Table XXI compiles those being performed by 70% or more of those responsible for curriculum leadership. Twelve services are listed in Table XXI.

To complete the analyses of current and future curriculum leadership responsibilities as reported by those currently charged with responsibility for curriculum leadership, Table XXII shows the total of the responses within each of the six broad areas--the services most often being performed related to curriculum development (73%) and those least often to consultant (55%). It is of interest to note that in the future, delivery of consultancy services was most likely to decrease in importance, along with responsibilities as a member of the support staff (7%), while curriculum development would continue in importance (91%), with staff development also high on the list (87%).

Skills and Training Required for Curriculum Leaders

The last two questions of the study relate to the skills and training curriculum leaders would need in order to perform those services most likely to be required of them within the next 10 years. Curriculum leaders were asked to rate the six areas of responsibility according to the relative future importance of that area using a "1" for the area of greatest importance and a "6" for that of least importance. Using the

TABLE XXI
 SERVICES BEING PERFORMED BY 70% OR MORE
 OF THE CURRICULUM LEADERS

Service Performed	Percentage Now Performing Service
Facilitates effective communication with the community	82
Assists in development of a cohesive, well articulated curricular/instructional program aimed at meeting needs of all pupil personnel	81
Coordinates implementation of the curricular/instructional program	76
Facilitates revision of curricular and instructional practice	75
Prepares reports for the school administration, board of education, and parent associations	74
Encourages participation in professional development activities	72
Recognizes and supports education profession as a vital mode of enhancing self-realization of the individual and achieving the democratic ideals of society	72
Assists in development and maintenance of a program of evaluation of curriculum and instruction (testing)	71
Works with principal to create an environment which encourages positive relationships and growth and development among staff	71
Provides staff with information on current trends, innovative practices, and professional development activities	71
Maintains thorough knowledge of current issues, trends, and research and development in education	71
Participates in and contributes to professional activities	71

same rating scale, they were also asked to indicate their relative competence in each of the six areas. Using the average of those ratings, Table XXIII summarizes the responses and shows that curriculum leaders perceived that their relative competence conformed closely with the demands they anticipated would be placed upon them in the future.

TABLE XXII
TOTAL RESPONSE IN BROAD AREAS OF CURRICULUM
LEADERSHIP RESPONSIBILITIES

Broad Areas of Service	Percentage of Responses		
	Services Now Performed	Service <u>More</u> Important in Next 10 Years	Service <u>Less</u> Important in Next 10 Years
Director of Curricular/ Instructional Development	73	91	1
Facilitator of Staff Pro- fessional Growth and Development	64	87	3
Consultant for Resources and Services	55	73	7
Coordinator for Communication/Information/ Publication	73	84	1
Member of Support Staff	59	78	7
Member of Profession	68	84	2

TABLE XXIII
 AVERAGE RANKING OF AREAS OF RESPONSIBILITY IN
 RELATIVE FUTURE IMPORTANCE AND RELATIVE
 COMPETENCE BY CURRICULUM LEADERS

Areas of Responsibility	Relative Future Importance	Relative Competence of Leaders
Director of Curricular/Instructional Development	1.63	2.62
Facilitator of Staff Professional Growth and Development	2.88	2.70
Consultant for Resources and Services	3.49	3.99
Coordinator of Communication/ Information/Publication	3.20	3.06
Member of Support Staff	5.41	5.18
Member of Profession	4.23	3.28

Table XXIV combines Tables XXII and XXIII to indicate the consistency with which curriculum leaders reported the future importance of their responsibilities, and represents the total response from curriculum leaders in each of the six broad areas of performance. Curriculum leaders responded to each subarea individually in the second part of the survey. The third section of the survey asked them to respond to the broad area as a whole. Area 5: "member of the support staff" was ranked as least important when considering all of the subareas (Part II of the survey) and as sixth in importance when considering the area as a whole (Part III of the survey). Table XXIV confirms that 71% of the respond-

ents reported a need to maintain a thorough knowledge of current trends, issues, and research and development.

TABLE XXIV
RANKING OF AREAS OF RESPONSIBILITY IN
FUTURE IMPORTANCE

Areas of Responsibility	Ranking in Future Importance When Considering Sub-Areas	Ranking in Future Importance When Not Considering Subareas
Director of Curricular/Instructional Development	1	1
Facilitator of Staff Professional Growth and Development	2	2
Consultant for Resources and Services	4	5
Coordinator of Communication/Information/Publication	3	3
Member of Support Staff	6	6
Member of Profession	5	4

The last question on the survey asked the respondents to check skills required in their positions and the improvement they needed in those skills to reach maximum effectiveness. Table XXV illustrates the percentage of respondents who indicated skills required in their position. Table XXVI indicates their reported need for improvement to each skill.

TABLE XXV
SKILLS REQUIRED IN CURRICULUM LEADERSHIP
POSITIONS

Skill	Percentage Reporting Need for Skill
General management skills	92
Time management skills	86
Written communications skills	89
Interpersonal skills	92
Long-range planning techniques	88
Broad knowledge of new techniques/successful curricular practices	89
Broad knowledge of available resources	89
Program evaluation	88
Development of in-service programs	86
Textbook evaluation skills	86
Statistical analysis/test interpretation skills	92
Budgeting/finance	92

TABLE XXVI
 PERCENTAGE OF CURRICULUM LEADERS INDICATING
 SKILL IMPROVEMENT NEEDED

Skill	Level of Improvement (%)			Percentage Indicating at Least Some Improvement
	None	Some	A Great Deal	
General management skills	8	69	8	77
Time management skills	4	68	25	93
Written communication skills	14	68	8	76
Interpersonal skills	13	67	15	82
Long-range planning techniques	7	56	35	91
Broad knowledge of new techniques/successful curricular practices	0	67	32	99
Broad knowledge of available resources	0	65	25	90
Program evaluation	4	75	13	88
Development of in-service programs	10	69	13	82
Textbook evaluation skills	14	71	15	86
Statistical analysis/test interpretation skills	13	67	18	85
Budgeting/finance	13	56	28	84

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Problem

There is currently in the state of Oklahoma a wide variation in the way curriculum needs of a school district are met. The organizational pattern differs from district to district, due to many factors. Curriculum, however, is what touches children, what is there to motivate, encourage, and stimulate achievement. It is important that curriculum be thoughtfully planned, carefully produced, and skillfully delivered to achieve maximum student growth and learning. The curriculum leader in each district has this responsibility.

Oklahoma public education is at a crises point. With increasing demands from the public to prepare students more adequately in the basics, coupled with the decline over the last few years in the level of public financial support for schools, efficient methods must be found to educate children effectively.

The purpose of this study was to examine the curriculum leader's position as it existed, to determine what the perceived demands on the position may be during the next 10 years, and to address those differences in terms of training of present and potential curriculum leaders. The curriculum leader is in a position to influence the quality of education within the school district. There is much current research on

effective schools' methods that teachers can use to promote greater achievement, and on the differences in learning styles and abilities of students. Strong leadership in the curriculum area is necessary to promote implementation of programs and practices which have been proven effective.

In this study, curriculum leaders from randomly selected public school districts were surveyed. Questions were presented and answered regarding background and training, upgrading of skills within the last five years, and current responsibilities. In addition, the curriculum leaders were asked which functions they performed presently and which ones they thought would increase or decrease in importance in the next 10 years. Finally, they were asked to rate their own strengths and weaknesses and to indicate in what areas additional training was necessary in order to increase their own effectiveness.

The survey was developed and field tested by requesting suggestions and comments from curriculum leaders in randomly selected public schools from the state of Oklahoma. The survey contained three parts. Part I was designed to answer the first question of the study which related to background and training of curriculum leaders currently employed by school districts in the survey area. Part II presented questions two and three of the study which were concerned with the current responsibilities assigned to the curriculum leaders, and requested their thoughts about how the demands upon them may change in the next 10 years. The last part of the survey addressed the final two questions of the study related to skills and training that curriculum leaders would need in order to deliver their services effectively.

The responses to each question on the survey were tabulated, and a percentage of total response was calculated. Results were shown in

tables and were discussed in Chapter IV. The conclusions of the study are presented as they relate to each of the questions of the study.

Summary of Findings

Results of the survey of those individuals who have responsibility for curriculum leadership are summarized in the following list of findings. The study revealed that:

1. Twenty-six percent of those involved in curriculum leadership had completed a degree beyond the master's level. A master's degree is required for any administrative certification in the state of Oklahoma.

2. Only 8% of those involved in curriculum leadership had a major in curriculum. Yet, 71% had a major in administration, with the remaining small percentage having majors in other academic areas.

3. Twenty-six percent of those involved in curriculum leadership held a doctoral degree, with only 8% having a major in curriculum.

4. Seven percent of those involved in curriculum leadership had been in their positions less than one year. Thirty-six percent had been in their positions from one to three years, 25% from four to six years, 10% from seven to ten years, and 22% more than 10 years.

5. Ninety percent of the respondents indicated that they had been classroom teachers, with 25% having been counselors, 31% vice-principals, 72% principals, 33% assistant superintendents, and 39% superintendents during their careers.

6. Under curriculum courses or seminars/workshops completed within the last five years, only 22% indicated that they had taken at least 12 hours of coursework in curriculum planning/development. Eleven percent had in-service planning/development coursework, 8% had done work in program evaluation, 15% in staff effectiveness evaluation, 10% in

communication skills, 6% in time management, 17% in financial resource management, 4% in educational resource selection, and 3% had done work in administration.

7. Of those taking seminars/workshops, 65% had worked in curriculum planning/development, 74% in in-service planning/development, 71% in program evaluation, 75% in staff effectiveness evaluation, 49% in communication, 56% in time management, 54% in financial resource management, 35% in educational resource selection, and 1% in administration.

8. The field most often studied by those in curriculum leadership in curriculum courses of 12 hours or more was curriculum planning/development. This was also the area ranked most important for the future.

9. Educational resource availability/selection was the area least often selected for study by curriculum leaders.

10. Of those having responsibility for curriculum leadership within their current positions, 3% were counselors, 15% were principals, 7% were curriculum coordinators, 10% were assistant superintendents, 60% were superintendents, and 5% held the title of administrative assistant or director of federal and state programs.

11. Major responsibilities of those in curriculum leadership outside the area of curriculum were 58% superintendent or central office responsibilities, 32% business, 39% personnel, and 19% federal programs, program development, and staff development.

12. Under curriculum leadership responsibilities, respondents surveyed felt that assisting in development of a cohesive, well articulated curricular/instructional program aimed at meeting the needs of all pupils would be the most important of the five areas listed in the next 10 years. Also rated high, even though 3% felt it would be less important

in the future, was the responsibility for facilitating revision for curricular and instructional practices.

13. Respondents reported that they would have the responsibility for developing and implementing comprehensive in-service programs.

14. Respondents felt that teachers need to participate more in professional development activities and take more leadership role responsibilities in curricular/instructional development programs.

15. Under consultant for resources and services, respondents felt that developing programs for instructional resources and services will be more important in the future.

16. Respondents reported that facilitating communication and articulation among educational associates would be a service which would become more important in the future.

17. Respondents felt that assisting the principal in promoting open communication among school personnel; providing staff with information on current trends, innovative practices, and professional development practices; and facilitating effective communication with the community will become more important than it has been in the past.

18. Eighty-six percent of those surveyed reported that their political involvement would become more important in the future.

19. Respondents felt that maintaining a thorough knowledge of current issues, trends, and research and development in education would be a service will would be more important in the future.

20. Those surveyed also listed the following services which, in their opinion, will become important for curriculum leaders to perform in the future:

- a. Decision-making for administrators
- b. Re-establishing the integrity of subject matter

- c. Encouraging a shift from process to content
- d. Setting high expectations and standards
- e. Regaining administrative control of instructional time
- f. Establishing rationale which will regain public respect for education
- g. Motivating principals to actively pursue curriculum development
- h. Studying ways to perform curricular function with decreased financial resources
- i. Understanding and implementing changes that improved technology makes possible
- j. Developing and implementing policies at the state level to improve public instruction

21. In the area of important skills and training for curriculum leaders, respondents rated the area of director as the most important, relative to the future. The least important area for the future was that of member of the support staff.

22. In the area of present relative competence, the respondents rated the area of director of curricular/instructional development as the area of greatest competence. The area rated least competent was that of member of the support staff.

23. The skill most often checked as that in which curriculum leaders needed improvement was broad knowledge of new techniques and successful curricular practices.

24. Long-range planning techniques was most often checked by respondents as the area in which they needed "a great deal" of improvement.

25. Experimentation, innovation, and creative teaching was perceived as increasing in importance in the future.

26. Scheduling of time and facilities for curriculum instructional purpose was rated by respondents to be least likely to increase in importance as a service of curriculum leaders.

Conclusions

Effective curriculum leadership has been demanded by the public. The recent criticism of public education across the nation, as well as the demand for school reforms, coincides with an increase in research in educational practices that are associated with greater student achievement. The research has focused on staff development and implementation of change in the schools, and this is the prime area of responsibility of the curriculum leader.

Few curriculum leaders or persons charged with curriculum leadership have a strong background in curriculum. The high rate of job turnover offers only a short time in which to master the complex skills and develop the necessary atmosphere of trust within the district which is required to produce the changes needed in education today.

The areas which would be most important for the future are those related to curriculum development, staff development, and effective communication within the total school community. These functions require knowledge, dedication, perseverance, and sensitivity. There would be a greater demand upon the curriculum leaders to deliver these services themselves, rather than to contract with an outside consultant to do so. District financial limitations would make possession of curriculum skills by key district employees an important asset. The effective district curriculum leader must become a true specialist and expert in his or her field.

Curriculum leaders should be free of other major responsibilities in the district, if at all possible. They must have time to improve their own skills and knowledge continually, and then to offer well-planned staff development activities which they can monitor and adjust as necessary. At the time of the study, efforts of many curriculum leaders were fragmented because of the addition of other major responsibilities to their job descriptions.

Many districts, usually very small ones, have no single person designated to deliver curriculum services. The children in these districts are dependent upon the individual skills and interests of teachers, principals, and superintendents, most of whom do not have time or resources at hand to keep up with the tremendous increase in information available. They lack the coordinated efforts of a single leader whose primary function is improvement of curricular offerings and instructional practices.

As research on effective instructional strategies increases, the emphasis on experimentation and innovation decreases. It is important to develop an atmosphere where change can occur, but the changes should be well documented and proven effective under the conditions that exist at the site where they are to be put into effect. Change for the sake of change alone can be futile and expensive and is not justified within the financial limitations that exist.

Recently, measures have been taken in the state of Oklahoma to bring about a change in the field of education in the area of curriculum and curriculum leadership certification of and for those individuals now holding or those planning to enter into future curriculum leadership positions. Through the efforts of Oklahoma State University, the Department of Education and Teacher Certification, Curriculum and Instruction, and the Department of Educational Administration and Higher Education, a

certificate program has been developed out of a strong need for a program leading to state certification for any individual entering the field of curriculum leadership. These departments felt this need was due to the advancement of knowledge in the field of curriculum and teaching, the growth complexities associated with education, and a need for professionals who possess the necessary skills and knowledge to ensure progress toward continued excellence in education and school improvement. It was felt that, due to the lack of trained professionals in the public schools in the area of curriculum and curriculum leadership, and with the increasingly added involvement in the management of schools and district curriculum programs, it was imperative that professionals be available who have specific expertise in the area of curriculum and curriculum development and supervision. By providing a program for developing professionals capable of being curriculum leaders at the public school levels, it would help to continue the push toward quality and excellence in education, as well as provide for quality educational leadership in the field of curriculum. A draft of the certification requirements for the curriculum administrator appears in Appendix G.

Recommendations

As a result of this study, it is recommended that intensive, on-going training of curriculum leaders be made available. The emphasis should be on curriculum development, staff development, and curriculum expertise. It is suggested that an on-going requirement for upgrading of administrative skills similar to that required of most teachers be put into effect. Curriculum leaders should be required to complete a certain number of units of advanced coursework in specified areas of study within a specific period of time. Leaving professional development up to the

individual may result in a program that does not meet the needs of the district which is paying for those services.

School district officials need to study their curricular weaknesses and strengths carefully in order to develop a plan for improvement. Knowing exactly where the weaknesses are--whether they be in instruction, materials, or lack of clearly stated goals--will make possible the development of a plan to meet those specific needs. It is important to conserve and direct financial resources to the areas of greatest need and potential benefit. Only a careful study will determine those areas.

A further recommendation is that school district officials study ways to support curriculum and staff development. In times of budgetary crisis, it is often these funds that are cut. It is also this function that can contribute to greater student achievement and therefore greater community support for education. It is important that district trustees recognize the critical curriculum functions and the possible benefit to all students.

Several suggestions can be made for further study. What has been the effects of budgetary cutbacks on curriculum services of school districts? Do those persons who have specialized in curriculum services actually find themselves delivering those services? Does the pathway to curriculum leadership focus strongly enough on the specifics of curriculum development, staff development, and related matters? How are curriculum services provided in small districts?

The position of curriculum leader cannot be overemphasized. It is one of influence, both for students and the community. It is hoped that school districts will do everything possible to improve the services offered in order to guarantee the best possible education for the students entrusted to them.

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APPENDIXES

APPENDIX A

SCHOOL DISTRICTS IN FIELD TEST

Survey Schools for Field Test

1. Lawton
2. Putnam City
3. Midwest City
4. Broken Arrow
5. Union
6. Muskogee
7. Bartlesville
8. Yukon
9. Choctaw/Nicoma Park
10. Owasso
11. Western Heights
12. Noble
13. Pryor
14. Bixby
15. Coweta
16. Sallisaw
17. Clinton
18. Cushing
19. Hugo
20. Bristow
21. Blackwell
22. Pauls Valley
23. Seminole
24. Marlow
25. Sulphur
26. Tuttle
27. Perry
28. Oologah
29. Frederick
30. Lindsay
31. Atoka
32. Purcell
33. Plainview
34. Eufaula
35. Perkins-Tryon
36. Comanche
37. Wilburton
38. Inola
39. Westville
40. Wewoka
41. Chelsea
42. Lexington
43. Tishomingo
44. Elgin
45. Vian
46. Pocola
47. Beggs
48. Hartshorne
49. Meeker
50. Davis
51. Adair
52. Kingston
53. Marietta
54. Deer Creek
55. hennessey
56. Crooked Oak
57. Hominy
58. Tonkawa
59. Walters
60. Dibble
61. Hinton
62. Arkoma
63. Canton
64. Amber-Pocasset
65. Shattuck
66. Morrison
67. Braggs
68. Ralston
69. Alluwe
70. Briggs
71. Justus
72. Marble City
73. Oak Grove
74. Christie
75. Martha

APPENDIX B

SCHOOL DISTRICTS IN SURVEY

Survey Schools for Study

1. Tulsa
2. Oklahoma City
3. Moore
4. Edmond
5. Norman
6. Enid
7. Jenks
8. Ponca City
9. Mustang
10. Stillwater
11. Altus
12. Sapulpa
13. Shawnee
14. Ardmore
15. Claremore
16. Guthrie
17. Tahlequah
18. Woodward
19. Chickasha
20. Durant
21. McAlester
22. El Reno
23. Okmulgee
24. Miami
25. Ada
26. Wagoner
27. Elk City
28. Guymon
29. Anadarko
30. Idabel
31. Weatherford
32. Poteau
33. Hilldale
34. Vinita
35. Kingfisher
36. Kellyville
37. Pawhuska
38. Alva
39. Chandler
40. Jones
41. Hobart
42. Prague
43. Watonga
44. Okemah
45. Cache
46. Chisholm
47. Sperry
48. Stroud
49. Wynnewood
50. Bethany
51. Heavener
52. Healdton
53. Konowa
54. Sayre
55. Mangum
56. Cordell
57. Coalgate
58. Carnegie
59. Talihina
60. Hollis
61. Dale
62. Snyder
63. Beaver
64. Wayne
65. Laverne
66. Sirling
67. Kiefer
68. Elmore City
69. Allen
70. Weleetha
71. Copan
72. Boise City
73. Fairfax
74. Aktaha
75. Thomas
76. Prue
77. Ripley
78. Tipton
79. Sentinel
80. Geronimo
81. Depew
82. Okarche
83. Dewar
84. Granite
85. Kremlin
86. Mountain View
87. Helena-Goltry
88. Lookkeba Sickles
89. Big Cabin
90. Leedey
91. Lone Star
92. Academy Central
93. Allen-Bowden
94. Maryetta
95. Keystone
96. Whitebead
97. Anderson
98. Pretty Water
99. Mingo
100. Milfay

APPENDIX C

LETTER SENT WITH SURVEY FOR
FIELD TEST

Dear Sir:

In recognition of the fact that the public is ever more demanding of a quality education for their children, and that financial resources are becoming more scarce to provide that education, it is important that school districts perform their services in an efficient and effective manner.

I am conducting a study of the position of curriculum leader in order to answer the following questions:

1. What is the background and training of curriculum leaders currently holding positions within the public schools of Oklahoma?
2. What responsibilities are currently being performed by these curriculum leaders?
3. What changes are likely to occur in the kind of instructional services provided by curriculum leaders within the next 10 years?
4. What training must be provided to curriculum leaders to enable them to carry out their responsibilities presently being performed now and in the future?
5. What standards and guidelines are necessary for evaluation of graduate programs for preparing curriculum leaders?

Please make any comments you feel would be helpful in making the questionnaire more meaningful. If there are questions that are unclear or poorly stated, indicate that, too. Please return it in the enclosed envelope.

Thank you in advance for your help! I will be glad to make the results of the study available to you upon its completion.

Sincerely,

Harold A. Hayes, Jr.

APPENDIX D

COVER LETTER FOR SURVEY

Dear Fellow Administrator:

In recognition of the fact that the public is ever more demanding of a quality education for their children, and that financial resources are becoming more scarce to provide that education, it is important that school districts perform their services in an efficient and effective manner.

I am conducting a study on curriculum leadership in the public schools of this state. The major purpose of this study is to determine the current status of curriculum leadership in Oklahoma. Through a random process, you have been selected to participate in a statewide study regarding curriculum leadership and the role of the curriculum leader in Oklahoma public schools.

Your responses to the enclosed questionnaire are vital for me to obtain complete information. I need your help! Please complete the questionnaire, or forward it to the individual who has responsibility for instructional/curriculum leadership within your district. It should take no more than 20 minutes to complete, if that. Please return it to me within the next two weeks, if possible.

Very respectfully yours,

Harold A. Hayes, Jr.

APPENDIX E

SURVEY

SURVEY OF CURRICULUM LEADERSHIP
IN THE STATE OF OKLAHOMA

PART I Background and Training of Curriculum Leader;
Description of District. Please indicate your
background by checking the correct box and filling in
the requested information.

1. Highest degree held:

Bachelor's	<input type="checkbox"/>
Master's	<input type="checkbox"/>
Doctorate	<input type="checkbox"/>

2. Major field of study for the above degree:

Curriculum	<input type="checkbox"/>
Administration	<input type="checkbox"/>
Teaching field-	
Please specify_____	<input type="checkbox"/>
Other-	
Please specify_____	<input type="checkbox"/>

3. Length of time in current position:

Less than 1 year	<input type="checkbox"/>
1-3 years	<input type="checkbox"/>
4-6 years	<input type="checkbox"/>
7-10 years	<input type="checkbox"/>
More than 10 years	<input type="checkbox"/>

4. Previous positions in education held
Please check all that apply

Classroom Teacher	<input type="checkbox"/>
Counselor	<input type="checkbox"/>
Vice-principal	<input type="checkbox"/>
Principal	<input type="checkbox"/>
Asst. Superintendent	<input type="checkbox"/>
Superintendent	<input type="checkbox"/>
Other_____	

_____	<input type="checkbox"/>

- | 5. Curriculum Courses or seminars completed within last five years. | Courses
(at least
12 hrs) | Seminar(s)/
Workshops |
|--|---------------------------------|--------------------------|
| Curriculum planning/development | [] | [] |
| In-service planning/development | [] | [] |
| Program evaluation | [] | [] |
| Staff effectiveness evaluation | [] | [] |
| Communication/Information/
Publications skills | [] | [] |
| Time management | [] | [] |
| Financial resource management | [] | [] |
| Educational resource selection/
availability | [] | [] |
| Other-please specify_____ | | |
| ----- | [] | [] |
| ----- | | |
| 6. Your current title: | | |
| Counselor | [] | |
| Vice-Principal | [] | |
| Principal | [] | |
| Curriculum Coordinator | [] | |
| Asst. Superintendent | [] | |
| Superintendent | [] | |
| Other: _____ | [] | |
| 7. Major responsibilities of your position outside the area of curriculum. | | |
| Superintendent | [] | |
| Business | [] | |
| Personnel | [] | |
| None | [] | |
| Other: please specify_____ | [] | |
| 8. Grade levels your district serves: | | |
| K-6 | [] | |
| K-8 | [] | |
| K-12 | [] | |
| Other: please specify_____ | [] | |

PART II Curriculum Leadership Responsibilities

Please indicate which services will become more or less important in the next ten years, and whether or not you perform that service now.

	Service which will be more important in the next ten years	Service which will be less important in the next ten years	Service I Now Perform
1.1 Assist in development of a cohesive, well articulated curricular/instructional program aimed at meeting the needs of all pupil personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Coordinates implementation of the curricular/instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Assists in the development and maintenance of a program of evaluation of curriculum and instruction (testing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Facilitates revision of curricular and instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Assists in creating a climate conducive to experimentation, innovation, and creative teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Other: please specify ----- -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area 2 FACILITATOR OF STAFF PROFESSIONAL GROWTH AND DEVELOPMENT			
2.1 Works with the principal to create an environment which encourages positive relationships and growth and development among staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Designs and implements a comprehensive, coordinated in-service program aimed at promoting optimal development of teaching competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Encourages participation in professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Service which will be more important in the next ten years	Service which will be less important in the next ten years	Service I Now Perform
2.4 Assists the principal in the systematic evaluation of professional growth and development of the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Analyzes and develops leadership abilities in individual staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Encourages teachers to take leadership roles in curricular/instructional development programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Other: please specify _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area 3 CONSULTANT FOR RESOURCES AND SERVICES			
3.1 Develops programs for instructional resources and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Serves as a resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Promotes coordination of support services to ensure optimum assistance to classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Other: please specify _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area 4 COORDINATOR FOR COMMUNICATION/INFORMATION/PUBLICATION			
4.1 Assists the principal in promoting open communication among school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Provides staff with information on current trends, innovative practices and professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Facilitates effective communication with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Facilitates communication and articulation among educational associates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Service which will be more important in the next ten years	Service which will be less important in the next ten years	Service I Now Perform
4.5 Other: please specify. ----- -----	[]	[]	[]
Area 5 MEMBER OF THE SUPPORT STAFF			
5.1 Assists the principal in providing effective orientation for the staff.	[]	[]	[]
5.2 Participates in developing and coordinating funded projects for program development, research, and curricular improvement.	[]	[]	[]
5.3 Assists in scheduling time and facilities for curricular/instructional purposes.	[]	[]	[]
5.4 Prepares reports for the school administration, board of education, and parent associations.	[]	[]	[]
5.5 Solicits legislative support of educational programs.	[]	[]	[]
5.6 Provides procedures for evaluation-curricular/instructional patterns and approaches.	[]	[]	[]
5.7 Other: please specify. ----- -----	[]	[]	[]
Area 6 MEMBER OF THE PROFESSION			
6.1 Maintains thorough knowledge of current issues, trends and research and development in education.	[]	[]	[]
6.2 Demonstrates openness to experimentation and willingness to explore new ideas.	[]	[]	[]
6.3 Participates in and contributes to professional activities.	[]	[]	[]
6.4 Contributes to the advancement of knowledge in the profession and area of specialization.	[]	[]	[]
6.5 Demonstrates commitment to his/her own continued professional growth and development.	[]	[]	[]

	Service which will be more important in the next ten years	Service which will be less important in the next ten years	Service I Now Perform
6.6 Recognizes and supports the education profession as a vital mode of enhancing self-realization of the individual and achieving the democratic ideals of society.	[]	[]	[]
6.7 Contributes to the development of standards for the profession.	[]	[]	[]
6.8 Adheres to the code of ethics consistent with the goals and ideals of the profession.	[]	[]	[]
6.9 Other: please specify. ----- -----	[]	[]	[]

Please list any other services which you feel will become important for curriculum leaders to perform in the next ten years.

PART III Important Skills and Training for Curriculum Leaders

1. Please indicate the relative future importance of each of the six areas of responsibility covered in the previous section from your perspective as a curriculum leader, using 1 for the most important and 6 for the least important.

Ranking

- Area 1 - Director of Curricular/Instructional Development.
- Area 2 - Facilitator of Staff Professional Growth and Development.
- Area 3 - Consultant for Resources and Services.
- Area 4 - Coordinator of Communication/Information/Publication.
- Area 5 - Member of the Support Staff.
- Area 6 - Member of the profession.

2. Please indicate your relative competence now in each of the six areas, using 1 for your area of greatest competence and 6 for your area of least competence.

Ranking

- Area 1 - Director of Curricular/Instructional Development.
- Area 2 - Facilitator of Staff Professional Growth and Development.
- Area 3 - Consultant for Resources and Services
- Area 4 - Coordinator for communication/Information/Publication.
- Area 5 - Member of the Support Staff.
- Area 6 - Member of the Profession.

3. Indicate by checking the correct box the skills required in your position now and the improvement needed for you to reach maximum effectiveness.

	Skill required in my position now	Improvement needed to reach maximum effectiveness		
		None	Some	A Great Deal
a. General management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Written communications skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Long-range planning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Broad knowledge of new techniques/successful curricular practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Broad knowledge of available resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Development of in-service programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Textbook evaluation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Statistical analysis/test interpretation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Budgeting/Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other: please specify ----- ----- -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What standards and guidelines are necessary for evaluation of graduate programs for preparing curriculum specialists?

PLEASE INDICATE BELOW THE NAME OF YOUR DISTRICT IF YOU WISH A COPY OF THE RESULTS OF THIS SURVEY. SCHOOL DISTRICT _____

APPENDIX F

SURVEY WITH PERCENTAGE RESPONSES

SURVEY OF CURRICULUM LEADERSHIP
IN THE STATE OF OKLAHOMA

PART I Background and Training of Curriculum Leader;
Description of District. Please indicate your
background by checking the correct box and filling in
the requested information.

1. Highest degree held:

Bachelor's	<input type="checkbox"/> 1%
Master's	<input checked="" type="checkbox"/> 63%
Doctorate	<input type="checkbox"/> 36%

2. Major field of study for the above degree:

Curriculum	<input type="checkbox"/> 8%
Administration	<input checked="" type="checkbox"/> 71%
Teaching field-	
Please specify _____	<input type="checkbox"/> 14%
Other-	
Please specify _____	<input type="checkbox"/> 7%

3. Length of time in current position:

Less than 1 year	<input type="checkbox"/> 7%
1-3 years	<input type="checkbox"/> 36%
4-6 years	<input type="checkbox"/> 25%
7-10 years	<input type="checkbox"/> 10%
More than 10 years	<input type="checkbox"/> 22%

4. Previous positions in education held
Please check all that apply

Classroom Teacher	<input type="checkbox"/> 90%
Counselor	<input type="checkbox"/> 25%
Vice-principal	<input type="checkbox"/> 31%
Principal	<input type="checkbox"/> 72%
Asst. Superintendent	<input type="checkbox"/> 33%
Superintendent	<input type="checkbox"/> 39%
Other _____	

_____	<input type="checkbox"/> 18%

- | 5. Curriculum Courses or seminars completed within last five years. | Courses
(at least
12 hrs) | Seminar (%) /
Workshops |
|--|---------------------------------|------------------------------|
| Curriculum planning/development | <input type="checkbox"/> 22% | <input type="checkbox"/> 65% |
| In-service planning/development | <input type="checkbox"/> 11% | <input type="checkbox"/> 74% |
| Program evaluation | <input type="checkbox"/> 8% | <input type="checkbox"/> 71% |
| Staff effectiveness evaluation | <input type="checkbox"/> 15% | <input type="checkbox"/> 75% |
| Communication/Information/
Publications skills | <input type="checkbox"/> 10% | <input type="checkbox"/> 49% |
| Time management | <input type="checkbox"/> 6% | <input type="checkbox"/> 56% |
| Financial resource management | <input type="checkbox"/> 17% | <input type="checkbox"/> 54% |
| Educational resource selection/
availability | <input type="checkbox"/> 4% | <input type="checkbox"/> 35% |
| Other-please specify_____ | | |
| ----- | <input type="checkbox"/> 3% | <input type="checkbox"/> 1% |
| ----- | | |
| 6. Your current title: | | |
| Counselor | <input type="checkbox"/> 3% | |
| Vice-Principal | <input type="checkbox"/> 0% | |
| Principal | <input type="checkbox"/> 15% | |
| Curriculum Coordinator | <input type="checkbox"/> 7% | |
| Asst. Superintendent | <input type="checkbox"/> 10% | |
| Superintendent | <input type="checkbox"/> 60% | |
| Other:_____ | <input type="checkbox"/> 5% | |
| 7. Major responsibilities of your position outside the area of curriculum. | | |
| Superintendent | <input type="checkbox"/> 58% | |
| Business | <input type="checkbox"/> 32% | |
| Personnel | <input type="checkbox"/> 39% | |
| None | <input type="checkbox"/> 0% | |
| Other: please specify_____ | <input type="checkbox"/> 19% | |
| 8. Grade levels your district serves: | | |
| K-6 | <input type="checkbox"/> 0% | |
| K-8 | <input type="checkbox"/> 10% | |
| K-12 | <input type="checkbox"/> 90% | |
| Other: please specify_____ | <input type="checkbox"/> 0% | |

PART II Curriculum Leadership Responsibilities

Please indicate which services will become more or less important in the next ten years, and whether or not you perform that service now.

	Service which will be more important in the next ten years	Service which will be less important in the next ten years	Service I Now Perform
1.1 Assist in development of a cohesive, well articulated curricular/instructional program aimed at meeting the needs of all pupil personnel.	<input type="checkbox"/> 94%	<input type="checkbox"/> 1%	<input type="checkbox"/> 81%
1.2 Coordinates implementation of the curricular/instructional program.	<input type="checkbox"/> 89%	<input type="checkbox"/> 1%	<input type="checkbox"/> 76%
1.3 Assists in the development and maintenance of a program of evaluation of curriculum and instruction (testing).	<input type="checkbox"/> 89%	<input type="checkbox"/> 1%	<input type="checkbox"/> 71%
1.4 Facilitates revision of curricular and instructional practices.	<input type="checkbox"/> 92%	<input type="checkbox"/> 3%	<input type="checkbox"/> 75%
1.5 Assists in creating a climate conducive to experimentation, innovation, and creative teaching.	<input type="checkbox"/> 90%	<input type="checkbox"/> 3%	<input type="checkbox"/> 60%
1.6 Other: please specify ----- -----	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%

Area 2 FACILITATOR OF STAFF PROFESSIONAL GROWTH AND DEVELOPMENT

2.1 Works with the principal to create an environment which encourages positive relationships and growth and development among staff.	<input type="checkbox"/> 85%	<input type="checkbox"/> 1%	<input type="checkbox"/> 71%
2.2 Designs and implements a comprehensive, coordinated in-service program aimed at promoting optimal development of teaching competency	<input type="checkbox"/> 96%	<input type="checkbox"/> 0%	<input type="checkbox"/> 60%
2.3 Encourages participation in professional development activities.	<input type="checkbox"/> 90%	<input type="checkbox"/> 3%	<input type="checkbox"/> 72%

	Service which will be more important in the next ten years	Service which will be less important in the next ten years	Service I Now Perform
2.4 Assists the principal in the systematic evaluation of professional growth and development of the staff.	<input type="checkbox"/> 78%	<input type="checkbox"/> 10%	<input type="checkbox"/> 53%
2.5 Analyzes and develops leadership abilities in individual staff members.	<input type="checkbox"/> 85%	<input type="checkbox"/> 3%	<input type="checkbox"/> 57%
2.6 Encourages teachers to take leadership roles in curricular/instructional development programs.	<input type="checkbox"/> 85%	<input type="checkbox"/> 1%	<input type="checkbox"/> 69%
2.7 Other: please specify _____ _____	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%
Area 3 CONSULTANT FOR RESOURCES AND SERVICES			
3.1 Develops programs for instructional resources and services.	<input type="checkbox"/> 82%	<input type="checkbox"/> 6%	<input type="checkbox"/> 51%
3.2 Serves as a resource.	<input type="checkbox"/> 58%	<input type="checkbox"/> 8%	<input type="checkbox"/> 63%
3.3 Promotes coordination of support services to ensure optimum assistance to classroom teachers.	<input type="checkbox"/> 79%	<input type="checkbox"/> 8%	<input type="checkbox"/> 50%
3.4 Other: please specify _____ _____	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%
Area 4 COORDINATOR FOR COMMUNICATION/INFORMATION/PUBLICATION			
4.1 Assists the principal in promoting open communication among school personnel.	<input type="checkbox"/> 83%	<input type="checkbox"/> 4%	<input type="checkbox"/> 69%
4.2 Provides staff with information on current trends, innovative practices and professional development activities.	<input type="checkbox"/> 83%	<input type="checkbox"/> 1%	<input type="checkbox"/> 71%
4.3 Facilitates effective communication with the community.	<input type="checkbox"/> 82%	<input type="checkbox"/> 0%	<input type="checkbox"/> 82%
4.4 Facilitates communication and articulation among educational associates.	<input type="checkbox"/> 86%	<input type="checkbox"/> 0%	<input type="checkbox"/> 70%

	Service which will be more important in the next ten years	Service which will be less important in the next ten years	Service I Now Perform
4.5 Other: please specify. ----- -----	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%
Area 5 MEMBER OF THE SUPPORT STAFF			
5.1 Assists the principal in providing effective orientation for the staff.	<input type="checkbox"/> 79%	<input type="checkbox"/> 8%	<input type="checkbox"/> 53%
5.2 Participates in developing and coordinating funded projects for program development, research, and curricular improvement.	<input type="checkbox"/> 82%	<input type="checkbox"/> 4%	<input type="checkbox"/> 57%
5.3 Assists in scheduling time and facilities for curricular/instructional purposes.	<input type="checkbox"/> 68%	<input type="checkbox"/> 13%	<input type="checkbox"/> 54%
5.4 Prepares reports for the school administration, board of education, and parent associations.	<input type="checkbox"/> 76%	<input type="checkbox"/> 6%	<input type="checkbox"/> 74%
5.5 Solicits legislative support of educational programs.	<input type="checkbox"/> 86%	<input type="checkbox"/> 4%	<input type="checkbox"/> 61%
5.6 Provides procedures for evaluation-curricular/instructional patterns and approaches.	<input type="checkbox"/> 79%	<input type="checkbox"/> 6%	<input type="checkbox"/> 57%
5.7 Other: please specify. ----- -----	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%
Area 6 MEMBER OF THE PROFESSION			
6.1 Maintains thorough knowledge of current issues, trends and research and development in education.	<input type="checkbox"/> 88%	<input type="checkbox"/> 0%	<input type="checkbox"/> 71%
6.2 Demonstrates openness to experimentation and willingness to explore new ideas.	<input type="checkbox"/> 88%	<input type="checkbox"/> 0%	<input type="checkbox"/> 69%
6.3 Participates in and contributes to professional activities.	<input type="checkbox"/> 78%	<input type="checkbox"/> 4%	<input type="checkbox"/> 71%
6.4 Contributes to the advancement of knowledge in the profession and area of specialization.	<input type="checkbox"/> 85%	<input type="checkbox"/> 3%	<input type="checkbox"/> 65%
6.5 Demonstrates commitment to his/her own continued professional growth and development.	<input type="checkbox"/> 83%	<input type="checkbox"/> 1%	<input type="checkbox"/> 69%

	Service which will be more important in the next ten years	Service which will be less important in the next ten years	Service I Now Perform
6.6 Recognizes and supports the education profession as a vital mode of enhancing self-realization of the individual and achieving the democratic ideals of society.	<input type="checkbox"/> 82%	<input type="checkbox"/> 3%	<input type="checkbox"/> 72%
6.7 Contributes to the development of standards for the profession.	<input type="checkbox"/> 82%	<input type="checkbox"/> 3%	<input type="checkbox"/> 61%
6.8 Adheres to the code of ethics consistent with the goals and ideals of the profession.	<input type="checkbox"/> 83%	<input type="checkbox"/> 3%	<input type="checkbox"/> 67%
6.9 Other: please specify.			
-----	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%

Please list any other services which you feel will become important for curriculum leaders to perform in the next ten years.

PART III Important Skills and Training for Curriculum Leaders

1. Please indicate the relative future importance of each of the six areas of responsibility covered in the previous section from your perspective as a curriculum leader, using 1 for the most important and 6 for the least important.

Ranking

- 1.63 Area 1 - Director of Curricular/Instructional Development.
- 2.88 Area 2 - Facilitator of Staff Professional Growth and Development.
- 3.49 Area 3 - Consultant for Resources and Services.
- 3.20 Area 4 - Coordinator of Communication/Information/Publication.
- 5.41 Area 5 - Member of the Support Staff.
- 4.23 Area 6 - Member of the profession.

2. Please indicate your relative competence now in each of the six areas, using 1 for your area of greatest competence and 6 for your area of least competence.

Ranking

- 2.62 Area 1 - Director of Curricular/Instructional Development.
- 2.70 Area 2 - Facilitator of Staff Professional Growth and Development.
- 3.99 Area 3 - Consultant for Resources and Services
- 3.06 Area 4 - Coordinator for communication/Information/Publication.
- 5.18 Area 5 - Member of the Support Staff.
- 3.28 Area 6 - Member of the Profession.

3. Indicate by checking the correct box the skills required in your position now and the improvement needed for you to reach maximum effectiveness.

	Skill required in my position now	Improvement needed to reach maximum effectiveness		
		None	Some	A Great Deal
a. General management skills	<input type="checkbox"/> 92%	<input type="checkbox"/> 8%	<input type="checkbox"/> 69%	<input type="checkbox"/> 8%
b. Time management skills	<input type="checkbox"/> 86%	<input type="checkbox"/> 4%	<input type="checkbox"/> 68%	<input type="checkbox"/> 25%
c. Written communications skills	<input type="checkbox"/> 89%	<input type="checkbox"/> 14%	<input type="checkbox"/> 68%	<input type="checkbox"/> 8%
d. Interpersonal skills	<input type="checkbox"/> 92%	<input type="checkbox"/> 13%	<input type="checkbox"/> 67%	<input type="checkbox"/> 15%
e. Long-range planning techniques	<input type="checkbox"/> 88%	<input type="checkbox"/> 7%	<input type="checkbox"/> 56%	<input type="checkbox"/> 35%
f. Broad knowledge of new techniques/successful curricular practices	<input type="checkbox"/> 88%	<input type="checkbox"/> 0%	<input type="checkbox"/> 67%	<input type="checkbox"/> 32%
g. Broad knowledge of available resources	<input type="checkbox"/> 89%	<input type="checkbox"/> 0%	<input type="checkbox"/> 65%	<input type="checkbox"/> 25%
h. Program evaluation	<input type="checkbox"/> 88%	<input type="checkbox"/> 4%	<input type="checkbox"/> 75%	<input type="checkbox"/> 13%
i. Development of in-service programs	<input type="checkbox"/> 88%	<input type="checkbox"/> 10%	<input type="checkbox"/> 69%	<input type="checkbox"/> 13%
j. Textbook evaluation skills	<input type="checkbox"/> 86%	<input type="checkbox"/> 14%	<input type="checkbox"/> 71%	<input type="checkbox"/> 15%
k. Statistical analysis/test interpretation skills	<input type="checkbox"/> 86%	<input type="checkbox"/> 13%	<input type="checkbox"/> 67%	<input type="checkbox"/> 18%
l. Budgeting/Finance	<input type="checkbox"/> 92%	<input type="checkbox"/> 13%	<input type="checkbox"/> 56%	<input type="checkbox"/> 28%
m. Other: please specify ----- ----- -----	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%	<input type="checkbox"/> 0%

4. What standards and guidelines are necessary for evaluation of graduate programs for preparing curriculum specialists?

PLEASE INDICATE BELOW THE NAME OF YOUR DISTRICT IF YOU WISH A COPY OF THE RESULTS OF THIS SURVEY. SCHOOL DISTRICT _____

APPENDIX G

DRAFT - CURRICULUM ADMINISTRATOR CERTIFICATE,
OKLAHOMA STATE UNIVERSITY

DRAFT
CURRICULUM ADMINISTRATOR

PART I. Introduction

The holder of a Curriculum Administrator certificate is authorized to serve as Curriculum Director, Curriculum Supervisor, and Assistant or Associate Superintendent for Curriculum* at the district level in any accredited school system in Oklahoma.

PART II. Special Criteria

A. Standard Certificate

1. The applicant shall satisfy all general regulations of eligibility stated on pages - .
2. The applicant shall hold and maintain a valid Oklahoma standard teaching certificate in one of the following areas: Early Childhood, Elementary, Elementary-Secondary, Secondary, Vocational-Technical, Library Media Specialist, or Speech-Language Pathology.
3. The applicant is required to have had two years of teaching experience.
4. The applicant shall hold or have held the Provisional Level II Curriculum Administrator certificate.
5. The applicant shall have had a minimum of one full year of experience as a Curriculum Administrator during the validity of the Provisional Level II Curriculum Administrator's certificate.
6. The program shall include at least seventy-nine (79) semester hours of graduate coursework appropriate to the Curriculum Administrator program. The coursework should be designed to achieve the objectives cited in Part III.
7. Graduate coursework shall be required in the following areas for the Standard certificate:
 - a. Common Core (Curriculum, supervision, and instruction) - 36 semester hours.
 - b. Foundations (Sociological, Philosophical, and Historical) - 6 semester hours.
 - c. Learning Theory and Human Development - 6 semester hours.
 - d. Research (Evaluation, Research, and Dissertation) - 19 semester hours.
 - e. Administration, Management, and Organizational Dynamics - 9 semester hours.

- f. Practicum (Field Experiences and Internships) - 3 semester hours.
 - g. Coursework in any of the above areas, taken as a part of the program for the Provisional Level II certificate for the Curriculum Administrator may be accepted toward fulfilling the standard certificate program.
8. The applicant shall hold a Doctor's degree (Ed.D. or Ph.D.) from an institutional program accredited by a national accrediting agency.

B. Provisional Level II certificate

- 1. The applicant shall fulfill all general regulations of eligibility.
- 2. The applicant shall hold and maintain a valid Oklahoma standard teaching certificate in one of the following areas: Early Childhood, Elementary, Elementary-Secondary, Secondary, Vocational-Technical, Library Media Specialist, or Speech-Language Pathology.
- 3. The applicant is required to have had two years of teaching experience.
- 4. The applicant shall hold a Master's degree from an institution accredited at the national level.
- 5. Institutions must have this program accredited by a national accrediting agency.
- 6. The program shall include at least sixty (60) semester hours of graduate coursework which will be accepted as part of an approved program for the standard certificate. At least twenty-four (24) semester hours of coursework shall be taken at an institution accredited to offer degrees at the post-Master's level. The courses should be designed to achieve the objectives cited in Part III and should include at least twenty-four (24) semester hours from Part II.A.7a.; and at least one course in each of areas Part II.A.7b-f., as stipulated in requirements for the standard certificate.
- 7. The applicant shall pass the State Teacher Certification Test (Curriculum Administrator) prior to being issued a certificate.

PART III. Curriculum Administrator Certification Objectives

The objectives for the Curriculum Administrator program appear in the Objectives manual of the Oklahoma Teacher Certification Testing Program : CURRICULUM ADMINISTRATOR, pages - .

*The holder of the Curriculum Administrator certificate will not be able to serve as district superintendent of schools unless such requirements have also been met for the school superintendent certificate.

SPECIAL ENDORSEMENT: CURRICULUM SUPERVISOR

The Special Endorsement for the Curriculum Supervisor is for those professionals who elect to qualify to serve as department heads, grade level leaders, district level special subject supervisors, and assistant curriculum administrators (building level), or in other curriculum supervisory roles.

Requirements for the Special Endorsement include:

- A. A valid Oklahoma standard teaching certificate in one of the following areas: Early Childhood, Elementary, Elementary-Secondary, Secondary, Vocational-Technical, Library Media Specialist, or Speech-Language Pathology.
- B. A Master's degree which may include completion of at least twenty-four (24) graduate semester hours of credit to include 9-15 semester hours of coursework in the study of the major teaching field, and the remaining 9-15 semester hours in the areas of curriculum, instruction, and supervision as specified in the requirements for the standard certificate program for Curriculum Administrator.

VITA

Harold A. Hayes, Jr.

Candidate for the Degree of
Doctor of Education

Thesis: THE FUNCTION OF THE DISTRICT CURRICULUM LEADER IN THE PUBLIC
SCHOOLS OF THE STATE OF OKLAHOMA

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Norman, Oklahoma, March 19, 1950, the son of
Mr. and Mrs. Harold A. Hayes.

Education: Graduated from Elkhart Senior High School, Elkhart,
Indiana, in June, 1968; received Bachelor of Music Education
degree from University of Tulsa in 1973; received Master of
Science degree in Educational Administration from Oklahoma
State University in 1980; completed requirements for the Doctor
of Education degree at Oklahoma State University in December,
1989.

Professional Experience: Education Department, Archdiocese of
Tulsa, Oklahoma, 8/74-6/77; Physical Education Teacher, Long-
fellow Junior High School, Chelsea, Oklahoma, 8/77-7/78; Coach
and Teacher of Social Studies, Frederick High School, Freder-
ick, Oklahoma, 8/78-7/79; Physical Education Teacher and High
School Coach, Paoli Public Schools, Paoli, Oklahoma, 6/79-7/80;
Principal, Bowring School, Bowring, Oklahoma, 7/80-7/81; Prin-
cipal, Butner/Cromwell Schools, Cromwell, Oklahoma, 7/81-7/82;
Principal and Director of Federal Programs, Olive Public
Schools, Drumright, Oklahoma, 7/82-7/86; Superintendent of
Schools, Mason Public Schools, Mason, Oklahoma, 7/86-7/88;
Superintendent of Schools, Lone Wolf Public Schools, Lone Wolf,
Oklahoma, 7/88-6/89.