

Figure 3.1 Seven Principal Expectations in the Curriculum Leadership Role

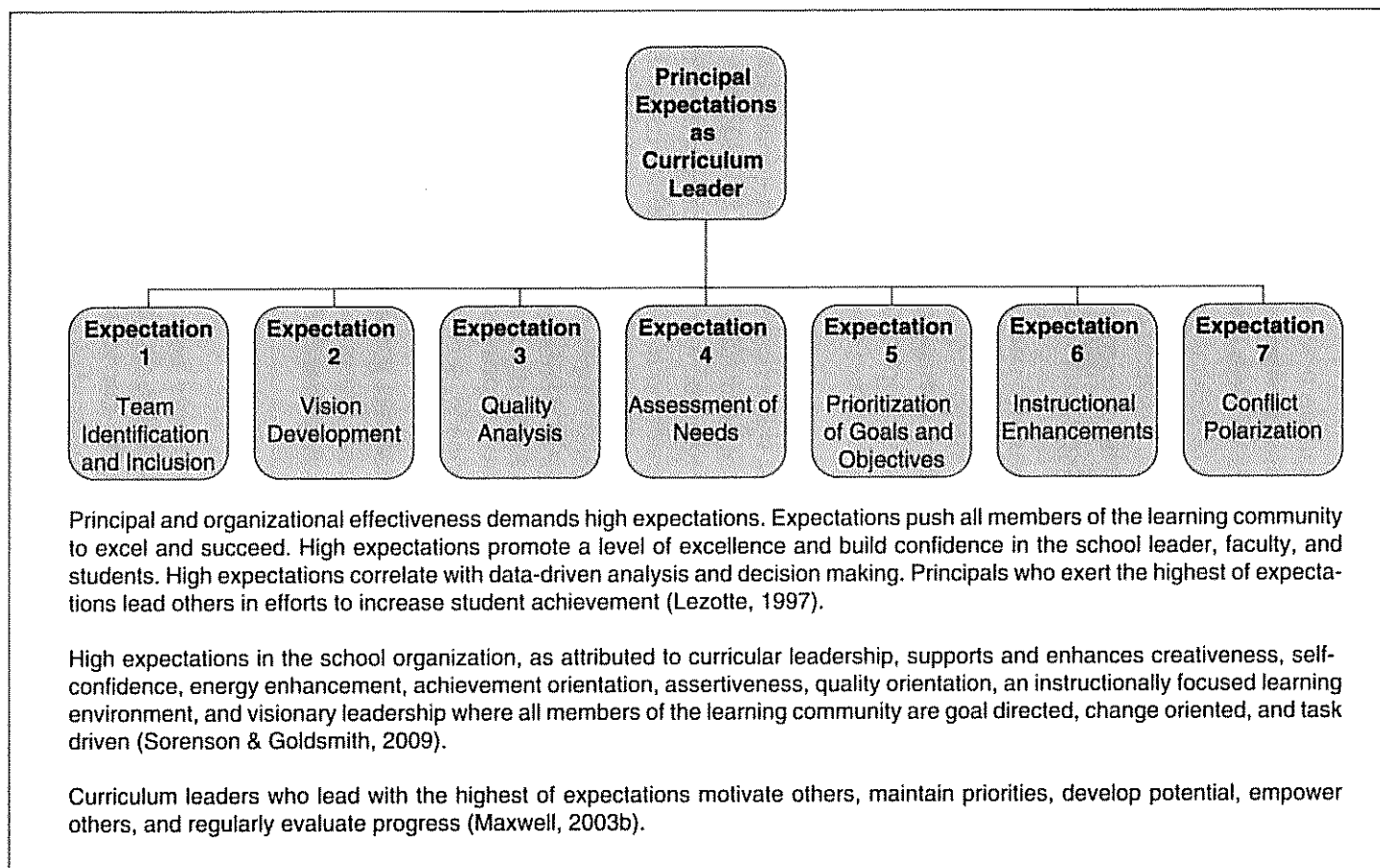


Table 3.1 Proposed Members of the Curriculum Planning Team

<i>District Office Leaders</i>	Superintendent, associate and/or assistant superintendents, curriculum director, director of curriculum research, director of professional development, director of technology, director of media services, media specialists, and director of federal programs
<i>School-Site Leaders</i>	Principal, assistant or vice principals, site specialists (curriculum, instruction, technology), and lead or master teachers
<i>School-Site Personnel</i>	Librarians and paraprofessionals
<i>School Community Clientele</i>	Students, parents, business leaders, friends of education, adopt-a-school organizations, and partners in education
<i>Professional Facilitators</i>	University professors, educational experts (authors, trainers, researchers, consultants), teacher organization/union representatives, state or national teacher/principal association officials, education service center consultants, state department of education officials, testing corporation representatives, and regional educational laboratory researchers
<i>Local Entities</i>	News media (print journalists/radio-television professionals), service organizations (American Red Cross, civic clubs, etc.), special interest groups, concerned citizens, commercial/corporate organizations, political groups, and church/religious groups

District Office Leaders

Typically, external facilitators, such as district office leaders, are called on to ensure that the curricular processes are maintained relative to national and state standards, as well as district policies. Curriculum-oriented processes rarely proceed in a smooth and less-than-ambiguous manner. When circumstances dictate, external facilitators such as district office leaders (see Chapter 7 scenario *Curriculum Integration, Are You Kidding Me?*) must be called on to

serve as part of a curriculum team. District office leaders, as team members, might include the following:

- Superintendent, associate and/or assistant superintendent(s)
- Curriculum director
- Director of curriculum research
- Director of professional development
- Director of technology
- Director of media services
- Media specialists
- Director of federal programs (special education, bilingual education, Title I, etc.)

Each district office leader brings specific levels of expertise to the curriculum team and assists principals in overcoming unexpected problems and unforeseen issues.

School-Site Leaders

Lunenburg and Irby (2006) assert there is a critical relationship role for school-site leaders in curriculum projects. School-site leaders serve as the impetus for effective curriculum development and a successful instructional program. What we do know, and what research continues to support, is an educational constant: Principals who are actively involved in curricular and instructional processes lead schools where students excel, on average, 5% to 15% higher on standardized testing than other schools where principals are less active (March & Peters, 2002). School-site leaders include the following:

- Principal
- Assistant- or vice-principals
- Site-specialists or coaches in areas of
 - Curriculum
 - Instruction (Math, Science, Applied Arts, etc.)
 - Technology
- Lead or master teachers

Site-level specialists must be experts in leading teachers in curriculum processes by affecting how teachers teach, how teachers utilize curriculum guides, and how teachers professionally interact with students. These specialists are important players in curriculum planning, instruction, and assessment. School-site specialists help teachers understand and value the importance of student perspectives, structure lessons that challenge student understanding of the content areas, ensure that lessons are relevant and of interest to students, aid teachers

in the design of lessons that incorporate key aspects of curriculum guides and scope and sequence charts and help teachers properly assess student ability and mastery of predetermined classroom investigations (Holt-Reynolds, 2000; Rainer, Guyton, & Bowen, 2000; Wiggins, 1999).

School-Site Personnel

Teaching has been defined in the literature as an art (Stenhouse, 1988), a science (Lifsey, 2008), and a moral craft (Fullan & Hargreaves, 1991). However defined, teaching and the role of teachers is critical to a school's success. Just as important, the role of teachers in curricular processes is essential because teachers are planners, decision makers, and experienced in the practice of effective instructional techniques, strategies, and methodologies. As a result, the best teachers know *what* to teach, *when* to teach, and *how* to teach—all designed to ensure student academic success.

Beyond teachers, who else should serve as school-site personnel in the design, assessment, and renewal of curriculum? Librarians should be included because of their knowledge base and expertise relative to important resources, along with other research and reading materials. Additionally, paraprofessionals should serve on the curriculum team, most notably when certain "paras" are actively involved in the instructional process or serve in roles such as overseers of instructional resource or material or media centers.

School Community Clientele

School community clientele often express interest in numerous school-related issues, and as a result, they can be active participants in curriculum processes. Any list of clientele must include, first and foremost, students. Students have a vested interest in their learning, and given the opportunity, they *can* and *should* participate in curriculum planning. The list must also include parents who yield a variety of skills and levels of expertise that can enrich the curriculum planning and renewal process (Lee & Smith, 1996). Listed next are several clientele of the school community who can be incorporated within the curriculum team.

- Students (especially at the secondary level)
- Parents
- Business leaders
- Friends of education
- Adopt-a-school organizations
- Partners in education

Ornstein and Hunkins (2004) recommend that valuable resource clientele are often available outside a school system. Principals, working in collaboration with the curriculum team, can overcome certain curricular problems by calling on these valuable sources to effectively serve as an additional set of eyes relative to mediating instructionally oriented circumstances and situations.

Professional Facilitators

Professional facilitators include those from outside the school who have specialized knowledge, skill, or expertise that can be utilized to enhance curriculum planning. Such individuals typically have earned state, national, or international reputations and are often hired on a contractual basis by schools or school districts. A list of professional facilitators might include the following:

- University professors
- Educational experts (authors, trainers, researchers, consultants)
- Teacher organization/union representatives
- State or national teacher/principal association officials
- Education service center consultants
- State department of education officials
- Testing corporation representatives
- Regional educational laboratory researchers

Fullan (1999; 2001) suggests that professional facilitators who effectively assist schools and school systems, relative to curriculum planning, instruction, and assessment, are frequently described as receiving intrinsic satisfaction from working with others. These facilitators are candid and straightforward in their assessment of curricular issues. They are motivated and enthusiastic in working with others to solve curricular problems, and they are often able to cope with the frustrations faced by many principals, teachers, and other team members who are inundated with curricular concerns.

Local Entities

There are times when a principal and the curriculum team wish to involve what Marsh and Willis (2007, p. 204) call "linkers" in curriculum planning, assessment, and renewal. Linkers are those entities that can be of assistance to a school or school system or may be politically expedient to involve in the curricular process. Local entities might include the following:

- News media (print journalist/radio-television professionals)
- Service organizations (American Red Cross, civic clubs, etc.)
- Special interest groups
- Concerned citizens
- Commercial/corporate organizations
- Political groups
- Church/religious groups

Expectation 1 Fulfilled

When a principal-led curriculum team initiates a curriculum-oriented process, a need for outside assistance often becomes an expectation. Knowing where to seek critical expertise, advice, and monetary assistance can be a daunting task. The authors propose that the previously noted lists of potential curriculum team members can help alleviate probable stress when conducting curricular and instructional planning and renewal efforts.

Recall the words from Ecclesiastes:

Two can accomplish more than twice as much as one, for the results can be much better. If one falls, the other pulls him up; but if a man falls when he is alone, he's in trouble. . . . And one standing alone can be attacked and defeated, but two can stand back-to-back and conquer; three is even better, for a triple-braided cord is not easily broken. (Ecclesiastes 4: 9–12, *The Living Bible*)

Expectation 2: Vision Development

What is "vision" from a curriculum leadership perspective? Conger (1989) noted two decades ago that vision is a leadership ability to see beyond current realities. Bennis and Nanus (1985) suggested that vision is a collaborative and team development effort. Berlew (1992) attributes vision to unifying an organization. Finally, Ubben, Hughes, and Norris (2007) equate vision to "four Cs"—(1) creative, (2) communicative, (3) compelling, and (4) committed leadership. The authors of this text personally appreciate the definition of vision as described by Lunenburg and Irby (2006): A vision is an attempt by a principal to explain to others what a school hopes to create and achieve. Let's examine the term "vision" from a research-based perspective and then apply the noted theory, with a series of tips, to the field of practice.

The Northwest Regional Educational Laboratory (2005) relates that vision is a method of merging common possibilities into great

potential. This research foundation further relates that visionary principals imagine the potential for a great curricular future simply because they are able to obtain and analyze data and then utilize this data to conceive new and unforeseen curricular and instructional phenomena.

The Charles A. Dana Research Center (2003) reveals there are certain frameworks for visionary leadership. For example, principals must have a vision for the following:

1. Learners and how students learn, along with a vision for the role of the curriculum leader in promoting student learning.
2. Teachers and what it means to be a teacher. What is the teacher role relative to students, instruction, and curriculum development? How does the principal envision the empowerment of teachers?
3. Curriculum development and how the curriculum leader envisions quality instruction, student diversity, integrated lesson content, teaching methodologies, instructional strategies, and student achievement.
4. Professional development as related to curriculum design, assessment, and renewal. How does the lead learner envision professional growth impacting curricular improvement, programmatic change, instructional delivery, student learning, and overall achievement?

Examining the research and then applying the theory to practice is a complicated venture unless principals are visionaries who develop goals to achieve instructional enhancement by means of curriculum planning, assessment, and renewal. A commitment to goal development, objective adaptation, and strategy or action implementation are all essential components of what must be accomplished by the visionary principal in the field of curricular practice.

A seven-step approach to creating a campus vision, as defined by Sorenson and Goldsmith (2009) and oriented to the curriculum development process, should be considered by the school principal, in collaboration with the curriculum team, when applying theory to practice. The seven steps are (1) identify the traditional or historical curriculum of the school, (2) conduct an in-depth analysis of current curriculum trends, (3) examine what the school curriculum can become for student achievement to increase, (4) assess the campus curricular strengths and further identify areas to target for growth and development, (5) identify campus curriculum problems and inhibiting factors that are interfering with student achievement, (6) develop a plan of action focusing on research-based, best-practice

instructional techniques, along with alternative approaches to curriculum design and development (see Chapter 7), and (7) monitor, evaluate, and adjust campus action plans (to include newly revised curriculum guides) through frequent meetings and brainstorming sessions with various members of the learning community.

We offer 10 practitioner-oriented tips for developing a vision for curriculum improvement.

1. **Challenge yourself and your team.** Pursue curricular risks. Remember, there is no failure in any risk attempted—only the potential for gain. Risk can open the eyes of an organization to new, different, and endless opportunities for curriculum advancement and instructional success.
2. **Envision the unimaginable.** Look at where you are today and where you and your team would like to be tomorrow, next week, next month, next year, and so on. Remember this: If the mind can conceive it, you can achieve it!
3. **Exhibit courage.** Never hesitate to take a major step forward. When you lead with courage, you attract people. When you attract people, they will follow. When people follow, the results will be phenomenal.
4. **Lead with integrity.** Principals become effective curriculum leaders by the quality of their actions and the integrity of their intent (see the Chapter 7 section titled Ethical Leadership). Joan Bruster, a friend and former colleague of the authors, often stated that integrity could be summed up in two sentences: "We make a living by what we get. We make a life by what we give" (2001). Give all you can to the students in your care.
5. **Practice makes perfect.** If you truly desire to become an effective curriculum leader, work at the task. Delve into the daily practice of curriculum planning, assessment, evaluation, and renewal. Only when we commit ourselves to hands-on experiences are we truly capable of learning and experiencing effective curriculum leadership.
6. **Implement high expectations.** Effective principals who lead curriculum development and renewal efforts utilize each of the seven expectations to curricular success as noted in this chapter. What principals are able to obtain from others is largely dependent on established expectations. High expectations are related to principal support; the empowerment of others; fixed boundaries; constructive use of time; commitment to achievement, positive values, and ethical conduct; strong interpersonal skills; and a genuine sense of purpose (Search Institute, 2003).

7. **Initiate change.** Change is the single most important element in successful curriculum leadership (see Chapter 4). Curricular change equates to organizational growth, which ensures increased student achievement.
8. **Apply curriculum design, assessment, and renewal processes.** If you don't know how or are at the very least unsure as to how to initiate the processes, examine the details as noted in Chapters 7, 9, and 10.
9. **Believe it can be done.** Lead with confidence and know actions speak louder than words. Consider our personal belief system that is based on a clear and direct command: "Commit your works to the Lord and your plans will be established" (Proverbs 16:3, *New American Standard Bible*).
10. **Celebrate success.** When a principal works in collaboration with the curriculum team, numerous opportunities for establishing a culture of appreciation will manifest themselves. Sorenson and Goldsmith (2006) relate that principals who lead effective organizations experience success and celebrate often. Opportunities to celebrate success will increase when curriculum and instruction are integrated, when teaching supports learning, when learning is differentiated, and when increased student achievement is an organizational norm.

Expectation 2 Fulfilled

When a principal and curriculum team is visionary in their approaches to curriculum development and renewal practices, a striving for quality will be apparent. Quality efforts in curriculum design and instructional implementation are closely associated with a leader's expectation to instill a campus vision, along with an ability to analyze pertinent data and relevant information.

Expectation 3: Quality Analysis

Quality analysis, often referred to as information analysis, is a thorough examination of a campus improvement or action plan from a curricular perspective. Quality analysis is a method of determining problematic causal factors as a means of (1) establishing performance objectives, (2) conducting a needs assessment, and (3) scrutinizing a curricular issue or problem (Sorenson, 2006). Quality analysis does not simply rest with the gathering of information. The principal and the curriculum team must conduct a quality analysis of patterns and trends within and across multiple sources of data. A quality analysis of a curricular problem entails one very important step: the examination

of data and the advancement of appropriate strategies to address the development of effective curricular and instructional processes.

Quality analysis is a principal-oriented, practice-based recommended method of data scrutiny that permits a school leader and the curriculum planning team to decipher probable causal factors that may be contributing to low performance in particular subject areas for specific student populations. For example, consider the following situation faced by principals.

WHAT'S A PRINCIPAL TO DO?

Will Wonkermann, principal at Childers School, had a problem. A significant percentage of students in two grade levels were struggling academically. Some were failing multiple classes. Struggling students were unable to read with comprehension or write with clarity. These students were testing as English learners and barely passing the English achievement test. Each student had, again barely, received passing grades in previous grades. These students seemed bored, were often disengaged, and were uninterested in school. Principal Wonkermann kept asking himself, "What's a principal to do?"

Great question! What is a principal to do in a circumstance akin to the situation noted? The answer requires a quality analysis. Let's begin an investigation relative to incorporating and utilizing such an analysis. Two types of quality analyses are required to begin working through the problem at Childers School. First, the principal, working with the curriculum team, must seek "soft" data and information. Second, the principal and curriculum team must seek "hard" data and information. Both sets of information can come from inside or outside the school or district. Soft data or information is often considered more "gray in concept" or qualitative in nature. Hard data is typically considered more black and white or quantitative, relative to the analysis process. We will use a four-quadrant quality analysis model as a means of understanding how to conduct a more in-depth examination of the quality analysis approach to curriculum development and renewal.

Quadrant 1: Quality Outside/Soft Data and Information

When conducting a quality analysis, a principal and curriculum team must examine the research literature along with best-practice approaches. This process necessitates enlisting the support of district and school-site leaders, as well as professional facilitators who have

a firm understanding of practice-based frameworks as related to a curricular problem. In the previous Childers School scenario, students were disengaged, uninterested, and failing classes. What is the root of this problem? What will the research reveal? To answer these questions, as well as others, a principal and curriculum team must understand and be receptive to delving into the research literature and the associated best practices. This process includes examining research-based journal articles relative to the subject, seeking the advice and recommendations of professional facilitators, consulting with educational research laboratories, and providing release time for teacher leaders to make site visits to those schools (local and distant) that are effectively implementing best practices associated with the curricular issue and instructional problem.

Quadrant 2: Quality Outside/Hard Data and Information

Outside sources of data essential to a quality analysis include information typically derived from federal and state entities and statutes. Federal entities might include the United States Department of Education or the Office of Civil Rights. Federal statutes to possibly consider include the No Child Left Behind (NCLB) Act of 2001, and the Individuals with Disabilities Act (IDEA). State entities could include the state board for educator certification, the state board of education, the state education agency, and the state attorney general's office, for opinions rendered. Appropriate statutes to consider would be State Education Code, State Administrative Code, and Commissioner of Education rulings.

Quadrant 3: Quality Inside/Soft Data and Information

Quality information that can be found within a school and/or school system includes conducted survey results, focus group queries and associated information, interviews, school-site visits, observations of effective teaching practices, surveys of organizational climate and culture, student profiles, teacher opinions, and brainstorming sessions. These sources of quality information can provide pertinent data to a principal and curriculum team relative to initiating curriculum change and improving the instructional program.

Quadrant 4: Quality Inside/Hard Data and Information

Inside or hard data from within a school and/or school system can be the basis for tangible/hands-on information. This inside/hard data might include the following records:

- Student academic records to include cumulative folders
- State assessment/accountability records
- Fiscal education information management system (FEIMS) records
- School board policies
- Administrative regulations and procedures
- School district attorney opinions
- Attendance records of school meetings
- Classroom assessments and other benchmarking records

These are a few examples of information from within a school or school system that a principal can utilize when conducting a quality analysis of a curriculum issue and/or an instructional problem.

As a final note, it is important to recognize that in the field of administrative practice, many principals can effectively utilize the quality analysis approach in two important and distinctive ways:

1. To confirm what they are noting in Quadrant 4 (*Quality Inside/Hard Data and Information*)
2. To confirm a barrier-based hunch they have formed because of the Quadrant 3 (*Quality Inside/Soft Data and Information*) analysis of data and information

Take an opportunity to initiate the quality analysis approach in your school. You will be pleasantly surprised with the results. More important, the curriculum planning and assessment process will improve, the instructional program will enhance, and student achievement will increase.

Expectation 3 Fulfilled

When a principal and curriculum team implements a quality analysis relative to curriculum planning, assessment, evaluation, and renewal, such an expectation will lead to a closer scrutiny of barriers affecting the curriculum process and the instructional program. This scrutiny will lead the principal and team to recognize that certain academic areas targeted for improvement must be assessed and prioritized.

Expectation 4: Assessment of Needs

A needs assessment and prioritized listing of campus essentials must be conducted prior to any curriculum improvement efforts.

This course of action ensures that team members recognize how curriculum planning benefits teaching and learning. Along with an assessment of instructional needs, the effective principal is expected to lead the curriculum team in prioritizing school needs to positively affect the instructional program.

Sorenson and Goldsmith (2006), in their text *The Principal's Guide to School Budgeting*, note that a major expectation of an effective principal is to analyze the school improvement or action plan. This plan is the vehicle that drives the curricular processes and instructional program of any school. In conducting a needs assessment, the authors identify four important phases essential to understanding the performance of a school. These phases include (1) *initiating the inquiry process*; (2) *deriving consensus on the issues to be addressed*; (3) *developing and implementing processes of collecting, organizing, and interpreting relevant data*; and (4) *focusing on the needs of highest priority*. Let's examine each of these phases in more detail.

Initiating the Inquiry Process

When initiating the inquiry process, an expectation of effective principals is to review the district and school's mission statement (recall Principal Will Wonkermann in Chapter 1). The mission of a school, as described by Maxwell (2003b), is a method for initiating victory in an organization. Heller (1999) defines mission as setting sights on future developments. Effective principals establish a school's mission by seeking the unattainable. How? Simply, intensify ordinary efforts into extraordinary achievements. One might wonder by what means this can be accomplished. Begin by recognizing the following: There are transformational leaders—those who see the benefits of change and initiate alternative or even revolutionary aims or acts. There are pragmatic leaders—those who regrettably accept change only after it has been proven successful. Then there are habitual leaders—those who are in the habit of resisting change and who would rather seek an excuse for rejecting solutions for curriculum renewal. What type of leader are you? Have you actually identified a mission for your school? Do you understand and instructionally incorporate the mission statement of your school? Have you initiated the inquiry process at your school? Let's delve further into the needs assessment topic.

Deriving Consensus

Reaching consensus relative to the needs assessment process occurs when a principal has ensured that (1) all pertinent sources of data have been reviewed and analyzed; (2) all curricular and instructional

issues have been identified, examined, and discussed; and (3) a determination of areas of substantive schoolwide improvement initiatives have been identified by the principal and curriculum team. To actually seek and derive consensus, a method of decision making includes more input rather than less. Recall the axiom from Chapter 1: *All of us are smarter than any one of us!* Debating a topic and arguing the pros and cons of an issue must be encouraged by the principal if problems are to be solved and decisions to be made. Otherwise, school personnel will feel they have had a less than participative voice.

Effective principals recognize that some decisions make themselves. Other decisions come with an either/or choice. Others have multiple options for consideration and approval. For the later decisions, a consensus must be derived, and this takes a systematic approach. Such an approach is initiated when a principal and curriculum team generate ideas, gather relevant information, and, thus, decide on a course of action.

Collecting and Interpreting Data

Effective principals, working in collaboration with the curriculum team, collect, organize, and interpret all relevant data as a method of determining which issues impair the overall improvement of a school. This process includes examining the data as noted in the Initiating the Inquiry Process section of this chapter. Next, a principal discusses with personnel what the data reveals and how such will positively or negatively impact the clientele of the learning community. Finally, this information is compiled for effective action and implementation but not before a needs prioritization list is developed.

Prioritizing Needs

When focusing on the curricular and instructional needs of the highest priority in a school, principals must work with the curriculum team and review the research literature as related to the problem at hand. Then, the principal and team conduct a full examination of the needs and present a recommendation with a priority ranking of each identified need. However, three important questions must first be answered:

1. What is the potential for effecting curricular change and overall school improvement?
2. What human, fiscal, and/or material resources (including release time) are required to implement curricular change?

3. What expertise (internal and/or external) is available to bring about necessary change and overall curricular improvement?

The prioritization of needs is realized and further accomplished when the curriculum team and the school principal work together in a collaborative manner. This process also involves ethical decision making, which will be examined in Chapter 7.

Expectation 4 Fulfilled

When a principal and curriculum team establish the expectation of completing a needs assessment, the development of instructional goals and objectives becomes an essential component of any curricular review and assessment process. As goals and objectives are developed, each must be carefully prioritized in an effort to ensure that student achievement, as opposed to personal or private advancements, is the focus of a principal and/or curriculum team.

Expectation 5: Prioritization of Goals and Objectives

Goals and objectives in a campus improvement plan or a curriculum plan must be developed and prioritized utilizing a collaborative process. The school's campus planning committee is a logical choice for this task. This committee reviews the pertinent research literature and other available data before reaching a consensus on the priority of needs as a means of fulfilling the mission of the school. The committee, working in tandem with the principal, reallocates resources to ensure that the curricular concern is fiscally addressed. This is accomplished by allocating dollars to priority goal number one, then to priority goal number two, and so on, as funding is available. Successful schools prioritize their needs and fund them as budget allocations permit (Sorenson & Goldsmith, 2006).

Finally, a principal leads the prioritization process by ensuring that the curriculum team remains nonpartisan, free from bias, honest in their endeavors, and careful to avoid any outright injustices. Fairness is always the appropriate model when leading. School and other professional interests must prevail over any private or personal agendas. The bottom line, what is in the best interest of the students?

Expectation 5 Fulfilled

When a principal and curriculum team prioritize goals and objectives as an expectation of the curriculum review and assessment process, it becomes apparent that certain instructional enhancements

are necessary to build a strong academic program. These enhancements must focus on specified curricular-oriented formats that further ensure overall programmatic improvement and student success.

Expectation 6: Instructional Enhancements

Newly designed curriculum must be developed and written to reveal cognitive and affective skills, concepts, and learning outcomes. Various formats are utilized when developing and writing curriculum. Glickman, Gordon, and Ross-Gordon (2009) suggest three formats worthy of serious consideration. These formats are (1) *behavioral-objective*, (2) *webbing*, and (3) *results-only*. Each format serves as a useful construct when establishing the principal expectation of curriculum enhancement, instructional improvement, and increased student achievement.

The behavioral-objective format is one in which the developers of curriculum determine what aspects of instruction need to be learned, then state the learning outcomes by means of behavioral objectives and actions or strategies that specify teaching techniques and learning activities. For example, consider the following two behavioral objectives. One is an effective objective and the other ineffective.

Objective 1: One-hundred percent of the bilingual-program teachers (PreK–6), the principal, and two assistant principals will participate in an average of 10 hours of professional development designed to build educator capacity to effectively articulate and implement a two-way bilingual program.

Objective 2: Parents of English learners will participate in parent outreach/training sessions.

Can you explain why one of the behavioral objectives is more effective than the other? To assist in answering the noted question, recall that all behavioral objectives must be SMART (to use an acronym)—Specific, Measurable, Achievable, Realistic, and Time-bound. Now, analyze the two objectives previously listed and determine which one is SMART and why.

Effective behavioral objectives are performance oriented. In other words, a behavioral objective must include numbers, percentages for summative and cumulative evaluations, and targets (reachable in one year) with at least one or more strategies or actions for completion. This format will be examined in greater detail in Chapter 6. Such a curricular approach includes pre- and posttest methods to better determine which aspects of the objectives need to be skill enhanced and which have been successfully mastered by the students.

The webbing format is one in which curriculum developers and writers determine initially—prior to predetermining any knowledge of skill development—the major themes, potential student learning activities, and probable learning outcomes. Learning is based on what Groundwater-Smith (1996) describes as multiple-modalities of learning, to include reading, writing, listening, constructing, and integration of fields of knowledge (content areas) within the specified themes. Consider the following example.

Learning Outcomes

1. Students will be able to identify three types of automobile engines: (1) internal combustion, (2) electrical charged, and (3) solar operated.
2. Students will distinguish between the advantages and disadvantages of the differing automobile engines and the impact of pollutants on the environment.
3. Students will support one set of findings as to which of the three automotive engines least pollutes the environment.

Learning Methods

Students will utilize multiple modalities to initiate learning (i.e., research reading, process writing, active listening, and collaborative constructing).

Webbing Integration

Students—through the integration of fields of knowledge in the subject areas of science (physics), history, mathematics, language arts, and economics—will successfully master the learning objectives/outcomes.

The webbing integration format is examined in greater detail in Chapter 7. This particular format is considered within the research literature as one of the better methods of initiating and implementing effective curricular change that will positively impact student interest, coursework relevance, and thus, increase student achievement.

The results-only format is one in which the developers and writers of curriculum provide teachers the widest latitude for utilization of instructional materials, learning activities, and teaching techniques. For example, those assessing a course curriculum might propose certain goals along with general learning objectives related to a subject area or lesson unit, along with instructional methods to evaluate student learning. This particular format permits the teacher to determine when and how to teach certain skills. Therefore, the teacher is held accountable for the results only.

Expectation 6 Fulfilled

When a principal and curriculum team initiate instructional enhancements, positive change along with organizational improvement and increased student achievement will occur. An optimal instructional enhancement to any curricular process is the incorporation of the webbing format. This particular enhancement provides for specific learning outcomes and instructional methods along with a meaningful integration of content or subject areas. As previously noted, the webbing format increases student interest, provides for coursework relevance, and better ensures student achievement (see Chapter 7).

However, conflict can be expected while fulfilling this particular expectation. While conflict is inevitable within any organization, it can be minimized when a principal and curriculum team communicate, cooperate, and construct curriculum and instructional plans in a civil manner. However, a principal must understand how to handle conflict polarization at the campus level if organizational success is a priority.

Expectation 7: Conflict Polarization

Conflict within any organization occurs when two opposing parties have interests or goals that are incompatible (Robbins, 2006). Conflict within a curriculum development group can occur when team members: (a) have strong differences in values, beliefs, or goals; (b) are competing for resources; (c) are experiencing high levels of pressure or stress; or (d) face uncertain futures or incompatible demands (i.e., raise test scores or look elsewhere for another teaching position!) (Yukl, 2001).

Finally, conflict can occur within the curriculum team when a principal acts in a manner that is either unethical or inconsistent with the mission and/or vision of a school. However, in many instances, the consistent source of conflict within an organization is simply a lack of communication. A principal can significantly minimize conflict within a group by enhancing his or her communication and listening skills, as well as spending time with team members (Sorenson & Goldsmith, 2009).

Meaningful dialogue between the principal—the steward of the campus academic vision—teachers, parents, and other members of the learning community must be initiated to overcome any potential for polarizing conflict that can obscure the curriculum process and instructional improvement efforts. When conflict polarizes an organization, disharmony ensues and opportunities for improvement degenerate into disorder and confusion. Consider the case where

Principal Will Wonkermann and the curriculum team at Childers School meet for the first time and begin to work collaboratively to alleviate any potential for ensuing conflict.

THE THREE CS OF SCHOOL MANAGEMENT: A RETURN TO WILL WONKERMANN, PRINCIPAL OF CHILDERS SCHOOL

Will Wonkermann was sitting in his office late one afternoon contemplating the events of the day. New curricular initiatives were being piloted at Childers School, with significant success and positive personnel reception, thanks in great part to his conflict management skills. Will vividly recalled beginning his first year as principal at Childers School. Prior to his arrival, the school had been beset by low student test scores, and the basis for the school's low accountability ratings was a lack of curricular leadership. The previous principal had invested most of her time handling student discipline issues and parental complaints. The previous principal, as Will recalled, often stated to campus personnel, "I've no time for working with the curriculum or the instructional program. I've got campus facilitators to handle those issues." Although it was true that campus facilitators were available and several were competent in their role, none had ever been properly trained in effective curricular change processes, until the arrival of Mr. Wonkermann as campus principal.

Will had recognized this problem at once, and not long after being named the new principal of Childers School, he initiated a first meeting with the curriculum team. He promptly asked the following: "What will it take for me to work with this group?" Several members of the team responded that the principal needed to listen to their concerns and be open to suggestions and feedback. Additionally, other members noted it was important that they know up front what the principal expected of them, the quantity and quality of group work, and how often group meetings would occur. Fred Mertz, a crusty algebra teacher, stated emphatically, "You need to respect us and we need to respect you!" Mr. Wonkermann responded with a "no problem there, Fred." Then, Laurie Gatlin, the head volleyball coach, and never one to remain silent for long, stated, "We need encouraging engagement. Don't talk down to us. We're here to solve a problem, not create another one." Finally, Donna Arnold, chair of the business department, spoke up noting, "We need some leadership 'withitness'—I mean you, Mr. Wonkermann, need to get with it and lead us in the right direction so we can dig ourselves out of this accountability hole!"

In those early days of his principalship, the curriculum group began to slowly but deliberately function. Will fondly recalled being quite amazed as to how committee expectations began to overlap with his expectations.

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Will also remembered being pleased with the level of cooperation from the curriculum team, on a member-by-member basis. At the time, progress had been slow in the design of new curriculum guides for the differing school departments. At first, the curriculum meetings had been somewhat combative but eventually evolved into once-a-week sessions where civility prevailed and team members, working collaboratively with their new principal, made essential curricular and instructional adjustments.

Will inwardly smiled as he thought about how conflicting some of those initial meetings had been, but now, he was impressed with the level of maturity and responsibility exhibited by the curriculum team. As he reflected on those early days in his curricular leadership role, he was genuinely satisfied that conflict polarization over the curricular and instructional changes made had been minimal. He was even more impressed with his willingness to not only initiate curricular change but also make the necessary changes collaboratively.

Thinking back, Will had to credit the initial success of the curriculum team and their efforts to a research article he had read while attending Union State University. The article was titled "The Three Cs of School Management," coauthored by David W. Johnson and Roger T. Johnson (1999). The "three Cs" were (1) *cooperative community*, (2) *constructive conflict resolution*, and (3) *civic values*. Will had recognized from reading the article that conflict is inevitable and often necessary for groups to work effectively in achieving mutual goals. Additionally, he recalled an important lesson he had learned early in his administrative career: When conflict is handled well, leader support and group respect are eventual outcomes.

At that time and even more so today, Will thought to himself, when conflict within the curriculum team arose, he always focused the team on research positions and how advocating said positions would help rather than hinder student achievement. To this day, he also welcomed reverse perspectives, listening carefully to each position presented. He had learned to respectfully refute, if appropriate, an opposing position or attack by presenting and advocating what the research revealed. Such best-practice evidence enhanced reasoning on all sides and allowed for a formalized agreement. Often, as a means of further reducing conflict, Will learned to remind the team, "We must do what is in the best interest of the students and not necessarily what's in the best interest of any one of us!"

Pause and Consider

- To avoid conflict polarization, how would you, as principal or prospective principal, initiate a cooperative community?
- What did Will Wonkermann do to develop a cooperative community?

- How can conflict be resolved when working with groups—most notably curriculum teams—who are opposed to change?
- How can conflict resolution be constructive?
- What civic values were displayed or utilized by Mr. Wonkermann and the curriculum development team at Childers School?

Expectation 7 Fulfilled

When a principal and curriculum team provide optimal influence on any curricular process, an open and positive teaching and learning climate is the outcome. A positive climate, based on collaborative leadership, creates an environment in which all parties feel secure, sense their voices will be heard, and believe that their ideas will be seriously considered. Such a climate creates an organizational culture where conflict is expected but is seldom polarizing.

Final Thoughts

Expectations! Do you, as a leader, really want to “shoot low” and “expect less” from your team when it comes to curriculum planning, assessment, evaluation, and renewal? We expect not. Nonetheless, one cannot help but be reminded of a quote from Buckley Qualls (1981), a former university professor. One day in class, Dr. Qualls told a group of students the following:

The first thing a new principal must do is fight the battle of expectations. This is a battle for the hearts and minds of the campus team. If the principal wins this battle, the expectation is simple: The team will follow the principal anywhere. If the principal loses this battle, the expectation is simple: The principal will never do any real good.

High expectations are the key to effective curriculum leadership. High expectations result in instructional improvement. High expectations increase faculty performance and student achievement. High expectations equate to school improvement. However, high expectations come with a price: Curriculum leaders and team members will never again be satisfied with the status quo. They will be ever diligent in seeking organizational excellence. They will be ever reaching for the next standard—going even higher in their commitment to quality than could possibly have been predicted. Are you ready to reach? Are you ready to lead? What are your expectations?