



*Chris Hennessey, M.Ed.*  
Superintendent of Schools

*A rock solid education for a lifetime of discovery*

Spaulding High School  
Spaulding Educational Alternatives  
Barre City Elementary and Middle School  
Barre Town Middle and Elementary School

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## MEMORANDUM

**TO:** Barre Unified Union School District Curriculum Committee  
Alice Farrell (Chair), Garrett Grant, Catherine Whalen, Bern Rose, James Carpenter

**DATE:** May 28, 2024

**RE:** BUUSD Curriculum Committee Meeting  
June 05, 2024 @ 6:00 pm  
**In-Person:** Spaulding High School Library, 155 Ayers St, Barre  
**Remote Options:** Google Meeting ID: [meeting link](#)  
Phone Number: 1-413-327-0525 PIN: 177 328 274#

*If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law.*

## AGENDA

1. Call to Order
2. Additions/Changes to Agenda
3. Public Comment
4. Review/Approval of Meeting Minutes
  - 4.1. Meeting minutes from May 01, 2024
5. New Business
  - 5.1. Introduce the candidate for Director of Curriculum, Instruction, and Assessment
  - 5.2. Text discussion with "4 A's" Protocol
  - 5.3. Annual Curriculum Committee calendar review
  - 5.4. Program cost/benefit summary of new programs adopted within the last 3 years and recommendations for FY26
  - 5.5. Any other business to bring before the Curriculum Committee
6. Old Business
7. Other Business

8. Items for Future Agenda
9. Next Meeting Date: July 03, 2024 at 6:00 pm, SHS Library or via Google Meet.
10. Adjournment (appreciations and gratitude)

Parking Lot of items:

- A. Cost/Benefit Analysis of Effectiveness of Curriculum Consultants - (Alice Farrell / Jan. 2023)

BOARD/COMMITTEE MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

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## BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING

Spaulding High School Library and Via Video Conference – Google Meet  
May 1, 2024 - 6:00 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Alice Farrell (BT), Chair  
Garrett Grant (BC)  
Bern Rose (BC)  
James Carpenter (BT)  
Catherine Whalen (BT)

#### COMMITTEE MEMBERS ABSENT:

#### OTHER BOARD MEMBERS PRESENT:

#### ADMINISTRATORS PRESENT:

Karen Fredericks, Director of Curriculum, Instruction, and Assessment

#### COMMUNITY MEMBERS PRESENT:

Darby Hiebert Rachel Van Vliet

#### 1. Call to Order

The Chair, Mrs. Farrell called the Wednesday, May 1, 2024, BUUSD Curriculum Committee meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference.

#### 2. Additions and/or Deletions to the Agenda

Mr. Carpenter made the motion to approve the agenda, seconded by Ms. Rose, committee approved unanimously.

#### 3. Public Comment

None

#### 4. Approval of Minutes

##### 4.1 April 3, 2024 Curriculum Committee Meeting Minutes

Fix #5 and # 11 - Ms. Burns to Ms. Rose; correct numbering.

Mr. Grant moved to accept the minutes with corrections for April 3, 2024, seconded by Ms. Rose. Motion passed unanimously.

#### 5. New Business

##### 5.1 Text discussion with “4 A’s” Protocol

Assumption, Agree, Argue, Aspire -

Ms. Rose shared assumptions:

- Influence of school boards on curriculum and district quality standards. Seems top heavy.
- Likes seeing that the representation of the community shares valued ethics and curricular materials. But it leaves out inclusive. It’s really important that the curriculum be inclusive of all the student learners and teaching staff have resources they need to conduct learning.
- District Quality Standards with several unfunded mandates. State continues to ask us to do things and meet certain requirements but is not willing to fund us. That’s where the board becomes important. The burden then goes to taxpayers. The state disallows infrastructure maintenance in the budgets or they just want instructional budgets. We can be individually active but as a group of people who addressed the state about these things? Who lobbies for our schools? Find better ways for school funding and do we have a role in that?
- The Board should assess its meeting students' needs. Feels like micromanaging and info should come up from teachers, curriculum and department heads rather than board.

Mrs. Farrell believes the intent is that the information that the board gets from the staff that’s how they assess. They’re not actually out there doing the assessments or collecting the data.

Mr. Grant shared assumptions:

# DRAFT

- District Quality Standards outlines definitions, some kind of vocabulary common duties for school districts and boards to follow. Then kind of assumes it's left up to the school district to decide how they're going to tackle each of these aspects and address them.
- Agree: What the influence of school boards on curriculum was really stressing being proactive and the purpose so that after the fact you're not liking or disliking things. I like that approach of being more proactive so that helps things be smoother so that after the fact you're not having litigation of what's already happened.

Mrs. Farrell added this document has been 10 years in the making between the legislature and agency of education. It kind of universalizes what's going on throughout the state and many states already have a statewide piece. Everybody's aiming toward universalizing. The delivery may be different in the different corners of the state but the learning remains the same.

Mrs. Fredericks shared assumption:

- Specific responsibilities of the committee is to study and recommend textbook usage, is part of their practice.

Mrs. Farrell added the Board takes the information from a Director of Curriculum who works with staff members and principals and brings the information to the board. If the board has questions, that's when the study comes in. Take the info, read it, think about it, and ask questions of the group who brought you that recommendation.

Mr. Grant shared with the aspire act upon, it's actually nice we had this discussion before reviewing all of the data, that's where our next aspire act upon is kind of figuring out what's going well, what's not and so that would be his act upon, let's look at the data.

The committee finds this type of background review a good exercise.

## 5.2 Curriculum Department Updates

### 5.2.a Curriculum Resource Access Demonstration ([busd.org/departments/curriculum](https://busd.org/departments/curriculum))

### 5.2.b Overview of BUUSD MTSS and Coordinated Curriculum Status

- Curriculum page link is above. Two landing spots being developed with teacher leaders is the Multi-Tiered System of Supports (MTSS) and Coordinated Curriculum. Opening the links provides a description and resources provide additional information. MTSS has several categories and underneath each are resources available to our teachers and community.
- Effective practices - research based and supported by our district. Templates for targeted instruction, options for collaborative teams to work with. Universal screeners have more consistency than statewide assessments of measures to show success but it is a computer adaptive test.
- Progress Monitoring we started this year, asking K-8 teachers to progress monitor our students by providing a pre-assessment and a post assessment after a quarter. We encourage shorter intervention cycles but it usually ends up to be about a quarter of the school year, eight to nine weeks. Our students, based on the screening assessments and diagnostic assessments, fall into one of four groups. Our teacher, interventionist, and special educator teams have an assignment to one of those groups and they focus on one of the basic skill areas that is a requirement of Act 173 for eligibility and whether a student is below or above grade level. We still want them to be making growth so that's why we're encouraging, pushing the Progress Monitoring for all students.

Under the MTSS drop down in progress work, Karen is doing with curriculum leaders. There are about two per content area on elementary and middle school representatives and high school representatives. Working with them over the past two years to identify PK to graduation threads that can be traced all the way up through. Suggestions from the Agency of Education were set out first because those did come live for the high school in August. We're just in the process of trying to align elementary, middle and high school. Not currently aligned for all content areas. We've identified content threads and reporting standards might nest differently based on whether it's middle school or high school. The hope is that we can have vertical conversations more easily because we have some common language and understanding for performance indicators. Content threads are essential, enduring, and transferable skills and knowledge, the overarching targets for each content area. Graphs of information are also located on the website page. Recommendation for future agenda item - Portrait of a Graduate as a framework.

## 5.3 Annual calendar Planning

Suggested: starting in September representatives attend these committee meetings to give a better understanding of what's being done. Beginning with K and working our way up grade levels. Mrs. Farrell shared a page which is an introduction to the field of curriculum from a book she uses called "Overview of Curriculum". Recommendations from the committee to the Board and Superintendent are very valuable.

## 5.4 Questions/Concerns/Reflections on Meeting

Mrs. Farrell's goal is to rejuvenate this committee and make it part of the board and school process. Mrs. Fredericks feels we're successful if the community is more aware of what good work is happening and knows what we are working on as a district, as a community so that we can help our students succeed.

## 5.5 Homework Resource for June Meeting



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There was a consensus that the Four As protocol provided a good structure for the discussion about the assigned articles for the 5/1 committee meeting. The committee agreed that applying the process to future texts would be helpful. A discussion about the contents of 5.5 will take place on June 5. Mrs. Farrell will bring a hard copy of the original text.

## **6. Old Business**

None

## **7. Other Business**

None

## **8. Items for Future Agendas**

Portrait of a Graduate

Annual Calendar Planning

Spring Screening Assessment Data and Student Growth reports

Act 46, 173, 60 (Karen cliff notes)

## **9. Next Meeting Date**

Wednesday, June 5, 2024 at Spaulding High School Library and via Google Meet.

## **10. Adjournment**

**On a motion by Ms. Rose to adjourn at 8:11 p.m.**

Respectfully submitted,

*Tina Gilbert*

# The Field of Curriculum

## ● FOCUSING QUESTIONS

1. Why is it necessary to understand the field of curriculum?
2. What approach to curriculum do most educators adopt? Why?
3. How do you define curriculum?
4. Why do most theorists define curriculum in terms of generic principles or processes, not specific subject matter?
5. What fundamental questions guide the field of curriculum?
6. How do the foundations of education influence curriculum? Which foundation areas are most important? Why?
7. What are the differences between curriculum development and curriculum design?
8. How can theory and practice be integrated into the planning of curriculum?
9. What roles do principals and teachers play in curriculum planning?

Curriculum as a field of study has been characterized as elusive, fragmentary, and confusing. Certainly the field can be all that at times, but curriculum as a field of study is crucial to the health of schools and society. Whether we consider curriculum narrowly as subjects taught in schools or broadly as experiences that individuals require for full participation in society, there is no denying that curriculum affects educators, students, and other members of society.

Given the plethora of books, articles, and treatises on curriculum, many people in the field feel frustrated with the continuing confusion. However, the field of curriculum is not intended to provide precise answers but to increase our understanding of its complexities. Curriculum results from social activity. It is designed for both present and emerging purposes. Curriculum is a dynamic field.<sup>1</sup>

Analyzing the concept of curriculum in a broad context illuminates what we mean by curriculum, what it involves, and who is involved and served by the curriculum. We thus look at curriculum in terms of approach (an orientation or perspective) and definition. We also consider the relationships and differences between curriculum's foundations and domains, its theory and practice, and the roles of participants in the field of curriculum.

## Curriculum Approaches

One's approach to curriculum reflects one's perceptions, values, and knowledge. A curriculum approach reflects a *holistic* position or a *metaorientation*, encompassing curriculum's foundations (a person's philosophy, view of history, view of psychology and learning theory, and view of social issues), curriculum domains (common, important knowledge within the field), and curricular theory and practice. An approach expresses a viewpoint about curriculum's development and design; the role of the learner, teacher, and curriculum specialist in planning curriculum; the curriculum's goals; and the important issues that need to be examined.

A curriculum approach reflects our views of schools and society. By understanding one's curriculum approach, and that of one's school or school district, it is possible to conclude whether one's professional view conflicts with the formal organizational view.

Although schools, over time, tend to commit to a particular curriculum approach, many educators are not strongly committed to one approach. Rather, they emphasize one approach in some situations and advocate other approaches in other situations. Curriculum textbook writers sometimes adhere to more than one curriculum approach. Curriculum specialists, even curriculum students, need to examine their approaches.

Curriculum approaches can be viewed from a technical/scientific or nontechnical/nonscientific perspective. Technical/scientific approaches coincide with traditional theories and models of education and reflect established, formal methods of schooling. Nontechnical/nonscientific approaches have evolved as part of avant-garde and experimental philosophies and politics; they tend to challenge established, formalized education practices. These approaches are fluid and emergent.

The remainder of this section outlines five curriculum approaches. The first three may be classified as technical or scientific, the last two as nontechnical and/or nonscientific.

### Behavioral Approach

Rooted in the University of Chicago school (from Franklin Bobbitt and W. W. Charters to Ralph Tyler and Hilda Taba), the behavioral approach is the oldest and still the dominant approach to curriculum.<sup>2</sup> Logical and prescriptive, it relies on technical and scientific principles and includes paradigms, models, and step-by-step strategies for formulating curriculum. This approach is usually based on a plan, sometimes called a blueprint or document. Goals and objectives are specified, content and activities are sequenced to coincide with the objectives, and learning outcomes are evaluated in relation to the goals and objectives. This curriculum approach, which has been applied to all subjects for more than 90 years, constitutes a frame of reference against which other approaches to curriculum are compared. The approach has also been called logical, conceptual-empiricist, experientialist, rational-scientific, and technocratic.<sup>3</sup>

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analyzed factory efficiency in terms of time and motion studies and concluded that each worker should be paid on the basis of his or her individual output, as measured by the number of units produced in a specified period of time. Efficient operation of schools became a major goal in the 1920s. (Some critics have termed Taylor's approach "machine theory.")

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Ensuring efficiency in schools often meant eliminating small classes, increasing student-teacher ratios, hiring fewer administrators, reducing teacher salaries, maintaining or reducing operational costs, and so on, and then preparing charts and graphs to show the resultant cost reductions. Raymond Callahan later branded this approach the "cult of efficiency."<sup>4</sup> The goal was to reduce teaching and learning to precise behaviors with corresponding measurable activities.

Bobbitt set out to organize a course of studies for the elementary grades: "We need principles of curriculum making. We did not know that we should first determine objectives from a study of social needs. . . . We had not learned that [plans] are means, not ends."<sup>5</sup> He developed his approach in the early 1920s in *How to Make a Curriculum*, in which he outlined more than 800 objectives and related activities to coincide with predetermined student needs. These activities ranged from teeth and eye care to keeping home appliances in good condition to spelling and grammar.<sup>6</sup> Bobbitt's methods were sophisticated for his day; however, taken out of context, his machine analogy and his list of hundreds of objectives and activities were easy to criticize.

It was left to Tyler, who took a number of Bobbitt's courses at the University of Chicago, to recognize the need for behavioral objectives that were not so small or lockstep. He combined basic techniques of curriculum, instruction, and evaluation into a simple plan. Tyler advocated using a school's (or school district's) philosophy "in making decisions about objectives." Tyler's approach combined behaviorism (objectives were important) with progressivism (the learner's needs were emphasized). Tyler was influenced by Edward Thorndike, John Dewey, and the "scientific movement of curriculum [making] during the . . . thirty years" prior to his classic text.<sup>7</sup>

Today few educational behaviorists continue the tradition of Ivan Pavlov's and John Watson's stimulus-response (S-R) theories, but many formulate precise objectives and evaluate programs according to those objectives, urging accountability plans, outcome-based education, and standards-based education. Many still rely on direct instruction, practice and drill, monitoring students, and prompt feedback. Behaviorism has evolved over the years to address the complexities of human learning; it now allows for research that investigates the mind's depths.<sup>8</sup> Most behaviorist educators now perceive learners as cognitive individuals functioning within a social context. Individual students experience and respond to the same curriculum in different ways, depending on their cultural interpretations and prior life activities. The behavioral approach to curriculum, with its dependency on technical means of selecting and organizing curricula, is likely to continue to serve us well in the future.

### Managerial Approach

Reminiscent of organizational theory, the managerial approach considers the school as a social system in which students, teachers, curriculum specialists, and

administrators interact. Educators who rely on this approach plan the curriculum in terms of programs, schedules, space, resources and equipment, and personnel. This approach advocates selecting, organizing, communicating with, and supervising people involved in curriculum decisions. Consideration is given to committee and group processes, human relations, leadership styles and methods, and decision making.<sup>9</sup>

An offshoot of the behavioral approach, the managerial approach also relies on a plan, rational principles, and logical steps. It tends to focus on curriculum's supervisory and administrative aspects, especially the organizational and implementation process. See Curriculum Tips 1.1.

Advocates of the managerial approach are interested in innovation and in how curriculum specialists, supervisors, and administrators can facilitate change. The curriculum specialist or supervisor (sometimes the same person) is considered a practitioner, not a theorist—a change agent, resource person, and facilitator. This person reports to an administrator and adheres to the school's mission and goals. The school may resist or support change.<sup>10</sup> If the school is innovative or reform minded, then the school culture tends to create and sustain a culture for change. If the school emphasizes the "three Rs" (reading, writing, and arithmetic),

### CURRICULUM TIPS 1.1

#### The Role of the Curriculum Supervisor

Regardless of the curriculum approach, a curriculum supervisor or specialist performs certain roles. Such a person must perform many important tasks within the school or school district. Some of these follow.

1. Help develop the school's or community's *educational goals*.
2. *Plan curriculum* with students, parents, teachers, and support personnel.
3. Coordinate or evaluate a *student needs survey*.
4. *Design programs* of study by grade level and/or subject.
5. Plan or *schedule classes*; plan the school calendar.
6. Develop or help staff to write *behavioral objectives* for subject areas.
7. Prepare *curriculum guides* or teacher guides by grade level or subject area.
8. Formulate or revise *resource units* and unit plans.
9. Help select and evaluate *textbooks*.
10. Organize, select, or order instructional *materials and media*.
11. Serve as a *resource agent* for teachers.
12. *Observe teachers* and hold pre- and postobservation conferences.
13. Help teachers *implement curriculum* in the classroom.
14. Help redefine or *improve content*.
15. Work with staff in *writing grants*.
16. Encourage curriculum *innovation*; serve as a change agent.
17. *Conduct curriculum research* and/or work with curriculum consultants within the school.
18. Develop standards for curriculum and instructional *evaluation*.
19. Coordinate or *plan staff development* programs.
20. *Work with supervisors*, subject chairs, resource personnel, testing and technology specialists, and teachers within the school (and school district).

administrators interact. Educators who rely on this approach plan the curriculum in terms of programs, schedules, space, resources and equipment, and personnel. This approach advocates selecting, organizing, communicating with, and supervising people involved in curriculum decisions. Consideration is given to committee and group processes, human relations, leadership styles and methods, and decision making.<sup>9</sup>

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the curriculum specialist introduces plans accordingly. Managers communicate a desire for change or stability to subordinates (teachers).

The managerial approach is rooted in the organizational and administrative school models of the early 1900s, a period that combined a host of innovative plans involving curriculum and instruction that centered around individualization, departmentalization, nongrading, classroom grouping, and homeroom and work-study activities. It was an era when superintendents introduced school-district plans to modify schools' horizontal and vertical organization. The plans' names usually reflected the school district's name or organizational concept, as in "Batavia (NY) Plan," "Denver Plan," "Portland Plan," "Platoon Plan," and "Study Hall Plan." Superintendents and associate superintendents were very involved in curriculum leadership, often developing a plan in one school district and also implementing it in another. Many administrators combined managerial and curriculum leadership skills.<sup>11</sup>

The managerial approach became the dominant curriculum approach in the 1950s and 1960s. During this period, principals were seen as curriculum leaders, instructional leaders, and managers. Midwest school administrators and professors with administrative backgrounds dominated the field of curriculum in setting policies and priorities, establishing the direction of change, planning and organizing curriculum, and instruction.

These administrators were politically active. They used supervisory and curriculum associations and their respective journals and yearbooks as platforms for their ideas. Many, such as William Alexander, Robert Anderson, Leslee Bishop, Gerald Firth, Arthur Lewis, John McNeil, and J. Lloyd Trump, became curriculum professors at major universities; others became active as board directors and executive committee members of professional organizations that had major impact on curriculum, supervision, and administration. Many published curriculum books that expressed their managerial views.<sup>12</sup>

These school administrators were less concerned about content than about organization and implementation. They were less concerned about subject matter, methods, and materials than about improving curriculum in light of policies, plans, and people on a systemwide basis. They envisioned curriculum changes as they administered resources and restructured schools.

Many of today's ideas about school reform and restructuring derive from the 1950s and 1960s: A current emphasis on state control reflects an earlier emphasis on local control. Many current plans related to school-based management and empowerment are based on the previous era's career ladder, team teaching, and differential staffing models. Much of the new legislative and administrative support for improving curriculum and instruction is based on the changing roles of the superintendent and principal as curriculum and instructional leaders that blossomed during the 1950s and 1960s.

### Systems Approach

A managerial view that emphasizes organizing people and policies led to an emphasis on organizing curriculum into a system. The organization's units and subunits

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are viewed in relation to the whole. The curriculum plan often entails organizational diagrams, flow charts, and committee structures. Sometimes referred to as *curriculum engineering*, the approach includes the processes by which *engineers*, such as superintendents, directors, coordinators, and principals, plan the curriculum, the curriculum's *stages* (development, design, implementation, and evaluation), and the curriculum's *structures* (subjects, courses, unit plans, and lesson plans).

Systems theory, systems analysis, and systems engineering influenced the systems approach to curriculum. School managers widely employ concepts developed by social scientists when they discuss administrative and organizational theory. The military, business, and industry use the systems approach to ensure that people master the tasks they must perform.<sup>13</sup>

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In the systems approach to curriculum, the parts of the school or school district are examined in terms of their interrelatedness. Departments, personnel, equipment, and schedules are planned to change people's behavior. Information is usually communicated to administrators who consider choices.

A school district's organizational chart represents a systems approach, showing line-staff relationships of personnel and how decisions regarding special areas (e.g., curriculum, instruction, testing and evaluation, personnel, and budgeting) are made. In large school districts (50,000 or more students), teachers, supervisors, and principals at the school or local level often seem distant from top administration at the school-district or central level. In small school districts, the central office is less bureaucratic (and less distant from the local level) because there are fewer layers. Two educators have written, "The organizational hierarchy of larger school districts [is] cumbersome, and those with 100,000 or more students (0.01 percent of all school districts) would have charts extending off the page. Most readers would have difficulty understanding [or following] these charts, not because they are unknowledgeable" but because of the complex systems and hierarchical arrangements of large (city or county) school districts.<sup>14</sup>

Rand Corporation developed one application of the systems approach that has rapidly spread from government to business agencies. Called the Planning, Programming, Budgeting System (PPBS), it integrates planning, programming, and budgeting into the system's structure, functions, and capabilities. In our case, the system is curriculum.

Currently, many schools use a systems approach, known as *total quality management* (TQM), based on Ed Deming's 14 points for improving the system in which people work. This approach, also drawn from industry, represents a paradigm shift emphasizing client priority (in our case, students), extensive data collection and analysis, self-monitoring and inspection, collaboration, communication, cooperation, and team responsibility.<sup>15</sup>

When applying TQM to curriculum development and implementation, participants realize that their function depends on acquiring and applying what is called *profound knowledge*. Such knowledge is based on four components: systematic thinking, theory of variation, theory of knowledge, and knowledge of psychology. *Systematic thinking* enables people to realize that their actions interact with others' actions and that the total organization entails the dynamic interaction of many sub-processes. The *theory of variation* recognizes that curriculum activity entails common

are viewed in relation to the whole. The curriculum plan often entails organizational diagrams, flow charts, and committee structures. Sometimes referred to as *curriculum engineering*, the approach includes the processes by which *engineers*, such as superintendents, directors, coordinators, and principals, plan the curriculum, the curriculum's *stages* (development, design, implementation, and evaluation), and the curriculum's *structures* (subjects, courses, unit plans, and lesson plans).

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A school district's organizational chart represents a systems approach, showing line-staff relationships of personnel and how decisions regarding special areas (e.g., curriculum, instruction, testing and evaluation, personnel, and budgeting) are made. In large school districts (50,000 or more students), teachers, supervisors, and principals at the school or local level often seem distant from top administration at the school-district or central level. In small school districts, the central office is less bureaucratic (and less distant from the local level) because there are fewer layers. Two educators have written, "The organizational hierarchy of larger school districts [is] cumbersome, and those with 100,000 or more students (0.01 percent of all school districts) would have charts extending off the page. Most readers would have difficulty understanding [or following] these charts, not because they are unknowledgeable" but because of the complex systems and hierarchical arrangements of large (city or county) school districts.<sup>14</sup>

Rand Corporation developed one application of the systems approach that has rapidly spread from government to business agencies. Called the Planning, Programming, Budgeting System (PPBS), it integrates planning, programming, and budgeting into the system's structure, functions, and capabilities. In our case, the system is curriculum.

Currently, many schools use a systems approach, known as *total quality management* (TQM), based on Ed Deming's 14 points for improving the system in which people work. This approach, also drawn from industry, represents a paradigm shift emphasizing client priority (in our case, students), extensive data collection and analysis, self-monitoring and inspection, collaboration, communication, cooperation, and team responsibility.<sup>15</sup>

When applying TQM to curriculum development and implementation, participants realize that their function depends on acquiring and applying what is called *profound knowledge*. Such knowledge is based on four components: systematic thinking, theory of variation, theory of knowledge, and knowledge of psychology. *Systematic thinking* enables people to realize that their actions interact with others' actions and that the total organization entails the dynamic interaction of many sub-processes. The *theory of variation* recognizes that curriculum activity entails common

and special causes and effects. A school is a community in which people exhibit individual differences. They must learn to communicate, cooperate, respect others' opinions, and reach a consensus. According to the *theory of knowledge*, the knowledge possessed by the people within the system is essential to curricular success. The *knowledge of psychology* supports TQM by optimizing the participation and learning of students and teachers. To use this approach successfully, individuals must understand, respect, and care for one another.

George Beauchamp described the first systems theory of curriculum. He postulated five equally important components of education: (1) administration, (2) counseling, (3) curriculum, (4) instruction, and (5) evaluation.<sup>16</sup> Many professors of education (outside of curriculum) do not accept this notion of equal components; they view their own field as most important. For example, school administrators often delegate supervisors to take care of curriculum matters, especially if the administrators view their leadership role as chiefly managerial. Curriculum specialists usually view curriculum as the major component and see related fields such as teaching, instruction, and supervision as subsystems that help implement the curriculum.<sup>17</sup> However, Beauchamp was trying to convey that the five components of education draw their ideas from psychology, sociology, history, philosophy, and so on. In any event, practitioners should use whichever procedures are most helpful and applicable to the real world.

Curriculum specialists who value the systems approach view curriculum broadly and are concerned with curriculum issues relevant to the entire school or school system, not just particular subjects or grades. They are concerned with theory in which the curriculum is related across different programs and content areas, the extent to which the curriculum reflects the school's (or school system's) organization, the participants' needs and training, and various methods for monitoring and evaluating results. Long-term planning is fused with short-term or incidental planning.

### Academic Approach

Sometimes referred to as the traditional, encyclopedic, synoptic, intellectual, or knowledge-oriented approach, the academic approach attempts to analyze and synthesize major positions, trends, and concepts of curriculum. This approach tends to be historical or philosophical and, to a lesser extent, social or practical. The discussion of curriculum development is usually scholarly, theoretical, and concerned with many broad aspects of schooling, including the study of education.

This approach is rooted in the works of John Dewey, Henry Morrison, and Boyd Bode.<sup>18</sup> It became popular during the 1930s–1950s. The influx of new topics related to curriculum during this period expanded the field to include many trends and issues and led to the integration of various instructional, teaching, learning, guidance, evaluation, supervision, and administrative procedures.

After the 1950s, interest in curriculum centered on the structure of disciplines and qualitative methods. The academic approach lost some of its glamour. The texts that continued to reflect this approach in the second half of the twentieth century (such as those by William Schubert, Daniel and Laurel Tanner, and Robert



Center for Leadership & Educational Equity

## Four “A”s Text Protocol

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*Adapted from Judith Gray, Seattle, Washington 2005.*

### **Purpose**

To explore a text deeply in light of one’s own values and intentions

### **Roles**

Facilitator/timekeeper (who also participates); participants

### **Time**

Five minutes total for each participant, plus 10 minutes for the final 2 steps.

### **Process**

1. The group reads the text silently, highlighting it and writing notes in the margin or on sticky notes in answer to the following 4 questions (you can also add your own “A”s).
  - What **Assumptions** does the author of the text hold?
  - What do you **Agree** with in the text?
  - What do you want to **Argue** with in the text?
  - What parts of the text do you want to **Aspire** to (or **Act** upon)?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time. What do people want to agree with, argue with, and aspire to (or act upon) in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.

**Curriculum Committee Purpose:**

- ☐ Understand the current state of PK-12 curriculum development and student assessment results within the BUUSD in order to inform and educate the full Board and other Board committees
- ☐ 30,000 foot view of the end results (student outcomes) produced by our current curriculum and instructional practices
- ☐ Advocate for all PK-12 BUUSD students' best interests and pose questions for administrative, finance, and curriculum teams to address through their ongoing work

**Curriculum Committee Meeting Annual Work Plan 2025 - 2026**

<b>Month</b>	<b>Focus</b>	<b>Potential Collaborators/Presenters</b>
August		
September	Teachers to invite: Kindergarten	
October	Teachers to invite: 1st Grade	
November	Teachers to invite: Second Grade Quarterly Report	
December	Teachers to invite: Third Grade	
January	Teachers to invite: Fourth Grade Quarterly Report	
February	Teachers to invite: Fifth Grade	
March	Teachers to invite: Sixth Grade	
April	Teachers to invite: Seventh Grade Quarterly Report	
May	Teachers to invite: Eighth Grade	
June	Teachers to invite: 9-Graduation Quarterly Report	
July	OFF	