

Curriculum Study Training of Our Savior Lutheran School Faculty in Peridot, Arizona

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Part I: The Purpose

Introduction

Five months ago the principal of Our Savior Lutheran School in Peridot, Arizona sent a mass email to a group of area principals asking for assistance. He wanted training to enable him to conduct and lead his faculty through a full curriculum study in the field of reading. I volunteered to help, and gave him some studies to read through. Some were samples in core curriculum areas; others were curriculum studies I had completed in the past. He later called for further explanation of the studies I had given him. After several conversations, we decided that I should come to Peridot and train the staff of Our Savior in a 2-day faculty in-service.

Problem

The principal in Peridot, Arizona asked for help in leading his faculty through a curriculum study. The faculty at Our Savior, none of whom had previously participated in a curriculum study, wanted help in comprehending and designing one. The faculty chose the field of reading for their first study, as the school had only a brief, one- to two-page document describing its reading curriculum. The principal and his relatively new faculty wanted to expand this document in order to update the reading curriculum and broaden its scope.

Methods

By leading the staff through a curriculum study in reading, I would provide personal training for the principal and a model to enable this faculty to assess other areas of their curriculum in the future.

Before the presentation, I met with the principal to discuss the terminology (see Appendix A for glossary) and to review the materials we would use for the curriculum study. I began the in-service by defining and explaining the components of the curriculum model to the

entire faculty. As promoted by Plath (2007), the new reading curriculum would include the following components: mission statement, subject philosophy, graduation standards, grade level standards, differentiating and compacting content, alternative resources (including textbooks), and teacher methodologies in the classroom. Following these explanations we began to write a first draft of their reading curriculum.

Our task was to create a reading curriculum capable of serving a school in the midst of constant staff turnover. The school at Peridot has new teachers—usually new graduates from Martin Luther College—almost every year. The faculty as a whole lacks experience in curriculum study, as well as confidence in writing graduation standards. By providing the faculty with curriculum training and instruction, I hoped to give them the tools to write a reading curriculum and maintain a list of skills and content in the area of reading. Teachers need to (a) keep a written record of textbooks used in the school, (b) keep records of the types of assessments used, and (c) record classroom curriculum adjustments. It is vital for teachers to discuss adjustments such as compacting and differentiating with each other. These conversations communicate individual student needs within the existing curriculum and prepare students for the next age-appropriate academic challenges.

Goals

The goal of my presentation was to provide training for the principal that would help him to effectively lead his faculty through a curriculum study for each of the core subjects in the school—both now and in the future. In addition, the current faculty would construct an up-to-date, written reading curriculum using their previous draft as a resource to support the curriculum study process. The new document would enable parents to see clearly what is being taught and to identify certain methodologies throughout the written reading curriculum.

My personal goals were to review and practice a quality curriculum study in order to maintain a high level of expertise for my own school, and to learn how a school writes a reading curriculum for Native American students living on a reservation such as Our Savior in Peridot. Writing a reading curriculum was a new experience for me and it will be useful in the future when I do a reading curriculum at my school.

Part II: Literature Review

Introduction

The purpose of this teacher in-service was to train the principal and the teachers to develop and write a reading curriculum, “. . . changing the traditional roles of the teachers from curriculum users to curriculum developers, taking up more responsibilities in making curriculum decisions for pupil learning” (Hau-Fai Law, 2007, p. 144). Other purposes were to demonstrate the importance of training a staff in the area of curriculum study and to develop team characteristics needed to make the curriculum work for their school.

The focus of the literature review was to help the faculty recognize the importance of a written curriculum for their school, and to understand and perform a curriculum study. The faculty would be given tools and techniques needed to design a curriculum model to write a reading curriculum.

Importance of Curriculum Study for Staff

Reid (2009) discusses the importance of small-group deliberation in curriculum planning, specifically the questions of *how* and *what* to teach (p. 409). His research lists numerous positive results of staff curriculum studies. Faculties who deliberated together as a group for a number of sessions were successful in their efforts, debated appropriate curriculum choices, and wasted little effort. They also became close friends.

Ongoing study of curriculum involves (a) evaluating individual components of the curriculum, (b) adding new content to the curriculum, (c) removing outdated content, and (d) communicating individual student modifications that were implemented with the curriculum. Briggs (2007) showed that attitudes and quality collaboration can improve a curriculum and assist with changes that have positive influences on the students and teachers in the classroom.

Ransford (2009) said teachers' views of a curriculum study were affected by the environment in which they worked. A faculty needs administrative support to implement curriculum changes and interventions. Lunenburg & Ornstein (2008) agree that these changes and interventions allow the teachers to provide a quality written curriculum, so that parents know the scope and sequence of what their children are being taught in the classroom.

Leat, Lofthouse, and Taverner (2006) supported a need to train a staff and lead them to play "active roles in supporting [each other] and developing collective identity, purpose and collaboration" (p. 671). Educating the staff to make professional connections and to maintain a positive outlook regarding curriculum study can lead to stronger written curriculum. An atmosphere of trust and collaboration is critical. The staff must share beliefs, desires, and expectations in the curriculum area that is being studied.

Some disagree with developing a written curriculum, fearing that teachers may provide uninteresting texts. Wade (2001) commented that teachers "help students distinguish important from unimportant information as they read text materials and participate in classroom discussions and activities" (p. 243). If the children are not interested in—and cannot decipher—materials from the selected resources, what good is the written curriculum for the student? Wade's study investigated "the role of interest" in education (p. 244). Her conclusions can be summarized as follows:

- Students' interest in the topic should be a priority
- Coherent text at the proper vocabulary level will be comprehensible, and therefore more memorable.
- Textbook questions should encourage critical thinking and reading.
- Make the curriculum more participatory for students.

When performing a curriculum study, a faculty should select resources that fit the written curriculum. A faculty should not select resources before the curriculum is written or make the resources fit a certain curriculum. Making all content relevant to students is also challenging. A written curriculum that does not take into consideration the changing interests of the developing child can be difficult to implement and to write grade level or graduation standards for.

Some focus their concerns on what content belongs in a school curriculum. In other words, “what is curriculum?” Should everything be written down? What should be included and what should be omitted? Is curriculum the total amount of knowledge a child gains in school? Gibbons (2011) explains how the definition of curriculum has changed over time, beginning with the history of the Latin word *curriculum*. He also explains that curriculum does not refer to the amount a student might learn in a given content area, nor how it was accomplished. Clearly a written curriculum must have shared values and must be coherent from beginning to end. The goal of curriculum study is an “agreement on what needs to be continued through the curriculum. For some, what society needs is children with the right knowledge and values; for others, society needs children with particular ways of thinking about themselves and about their being in the world” (p. 14).

Curriculum study can be useful in fighting current trends in education. Complaints have been made about an “escalated” or “pushed-down” curriculum. Willis (1993) commented about this “pushed-down curriculum” (p. 2-3). Some expect children to know content and learn types of behavior at an earlier age, creating challenges for teachers and children. These expectations dictate when and where children should learn developmentally appropriate practices. Willis focused on speed comparisons of older children vs. younger children, especially in regard to efficiency of learning. He also stated that traditional curriculums can be fragmented. With so

much information to teach, who decides what bits of information children should learn? Willis' comments support writing a curriculum "promoting developmentally appropriate practice" within a school and its individual classrooms (p. 2).

All of the above research supports the need for a curriculum study. The goal of a curriculum study is to promote collaboration within a faculty to develop more age-appropriate resources, activities, and texts to educate the children in the classroom. A curriculum study will provide a written curriculum that meets state standards and that accurately describes the school's expectations for its students' educational development.

Parts of a Curriculum

According to Brown and Knowles (2007), "Curriculum *is not*:

- a collection of textbooks or guides
- a fixed course of study
- that which teachers prefer to teach
- a program of study that must be completed before the end of the school year
- a set of content standards.

Curriculum *is*:

- the total experience for students at school
- a plan that involves students in learning
- a construct that enables students to access, process, interpret, and make connections to information
- the organizational focus of a school" (p. 115).

Glickman et al. (2007) described three viewpoints from which to examine a curriculum: the transmission position, the transaction position, and the transformation position. Any of these

three may be combined, but the selection and purpose must be maintained by the staff throughout the study and planning of their curriculum. The transmission position is built on the philosophy of essentialism: the idea that teachers' truths and concepts are absolute, or essential to solving issues or problems. The transaction position is based on experimentalism, which allows discoveries and testing models to search for answers to problems. The philosophy behind the transformation position is existentialism: the idea that one searches or finds within oneself the knowledge needed to answer an existing problem. One or more of these ideas can support a philosophy and mission for a school that can be woven throughout its entire curriculum.

The written curriculum includes individualized student instruction of content and concepts. Content needs to be implemented strategically for the benefit of the children in the school:

To develop curricula and undertake research on problem-solving is to theorize, regularize, and rationalize processes to change people. The insertion of theories of problem-solving into the curriculum is an inscription device to order and classify conduct. The cultural theses of the problem-solver are not only about what a child is.

They are also practices of governing what a child should become [sic] (Popkewitz, 2009, p. 304).

Barnett (2009) suggested that curricula should:

(1) be sufficiently *demanding*, such that 'resilience' may form; (2) offer *contrasting insights and perspectives*, such that 'openness' may develop; (3) require a continual *presence and commitment* (even through course regulations) on the part of the student, such that 'self-discipline' may come about; [and] (4) contain sufficient *space* and spaces [sic], such that 'authenticity' and 'integrity' are likely to unfold (p. 438).

Barnett's philosophy would affect the entire curriculum chosen by a school. A faculty should bear in mind that "a deep and personal encounter with knowledge calls for and helps to nourish certain ethically worthwhile forms of human being" (Barnett, 2009, p. 435).

When analyzing a curriculum, a faculty should "understand" curriculum, "construct" curriculum, "practice" curriculum, and ask a "final question" in order to make the curriculum sound and productive for a school (Dillon, 2009).

Student-based Curriculum

In addition to helping students, a written curriculum supports a staff that changes with each new school year. As noted by Wakefield and Pumfrey (2009), "The development of a curriculum that attracts students rather than alienating a significant number is essential if lifelong learning is to be achieved" (p.81). A quality written curriculum recognizes the teaching skills of the staff and the various learning styles of students. This keeps students' interest at a high level (Henson, 2006). Horn and Banerjee (2009) also supported this concept of development-appropriate activities for children: "the curriculum should include skill development as well as opportunities for child-initiated interest and activities" (p. 407).

Principal Training

Virgilio and Virgilio (2001) claim that "the principal, as the instructional leader, plays a critical role in the implementation process and must assume complete responsibility for curriculum change" (p. 346). The duties of the principal are (a) communication, (b) change, (c) staff development, and (d) instructional planning. According to Swick and Driggers (2001):

The school principal can be an integral part of the curriculum planning process as he or she is in a unique position to assist all of the groups involved in education to see learning from both a grass roots level and from a more distant, interventionist perspective (p. 335).

These authors support the need to train, teach, and encourage the principal of any school to build an effective curriculum through consistent curriculum study.

Part III: Implementation

Introduction

In developing this project, I first prepared before-and-after samples of curriculum studies from schools in which I have served: The first was a social studies curriculum from Kewaunee, WI, conducted in 2000. I also included two curriculum samples from Sturgeon Bay—mathematics and social studies—from the 2007-2008 school year. Finally, I included a copy of my current school's (Zion, Denver) complete curriculum from before 2009, which continues to change from year to year until we have updated all the areas of the curriculum. This process will take about seven to nine years. In addition to these samples, I researched and created a PowerPoint presentation (Appendix B) explaining the components of a successful curriculum study.

When I arrived in Peridot, I first met with the principal for about 2 hours. I then met with the faculty as a whole for 1½ days of in-service. I began by sharing my PowerPoint presentation and my math and social studies curriculum samples. The presentation addressed proper action plans, planning, organizing content, making changes, writing clear standards, and building knowledge and understanding. These are the components—the complete package—of curriculum study. After the presentation, we worked together by actively practicing all the components in this curriculum model. The curriculum study model we used (Appendix H) was developed by Dr. Lee Plath in 2007. The general format is located on slide 10 of Appendix B. Slides 16-25 explain each part of the format in detail. Dr. Plath created this model over 20 years of professional readings, conducting curriculum study workshops, and training young principals about leadership qualities and skills.

Procedures

Prior to the in-service, I sat down with the principal for about two hours to debrief him on the information I would be presenting during the in-service. I began the day by having the faculty complete survey (Appendix C). We took time after break to discuss the answers from the survey to make sure I understood their comments and expectations. In doing so, I hoped to learn more about their background as teachers and give them a preview of the key concepts that would be part of the curriculum study. Once the survey was completed, we moved into our Bible study, a discussion of knowledge vs. wisdom based on Proverbs, Ch. 1-4. After defining knowledge and wisdom, we talked about the benefits of using this text: a) to find the proper focus for our curriculum study, b) to remind us of the purpose of curriculum study, and c) to set guidelines for our curriculum study.

We started the curriculum study by listening as each person described what *curriculum* meant to them. Next, I took notes about what they thought made a “good” curriculum. We completed the introduction by discussing what key components they thought were necessary for a curriculum study.

After the faculty shared their responses, I began my PowerPoint presentation by presenting definitions of curriculum from Brown and Knowles and the WELS Commission on Parish Schools. Brown and Knowles (2007) clearly state what curriculum is and is not. Curriculum is a total experience of students at school, a plan about students in learning, students making connections to information, and having an organized focus in school. (p. 115-116). I also used additional definitions WELS Commission on Parish Schools (1999), which included all planned experiences under the school’s guidance, careful planning of learning opportunities, and experiences that achieve goals and specific objectives to help me create my definition of

curriculum for this professional development in-service. Henson (2006) included portions about how a hidden curriculum can be part of the curriculum too. All three sources support my definition of curriculum:

Curriculum is every opportunity through which a student receives, manipulates, and constructs ideas. This complete experience may involve the study of theory, practical applications, or research in education. Such current experiences will teach students to become life-long learners, through planned and unplanned activities, in all aspects of life.

Following this lead-in, I displayed the model I would use for their curriculum study. The model I used is from a master's class I took a few years ago, "Curriculum and Implementation" taught by LeDell Plath. The key components of Plath's model are Mission Statement; Subject Philosophy; Graduation Standards; Grade Level Standards; Texts, Resources, and Manipulatives; Differentiating and Compacting; Assessments; Textbook Strengths and Weaknesses; and Teachers' Needs and Strengths. These components are defined in Appendix A.

Following the lunch break, I took time to explain each component of this model in detail. Using Plath's timeline, we established an action plan for our own curriculum study, considering the sequence and needed time for each component. We began with the mission statement. As outlined by the WELS Commission on Parish Schools (WCPS), I stressed the importance of integrating God's Word with the mission statement and taking time to make sure all of the following components feed into the mission statement (WCPS, 1999, p. 5-6).

Next, I defined subject philosophy. The subject philosophy gives meaning to the scope and sequence of the grade-level and graduation standards (WCPS, p. 8-9). This section took more time than planned, so I shortened the next section, only briefly describing the remaining components: texts, resources, and manipulatives; differentiating and compacting; assessments;

and textbook evaluations (WCPS, 1999 and Stiggins, 2007). I used the Stiggins resource for my own staff in Denver and just gave the faculty at Peridot the PowerPoint presentations as a resource. We would need an additional day to discuss the different types of assessments and the proper use of each one. We ended the day by discussing the needs of the faculty and identifying their strengths and weaknesses, in order to tailor and focus our training for the next day.

The actual work of the faculty began on the second day. Following a short discussion about long-term curriculum planning, we took the rest of the morning to write a mission statement and subject philosophy for their reading curriculum.

After the lunch break, we worked on setting graduation and grade-level standards, focusing especially on careful selection of performance verbs for each. We began writing these standards using the WCPS as our main resource to explain how our statements needed to meet certain requirements to be the quality standards we wished to write and publish (p. 9). Henson (2006) provided a sample word list for performance objectives and three minimum requirements for writing these standards. He also explained that these standards should meet performance objectives in three domains: cognitive, psychomotor, and affective (p. 184-198).

We then took a few minutes to review and talk about assessments. I later sent the principal my personal slides on writing quality assessments that I had used with my own staff the previous year. It is important in a curriculum study to develop types of assessments used within a curriculum. By studying these assessments, a faculty can see the value of writing and using quality assessments underneath the umbrella of a curriculum study and in a written curriculum.

Next, I shared samples I have collected from my own curriculum studies and from my current school, Zion Lutheran—Denver. The samples included: a) a 2001 Social Studies curriculum from Immanuel Lutheran School, my first school and first curriculum study ever; b)

Zion Lutheran's current curriculum guide; c) St. Peters' Lutheran School Social Studies from 2007; and d) Social Studies from Zion in 2010. I presented these curriculum studies and showed the strengths and weaknesses of each to the faculty in Peridot. We then compared what they had written that day to these samples, and discussed the reading curriculum draft they would send me in August.

The closing of this in-service was taken from Glickman (2007) to summarize the organization setup and purpose for the content and standards selected for their reading curriculum. There are three ways to set a purpose for writing a curriculum. They are the transmission, transaction, and transformation curriculum designs. Other names for these types of curriculum are disciplined-based curriculum, interdisciplinary curriculum, and transdisciplinary curriculum. Lunenberg (2008) gave some good insight to help understand why a curriculum can be studied and gives good reasons to change a written curriculum. Some of these reasons are noncoersive ways, establish a process, develop strategies, have cooperation, and motivate teachers to write a curriculum. This was a good way to bring closure to a heavy, new topic for inexperienced curriculum studied faculty.

Finally, the faculty filled out the post-study questionnaire. The post assessment was a good method for me to review how successful the in-service training was for the faculty. It was used to do a personal assessment whether or not more training was needed for Peridot's faculty or to train another faculty in curriculum study in the future. Also, the post assessment would be used to change curriculum/in-service presentation resources to be more effective for my faculty curriculum study. We then closed with a Bible study based on Proverbs, Ch. 8-9. The main verse used to close came from Proverbs 9:10 which says, "The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding."

Artifacts

This field project met the goals that I set for it in a variety of ways. The phone calls and emails between the principal and myself, and the surveys of the faculty, helped me prepare and complete this in-service training. The entire process took approximately four months. After the training, three more phone calls and one Skype discussion allowed further question-and-answer time to assist in developing Peridot's reading curriculum.

My preliminary phone conversations with the principal helped me to prepare the pre-study survey (Appendix C). The faculty completed this survey on the first day. We discussed the results during breaks throughout the day to help me gauge their knowledge of curriculum and curriculum study, and their expectations regarding this training. The qualitative and quantitative data from the pre-study survey were used to analyze and make necessary changes to the agenda.

The post-study survey (Appendix D) was also done onsite. This survey evaluated how comfortable the faculty felt in defining and writing their mission statement and reading philosophy, writing graduation and grade level standards, and comparing the textbooks at hand with new textbooks they might order.

My final assessment of the in-service was an evaluation of the reading curriculum submitted to me in August by the faculty. The results of these surveys and final evaluation are explained in the next section and in Appendices E and F.

Results

Staff surveys completed before and at the end of the in-service helped measure whether the following objectives were met:

- The faculty defined integral parts of a curriculum study.

- The faculty discovered and critiqued their present reading curriculum and began developing plans to update and change a portion of their curriculum.
- The faculty adopted a mission statement for their school that will guide their ongoing curriculum study.
- The faculty created and manipulated their philosophy in reading.
- The faculty created a list of standards for graduation and selected age-appropriate reading skills and grade-level content.
- The faculty manipulated the chief parts of the presented curriculum study in their own school setting.
- The faculty synthesized a curriculum model, which will serve the school in the future.
- The faculty formulated its own reading curriculum and presented it to me in August. I gave them feedback and they are currently making some changes and contacting me when they have questions.

The pre-study survey revealed a need to clearly define my terms for a curriculum study. The first questions on the survey (see Appendix C for questions) were designed to gauge the staff's experience and knowledge of general curricula. The remaining questions helped me anticipate questions from the faculty and prepare for extra work time on certain topics. The overall results of the pre-study survey (see Appendix E for results) showed me that the faculty lacked knowledge about curriculum study, lacked a starting point, and needed direction with important details to carry out a complete curriculum study in reading.

The post-study survey (Appendix D) was designed to measure the overall effectiveness of the Peridot in-service. The staff's answers (Appendix F) revealed significant improvements in writing and memorizing a mission statement, writing a reading subject philosophy, and overall

confidence in curriculum study. The only negative results appeared on questions 6 and 15, which focused on listing and validating classroom and graduation standards. These low and average ratings showed little improvement from the corresponding pre-study survey results. I attribute this to a young staff, limited teaching experience and creating a written curriculum, for which I might have better prepared.

Finally, in answer to questions 21-23 regarding the value of the in-service, 75% of the staff rated the training with high marks. We spent a substantial amount of time discussing, writing, and answering questions about the above topics, which proved to be a great starting point for this faculty. They learned how to conduct a curriculum study and set a goal to develop other portions of the curriculum in the future.

Appendix G presents the first draft of Peridot's reading curriculum as it was submitted to me, along with my responding comments. I was pleased with the way they were consistent in selecting measurable verbs for objectives. Although the document represents a great start for an inexperienced faculty, it lacks the integration of God's Word required in a WELS elementary school. The first draft will be proofread when they are finished with the entire reading curriculum study.

Part IV: Reflective Essay

Introduction

Since my first master's class in curriculum, I have enjoyed researching the history of curriculum, studying curriculum models, and learning more about building a curriculum. This field study gave me a chance to share what I have learned over the years. I enjoyed helping this faculty grow and attain their objectives by participating in curriculum study and developing a written reading curriculum.

Conclusions

Both the pre-study and post-study surveys asked questions about Our Savior's curriculum connection with their area Lutheran high school's reading standards. We were unable to address this topic—or attain this goal—because they did not find standards available from Arizona Lutheran Academy (ALA), nor have they read them in the past.

Other areas of weakness were the faculty's inexperience in using a variety of teaching methods and their lack of expectations as to where their students should be at the end of the year. These were evident from their discussion and participation throughout the in-service. I took extra time with the faculty to clarify these terms and objectives in order to achieve results.

The Peridot faculty learned how to write a mission statement and use it to guide their discussion and study. They learned the significance of writing a reading philosophy that supports their mission statement. They have gained confidence in writing both grade level and graduation standards. This was evident in the written reading curriculum they submitted in August, which was a revision of the initial draft that we wrote together at the in-service.

I believe this faculty now understand the value of group opinions and discussions, and have a working model of how to conduct a complete curriculum study. In addition, they have

developed their own curriculum in the field of reading—a curriculum they can use, study, and adapt in the future.

Following the in-service I made contact with the principal about once a month to recheck their progress and give the faculty opportunities to ask questions before they submitting the first copy of their reading curriculum (Appendix G) in August. At that time I offered the following feedback:

- The school's mission statement and reading philosophy were slightly modified, yet remained strong and appealing.
- The graduation standards were nicely listed, well thought-out, and showed progression and differentiation throughout all grade levels.
- They chose clear and measurable action words for their objectives.

The only major improvement I suggested to their document was a need to incorporate God's Word. The faculty at Peridot still keeps in touch with me, asking questions regarding their ongoing curriculum study. Our relationship continues to grow, even though this project has been completed.

Recommendations

I met all the goals I set for this curriculum study and training. The post-study feedback (Appendix F) supports my belief that the faculty now feels comfortable in continuing their own curriculum study. They gave positive feedback regarding the information I shared, as well as the resources I used and gave them. Also based on the post-study survey results, I believe they grew as educators, working together as a team to write a reading curriculum. The principal told me that he would continue the curriculum study in reading and in other fields. He now knows where to start and where to end a curriculum study. I achieved my goal of educating the faculty, giving

them the opportunity to grow professionally and personally through this curriculum development.

Other goals for this study involved my own professional and personal growth. First, I wanted to see how other schools use a curriculum study. I was particularly interested in Our Savior Lutheran School in Peridot, Arizona, an atypical WELS school in that it exists on a Native American reservation. I volunteered for this opportunity even before choosing it as a field project for my master's program.

This experience at Peridot opened my eyes to the challenges of serving students from another culture. Learning more about Native American lifestyles, expectations, priorities, and religious beliefs helped me to understand and appreciate this faculty's comments and needs for writing a reading curriculum. The cultural background of the students must be taken into consideration to ensure that this curriculum will be effective for all students.

The second area of professional growth for me was learning to make changes in order to effectively serve a young, inexperienced faculty. The faculty at Peridot has changed frequently over the last several years, and the current principal has little experience in leading a curriculum study. It was critical for this faculty to understand the importance of crafting a quality mission statement and subject philosophy. These had to be completed before moving on to the graduation and grade level standards. I made changes to the agenda in order to provide extra time for these topics.

I also learned not to make assumptions about the ability of faculty members to write their own standards. I had to change my expectations and give more help with grade level standards. I experienced firsthand the importance of supporting new teachers with additional materials,

information, and examples of standards, rather than having them come up with their own. This experience has taught me to better prepare for future curriculum studies.

In conclusion, I found joy in preparing for this curriculum study and in leading this process. I feel a growing passion to do more research and reading in the field and to volunteer my time to help other faculties conduct curriculum studies. This experience has given me confidence and prepared me to be more effective in training my faculty and other faculties in the future in the field of curriculum study.

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Appendix A: Definition of Terms Used in Curriculum Study

Curriculum—Everything taught within a school experience, whether written or hidden, for the child to continue to develop his or her individual abilities

Curriculum study—Time set aside to focus on portions of the curricula to study, discuss, and modify for the betterment of the school and the students

Differentiation/Compacting—A list of modifications and changes that may be used at some age levels within the curriculum (Plath, 2007)

Grade level standards—A list of objectives that clearly states at what grade levels and how they will be accomplished (Plath, 2007)

Graduation standards—A list of skills and content areas that will be reinforced throughout all grade levels in a school, with expected mastery of these skills by Grade 8 (Plath, 2007)

Mission statement—One short, powerful message that provides the overall focus of a curriculum study (Plath, 2007)

Subject philosophy—A clearly written paragraph(s) that gives an explanation of a content area and connects it to the mission statement (Plath, 2007)

Transaction position—Curriculum based on principles that emphasize experimentalism, which is developing and testing hypotheses in the world (Glickman, 2007)

Transformation position—Curriculum based on principles that emphasize existentialism, which is looking into oneself to find truth or answers to questions (Glickman, 2007)

Transmission position—Curriculum based on principles that emphasize essentialism, which has beliefs in truth, reality, and knowledge (Glickman, Gordon, & Ross-Gordon, 2007)

Written Curriculum—Printed, ready-for-publication documentation of what is taught within the school

Appendix B: PowerPoint Presentation Material Used

**PERIDOT CURRICULUM
STUDY**

June 6-7, 2011

Bible Study

<ul style="list-style-type: none">▣ What is knowledge?▣ Is it...?<ul style="list-style-type: none">▪ Words▪ Numbers▪ Stories▪ Discipline	<ul style="list-style-type: none">▣ What is wisdom?▣ Is it...?<ul style="list-style-type: none">▪ Change▪ Environment▪ Before/after results▪ Learning
<p>Knowledge is: what you know and the experience to adapt and change what you know</p>	<p>Wisdom is: Making God-pleasing choices that impacts your life</p>

Therefore God's Word says...

▣ Knowledge

- 1:8
- 1:24
- 1:29
- 2:1
- 2:3
- 2:5
- 2:9
- 3:7
- 3:11,12
- 3:1, 4:1
- 4:2
- 4:13

▣ Wisdom

- 1:7
- 1:25
- 1:30
- 1:33
- 2:2
- 2:6
- 2:10,11
- 3:5
- 3:13
- 3:26
- 4:5
- 4:7!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Application

- ▣ How does this help get the right focus for curriculum study?
- ▣ What benefits come from this text?
- ▣ What purpose does this give us to learn more about curriculum study?
- ▣ What guidelines should we remember for our curriculum study?

Faculty Opinions and Knowledge

- ▣ What do you think is curriculum?
- ▣ What do you think (makes) or is a “good” curriculum?
- ▣ What are the key components to having and doing a curriculum study in a specific content area?

What is NOT curriculum?

- ▣ What is (and is not) curriculum?
- ▣ NOT:
 - Textbooks or guides
 - Fixed course of study
 - What the teacher prefers
 - Program of study from beginning to end of a year
 - Set of content standards teachers must cover
 - (Brown and Knowles p. 115)

What IS curriculum?

- ▣ It IS...
 - Total experience of students at school
 - A plan that involves student learning (performance objectives)
 - A construct that enables students to access, process, interpret and make connections to information
 - Organizing focus of school (Brown and Knowles, p.115)
 - Taught inside and outside school and directed by the school
 - Extra class activities, guidance, and interpersonal relationships

My Definition

- ▣ Curriculum is every opportunity through which a student receives, manipulates, and constructs ideas. This complete experience may involve the study of theory, practical applications, or research in education . Such current experiences will teach students to become life-long learners through planned and unplanned activities in all aspects of life.

My Expectations

- ▣ The teachers will:
 - define integral parts of a curriculum study.
 - discover and critique their present curriculum and begin developing plans to update and change a portion of their curriculum.
 - create and designate a mission statement for their school that will guide their curriculum study in the future.
 - create and manipulate a subject philosophy for their designated content area of reading.
 - create a list of standards for graduation levels and select age appropriate grade level content and skills.
 - manipulate the chief parts of the presented curriculum study into their own setting which would work best for their school setting.
 - formulate their own curriculum through the study in the content area of reading.
 - synthesize a curriculum model which will best serve Peridot for future years.
 - Finish the reading curriculum study before school starts in August

Curriculum Model (Lee Plath 5003 Master's Class)

- ▣ Mission Statement
- ▣ Subject Philosophy
- ▣ Graduation Standards
- ▣ Grade Level Standards
- ▣ Texts, Resources, Manipulatives
- ▣ Differentiating and Compacting
- ▣ Assessments
- ▣ Textbook Strengths and Weaknesses and Teachers Needs and Strengths

Action Plans, Timing, Needs

1. Prepare action plans	Principal	Early June
2. Share action plans with faculty to obtain feedback	Principal	During June faculty meetings
3. Revise plans as suggested by the faculty	Principal	During June faculty meetings
4. Distribute copies of the actions plans	Principal	During June faculty meetings
5. Select the subject to be studied	Principal/faculty	During June faculty meetings
6. Set a dates or dates for meeting with parents to obtain feedback from them regarding what should be included in the curriculum	Principal/faculty (2)	During August faculty meetings

Part II

7. Locate possible resources for the study	Principal/faculty (1)	August-October
8. Seek a volunteer from the faculty who will contact your ALA and the local public high school to learn what their expectations are for 8 th graders enrolling in their school	Teachers	September
9. Obtain textbooks and other resources for review	Principal/faculty	September-October
10. Meet with parents to discuss the curriculum	Principal/faculty	October-November
11. Review the school's statement of philosophy	Principal/faculty	November

Part III

12. Review or write your school's mission statement	Principal/faculty	October
13. Write, discuss, and agree on the subject philosophy	Principal/faculty	November-December
14. Write, discuss, and agree on graduation standards	Principal/faculty	January
15. Write, discuss, and agree on grade level standards	Principal/faculty	February
16. Evaluate and select learning/teaching resources	Principal/faculty	March, April
17. Develop and agree on a process for annual evaluation of the curriculum just developed- Review newly finished curriculum, and using the same principles look forward to next subject	Principal/faculty	May, June

Mission Statement

- ❑ Be concise
- ❑ Easily remembered
- ❑ Gives reason why the school exists
- ❑ Matches school's philosophy
- ❑ Reflects biblical beliefs
- ❑ Provides focus for every activity with or under the school
- ❑ Influences the development of all school programs (Master's Class, 5003)

First time response from me years ago– Studying the mission statement

Comment on the importance of having each of those groups participate. Were they interested in helping with the task?

- ▣ **Faculty-** Extremely important because we are the ones that should know the curriculum inside and out, know what changes are occurring in the world, and have the most experience in educational settings
- ▣ **Parents-** Valuable to get a view from the outside, comparisons possibly from other schools and curriculums, as well as to check for missing points from the mission
- ▣ **Board of Ed-** Important that our leaders know what going on, may or may not be very knowledgeable about curriculum, but necessary to have and keep unity throughout the school
- ▣ **Council-** Perception Value... Extremely important to publicize the school and support the decisions done at school and can back it up.
- ▣ **Publications-** To let everyone know we are keeping up to date, making necessary changes when appropriate, as well as to see faculty working hard and being together.
- ▣ All groups were supportive and interested in what was being done. Although, as I worked up the ladder, there was less discussion was seen in the group setting.

Part II... a way to review the mission statement

- Was it challenging for you to take the lead in this entire process? Explain.
 - ▣ No, everything was listed of what was expect for each group to do, the time needed to complete the Mission review, and everyone knew the importance of why we were doing such a thorough study of the mission.
- Was it difficult to keep the mission statement concise and easy to remember? Explain.
 - ▣ Not really, the faculty talked the most about it, but easily realized the importance of having things close to the fingertips or in memory to share it with others.
- Why is going through this process important? or Do you think that you just reinvented the wheel?
 - ▣ It is important to go through to understand the school's viewpoint, function, and goals of why we have a school. Without it, there would be very little purpose to teach from a Scriptural Viewpoint.
- ▣ No, I did not reinvent the wheel. I like thorough discussions, especially to think about change... When doing that, people need to make decisions about the changes whether positive or negative, therefore, a result is a more knowledgeable staff on the curriculum being studied. Finally, the staff will grow in wisdom and give God the glory for the changes or accomplishments done for the school or church at large.

Subject Philosophy

- ▣ Why are we teaching this subject in our school?
- ▣ Demonstrates how subject helps achieve the school's mission
- ▣ Written in simple direct sentences
- ▣ It is NOT a set of objectives
- ▣ Make it unique (using others, of course)
(Master's Class, 5003)
- ▣ [\(EROD\) Education Resource Organization Directory](#)

State Standards of Reading and Writing for AZ

- ▣ Taking time to read periodically
- ▣ Taking time to read updates regularly
- ▣ Taking time to check you are teaching them
- ▣ Compare and contrast K -4- 8 in pairs or large group
- ▣ Identify strengths/weaknesses and differentiate your needs of your school, along with reading the Word of God

Graduation Standards

- ▣ Achieve school's mission
- ▣ Agree with Subject Philosophy
- ▣ Benchmarks to achieve prior to graduation
- ▣ Reasonable
- ▣ Measurable
- ▣ Simple and Direct, clear and precise
- ▣ Supported by Scripture

Graduation Standards II

- ▣ Select content/reading materials to be read by 8th grade (Poetry...genre, classics, variety expectations)
- ▣ Select around 10 items for graduation standards that will be emphasized Preschool o K-8
- ▣ Choose expectations and key words for clear goals– discover, differentiate, identify, construct, infer, synthesize, analyze, ...etc

Grade Level Standards

- ▣ Specific
- ▣ Measureable
- ▣ Acceptable
- ▣ Reasonable (WELS Resource Book, C2:P9)
- ▣ Each teacher work on their own (6-12)
- ▣ Principal collaborates a beginning document
- ▣ Staff In-service to discuss ALL of them

Texts, Resources, and Manipulatives

- ▣ List of all texts used, including supplements
- ▣ Resources and hands-on materials listed
- ▣ Dates of copyrights for all materials

Differentiating and Compacting

- ▣ Differentiating
 - Different methods or approaches for the student
 - WELS Resource book sample 8 (good list!!!)
 - Can be classroom or individualized

Both affect the types of assessments, both pre and post-assessments etc.
- ▣ Compacting
 - Overall classroom or individual
 - Able to create challenging learning environments
 - Time to enrich or accelerate
 - Self-directed inquiry

Assessments

- ▣ See hand outs (or email)
- ▣ Free training!!!!!!
- ▣ Can be broad, but a generate list is a good starting point... This is a topic on its own
- ▣ Teachers need to evaluate their choice of assessments to provide variety and target different skills of all children

Textbook strengths and weaknesses

- ▣ Listing these to remember when you change again later in life (in case the principal forgets, right!!!!)
- ▣ Gives a target to look at new samples and needs later on if changes are necessary
- ▣ Feedback: that companies can use to make a better product
- ▣ Evaluation, great tool always to make and keep handy for other parts of the curriculum

Staff needs and strengths

- ▣ Provides a list of effective teaching methods
- ▣ Provides a list of ways to improve over time to meet the needs of the newly updated curriculum
- ▣ Is honest
- ▣ Provide a way for continuing education \$
- ▣ Shows progress to Board of Education/Parents
- ▣ Survey Feedback Response

Thinking long term

- ▣ Short term goals
- ▣ Long term goals, needs, and planning
- ▣ Variety of ideas
- ▣ See handout

Creating Your Copy (Henson, p. 306-311)

- ▣ Mission Statement- Steers your ongoing curriculum
- ▣ Philosophy- gives rise to curriculum's aims
- ▣ Other needs
 - Curriculum Evaluation has many directions to view, use and look
 - Sequence- shows levels of difficulty
 - Continuity- two possible errors
 - ▣ Lacks sequence
 - ▣ Has gaps
 - Scope- snapshot and provides breadth
 - Smoothness- (Articulation) vertical(through grades) and horizontal views (across grades)
 - Balance- well rounded- history, data, knowledge (trends)

Graduation and Grade Level Standards

- ▣ Content
- ▣ Progressive
- ▣ Measurable
- ▣ Specific

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation
(Bloom's Taxonomy)
Cognitive

- ▣ Affective
- ▣ Receiving
- ▣ Responding
- ▣ Valuing
- ▣ Organizing
- ▣ Characterizing

Psychomotor Domain

- ▣ Perception
- ▣ Set
- ▣ Guided Response
- ▣ Mechanism
- ▣ Complex Overt Response
- ▣ Adaptation
- ▣ Origination (Henson, p.184-199)

ALL DONE WITH VERBS

- ▣ Look at the good ones
- ▣ Look at the bad ones
- ▣ Hand out is yours!

Organization and Purpose for the future

- ▣ Transmission-
 - Facts, skills, and value
 - Essentialism
- ▣ Transaction-
 - Dialogue and Problem Solving
 - Cognitive measures
 - experimentalism
- ▣ Transformation-
 - Personal and Social change
 - existentialism

Part II

- ▣ Disciplined-based Curriculum-
 - Content with no integration (Transmission)
- ▣ Interdisciplinary Curriculum-
 - Team planning across the curriculum (transaction)
- ▣ Transdisciplinary Curriculum-
 - Themes, skills, or problems (transformation)
- (Glickman, p.380-384)

Reasons for Change

- | | |
|--|---|
| <ul style="list-style-type: none"> ▣ Tradition vs New ▣ Time ▣ “buy” into ▣ Rapidity ▣ Guidelines | <ul style="list-style-type: none"> ▣ Noncoersive ways ▣ Own long term interests ▣ Establish a process ▣ Develop strategies ▣ Have cooperation ▣ Allow input ▣ Motivate ▣ Consistency ▣ Deliver on promises ▣ Professional work conditions |
|--|---|

(Lunenburg, p. 438-442)

Appendix C: Pre-Study Staff Survey

Please circle the most appropriate answer to the statement.

0 No comment	1 Low	2 Average	3 Very Good	4 Excellent	
1. I have at least two years of experience in working through a curriculum study.	0	1	2	3	4
2. I have read through the states standards of the area of curriculum study we are currently studying.	0	1	2	3	4
3. I have assisted with working on a mission statement for the school.	0	1	2	3	4
4. I have read through multiple samples of other school's curriculum in a particular field.	0	1	2	3	4
5. I can discriminate good curricula from poor ones.	0	1	2	3	4
6. I know what content areas should be taught to have students prepared for ALA (Arizona Lutheran Academy).	0	1	2	3	4
7. I have read a copy of the curriculum expectations from ALA in the field we are currently studying.	0	1	2	3	4
8. I know exactly what my grade level(s) content should be taught.	0	1	2	3	4
9. I feel comfortable with the teaching methods used in this curriculum (reading).	0	1	2	3	4
10. I have read material from at least 2 resources that assist with learning more about curriculum study and how to go through a curriculum study.	0	1	2	3	4
11. My current level of interest in curriculum study is	0	1	2	3	4
12. I can assist with the developing of a subject philosophy for my school.	0	1	2	3	4
13. I can list or validate at least five skills of this curriculum field that should be a graduate standard (ready and/or prepared for high school).	0	1	2	3	4
14. I can list or validate at least ten standards of content that should be a graduate standard.	0	1	2	3	4
15. I can list or validate at least ten standards of content that should be a grade level standard.	0	1	2	3	4
16. My curriculum should be set and ready prior to selecting a text to use for school. (Agree/Disagree Question)	0	1	2	3	4
17. I plan to reevaluate each year the curriculum study with certain goals in mind.	0	1	2	3	4
18. A curriculum study will help me understand what others teach and use in the classroom.	0	1	2	3	4
19. I expect my written curriculum to be clear and precise for parents to understand what will be taught at my grade level.	0	1	2	3	4
20. I expect our school curriculum to encourage parents to send their children to our school.	0	1	2	3	4

Written Answers:

21. I expect this in-service to provide the following information about a curriculum study:

1)

2)

3)

4)

5)

22. I would like to grow professionally in these areas during this training session:

1)

2)

3)

23. I would like my staff to grow in these areas during this training session: (Principal Only)

1)

2)

3)

Appendix D: Post-Study Staff Survey

Please circle the most appropriate answer to the statement.

0 No comment	1 Low	2 Average	3 Very Good	4 Excellent	
1. I have personal and team (staff) confidence on working through a curriculum study within our own staff that will bring success.	0	1	2	3	4
2. I have a clear understanding of our state standards.	0	1	2	3	4
3. I feel confident that our standards meet or exceed the state standards for the quality of education of our students.	0	1	2	3	4
4. I know our mission statement for the school.	0	1	2	3	4
5. Our mission statement is bold, clear, concise, and attractive to others.	0	1	2	3	4
6. I know our curriculum matches up and supports our area Lutheran high school (ALA).	0	1	2	3	4
7. I have read or will read a copy of the curriculum expectations from ALA that helped us write our curriculum more effectively.	0	1	2	3	4
8. I know I can write a subject philosophy for any content area to make our school curriculum stronger.	0	1	2	3	4
9. I can collaborate and participate to help set graduation standards for reading or any other curriculum area.	0	1	2	3	4
10. My current level of interest in curriculum study is	0	1	2	3	4
11. I can assist with the developing of a subject philosophy for my school.	0	1	2	3	4
12. I can list or validate at least five skills of this curriculum field that should be a graduate standard.	0	1	2	3	4
13. I can list or validate at least ten standards of content that should be a graduate standard.	0	1	2	3	4
14. I can list or validate at least ten standards of content that should be a grade level standard.	0	1	2	3	4
15. I found and used multiple sources of information to use and support this curriculum field of study.	0	1	2	3	4
16. I plan to reevaluate each year the curriculum study with certain goals in mind.	0	1	2	3	4
17. A curriculum study will continue to have an impact on my school year after year.	0	1	2	3	4
18. A curriculum study will continue to have a positive impact on my teaching ministry.	0	1	2	3	4
19. I expect my written curriculum to be clear and precise for parents to understand what will be taught in each grade level.	0	1	2	3	4

20. This in-service provided me with valuable information to continue to use year after year.

0 1 2 3 4

21. I plan to reflect back on this in-service material regularly to support my curriculum study.

0 1 2 3 4

22. The in-service training answered and assisted most of the questions or concerns I had.

0 1 2 3 4

23. The in-service training provided enough suggestions or helps to make my curriculum viable to use in my school.

0 1 2 3 4

24. I know our reading curriculum should be completed before school starts next fall and will use it to guide my teaching methods and observations throughout the school year.

0 1 2 3 4

Appendix E: Tabulated Data of Pre-Study Survey (Appendix C)

Question Number	No Comment (0)	Teacher Low (1)	Answers Average (2)	Very Good (3)	Excellent (4)
Q1	0	4	0	0	0
Q2	0	0	3	0	1
Q3	1	3	0	0	0
Q4	0	3	1	0	0
Q5	0	4	0	0	0
Q6	0	2	2	0	0
Q7	0	4	0	0	0
Q8	0	0	4	0	0
Q9	0	0	4	0	0
Q10	0	4	0	0	0
Q11	0	0	1	2	1
Q12	0	1	3	0	0
Q13	0	2	2	0	0
Q14	0	4	0	0	0
Q15	0	1	3	0	0
Q16	0	1	1	2	0
Q17	0	0	0	4	0
Q18	0	0	0	2	2
Q19	0	0	0	2	2
Q20	0	0	1	2	1

Appendix F: Tabulated Data of Post-Study Survey (Appendix D)

Question Number	No Comment (0)	Teacher Low (1)	Answers Average (2)	Very Good (3)	Excellent (4)
Q1	0	0	1	3	0
Q2	0	0	1	1	2
Q3	0	0	3	0	1
Q4	0	1	0	2	1
Q5	0	0	0	1	3
Q6	2	2	0	0	0
Q7	0	0	0	3	1
Q8	0	0	2	2	0
Q9	0	1	0	3	0
Q10	0	0	1	2	1
Q11	0	0	1	2	1
Q12	0	0	3	1	0
Q13	0	2	1	1	0
Q14	0	1	1	1	1
Q15	1	3	0	0	0
Q16	0	0	1	2	1
Q17	0	0	0	0	4
Q18	0	0	0	0	4
Q19	0	0	0	2	2
Q20	0	0	0	1	3
Q21	0	0	0	1	3
Q22	0	0	1	1	2
Q23	0	0	1	1	2
Q24	0	0	0	1	3

Appendix G: First Draft of Reading Curriculum from Peridot

Mission Statement: Our school's mission is to assist families in providing a Christ-centered education which prepares students to serve the Lord faithfully.

Subject Philosophy: The primary purpose of teaching reading is to provide opportunities for all children to read and listen to God's Word. This includes teaching various reading strategies and motivating children to read and share God's Word regularly. (Deut. 6:7 "Impress [God's commandments] on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.")

It is also our purpose to use a variety of well-respected literature to ensure growth throughout all subject areas. Reading is essential to clearly communicate in all aspects of life and service. Therefore, teaching children to be life-long readers will inspire children to faithfully serve their Lord, their family, and their community.

Graduation Standards:

GS 1 Print: Identify and Alphabetize Words; sentence, paragraph, and book features

GS 2 Phonics: Sounds—Identify, generate, manipulate; syllables; sight and building words

GS 3 Vocabulary: pronounce, classify, build, and define with meanings

GS 4 Fluency: Reading aloud—Accurate, with expression

GS 5 Comprehension Strategies: Predict, organize, summarize, sequence, drawing conclusions, cause/effect

GS 6 Elements of Literature: compare/contrast, distinguish, main idea, plot, point of view, characterization, setting

GS 7 Types of Literature: Poetry, narrative, short stories, autobiography, novels, drama, cultural experiences

GS 8 Informational Texts: expository, functional, and persuasive texts

[KW]: a) Nicely listed, well thought-out, differentiated throughout grade levels.

b) Showing expression and word expectations for fluency would be good to list per grade level.

Grade Level Standards:

Kindergarten: The students...

1. Print

- a. follow the correct order for following printed words.
- b. identify the chief parts of a book.
- c. separate spoken sentences into individual words.

2. Phonics

- a. identify letters and sounds of the alphabet.
- b. determine letters needed to spell spoken words.
- c. blend sounds to make words.

- d. distinguish spoken rhyming words from non-rhyming words.
- 3. Vocabulary
 - a. determine meaning of words by using context.
 - b. describe familiar objects and events.
- 4. Fluency
- 5. Comprehension Strategies
 - a. predict story events from title of text.
 - b. summarize Bible stories, including the main events.
- 6. Elements of Literature
 - a. reenact the story through actions.
 - b. retell the events of a story in order.
 - c. join in when repetitive texts are read aloud.
 - d. distinguish whether story is realistic or fantasy.
 - e. explain elements of a story, including characters, setting, and key events.
- 7. Types of Literature
- 8. Informational Texts
 - a. identify signs and warnings from environment.
 - b. organize directions using picture clues in order.

*[KW]: a) Listening, introducing to... would be a good way to start #7.
 b) Make own decisions and expectations to the order you would like. The staff should organize its curriculum objectives to match their expectations by grade level.
 c) Fluency expectations (again).
 d) List expectations for beginning readers for certain sentences and types of literature. Sparking interest in different genres would be good too.
 e) Loved the sequences beginning on p.2.*

Grade 1: The students...

- 1. Print
 - a. alphabetize a series of words to the first letter.
- 2. Phonics
 - a. generate a series of rhyming words.
 - b. determine letters needed to spell word families.
 - c. blend sounds to make words with common spelling patterns (-ite, -ill, -ate)
 - d. segment two-syllable words.
 - e. read and spell one hundred sight words.
- 3. Vocabulary
 - a. determine the meaning of words by context and word order.
- 4. Fluency
- 5. Comprehension Strategies
 - a. predict story events from title of text, picture, table of contents, and reading text.
- 6. Elements of Literature
 - a. distinguish the type of story (real or fantasy).
 - b. describe plot and characters of a story.

7. Types of Literature

8. Informational Texts

- a. follow written multi-step directions and signs.

[KW]: a) #7 and #8: Keep developing that list. Alternate exposure to words and literature types. Showing development would be good.

b) Bottom of page: Main-idea-to-details and details-to-main-idea would both be a good idea.

Grade 2: The students...

1. Print

- a. alphabetize a series of words to the second letter.

2. Phonics

- a. generate a series of rhyming words.
- b. blend sounds using r-controlled vowels, digraphs, and diphthongs.
- c. determine families needed to spell compound words.
- d. segment three- and four-syllable words.
- e. read and spell two hundred sight words.

3. Vocabulary

- a. determine the meaning of words using prefixes (un-, re-) and suffixes (-ful, -ly).

4. Fluency

- a. use punctuation to guide reading for fluency.

5. Comprehension Strategies

- a. compare predictions to actual events of the story.
- b. ask relevant questions in order to comprehend text.

6. Elements of Literature

- a. describe plot, characters, and main idea of a story.

7. Types of Literature

8. Informational Texts

Grade 3: The students...

1. Print

- a. alphabetize a series of words to the third letter.
- b. label the distinguishing features of a paragraph.

2. Phonics

- a. separate words into syllables.
- b. differentiate the common spelling patterns.

3. Vocabulary

- a. determine the meaning of words by identifying prefixes and suffixes.
- b. compare and contrast synonyms, antonyms, and homonyms.
- c. research meanings and constructions of words using a variety of resources.

4. Fluency

- a. demonstrate appropriate rhythm, pacing, and vocals during oral reading.

5. Comprehension Strategies

- a. predict events and actions using prior knowledge and text.
- b. connect information from text to answer clarifying questions.

- c. extract information from graphic organizers.
- 6. Elements of Literature
 - a. compare and contrast literary elements across stories.
 - b. identify the speaker or narrator in a literary selection.
 - c. distinguish between rhyme, rhythm, repetition, and sensory images in poetry.
 - d. compare events, characters, and conflicts in literary selections from a variety of cultures.
- 7. Types of Literature
 - a. differentiate between fiction, nonfiction, poetry, drama, and narratives.
- 8. Informational Texts
 - a. relate the main idea to the supporting details in expository text.
 - b. arrange a variety of sources to answer specific questions, and/or gather information.
 - c. sequence and illustrate multi-step directions.
 - d. identify information in functional documents for a specific purpose.
 - e. list persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.

Grade 4: The students...

- 1. Print
- 2. Phonics
 - a. produce the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids.
- 3. Vocabulary
 - a. apply context to determine the relevant meaning of a word.
- 4. Fluency
 - a. select and read familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.
- 5. Comprehension Strategies
 - a. incorporate graphic organizers and reading strategies in order to clarify the meaning of the text.
- 6. Elements of Literature
 - a. differentiate the main problem or conflict of a plot and distinguish the resolution of that problem or conflict in a plot.
- 7. Types of Literature
 - a. relate the historical and cultural aspects found in cross-cultural works of literature.
 - b. identify the type of literary selection.
 - c. compare and contrast common forms of literature based upon their characteristics.
- 8. Informational Texts
 - a. analyze author's main purpose for writing the expository text.
 - b. Locate specific information by using organizational features of expository text.
 - c. generate details from functional text for a specific purpose.

Grade 5: The students...

1. Print
2. Phonics
3. Vocabulary
 - a. break down context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings.
4. Fluency
 - a. read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.
5. Comprehension Strategies
 - a. predict text content using prior knowledge and text features.
 - b. use reading strategies to comprehend text.
6. Elements of Literature
 - a. distinguish the components of a plot.
 - b. differentiate the narrative point of view in a literary selection.
 - c. discriminate all the aspects of the setting in a literary selection.
7. Types of Literature
 - a. describe the historical and cultural aspects found in cross-cultural works of literature.
 - b. compare and contrast various genres of fiction based upon their characteristics.
8. Informational Texts
 - a. evaluate appropriate print and electronic reference sources for a specific purpose.
 - b. relate an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.
 - c. evaluate the intended effect of persuasive strategies that the author uses to influence readers' perspectives.

[KW]: a) Listing review concepts and content would be good too. You would not have to do this for each grade level, but a list showing what each grade level strategically reviews through the grade school years is important.

b) Listing mastery of skills or expectancy at a certain age is good.

c) #5 at bottom: Explanation would clarify this grade level standard.

Grades 6-8: The students. . .

1. Print
2. Phonics
3. Vocabulary
 - a. use context to identify the meaning of unfamiliar words and words with more than one meaning.
 - b. discover the meaning of figurative language in texts, including similes, metaphors, and personification.
 - c. use a variety of reference aids to analyze meanings, parts of speech, pronunciation, and syllabication.
4. Fluency
 - a. read from a variety of texts to demonstrate accuracy and expression.

5. Comprehension Strategies

- a. predict, use graphic organizers and reading strategies, and ask clarifying questions to demonstrate understanding of text.

6. Elements of Literature

- a. describe the plot and its components.
- b. identify and compare and contrast themes across works of prose, poetry, and drama.
- c. describe the motivations of major and minor characters.
- d. analyze the setting, style, point of view, and mood of text.

7. Types of Literature

- a. identify various genres based upon their characteristics.
- b. analyze the characteristics of a variety of poetic forms.
- c. identify common elements in literature from a variety of cultures.

8. Informational Texts

- a. describe the main idea, critical details, and author's purpose in expository text.
- b. analyze organizational structures, source material, and graphic features of expository text.
- c. interpret functional text, determine what information may be missing, and use information to carry out a procedure.
- d. discover the author's purpose, facts and opinions, and bias in persuasive text.
- e. evaluate the effectiveness of persuasive strategies in text.

[KW]: *a) I like it!*

b) Attempt to finish the informative pieces for teachers to use later for review. I can assist since this was not the focus of the training. These pieces especially help the principal—and new staff too.

[KW]: *Final Summary:*

a) Mastery and review are key components to keep in mind with graduation standards and development from grade to grade.

b) Look into author studies and work—An important content piece to have.

c) Reading strategies are important to list—maybe even in the graduation standards (I am thinking I might do this for my school). Another idea is to have a separate list after the graduation and grade level standards explaining these (or all skills).

d) Demonstration and practice of vocabulary would be a good topic to explore and include across the curriculum.

e) Teaching reading pauses, pace, and other verbal skills may be added.

f) Don't forget to incorporate God's Word! Reading Scripture and integrating Scripture into your reading curriculum is necessary and important.

I really liked how this changed from the original I left with. This is a great document already, and with a little review and fine-tuning, it will be a great model. I will use it with my staff. Thanks for working together, and for the opportunity to share what I do in the field of curriculum study. It was a good review for me too. (I know my reading work better now too!)

Appendix H: 5003 Syllabus for Curriculum Model by LeDell Plath

Description of the EDU5003 Curriculum Design and Implementation

From: LeDell D. Plath

Date: 3/24/11

1. Preliminary information

- a. An assumption - The most important activity that takes place in a classroom/school is teachers teaching and students learning. If quality teaching and quality learning is not happening then the mission of our schools – making disciples - is severely hampered.
- b. Assuming No. a. is on the mark then quality instruction depends on a quality curriculum.
- c. For a school to develop a quality curriculum for each subject is no simple process that can be accomplished in two or three faculty meetings. That fact will be substantiated by the information which follows.
- d. The process students learn in this **big picture** course includes considerably more than textbook review and selection.
- e. Textbooks are one of the numerous resources the faculty uses to develop the curriculum. The study leader will work with the faculty in identifying a variety of resources they will use for each step in the process.
- f. An important philosophical approach to teaching the **big picture** course is the importance of students learning a workable process for doing curriculum development so that each – either teacher or principal – has the knowledge, skills, and understanding to be able to lead a curriculum study in his/her school.
- g. As indicated in the f. above the **big picture** course is not designed exclusively for principals. Teachers who are not principals who take the course will be prepared to work with the principal in leading their faculties through the process of developing a curriculum for the school.
- h. Resources
 - Textbook: Wiles, Jon; (2009). *Leading curriculum development*. Thousand Oaks, CA: Corwin Press
 - Documents from the internet related to the history of curriculum development and the process for developing curriculum

2. Objectives and explanations for *Curriculum Design and Implementation*

The students will learn the process for developing items a. - g. and will actually develop each item as they work through the course.

- a. A Scripture based **mission** of a Lutheran school – ECE, LES, or LHS
 - This step in the curriculum development process is critical. This question is asked during the entire curriculum development process: How does learning this subject help our school achieve its mission?
 - The goal for this step is to develop a mission which is broad and comprehensive and is easily remembered so school personnel can readily and briefly answer the question: “What is your school about?”
- b. The **philosophical** (special emphasis on principles of Scripture) **underpinnings** of a Lutheran school. Several examples of statements follow:

- God's teachings in the Bible are the foundation of every point of view, action, and product in Lutheran schools.
 - Outreach and nurture are both important in our ministry to children, parents, congregation, and the community.
 - High quality Christian education is an integral part of making Christian disciples of young children and of reaching out into the community with the gospel.
 - Christian education is a team responsibility involving parents, school, and congregation.
- c. **The school's objectives**
- This part of the process answers this question: "In general terms what knowledge, skills, attitudes, and understandings does the school want the students to learn by the time they graduate?"
- d. **The subject philosophy** which states the rationale for inclusion of a subject in the school's curriculum. This brief statement explains how the subject helps the school achieve its mission of preparing young people for service as faithful Christians.
- e. **Exit goals** for one subject for elementary school graduation or similar type goals for ECE or LHS
- This part of the process answers this question: "In specific terms related to the subject being developed, what knowledge, skills, attitudes, and understandings does the school want the students to learn by the time they graduate?"
- f. **Measureable objectives for each grade level** (or for a high school course) - focus on knowledge, skills, attitudes, and understandings for the subject being studied.
- g. Develop a **procedure for determining the degree of achievement** of each grade level objective.
- h. **Selection of teaching and learning resources**
- i. Develop a **planning tool** (see sample below) for implementing curriculum development – designed for the school's curriculum leader.

It is critical that students learn the process for developing each of the nine components listed above. As the students learn the nine-step process the following will be emphasized:

- a. This curriculum development process will take at least a full year to accomplish (see the planning tool below). The amount of time needed will depend on the size of the faculty. It will take longer for a faculty of three to develop the curriculum for a subject than it will for a faculty of ten.
- b. Involve key stakeholders in curriculum development – faculty, parents (both member and non-member), students, former students, parents, board of education, congregation. This requires careful planning as each of the following questions are addressed:
 - To what degree will each group be involved, that is, what will each group be asked to accomplish?
 - How will feedback from parents and board members be obtained, will there be surveys, open forums, individual consultations?
 - Who will be responsible for obtaining feedback from the stakeholders?
 - Who will devise the plan (including tasks and a timeline) for obtaining feedback?

- c. Identify the source of knowledge – Scriptural and secular.
 - Plan how and to what degree Scripture truths and information will be part of the subject being studied.
 - Discover and discuss the source of secular knowledge pertaining to the subject being studied.
- d. Include fundamental principles of student academic growth.
 - Review/learn those factors which impact student learning of the subject being studied.
 - Identify factors which could impede student learning and therefore need to be considered when developing the curriculum for the subject being studied.
- e. Consider state standards as the school's curriculum is developed.
 - As the subject and grade level objectives are developed the faculty will use its state's standards as one of the major resources.
 - Incorporate the standards which help the school achieve its mission and achieve the subject objectives.
- f. Emphasize continuity from grade to grade.
 - An important part of the curriculum development process is developing a coordinated curriculum from grade to grade. Two factors are considered:
 - ✓ Include ample review within each grade and from grade to grade so that students have mastered the necessary attitudes, knowledge, skills, and understandings.
 - ✓ Avoid unnecessary repetition from grade to grade.

Action	Person responsible	Completion date
1. Develop a plan for implementing the study. <ul style="list-style-type: none"> a. The study will be implemented during the school year following the year-long study. b. The faculty will have developed a board-approved schedule for which subjects to study each year over a period of 5-7 years. c. The plan will include regular meetings during the summer. d. The plan also includes regular half or full-day curriculum planning meetings during the school year. Meetings would be held on school days. 	Principal or designee	April 15
2. Share the plan with the faculty and board of education to solicit their reaction.	Principal or designee	May 15
3. Begin gathering hard copy and electronic resources. This gathering of resources can continue during the summer months.	Principal or designee	May 15 – Sept. 1

<p>4. Begin implementation of the study plan</p> <p>a. Develop a plan for obtaining board and parental input into the subject being studied and obtain faculty input and approval of the plan.</p> <p>b. Review or develop the school's mission. See internet samples of the mission statements of other schools, including WELS, If the mission is new or a previous version has been revised, seek approval from the board of education and the church council</p> <p>c. Study and agree on the philosophical (special emphasis on principles of Scripture) underpinnings of the school. Use available resources.</p> <p>d. Develop or review the school's objectives.</p> <p>e. Seek board approval of the objectives.</p>	Principal and or designee	Faculty meetings following the close of the school year.
5. Complete philosophical underpinnings	Principal and or designee and faculty	August faculty meetings prior to beginning of school year
6. Complete school's objectives	Principal and or designee and faculty	August faculty meetings prior to beginning of school year
7. Complete subject philosophy	Principal and or designee and faculty	August faculty meetings prior to beginning of school year
8. Complete Exit goals	Principal and or designee	Oct. 15
9. Complete Measureable objectives for each grade level	Principal and or designee and faculty	Feb 15
10. Plan/prepare procedure for determining the degree of achievement	Principal and or designee and faculty	March 15
11. Selection of teaching and learning resources	Principal and or designee and faculty	June 15
12. Implementation of the curriculum.	Faculty	New school year

13. Evaluation of the curriculum developed and adopted	Faculty	Faculty meetings after the curriculum has been used for one year
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