Ninth Edition

DEVELOPING THE CURRICULUM

IMPROVED OUTCOMES THROUGH SYSTEMS APPROACHES

William R. Gordon II, Ed.D.
Chief Operations Officer, Retired
Florida Virtual School
Orlando, Florida

Rosemarye T. Taylor, Ph.D.
Professor, Educational Leadership
University of Central Florida
Orlando, Florida

Peter F. Oliva, Ph.D.
Professor, Retired
Florida International University
Georgia Southern University

Pearson
330 Hudson Street, NY NY 10013
In memory of Peter F. Oliva,
whose rich academic career contributed
to the development of curriculum leaders across
the United States and globally.

For my wife, Patty;
our children, Whitney and Trey;
and my mother and father,
Marcelyn and William;
and my sister, Pam; and my aunt, Mary.

William R. Gordon, II

For my son, Jay,
and education leaders who have
supported my continuous learning.

Rosemarye T. Taylor
ABOUT THE AUTHORS

William R. Gordon II has served as a teacher, instructional leader, and district-level executive leader in Florida. As both an elementary and high school principal, he became known for his deep understanding of curriculum and instruction, thought leadership, and systems approaches in the Orange County Public Schools (OCPS) school system. During his 11 year tenure as the principal of Winter Park High School, the school was named by the State of Florida as a “High-Performing School” due to the school’s rigorous curriculum and outstanding student achievement. Additionally, U.S. News and World Report repeatedly ranked Winter Park High School in the top 1 percent of high schools in the nation. While in OCPS he became an area superintendent, where he was responsible for the curriculum, instruction and student and teacher performance in 29 diverse schools serving approximately 35,000 students. After serving in OCPS, he became the chief operations officer at Florida Virtual School (FLVS), the nation’s oldest and largest public online public school system. While serving as an executive leader at FLVS he established an Analysis, Assessment, and Accountability (AAA) division in the district. The AAA division established enterprise-wide data collection, data analysis, and predictive analytics as a leader in the online industry. Additionally, he engaged with online curriculum, instruction, and professional learning. In 2017, he was selected as a member of the third class of the Leadership Florida, Leadership in Education Program, which is funded by the Florida Education Foundation, the Bill and Melinda Gates Foundation, and the Florida Department of Education. This program is established to build a corpus of highly effective educators to improve student learning outcomes in the State of Florida. He has also served as an adjunct professor in the College of Education at the University of Central Florida.

Rosemarye T. Taylor has a rich background in teaching and leading in Georgia and Florida. She also served as national director of professional development for Scholastic, Inc. Since joining the faculty at the University of Central Florida in Orlando, she has become known for expertise in instructional and curricular leadership through use-inspired research that influences improved educator practice. She has published numerous articles, chapters, and books addressing the alignment of curriculum, instruction, classroom and standardized assessment, professional learning, and evaluation to result in improved learning outcomes. She has also led innovations at the school, school district, and university level to leverage technology and digital tools to improve literacy and learning across student populations. Currently, she is professor of educational leadership working with master’s degree and doctoral students, while continuing to actively support schools and school districts in their missions to serve all students.
PREFACE

The ninth edition of Developing the Curriculum: Improved Outcomes Through Systems Approaches continues to serve as a comprehensive analysis of systematic curriculum development to improve learner success. We are grateful to the readers who continue to use it to further the study of a continually evolving area in a time of standards implementation and accountability for student learning outcomes. In providing a comprehensive view of the field of curriculum development, by illuminating various historical and twenty-first century approaches to this field, we present evidence based content relevant to today’s curriculum specialists and instructional leaders in school districts and schools.

NEW TO THIS EDITION

Although the same basic overall structure of previous editions remains in place; several changes have been made in updating this edition to make the text more current and applicable, both to instructors and students in a college or university setting and to curriculum specialists and instructional leaders in their practice.

- William R. Gordon, II, a former practitioner leader in the field of education, shares his contemporary experience and knowledge of leading traditional and virtual education in this edition. With the passing of the original author, Peter F. Oliva, Dr. Gordon replaces him as the lead author.
- Rosemarye T. Taylor, professor of educational leadership and former practitioner, is new to this edition bringing with her expertise in curriculum systems that include instruction, assessment, and evaluation.
- About 35 percent new content has been added. While maintaining the rich historical perspective, topics like ESSA, digital directions, English Learners, science of learning, and standards based curriculum systems (instruction and assessment) have been added or expanded upon. Academic language and literature throughout the text has been updated to reflect twenty-first century curriculum system thinking.
- The Digital Curriculum chapter in the 8th edition has been updated to Trends in Digital Curriculum and Instruction which reflects trends and research in this dynamic area of educational curriculum, instruction, delivery, assessment, and data analysis. The concepts of innovative practices in digital and technological literacies are introduced and an analysis of areas such as online learning, blended learning, and mobile learning is provided. Additionally, an overview of how computer based assessments are being used to gather student performance data to inform curricular and instructional practices is presented. Furthermore, a new forum for free digital content, Open Education Resources, as well as a section on digital ethics, are featured.
- Chapter 8 has been deleted and content has been infused throughout other chapters as appropriate.
- Chapter 15 has been deleted and future directions in curriculum development, implementation, and assessment are infused as appropriate throughout the text and in the last chapter.
- References now appear at the end of each chapter and are in APA 6th edition format to aid the reader by more easily situating authors and the time of their work.
• Suggested Readings are before each Reference list at the end of each chapter and therefore, the Bibliography has been deleted.

Like preceding editions, this book is intended to address the learning needs of graduate students in courses such as curriculum development, curriculum planning, curriculum and instruction, curriculum improvement, and instructional leadership. School district-level curriculum specialists, preservice and in-service curriculum coordinators, principals, assistant principals, curriculum resource teachers, department chairpersons, instructional team leaders, and grade-level leaders will benefit from this practical guide to curriculum development.

The six sections of the book follow a particular sequence and have numerous examples of practices of actual schools and school districts. The text begins with an examination of the theoretical dimensions of curriculum development, reviews the various personnel who have the primary responsibility to develop the curriculum, and describes various models of curriculum development, including the Gordon Taylor Model of Curriculum System Development, which is designed to positively influence student learning outcomes in a time of standards. The process of curriculum development is examined from stating philosophical beliefs and broad aims of education to specifying curriculum and instructional goals and objectives, implementing curriculum and instruction, and evaluating instruction and the curriculum.

The chapters are designed to provide in-depth information that relates to the cognitive objectives of the chapter. Each contains a great deal of information and suggestions as well as inquiry and reflection, along with applications that reinforce the objectives and extend the treatment of topics beyond the text.

As in the past, we have tried to provide a synthesis of theory, research, and practice that is clear and readable. Furthermore, we have zealously researched and analyzed the content of this text to provide a quality learning experience for our readers. We acknowledge that we need more educators to take a leading role in the complex field of curriculum development. It is our goal to encourage and nurture such possibilities by providing a helpful teaching aid for those who are involved in the process of curriculum development.

ACKNOWLEDGMENTS

The authors of this text wish to express their deep appreciation to all the people who have contributed to the writing and publishing of this and earlier editions. Insights of the teachers, administrators, students, and colleagues with whom we have worked and of those who have reviewed the text have helped to shape our thinking on the challenging process of curriculum development. We wish to especially thank Julie Peters, our editor, Faraz Sharique Ali, our content producer, and Jessa May Dales, our project manager for the assistance they provided us.

Colton Tapoler assisted with the transitioning of notes and bibliography to references in APA format for each of the chapters. We appreciate his assistance with this tedious task.
Part I  THE CURRICULUM: Theoretical Dimensions  1
  Chapter 1  Curriculum and Instruction Defined  2
  Chapter 2  Principles of Curriculum Development  18

Part II  CURRICULUM DEVELOPMENT: Role of Personnel  47
  Chapter 3  Curriculum Development: A Multilevel, Multisector Process  48
  Chapter 4  Curriculum Development: The Human Dimension  71

Part III  CURRICULUM DEVELOPMENT: Components of the Curriculum System Development Process  93
  Chapter 5  Models for Curriculum System Development  94
  Chapter 6  Philosophy and Aims of Education  108
  Chapter 7  Data and Evidence Informed Decision Making  137
  Chapter 8  Curriculum Goals or Overarching Ideas and Curriculum Objectives or Standards  160

Part IV  CURRICULUM IMPLEMENTATION  177
  Chapter 9  Instructional Goals or Essential Questions and Instructional Objectives or Learning Targets  178
  Chapter 10  Evidence Based Instruction  197

Part V  EVALUATION OF EFFECTIVENESS  219
  Chapter 11  Evaluation of Instruction  220
  Chapter 12  Evaluation of the Curriculum  243

Part VI  LOOKING FORWARD IN CURRICULUM DEVELOPMENT  261
  Chapter 13  Trends in Digital Curriculum and Instruction  262
CONTENTS

Part I  THE CURRICULUM: Theoretical Dimensions  1

Chapter 1  CURRICULUM AND INSTRUCTION DEFINED  2
Conceptions of Curriculum  2
Curriculum Objectives or Standards  6
Relationship Between Curriculum and Instruction  8
Curriculum as a Discipline  11
Curriculum Specialists  14
   Summary  15 • Application  16 • Reflection and Inquiry  16 • Websites  16 • References  16

Chapter 2  PRINCIPLES OF CURRICULUM DEVELOPMENT  18
Clarification of Terms  18
Sources of Curriculum Principles  19
Types of Principles  20
Ten Axioms  21
Eight Concepts of Curriculum Construction  32
   Summary  44 • Application  44 • Reflection and Inquiry  44 • Websites  45 • Suggested Readings  45 • References  45

Part II  CURRICULUM DEVELOPMENT: Role of Personnel  47

Chapter 3  CURRICULUM DEVELOPMENT: A MULTILEVEL, MULTISECTOR PROCESS  48
Curriculum Decisions  48
Levels of Curriculum Development  50
Sectors of Development  60
Sectors Beyond the State  61
   Summary  67 • Application  68 • Reflection and Inquiry  68 • Websites  68 • Suggested Readings  68 • References  69

Chapter 4  CURRICULUM DEVELOPMENT: THE HUMAN DIMENSION  71
The School and School District as a Unique Blend  71
Role of Curriculum Team Members  72
Contents

The Curriculum Specialist and the Team Process  79
The Change Process  79
Summary • Application • Reflection and Inquiry • Suggested Readings • References

Part III CURRICULUM DEVELOPMENT: Components of the Curriculum System Development Process  93

Chapter 5 MODELS FOR CURRICULUM SYSTEM DEVELOPMENT  94
Selecting Models  94
Models of Curriculum Development  95
Summary • Application • Reflection and Inquiry • Websites • References

Chapter 6 PHILOSOPHY AND AIMS OF EDUCATION  108
Using the Proposed Models  108
Aims of Education: Mission or Purpose  109
Philosophies of Education  117
Formulating a Philosophy  129
Examples of Educational Philosophies  131
Summary • Application • Reflection and Inquiry • Websites • Suggested Readings • References

Chapter 7 DATA AND EVIDENCE INFORMED DECISION MAKING  137
Changing Expectations  137
Categories of Needs  138
A Classification Scheme  139
Needs of Students: Levels  140
Needs of Students: Types  142
Needs of Society: Levels  144
Needs of Society: Types  148
Needs Derived From the Subject Matter  151
Steps in the Needs Assessment Process  156
Summary • Application • Reflection and Inquiry • Websites • Suggested Reading • References

Chapter 8 CURRICULUM GOALS OR OVERARCHING IDEAS AND CURRICULUM OBJECTIVES OR STANDARDS  160
Hierarchy of Curriculum System Components  160
Defining Curriculum Goals and Objectives  161
Constructing Statements of Curriculum Goals  164
Constructing Curriculum Objectives or Standards  164
Validating and Determining Priority of Curriculum Goals, Curriculum Objectives or Standards  165
Historical Perspective  167
Curriculum Documents and Artifacts  169
Curriculum Guides  169

Summary  173 • Application  174 •
Reflection and Inquiry  174 • Websites  174 •
Multimedia  174 • References  175

Part IV  CURRICULUM IMPLEMENTATION  177

Chapter 9  INSTRUCTIONAL GOALS OR ESSENTIAL QUESTIONS AND INSTRUCTIONAL OBJECTIVES OR LEARNING TARGETS  178
Planning for Instruction  178
Instructional Goals or Essential Questions and Instructional Objectives or Learning Targets Defined  179
Historical Perspective  180
Guidelines for Preparing Instructional Goals or Essential Questions and Instructional Objectives or Learning Targets  183
Classification Systems  186
Writing Instructional Goals and Objectives  190
Validating and Determining Priority of Instructional Goals and Objectives  193
Summary  194 • Application  194 •
Inquiry and Reflection  194 • Websites  195 •
References  195

Chapter 10  EVIDENCE BASED INSTRUCTION  197
Instructional Models  197
Science of Instruction (SOI)  201
Science of Learning (SOL)  201
Organizing Instruction for Alignment with Standards  206
Teaching: Art or Science?  212
Summary  213 • Application  213 •
Reflection and Inquiry  214 • Websites  214 •
Podcast  214 • Suggested Readings  214 • References  215
Part V EVALUATION OF EFFECTIVENESS 219

Chapter 11 EVALUATION OF INSTRUCTION 220
Assessing Instruction 220
Collaborative Assessment Planning 220
Assessment 221
Stages of Planning for Evaluation 222
Norm-Referenced Measurement and Criterion-Referenced Measurement 225
Evaluation in Three Domains 227
Performance Based Assessment 232
  Summary 239 • Application 239 • Reflection and Inquiry 240 • Additional Resources 240 • Websites 240 • Suggested Readings 240 • References 241

Chapter 12 EVALUATION OF THE CURRICULUM 243
Purpose and Problems of Curriculum Evaluation 243
Evaluation 246
Evaluation Models 247
Standards for Evaluation 256
  Summary 256 • Application 257 • Reflection and Inquiry 257 • Websites 257 • Suggested Readings 258 • References 258

PART VI LOOKING FORWARD IN CURRICULUM DEVELOPMENT 261

Chapter 13 TRENDS IN DIGITAL CURRICULUM AND INSTRUCTION 262
Educational Technology 262
Digital Learning (Online Learning) 266
Personalized Learning 269
Netiquette 274
  Summary 276 • Application 276 • Reflection and Inquiry 276 • Websites 276 • Suggested Reading 277 • References 277

Credits 279
Name Index 281
Subject Index 284