

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*



330 Hudson Street, NY NY 10013

Director and Publisher: Kevin Davis
Executive Portfolio Manager: Julie Peters
Managing Content Producer: Megan Moffo
Content Producer: Faraz Sharique Ali
Executive Product Marketing Manager: Christopher Barry
Executive Field Marketing Manager: Krista Clark
Manufacturing Buyer: Deidra Smith
Cover Design: Carrie Keller, Cenvéo

Cover Art: DrAfter123/DigitalVision Vectors; Victor/
DigitalVision Vectors
Editorial Production and Composition Services: SPi
Global, Inc.
Full-Service Project Manager: Sree Meenakshi.R ; SPi
Global, Inc.
Editorial Project Manager: Jessa May Dales, SPi Global, Inc.
Text Font: TimesLTPro-Roman

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on appropriate page within text (or on page 279–280).

Copyright © 2019, 2013, 2009 by Pearson Education, Inc. All rights reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please visit <http://www.pearsoned.com/permissions/>.

Unless otherwise indicated herein, any third-party trademarks, logos, or icons that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, icons, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., authors, licensees, or distributors.

Cataloging-in-Publication Data is available on file at the Library of Congress.

1 17



ISBN-10: 0-13-480038-9
ISBN-13: 978-0-13-480038-7

*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.

BRIEF CONTENTS

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

The Curriculum Specialist and the Team Process 79

The Change Process 79

Summary 90 • *Application* 90 •

Reflection and Inquiry 91 • *Suggested Readings* 91 •

References 91

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 106 • *Application* 106 •

Reflection and Inquiry 107 • *Websites* 107 • *References* 107

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 133 • *Application* 134 •

Reflection and Inquiry 134 • *Websites* 134 •

Suggested Readings 135 • *References* 135

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 156 • *Application* 157 •

Reflection and Inquiry 157 • *Websites* 157 •

Suggested Reading 157 • *References* 158

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
<i>Summary</i>	173 • <i>Application</i> 174 •
<i>Reflection and Inquiry</i>	174 • <i>Websites</i> 174 •
<i>Multimedia</i>	174 • <i>References</i> 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
<i>Summary</i>	194 • <i>Application</i> 194 •
<i>Inquiry and Reflection</i>	194 • <i>Websites</i> 195 •
<i>References</i>	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
<i>Summary</i>	213 • <i>Application</i> 213 •
<i>Reflection and Inquiry</i>	214 • <i>Websites</i> 214 •
<i>Podcast</i>	214 • <i>Suggested Readings</i> 214 • <i>References</i> 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**

Purposes 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*

