

# A CURRICULUM MODEL THAT WORKS

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To have quality programs, secondary schools must provide for continuity, emphasize sequence, and consider the integration of knowledge. The curriculum model we've been using in the Bloomsburg Area School District meets these specifications (Figure 1).

During the first year, the administration, department chairs, and faculty in the priority subject area collect and evaluate materials. From an assessment of needs in that area, the

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curriculum committee develops a plan of action.

In the second year, the committee begins to carry out its plan. Teachers are informed that their involvement at this stage is voluntary. Those who wish to serve are encouraged to do so. Later, however, all teachers are expected to use the resulting curriculum. The committee's responsibilities include (1) reviewing existing programs, (2) attending local, state, national conferences and workshops, (3) working with content area consultants, and (4) writing the rough draft of the curriculum.

The third year brings curriculum revision, plans for pilot programs, and inservice for the entire faculty. The board publicly reviews progress of the committee's work to keep the community informed.

In the fourth year, the district moves toward full implementation. Meetings are held periodically to follow up the program and to develop an evaluation plan that measures what the district and state intend the curriculum to teach. Additional inservice is provided as needed.

In the last year of the model, the program is evaluated. The results are submitted to the board and used to determine direction to be taken in the future.

A master schedule has been developed so that in any one year, two or three departments are at each step in the five-year sequence. Advantages of this plan include:

1. Curriculum renewal is scheduled in a specific content area each year;

2. Materials and equipment can be replaced systematically;

3. Inservice education is more focused;

4. Budget requirements can be projected in advance;

5. Communication is improved between the community, the board, the administration, and the faculty concerning curriculum and instructional matters.

In our situation, the model also fits into a long-range planning program required by the state.

# REINVENTING THE CURRICULUM WHEEL

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During an inservice conference in California several years ago, a staff developer remarked that we should have more educators reinventing the wheel, not because we need more wheels, but because we need more inventors. Why? To get lasting local commitment.

The following is a seven-stage model for curriculum development over a two-year period which I have used in three different school districts over the past 13 years.

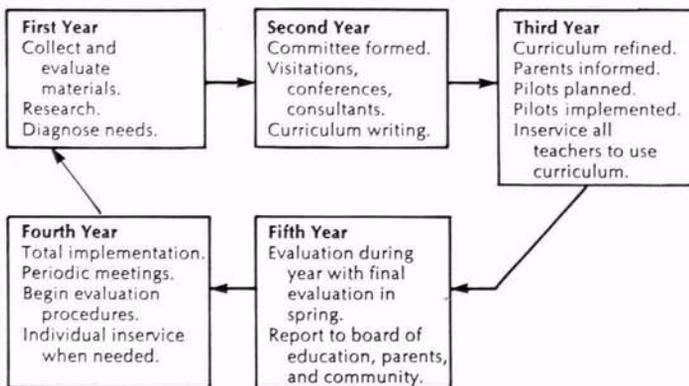
It assumes that the duration and depth of curriculum change in a school district is directly related to the number of classroom teachers actively involved in the development of the new curriculum.

## Stage 1: Identify Teams

- The first step is to form four teams of representative groups of

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Figure 1. Bloomsburg Area Curriculum Model.



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