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 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.

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Figure 1. Bloomsburg Area Curriculum Model.

First Year
Collect and evaluate materials. Research. Diagnose needs.

Second Year
Committee formed. Visitation, conferences, consultants. Curriculum writing.

Third Year

Fourth Year

Fifth Year
Evaluation during year with final evaluation in spring. Report to board of education, parents, and community.

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Donald Gross is Principal, Bloomsburg Middle School, Bloomsburg, Pennsylvania; Raleigh C. Buchanan is Superintendent, Fairfield County Schools, Winnsboro, South Carolina; and Alex J. Dubil is Superintendent, Bloomsburg Area School District, Bloomsburg, Pennsylvania.
Stage 2: Develop Concepts and Skills
- The first team meets and defines why the subject is important to teach; that is, they establish a local rationale for the curriculum.
- Team 1 then uses some externally prepared framework such as a state or county curriculum guide to select: (a) the key concepts for each grade level and (b) the scope of skills for the new local curriculum. This work could require four different half-days of meeting time.

Stage 3: Select Content Materials
- Team 2 now convenes. The teacher-leaders orient the new team and become an active part of it. Team 2's task is to decide the content for each grade level by using the approved conceptual framework and skills list as the criteria for evaluating published texts and multi-media programs.

Stage 4: Decide on Evaluation Strategies
- Team 3 convenes to develop evaluation methods. The same teacher-leaders again assume leadership of this new team. Members of team 3 may at first think that their task is simply to invent some paper-and-pencil measures to assess factual-level learning. Not only factual-level learning, but also the affective domain, needs to be taught at each grade level by using the approved conceptual framework and skills list as the criteria for evaluating published texts and multi-media programs.

Stage 5: Pilot-Testing and Revision
- At this point, members of Team 4 each trial-teach in their own classrooms one unit or subunit of the new curriculum after an orientation by the teacher-leaders.
- Team members develop criteria for judging the outcomes of the trial-teaching so the results can be used systematically in the revision process. Criteria could include (1) Appropriateness of concepts and skills expected to be taught at each grade level, (2) Interest and readability of the materials, and (3) Adequacy of evaluation devices. A four-week period for trial-teaching should be adequate if the curriculum is divided so that different parts are tested simultaneously.
- Team 4 then convenes and makes editorial changes in the draft of the curriculum based on the outcomes of the trials.
- The curriculum is re-drafted and duplicated for dissemination and school board level discussion.
- Team 4 begins its next action: planning for implementation. Just as with evaluation, multiple approaches are critical at this stage. Team members need to take responsibility not only for planning inservice sessions but also for conducting at least a portion of the sessions themselves.

Stage 6: Implementation Through Inservice Education
- When the school board approves the new curriculum, Team 4 implements the curriculum districtwide through inservice sessions. However, team members of all four teams may also share responsibility for conducting various small-group portions of the presentation, preferably at their own grade levels or in their own schools.

The importance of a balanced evaluation approach in a new local curriculum cannot be overemphasized. If it is true that one of the best ways to change curriculum is to change the tests students take, then a key to curriculum development is to broaden teacher and community understanding of the many ways we can validly assess student progress.
- With evaluation methods specified, the first draft of the curriculum should now be typed for distribution.

Stage 7: Public Information
- All teachers using the new curriculum now re-invent the last "spoke" of the wheel. That is presenting to the public (especially parents) examples of the many kinds of student products growing out of the new program that clearly show children are mastering skills and content. Three possible ways are to: (1) Show samples of student's written work from such activities as discussion, debates, field trips, or other highly engaging experiences; (2) Display student-made graphs and charts involving the use of data; (3) At a school board meeting have students present brief summaries of important issues they have researched and thought about through the new curriculum. This final "spoke" ensures that community support will accompany professional support for the new curriculum.

With a little imagination and effort, we can surprise ourselves and our communities at how vital any new program can be as the result of professional reinvention of the curriculum wheel.
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