

Mr. Emick

Supervision

THE NORTHERN VIRGINIA SUPERVISORY GROUP

1952-54

THE RESPONSIBILITY OF THE SUPERVISOR FOR
CURRICULUM DEVELOPMENT AND IMPROVEMENT AT THE LOCAL LEVEL

SUMMARY OF PROCEEDINGS

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SUMMARY OF PROCEEDINGS

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TABLE OF CONTENTS

| | Page |
|--|------|
| I. Introduction | 1 |
| II. Steps in the Preparation of Curriculum Materials | |
| A. Motivating | 2 |
| B. Planning Procedures. | 3 |
| C. Producing. | 5 |
| D. Editing. | 6 |
| E. Presenting | 8 |
| F. Utilizing. | 10 |
| G. Evaluating | 12 |
| III. Summary and Conclusions. | 13 |

Appendices

1. Annotated List of Curriculum Materials Produced by School Divisions of the Northern Virginia Supervisory Group.
2. List of Consultants Who Have Worked with the Northern Virginia Supervisory Group.

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THE RESPONSIBILITY OF THE SUPERVISOR FOR
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SUMMARY OF PROCEEDINGS

I. Introduction.--

As the Northern Virginia Supervisory Group approached the problem of planning a program for the 1952-54 biennium, an effort was made to determine the wishes and interests of all members. The first meeting, held on October 6, 1952, was devoted to an inventory of individual opinions to give direction to the program committee. It was clear that a majority favored holding meetings on the first Monday of October, December, and February, and on a convenient date in April, from 9:30 A.M.-1:00 P.M. This organizational plan has been followed with apparent approval of the group.

Individual questionnaires, prepared by the chairman and filled out at this first meeting, served to guide the program committee in selection of the following problem for the two-year period:

"The responsibility of the supervisor for curriculum development and improvement at the local level"

In an effort to provide unity of approach and continuity throughout, the problem was analyzed and a two-year program of study was organized about the so-called seven steps in the preparation of curriculum materials.

1. Motivating.-- The process of stimulating the development of the initial idea for curriculum improvement from its embryonic beginning to the stage of definite planning.

2. Planning Procedures.-- The process of drafting a practical plan, including effective methods for selecting committees and for stimulating these committees to action.
3. Producing.--The process of developing a rough draft of curriculum materials, through implementation of the plan.
4. Editing.--The process by which rough drafts of curriculum materials are refined and prepared for distribution.
5. Presenting.--The process of placing the finished curriculum materials in the hands of those who are to use them and of convincing them of the value of the materials.
6. Utilizing.--The process of translating curriculum materials into the learning experiences of children.
7. Evaluating.--The process of analyzing curriculum materials critically in terms of the original objectives.

II. Steps in the Preparation of Curriculum Guides.--

- A. Motivating.--The process of stimulating the development of the initial idea for curriculum improvement from its embryonic beginning to the stage of definite planning.

The development of curriculum materials at the local level should be based on a philosophy of education formulated and accepted by the group concerned. A curriculum project evolves from expressed needs and is undertaken with specific purposes in mind. Expressions of needs may come from a variety of sources: the classroom teacher, the administration, the lay public, individual school faculties, and combinations of these. Plans for action grow out of cooperative decisions concerning possible solutions to problems of meeting these needs, within the accepted philosophical pattern.

Practical suggestions.--

1. Participants in originating curriculum projects should include representation from all groups concerned with the outcomes of the use of curriculum materials.
2. Both voluntary and assigned participants seem helpful in developing curriculum materials.
3. Well-directed leadership tends to give focus to progress in curriculum projects.
4. Periodic reports of progress aid in reassuring participants and in directing further activities.
5. Careful selection of the personnel involved makes it possible to utilize a wide variety of talent and to plan a variety of activities.
6. Recognition of individual contribution promotes participation and encourages further effort.
7. Production of something real as an end product seems essential.

- B. Planning Procedures.--The process of drafting a workable plan, including effective methods for selecting committees and for stimulating these committees to action.

The curriculum has been defined, in terms of the over-all school program, as all the experiences of children which take place under the direct influence of the school. Improvement in curriculum is dependent upon the ability of the local community to define its needs or analyze its problems, and to set in motion the machinery necessary to work toward effective solutions. It is reemphasized

that some agreement on basic philosophy is essential as a framework for successful curriculum work.

Planning bears a close relationship to results. It assists in establishing clearly understood purposes, in delegating various aspects of the task at hand, in guiding procedure as the project progresses, and in continuous evaluation of results.

Practical suggestions.--

1. Factors to consider in selecting committee members:--
 - a. Plan for adequate representation of those who will use the material.
 - b. Consider the contribution each individual member can make.
 - c. Select members who have the confidence of their co-workers.
 - d. Be sure the committee member is willing to participate.
 - e. Plan for as wide participation as possible by all teachers through committee representatives.
 - f. Provide for participation by teachers, administrators, supervisors, and sometimes pupils and lay persons.
2. Factors basic to effective work by committee members.--
 - a. Agree on a basic philosophy.
 - b. Define the problem.
 - c. Maintain a sense of humor.
 - d. Do careful planning in terms of needs and purposes.
 - e. Provide good leadership.

- f. Keep committee members informed of progress.
- g. See that the contribution of each member is recognized and appreciated.
- h. Prepare results in a usable form.

3. Factors which facilitate the work of committees:--

- a. Select a leader who can delegate responsibility, involve all members, help the group carry on continuous evaluation, and keep the problem in focus.
- b. Use the services of a consultant when such a person can make a specific contribution.
- c. Set aside a professional faculty meeting periodically to study curriculum problems.
- d. If possible, provide some released time for curriculum work.
- e. Provide leadership training, if needed.

C. Producing.--The process of developing a rough draft of curriculum materials, through implementation of the plan.

Success in the production of curriculum materials depends to a considerable degree upon careful definition and delimitation of the problem. It is important to work on specific aspects of the school program rather than to become involved in a project too broad in scope.

General discussion of a "free and easy" variety seems to furnish a good beginning point for production work. Broad verbal participation on an unrestricted basis during the initial stages can be followed effectively by a free type of recording of ideas. Actual writing should be as spontaneous and uninhibited as possible,

remembering that the purpose of a rough draft is to capture ideas. Preparation of the finished product will come later.

Practical suggestions:--

1. Encourage participation of many educators, parents, and pupils.
2. Work on an area in which many feel a need or concern for help.
3. Collect and examine various resource materials to stimulate thought, to suggest organizational patterns, and to aid generally in the progress of the project.
4. Encourage free discussion and clarification of ideas before becoming involved in the writing.
5. Make a broad outline or framework before becoming involved in the specific techniques of writing.
6. Encourage participants to reproduce samples of experiences or activities carried on in the classroom.
7. Prepare materials or resources to use for experimentation before incorporating them into a guide.
8. Write news releases to publicize what is being done.

D. Editing.--The process by which rough drafts of curriculum materials are refined and prepared for distribution.

Throughout the preparation of a rough draft the involvement of many people is highly important. Upon completion of the preliminary draft, a small, select editing committee is charged with rewriting and refining the copy for publication. This group should remain constant throughout the project, calling on groups of lay people and educators from time to time to review the progress of the

undertaking and to make suggestions for improvement. Recognition of interim progress and acceptance of the finished product as the best effort of the group are important from the standpoint of morale.

Practical suggestions.--

1. The rough draft.--

- a. The need having been recognized, begin writing freely at once. Bring together, check, look over, re-work, and reassign materials when and where necessary, keeping the philosophy in mind, as well as space and format mechanics.
- b. Rough drafts are brought into tangible form through faculty groups, summer conferences, and in-service workshops.
- c. Offer pay, credit, or full recognition to all those involved in the work.
- c. The copy editor is solely responsible for the finished product.

2. Layout, illustrations, styling, and printing.--

- a. Attractive simplicity is a major concern.
- b. Page by page, copy and illustrations must be neat, well balanced, and closely integrated. Illustration for its own sake is questionable; pictures and other graphic materials should support and supplement written matter.
- e. Illustrators and typographical personnel should be considered special experts to aid in preparation of the finished product.

- d. Many black and white and color forms are available. The local situation and finances will determine the method used. Suggested new forms are the varitype, offset, multilith, and letter press.

3. General suggestions.--

- a. Learn the ABC's of producing written materials.
- b. Proof reading should be done by individuals not directly connected with the writing of the material.
- c. The rough draft of materials is important in fundamental criticism because the final or finished material is too difficult to change.
- d. Special aids such as art and typography are important to the mechanics of production.
- e. Outline development and conference planning are important technical aspects of curriculum material production.
- f. The people using the materials should be involved in working with and in producing them.

- E. Presenting.--The process of placing the finished curriculum materials in the hands of those who are to use them and of convincing them of the value of the materials.

There appears to be no single pattern for the presentation of curriculum materials which guarantees success in every situation. Some techniques or procedures seem to work well under certain circumstances, while other methods seem more effective under other conditions. Some general principles appear to apply in almost every case, however.

Methods of presentation are often largely responsible for the success or failure of curriculum materials. A feeling of need on the part of teachers for the kind of help provided in the materials is basic. Supervisors must often assist teachers in identifying their need for help of this kind.

The development of readiness for new materials is essential. The involvement of many different individuals throughout the preparation phases will do much to create interest in the finished product. Those who have had a part in the preparation of curriculum guides are apt to accept and use them wisely.

Practical suggestions.--

1. Initial steps in presenting curriculum materials.--
 - a. Careful planning of methods of presenting materials is needed.
 - b. Active participation of as many people as possible in study of the materials will increase their effectiveness.
 - c. A plan or guide should accompany the materials to assist in their usage.
 - d. Carefully prepared publicity should be released from time to time to create interest, promote favorable reactions, and encourage use.
 - e. The concept of curriculum guides as "tentative" or constantly subject to revision is important.
 - f. The use of committees in presenting materials is usually superior to presentation by individuals.
2. Working with school faculties.--

- a. Supervisors should work with principals to bring them to the point where they can provide the necessary local leadership.
 - b. Participants in the preparation of the materials may well serve as leaders of discussion or study groups.
 - c. Discussions should be frank and uninhibited. Each person's contribution should be justly recognized.
 - d. Consultants and other resource people should be available to assist the principal and his faculty in initiating the use of materials.
 - e. A definite place should be set aside where curriculum materials are available for study at any time.
3. Working with parents and other lay people.--
- a. Many lay people should be involved in order to facilitate school-community understanding and to foster cooperation in school improvement.
 - b. Parent study groups are effective in extending understanding of curriculum projects.
 - c. Lay groups should be encouraged to select phases of the curriculum materials for study, with professional people available to provide leadership and consultant service.

F. Utilizing.--The process of translating curriculum materials into the learning experiences of children.

It is a well established fact that teachers who have had a part in the preparation of curriculum materials will use them to good

advantage. Receptive attitudes, a desire to improve instruction, and a willingness to experiment on the part of classroom teachers pave the way for effective use of new materials.

Stimulating leadership from supervisors, administrators, and other teachers is important in curriculum improvement. Supplying materials in adequate quantity, arranging space for housing them, and providing time for their study must be given careful consideration.

The attitudes that curriculum materials are in constant need of re-evaluation and refinement, and are instruments to serve the instructional program rather than prescriptions to be followed will do much to guarantee wise utilization.

Practical suggestions.--

1. Teachers must know how to plan with the materials that are available.
2. Teachers and students must have part in the preparation of materials.
3. Guidance should be provided for teachers in interpreting, adapting, and using materials.
4. In-service training should be provided to help teachers become acquainted with curriculum materials.
5. Provision should be made for the care of materials and space provided for their study.
6. Teachers should use their own communities to learn more about local sources of materials.
7. There should be a balance in variety and types of materials used.

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7. There should be a balance in variety and types of materials used.

8. Materials should be developed as to interests and needs of pupils.

G. Evaluating.--The process of analyzing curriculum materials critically in terms of the original objectives.

Curriculum materials must be evaluated in terms of the accepted philosophy and objectives of the school system. In this regard, it is readily seen that some materials may prove valuable in one situation, whereas their contribution in other situations may be slight.

If curriculum materials are effective, they will

1. contribute to a comprehensive understanding of the total school program, to seeing the whole rather than isolated parts;
2. contribute to successful articulation from grade to grade, or from subject to subject;
3. stimulate action research within the school division to bring about continuous curriculum improvement;
4. provide for flexible interpretation, serving as a resource to the teacher, rather than as a mandate or a prescription;
5. offer practical assistance to the teacher in her everyday classroom duties.

In evaluating curriculum materials, an attempt should be made to answer the following questions:

1. Do they provide for the outgrowth of more specific materials? For example, local guides may grow out of state guides, or school guides may grow out of local division guides.
2. Do they grow out of a real need and appear to meet that need?
3. To what extent are they used?

4. What contribution do they make to the orientation of new teachers and to the continuous growth of all teachers?
5. To what extent have ideas suggested in the materials spread among instructional personnel?
6. Are there specific evidences that the materials have made a difference in the classroom performance of teachers?
7. Do they tend to stimulate creative thinking and experimentation, rather than to prescribe procedure?
8. Aside from the stated purposes, what desirable concomitant results are achieved?

Practical Suggestions.--

1. Investigate the reactions of those for whom the materials were prepared, through interviews, questionnaires, and like media.
2. Hold workshops to study the materials.
3. Establish committees to evaluate textbooks and other instructional aids in light of the newly developed curriculum materials.
4. Provide leadership training in the use of materials.
5. Provide opportunities for firsthand experience in practicing the activities suggested in the materials.

III. Summary and Conclusions.--

Study for the two year period centered around the supervisor's responsibility for curriculum development and improvement at the local level.

It is essential that basic philosophy be examined, and that some common agreements be reached as curriculum development is initiated. This serves as a starting point and as a constant source of reference

against which decisions can be evaluated as the work proceeds. It is also necessary that the need for curriculum materials be recognized by those who are to develop and later to use these materials.

A curriculum committee of teachers representing those schools and areas concerned with the problem usually assumes the major responsibility. Through the members of this committee wide participation from all teachers is solicited, consultative aid is secured, and parents and other lay people are involved as needed. The committee members make frequent progress reports to keep all concerned well informed and to request additional help as the need arises. Good leadership, another essential for effective curriculum work, rests upon the leader's ability to use wisely the talents of committee members, to appreciate and recognize worthwhile contributions, and to coordinate the efforts of all toward common goals.

As a specific piece of curriculum material nears completion, the job is usually accomplished by a small sub-committee. While the sub-committee calls upon others to read and criticize the material, the final editing is the responsibility of one member of the sub-committee.

Following the completion of the material, a try-out period, accompanied by well-planned evaluation procedures is set up. Later revisions are made on the basis of actual use of the materials by the group for whom they were developed.

Continuous evaluation of curriculum materials in terms of the philosophy and objectives of the school system, utilizing established criteria, serves to improve classroom instruction.

APPENDIX 1.--

ANNOTATED LIST OF CURRICULUM MATERIALS PRODUCED BY SCHOOL DIVISIONS
OF THE NORTHERN VIRGINIA SUPERVISORY GROUP

CURRICULUM BULLETIN.--Arlington County, 1952

This is a bulletin sent out periodically from the office of the Division of Instruction. The objectives are (1) to keep teachers informed about all instructional developments in Arlington County, (2) to provide information about new instructional materials, both professional and pupil materials, and (3) to report the deliberations of the Teachers' Council on Instruction.

ON TO JUNIOR HIGH.--Arlington County, 1952

This handbook is designed for junior high school parents and describes the instructional program. It presents a brief picture of the educational opportunities available to junior high school age children.

WE GO TO SCHOOL IN THE PRIMARY DEPARTMENT.--Arlington County, 1952

This handbook is designed to answer many questions asked by parents of primary children. It suggests how parents and teachers can work together to help children obtain the greatest benefit from the primary years in school.

WE GO TO SCHOOL IN THE INTERMEDIATE GRADES.--Arlington County, 1952

This handbook explains the instructional program and answers many questions asked by parents of this age child. It also suggests how parents and teachers can work together for the greatest benefit to the child.

ARLINGTON COUNTY SENIOR HIGH SCHOOLS.--Arlington County, 1952

This handbook was written to help parents, teachers, and students understand the senior high school program. It attempts to answer the many questions that arise when boys and girls enter the tenth grade.

COURSE OF STUDY--HIGH SCHOOL.--Warren County, 1952

This is a tentative course of study for the high school in Warren County. It gives a statement of basic philosophy, aims and objectives of the high school. It outlines the work of each area taught in the Warren County High School. This is a tentative guide and will be revised later.

GOVERNMENT OF LOUDOUN COUNTY.--Loudoun County, 1953

This bulletin gives a brief account of Loudoun County and its government.

HEALTH AND PHYSICAL EDUCATION FOR LOUDOUN COUNTY.---GRADES 8-12, Loudoun County, 1951

This is a short bulletin compiled as an aid to all teachers in Loudoun County teaching health and physical education. Standards for the program are given, suggested schedules, activities, free materials, etc.

OUTLINE FOR THE STORY OF VIRGINIA.---Loudoun County, 1950

This is just a short outline of the study of Virginia for the fourth grade. It also lists sources for free information on Virginia.

ORGANIZING THE CLASSROOM FOR INSTRUCTION.---Loudoun County, 1950

This is a brief bulletin giving suggestions for daily planning and program making. It also gives suggestions for creating a desirable classroom environment, assignments, place of drill, and discipline.

PRE-SCHOOL BULLETIN.---Loudoun County, 1951

This is a very brief bulletin or letter to parents of pre-school children. There are suggestions of what the parent can do to get the child ready for school and some suggested books which he should have read to him.

BUILDING AUDITORY AND VISUAL DISCRIMINATION.---Loudoun County, 1950

In this bulletin there are suggestions how to build both auditory and visual discrimination with games and exercises.

INCLEMENT WEATHER GAMES.---Orange County, 1952

This is a bulletin containing games to be used in the classroom in inclement weather.

TENTATIVE COURSE OF STUDY IN ENGLISH--ELEMENTARY GRADES.---Culpeper County, 1952

This guide outlines the skills to be emphasized in each of the elementary grades. There are also problems for each grade. Specific materials have been suggested, along with lists of activities and teaching aids.

HAND IN HAND--MORAL AND SPIRITUAL VALUES.---Fairfax County, 1953

This is a resource bulletin for instruction in moral and spiritual values, a guide for teachers for the enrichment of the curriculum through increased emphasis on the teaching and understanding of moral and spiritual values. There are suggestions of simple and direct activities and suggested materials.

ENJOYING ART IN THE CLASSROOM--Fairfax County, 1953

This is a resource bulletin in art to help give the classroom teacher a better understanding of art in the elementary schools. Concepts, ideas, materials, and suggestions are offered with the hope that they will prove useful in making art more meaningful to boys and girls.

ENJOYING MUSIC IN THE CLASSROOM--Fairfax County, 1953

This resource bulletin gives suggested activities, materials, and techniques designed to help the classroom teacher guide, improve, and expand musical opportunities for all children.

APPENDIX 2.

RESOURCE PEOPLE WORKING WITH THE NORTHERN VIRGINIA SUPERVISORY GROUP
(1952-54)

- Dr. G. W. Denmark, Executive Secretary, A. S. C. D.
- Mr. James Duff (Warren County), Principal, Warren County High School
- Mr. Q. D. Gasque (Warren-Rappahannock Counties), Division Superintendent
- Mr. Henry Goff (Warren County), Principal, Riverton Elementary School
- Miss Nancy J. Helbert (Fairfax County), Helping Teacher in Art
- Miss Elizabeth Henson, Supervisor of Elementary Education, State
Department of Education
- Miss Christine Jolly (Page County), Public Health Nurse
- Dr. F. G. Lankford, Jr., Professor of Education, University of Virginia
- Dr. Robert R. Leeper, Associate Editor, Educational Leadership, A.S.C.D.
- Mr. William E. Lloyd, Director of Special Services, A.A.S.A., N.E.A.
- Mr. Paul Lowenstein (Page County), Newspaper Graphic Arts
- Mr. Davis Y. Paschall, Associate Director of Instruction, Virginia State
Department of Education
- Mrs. Frank Piova (Arlington County), Barrett Elementary School Parent
- Mr. G. F. Poteet, Assistant Supervisor of Secondary Education, State
Department of Education
- Mrs. Virginia Ramsburg (Page County), Classroom Teacher, Luray School
- Mrs. Leata P. Rowan (Fairfax County), Principal, Vienna Elementary School
- Mrs. Alice Stehle (Loudoun County), Librarian, Leesburg High School
- Miss Catherine Supinger (Arlington County), General Helping Teacher
- Miss Virginia Sutton, Assistant Supervisor of Elementary Education,
State Department of Education
- Mr. Morris S. Tischler (Page County), Former Principal, Stanley High School
- Mr. Edward Thomas (Prince William County), Principal, Bennett Elementary
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- Mr. R. B. Walker (Fairfax County), Director of Information and Surveys

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