

classroom. We can think of the curriculum as a design for learning, much like the blueprint for a house. The curriculum is what we intend for students to experience. We hold expectations for the student because they experience the curriculum, and we measure curriculum success by student outcomes.

During the past 40 years, curriculum has focused primarily on results. Going beyond what is intended, curriculum leadership has determined outcomes that should be promoted and achieved by the curriculum. Selecting those things that are best done by the school, as opposed to the family or the church, the curriculum leader targets the learning experience of the student. Because the student experiences the curriculum, he or she can now do new things (read, play an instrument, get along with others, etc.).

Once the global goals for the curriculum are determined, the curriculum leader follows a deductive process to give more and more definition to the program. Analogous to an architect designing a house, the curriculum leader helps the school community and the teachers provide a highly detailed definition of what is intended for students. This definition includes goals, objectives, standards, programs, content, and even lesson plans.

As the curriculum leader defines the vision, his or her tasks transition from analysis to designing a comprehensive plan, implementing the curriculum, and, finally, evaluating the results. This sequence is known as a *curriculum cycle*.

These evolving roles for the curriculum leader include building a team to work together over a period of time. A school curriculum team is composed of individuals chosen for their roles and ability to contribute to such work. A larger school community, made up of teachers, administrators, parents, involved citizens, and local businesses, forms the human element of curriculum work. Curriculum work is always dependent on this human element for its success.

Working together, and coordinated by detailed planning, the team and school community translate curriculum intentions into nuts-and-bolts classroom activities that produce outcomes. A series of program sheets defining tasks, activities, responsibilities, timelines, and outcomes comprise a comprehensive curriculum management plan. Such program parts must be webbed together according to their importance and dependence. All members of the school curriculum team, as well as any member of the school community, should have full access to this bird's-eye view of what is happening. Change will occur more smoothly if those affected by the change know what is to happen.

Finally, as the teams implement the curriculum plan, the curriculum leader must monitor and coordinate the work being done. Such supervision is best done using a kind of "review and validation" technique that identifies, in advance, what is being done and what the work product is to be. Using the curriculum objective or outcome as a guide to managing curriculum work