

helps motivate everyone involved. Like a bathtub filling up, everyone involved will know their part and see the fruits of their labor. A successful curriculum development project will instill confidence and a winning attitude.

CURRICULUM MAINTENANCE

Simple curriculum maintenance at the school level is not easy, and can be a full-time job if done correctly. Any number of recurring tasks will determine the readiness of the school to deliver the planned curriculum as intended. Without tip-top maintenance, the curriculum can become distorted and even inefficient. In fact, in some schools, there is no overview of what the curriculum should be and no plan for maintaining the existing program. Figure 1.1 identifies some sample curriculum maintenance functions at the school level.

Among the most important maintenance functions for the school-based curriculum leader is serving as a conduit for information about classroom instruction. School leaders attend numerous meetings at the district level, and may also attend informational conferences at the state level where rules and regulations are promulgated. Getting this information to the teachers in their classrooms is vital for any modern curriculum. Most recently, for example, we are witnessing states changing their math and science standards, and this activity has direct implication for what teachers do with students in their classrooms. The school curriculum leader serves as a bridge for both the upward flow of inquiry and the downward flow of information.

Another very important maintenance task in any school is to ensure compliance with changing laws that govern education. Such laws may address the subjects in school, monitoring student achievement, class size requirements, or even the required resources for specific student populations. Exceptional students, for example, must be placed in classrooms under very specific conditions and this, in turn, can affect related decisions about hiring staff, building use, recordkeeping, and other items on a day-to-day basis.

Today, almost every state in the nation has achievement tests to measure the attainment of minimal curriculum standards. These standards, treated in greater detail in Chapter 3, identify in a general way what must be taught and what must be mastered by all students. The curriculum leader has to ensure that what is tested is, in fact, also being taught. Working backwards from test results, the curriculum leader can localize areas of low achievement using curriculum maps of each subject. In curriculum maintenance, where the school is deficient in achievement, corrections will have to be planned and implemented.

Keeping the school supplied with adopted texts and appropriate instructional materials is another task of curriculum maintenance leadership. In