

most states, textbooks are first cleared by a state textbook committee that assesses the text by a number of criteria (see Figure 1.2). For example, the committee will want to know whether the content of the text matches the curriculum standards required by law in that state. The committee will also try to determine if the text is relevant, supported by research, developmentally appropriate for that grade level, and so forth. Once adopted by the state committee, each district, and sometimes even each school, can select a text from the approved state list (Virginia Beach City Schools, 2008).

At the school level, the curriculum leader must help teachers replicate this adoption process by looking at things such as the alignment of the text with school curriculum requirements; the difficulty of the content level; the degree of reading difficulty; the accuracy, relevance, and authenticity of the content; and the multicultural representation as found in the school population. It is worth noting here that research has shown that the most common criterion for text selection at all levels of schooling is the physical appearance of the textbook. Curriculum leaders must work diligently to raise the level of sophistication by the teaching staff in dealing with such important matters.

Curriculum leaders providing a “maintenance function” in the school will also be responsible for all accreditation requirements. In most states, the school and the district is re-accredited every 10 years with an interim visit every 5 years. The importance of being and remaining accredited cannot be overstated. Parents and community members recognize accreditation as the single best measure of instructional quality. The workload to prepare for an accreditation visit can be unpleasantly burdensome for a new school curriculum leader unfamiliar with the process.

-
- Keeping the school informed of district, state, and national initiatives
 - Ensuring compliance with state and federal laws affecting curriculum
 - Monitoring testing and the achievement of legislated standards
 - Adopting textbooks and other learning materials
 - Preparing for accreditation visits
 - Reviewing student achievement and monitoring recordkeeping
 - Developing a staff in-service program
 - Developing job descriptions and hiring qualified staff
 - Keeping up-to-date on current research affecting the curriculum
-

Figure 1.1 Sample curriculum maintenance tasks in a school