
Supports state standards in the subject area
Has a clear, complete, and doable lesson sequence
Includes information literacy skills
Is grade- and developmentally appropriate
Incorporates a variety of learning strategies
Includes a clear purpose to be achieved by the student in any activity
Is visually appealing
Is current and free from special pleading

Figure 1.2 Criteria for state-adopted textbooks

Reviewing student achievement and maintaining summary records of such achievement requires the curriculum leader to have strong organization skills. In most schools, such records (state reports, district records, and test results) are kept by an office manager who is guided by the curriculum leader. Setting up a system of recordkeeping, and a schedule of such requirements, is an important maintenance task in every school.

It is equally important for the curriculum leader to develop a way to monitor how students are being assessed in the classroom. In most schools, the grading patterns vary widely from teacher to teacher. In-service sessions on this topic, and the expectations for student achievement, will contribute to a more manageable procedure in this area. Parents, in particular, will appreciate a fair system of assessment.

In all schools, staff development programs can help connect curriculum plans with classroom instruction. Assessing student achievement gains, for example, may identify some learning skills that are not being taught well. Once the weak areas of the curriculum are identified, the curriculum leader can schedule training sessions to improve faculty knowledge in those areas. It is inappropriate, and wasteful, for the curriculum leader to schedule regular in-service sessions without connecting them to school needs. Teachers and parents can be used to help identify areas of greatest need for additional training.

One of the most important curriculum maintenance tasks is to assess the deployment of staff positions. Faculty salaries and the physical facility account for 80 percent of any school budget. Vacated faculty lines are often simply replaced without thought about the changing needs of the curriculum. A long-range plan for any future vacancies is useful to develop as time allows. Part of this overall task is to develop clear and realistic job descriptions for the instructional positions at the school.