

BASIC PRINCIPLES OF CURRICULUM IMPLEMENTATION AND INSTRUCTION

In *Basic Principles of Curriculum and Instruction* (1949), Ralph Tyler stressed the importance of analyzing educational purposes, learning experiences, organization of those experiences, and evaluation of outcomes. Tyler's paradigm for the relationship between curriculum and instruction is viewed by many as "the perennial paradigm of curriculum studies that dominates the field to this day" (Schubert, 1986, p. 82).

Clearly, the "educational purposes" discussed in Tyler's seminal book are realized by a curriculum if it results in the following three outcomes for learners: (1) they acquire an understanding of the subject at hand, (2) they can apply what they have learned to new situations, and (3) they have a desire to continue learning. However, identification of these outcomes does not tell us exactly *how* to attain them. Tyler's book notwithstanding, we are still confronted with the following questions: What are the basic principles of curriculum and instruction? What do effective teachers do when they are teaching? How do they communicate with students? How do they manage classroom activities? What models of teaching do they use? As Kelly A. Hedrick points out in this chapter's *Leaders' Voices* section ("Differentiation of Instruction: A Strategic Response to Student Needs"), teachers vary their instructional strategies to provide optimum learning for all students: "Differentiation of instruction enables rigorous, engaging and authentic curricula for all students because [teachers] modify instruction to respond to students' readiness, interests and learning profile features."

In addition to providing a variety of teaching experiences inside the classroom, Charlotte Danielson writes in "The Many Faces of Leadership" that teacher leaders can find a wealth of opportunities to extend their influence beyond their own classrooms to their teaching teams, schools, and districts. No longer is teaching and learning confined to the classroom because teacher leaders are transforming the notion of learning and where it occurs.

As the previous chapters of this book suggest, answers to questions such as those listed two paragraphs ago are not easy to formulate. Ultimately, our quest to identify the principles of curriculum and instruction yields results similar to the "Principles of Effective Teaching" presented in an International Academy of Education publication titled simply, *Teaching*. We close this section by presenting these 12 principles, based on extensive research on teaching and learning, illustrate the complex interrelationships between curriculum and instruction. While the principles may appear deceptively simple, they require a high degree of skill and understanding to put into practice in actual classrooms.

TECHNOLOGY AND CURRICULUM DEVELOPMENT

One need not look far to see how technology is affecting schools across the country. The proliferation of smartphones alone demonstrates how much has changed in the past ten years. Smartphones are now fashion accessories that are practically available to everyone, and MP3 music players such as the iPod are as ubiquitous