Curriculum Jigsaw Puzzle Paper

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The process of planning a curriculum is a lengthy ordeal that includes identifying issues with the current curriculum, and establishing a curriculum team. Essential questions about students’ learning must be asked when starting the planning process (Langa, 2006). Once the essential questions are established, it is important to identify issues with the current curriculum (Langa, 2006).After the issues have been identified, a curriculum team composed of administrators and teachers is formed and begins working on developing the new curriculum (Jacobs, 2004). The curriculum team is responsible for developing and implementing the curriculum (Jacobs, 2004). In the following pages, the successful planning process of writing a curriculum will be explored.

Questions such as “What is essential for my students to know and understand?” and “What fundamental skills should my students learn?” set the stage for planning curriculum (Langa, 2006). Answers to these questions can guide the planning process, and keep the focus on primary objectives. After reflecting on essential questions, educators can begin to look at the current curriculum, and identify problems. Jacobs (2014) identifies a problem within curriculums today that minimally use technology, a vital twenty-first century skill that can be used to enhance learning. Instead of focusing on integrating technology into a curriculum, it would be more advantageous to replace content, skills and assessment with technology (Jacobs, 2014). Jacobs (2014) encourages educators to look at those three areas separately and see how they can be replaced with technology. Assessments like multiple-choice, or short-answer tests show a fairly low level of understanding (Jacobs, 2014). Examples of how technology can be used to replace educational content that demonstrate a higher level of understanding include webcams, laptops, iPods, blogs, video recordings, video calls, websites, Photoshop and online games (Jacobs, 2014). Teachers should use the latest technology and tools in their curriculum work (Hale, 2010). Students are living in the twenty-first century, and their education should reflect that (Jacobs, 2014).

The whole child’s emotional, academic, mental, and physical development should be considered when planning a curriculum (Jacobs, 2014). To address this, Jacobs (2014) outlines three critical areas of consideration when writing curriculum: creativity and innovation, critical thinking and problem solving, and communication and collaboration. Curriculum should not focus on that content’s tools and material alone, but should work to create a culture that incorporates creativity (Jacobs, 2014). Curriculum writers should be mindful of these areas and reflect how to develop students beyond mastering skills and content material.

The next step in the planning process is to establish the curriculum team (Hale, 2010). A curriculum mapping coordinator is the person responsible for the management of the curriculum mapping process, and communicates between administration, community, and other curriculum leadership roles. The curriculum mapping cadre should include five to seven people who are responsible for planning and implementing the curriculum. A curriculum mapping cabinet is a team of teachers, administrators, and the curriculum mapping cadre. They represent all grade levels, disciplines, and support services. A team of teachers and administrators make up the curriculum mapping council. The council becomes proficient in the curriculum map and serves their building as the in-house expert. Establishing a curriculum team with the proportioned number of educators and administrators is an important aspect in planning.

Hale (2010) explains that the majority of cabinet members involved in the curriculum process should be teachers. In addition, there should be a balance of strengths in the leadership team. Each school has a sub-culture and student accomplishments can vary within a district. Because of that, it is important to have teacher leaders that represent differences in schools.

There are important leadership characteristics when working on curriculum writing (Hale, 2010). The first characteristic is integrity. This drives positive communication, trust, and honesty. Judgment is another vital leadership characteristic in the planning process. Leaders will have to make decisions that require sound judgment, which increases the trust and communication between stakeholders. Another characteristic is knowledge. Leaders should become active learners in order to be well-versed in new information. Administrators establish a collaborative, and supportive environment when they support and encourage teacher leaders. A successful curriculum team can flourish in this environment.

Teachers and administration involved in the curriculum planning process should receive ample training in curriculum mapping (Jacobs, 2004). The amount of high-quality training a curriculum team undergoes plays into the success of the team’s work (Hale, 2010). Leaders should provide workshops and training for all educators, before and after the planning process, to ensure a smooth transition process when looking at the implementing stage (Jacobs, 2004).

The planning process can be highly successful when established with the right components. By addressing essential questions and identifying critical content that learners should know, issues within the current curriculum can be explored. The curriculum team is made up of a collaboration of educators and administrators, all of which range in experience of grade levels, and content areas. A curriculum team that exemplifies leadership qualities can work to begin the planning process. Providing curriculum training for the team and educators is highly encouraged for successful curriculum planning.

According to Conway (2002), “there is no one correct way to write a curriculum, and decisions about design depend on the teaching and learning content” (pg. 54). A specific context must be given when designing a curriculum (Conway, 2002). Context might involve the grade level or what type of curriculum one may be writing. If writing a K-12 curriculum, it is best to write in chronological order. The context also includes content and methods which are determined by the desired intended outcomes (El Sawi, 1996). The intended outcomes state what the learner will be able to do as an outcome of participating in the curriculum activities. In 2014, the National Association of Music Educators (NAfME) developed new national standards for music educators that include intended outcomes (Schuler, Norgaard, & Blakslee, 2014). The 2014 national standards have a format that helps in developing instruction because authentic sequences for outcomes are included.

Effective intended outcomes need conditions, performance, and standards. Conditions define the situation in which the learner will be able to show the desired behavior (El Sawi, 1996). Performance outlines the observable behavior that learners will do to show that the intended outcome has been reached. Standards describe the quality of the work that is required to achieve the satisfactory level of performance. The 2014 national music standards have three artistic processes which include creating, performing, and responding that can be used to help define the intended outcomes (Schuler, Norgaard, & Blakslee, 2014). The standards should outline students’ knowledge and abilities as the result of participating in music in school. The national standards are voluntary and are meant to improve instruction. The music standards are assessable but do not require standardized assessments.

The 2014 music standards encourage music educators to design music curricula that help students think like musicians and provide authentic pathways to develop understanding (Schuler, Norgaard, & Blaksee, 2014). Intended outcomes in the 2014 arts standards are labeled as performance standards and are provided for grades pre kindergarten through high school. Individual standards are provided for prekindergarten through eighth grade and then high school has three levels of standards. The high school levels of standards include advanced, accomplished, and proficient. The advanced level defines high-level work that exceeds the normal expectations of students in high school. The accomplished level is what most students should be able to complete or accomplish because of participating in high school music for four years. The proficient level is equal to one year of high school study. To accommodate students who participate in ensemble and harmonizing instrument classes before high school, there are two preparatory levels. Intermediate is equivalent to eighth grade level and novice is equivalent to fifth grade level but can be used for any entry-level experience.

The intended outcomes guide the content selection and should focus on meeting the needs, interests, and motivations of the students (El Sawi, 1996). The content is split into scope and sequence. The scope is what the curriculum includes such as the learning experiences, the breadth of the topics, and the activities that are used to help the student achieve the intended outcome. The sequence is when the lessons, experiences, and activities occur in congruence with the curriculum topics. Teachers can adjust their teaching in the sequence for the needs that fit in their own specific contexts because real classrooms are multidimensional (Conway, 2022). After determining the scope and sequence, the content can be outlined (El Sawi, 1996). The first step in outlining the content is to identify the knowledge that is needed to achieve the learning outcome. What do students need to know to accomplish the intended outcome? The second step is to isolate the skill requirements of each outcome. What skills do students need to achieve the intended outcome? The third step is to identify the attitude elements for the learning outcomes. If students already have the necessary skills and knowledge to learn the outcome but do not have an attitude that is open to apply what they know, the learning experience will not be meaningful or helpful to their learning. The fourth step is to organize the knowledge, attitude, aspirations, skills, and elements into a logical sequence. The sequence of the elements needs to make sense to everyone involved in the learning/teaching process. The sequence is important in planning activities and experiences that are engaging and meaningful.

Design experiential learning methods are how the learners will obtain the knowledge, attitudes, skills, aspirations, and behaviors that are necessary to attain the intended outcomes (El Sawi, 1996). Students’ learning styles, variety of activities, beneficial learning environments, and multiple delivery modes are essential when deliberating learning methods. Using an experiential learning model is beneficial to having learners experience, share, process, generalize, and apply when learning. Gordon’s music learning theory, constructivism, Kodaly, Orff, and Dalcroze can be used as design experiential learning methods, but each methodology will shape the curriculum in different ways (Colwell & Richardson, 2002).

​​The next step within curriculum development is implementation. Curriculum implementation is the process that covers producing the curriculum materials, testing and revising curriculum, gathering and training volunteers, and implementing actual materials with a target audience (El Sawi, 1996). These steps are all created to ensure that the curriculum is of great quality when being taught to students. When producing the curriculum product there are several steps in order to ensure an efficient amount of materials. The introduction of new materials allows for teachers to encourage innovative approaches to instruction, a spark of energy, and greater student outcomes (Instruction Partners, n.d).

The first step is to find existing curriculum materials to be used within the curriculum (El Sawi, 1996). When creating a curriculum, it is most beneficial to search for resources that have already been created. This not only saves a large amount of time but also a lot of money as well. Three questions that are useful before creating materials include the following: What type of printed or visual materials are needed? Who is the material intended for? Does the curriculum already exist to meet the need? Answering these questions allows for a clear direction to occur when it comes to what needs to be created and what pre-established materials can be used. Networking with fellow teachers and asking others what materials they use for specific content areas is another great method of gathering materials already created.

Materials that have already been gathered then need to be evaluated by looking at their content, methods of learning, style, and format (El Sawi, 1996). Does the curriculum product fill a genuine need? Is the product economical in the terms of production compared to other alternatives? Is the product well designed for the intended audience? Doe the product incorporate and support all the different steps of the learning cycle? These are all questions that must be answered in order to fully evaluate and prepare to use previously created materials.

When creating the material for a new curriculum there are a number of factors that need to be considered in order for the process to run smoothly (El Sawi, 1996). First, the writing of the material should have an in-depth knowledge of the information being used. A lack of knowledge only prepares for there to be a disconnect between the materials and the actual curriculum. Next, the type of materials being created must be identified. Is this material going to be for the students or for the teachers? Is this material going to target a specific part of the curriculum or have an overview of all aspects being covered? These are all questions to consider. The format of the material is also extremely important to consider. Is it easy to follow? What does the teacher or student need to do in order to use the materials? Finally, the validity of the curriculum materials must be considered before creation. Validity is when activities align with the stated intended outcome (El Sawi, 1996).

The next aspect of the Implementation stage of curriculum development is the testing and revision stage. Within this process the facilitators, testing sites, and evaluation tools are selected (El Sawi, 1996). An important aspect of implementation is the recruiting and training of facilitators. Skills, knowledge, and characteristics needed for group facilitators must be identified. There must also be a group facilitator task analysis and the creation of a job description. After the facilitators are gathered there needs to be training so that they are efficient in all aspects of teaching the curriculum. This ensures that those who are facilitating are qualified and experienced.

It is important to consider what is being said about selecting the representatives. There are numerous techniques considered when making this selection (Glatthorn, Boschee, and Whitehead, 2019) . The Dialogue technique is when participants are expected to rely more on dialogue to make decisions and less on individual preparation. Delphi Technique is for reaching consensus without face to face meetings. The fishbowl technique is when representatives from large subgroups meet to reach a consensus. The Telstar Technique is similar to the fishbowl but also involves more member participation. Finally, Nominal Group technique encourages divergence by individuals.

Once the facilitators are selected the testing sites must be selected. There should be multiple testing sites filled with participants who present the area targeted by the curriculum (El Sawi, 1996). Multiple testing sites are important due to the fact that different sites will draw different answers as to what needs to be revised within the curriculum. Different participants will allow for there to be a wide variety of outcomes as well.

Curriculum Evaluation is the process of evaluating material to ensure that all standards are being addressed. This process allows the evaluation team to determine if the curriculum in question will fit the needs of their students and the educational needs of the district. Many steps must be taken throughout the process to ensure that every aspect of the material will fit these needs. The steps include how to choose a curriculum, how it incorporates the standards, and which data will or should be collected and presented to show the benefits of curriculum and how it will be most beneficial.

Curriculum evaluation begins with choosing material that will be used in teaching and educating the students in the district. This will hold educators and students accountable (Hewitt, 2006). It is important to research ways that the curriculum will be engaging to the students. This will help with retention and growth in the education of all students. One thought to keep in mind is that school should engage students with the curriculum they will be learning (316). Curriculum accountability is when school professionals accurately determine and report everything about the curriculum, and student outcomes. This expression exemplifies how standards, curriculum, instruction, assessment, and evaluation all work together intermittently.

Curriculum review in curriculum evaluation is the process of taking the current program and looking at the pros and cons (Hewitt 2006). When considering a curriculum change, this allows the team to evaluate whether the current text is successful or not. A positive starting point is to identify what is to be evaluated and its objectives about learning (322). These objectives start as a guideline and are later incorporated in the analysis of the overall program. The objectives should include many characteristics such as behavioral, instructional, or performance objectives and are intended to describe any observable behaviors within the learning environment. The specified objectives have specifications for specific performance tasks, state what measurements will be observed, how they will be observed, and reported. After the objectives have been considered the team will then decide whether it will be beneficial to implement a curriculum change.

When implementing a curriculum change many factors are considered, such as who will be using the curriculum, how the curriculum will be utilized, and the many ways the curriculum will align with the scope and sequence of the district, state, and national standards (Hewitt, 2006). This type of accountability is a process that is ongoing through every part of the long-term plan. The use of long-term planning helps with the implementation process later in the when a curriculum has been selected.

The curriculum appraisal process is extensive and may take several days, months, or even years (Hewitt, 2006). As the teacher or other practitioner, it is imperative that they understand that the program promotes learning, which is the sole purpose of a school. A good way to think of this process is as a form of curriculum appraisal. Through the use of a series of questions, criteria, and data the appraisal will provide careful and thoughtful considerations for the curriculum, along with specific objectives, the primary focus will be on the fundamentals of the curriculum: the scope and sequence, balance, broad or narrow contexts, and continuity from one level to the next. Curriculum appraisal offers ways to consider accountability, curriculum, and evaluation as emerging parts of the process.

As the evaluation appraisal process continues, there are several models that can be utilized to help make this process less pain staking (Hewitt, 2006). The variations in different models can or will lead to bountiful results in the evaluation process. It is recommended that several thresholds are considered: 1) knowing that the purpose will vary, 2) devise an evaluation or model that is the most appropriate, 3) have a strong sense of what is to be evaluated (331). Evaluation uses processes which are made up of techniques or methods.

The systematic approach in curriculum evaluation is a very successful approach and utilizes five phases; this system enhances an evaluations projected credibility (Jason, 2008). The phases provide several sources of data which allows for accurate judgment of the effectiveness and efficacy. After a program has been selected, then the five phases begin.

Describing the program is the first phase of the process, through writing a description of the program that is to be evaluated (Jason, 2008). The data in this process is collected through interviews of the program staff to collect the necessary information that would describe the program and its components. The description in phase one includes multiple components of information that will help the entire team and the educators see the whole picture. Components include an overview of the program, program goals and objectives, program operations (selection of participants, characteristics of participants, instruction activities, program personnel, management activities, material resources, schedule, and the financial requirement to successful implementation of the program) (78). The program overview also contains the evaluation questions which the curriculum will need to answer upon completion of the evaluation process.

As phase one is completed, next is phase two or providing direction for the evaluation (Jason, 2008). The questions that are developed in phase one in the writing of the overview serve as a framework in facilitating how the report of the study is organized. Each question is designed to collect data related to the achievement of program outcomes, with the intent to elevate the program. Questions should be used that are objective rather than objective, questioning concerns that may occur within the outcomes that were not originally anticipated. An example of this would be if there were positive outcomes that presented themselves that were not outlined in the program's goal statements. However, negative outcomes may also present themselves, allowing room for suggestion to improve the program (81). With these considerations the evaluation team must be mindful whether or not the program may cost extra time or money upon implementation, creating a cost-benefit, or cost-effectiveness analysis. After the evaluation questions have been formulated, they must be distributed to stakeholders or non-school personnel. This provides an explanation of the purposes of the curriculum, and the questions. This will help foster an understanding of the data which addresses the data and evaluation questions and the programs efficiency and efficacy. Once the stakeholders have a full understanding of the program and its purpose, then the final questions are selected for use. This phase is extensive and may have to be revisited several times. The questions lead to the collection of data which answers the evaluation questions.

Obtaining information to answer the evaluation questions- phase three, is the start of the data collection process (Jason, 2008). In the beginning of this phase a control group is selected, which will be used to compare the programs being assessed (keep in mind that a control group is not a requirement if the population is extremely small). In the case that the population is too small, sampling can be used, which is the selection of a percentage or number of subjects (87). The process of sampling is calculated randomly so that there are no biases present in the data. As the groups are selected it is important to communicate all important and shareable questionnaires, data, objectives, and any other information to parents, administration, stakeholders, and other members. This communication may also bring in pertinent information or other important questions, opinions, feelings, beliefs, and concerns towards the program in question. Teachers can be given a program needs assessment to ensure that as the process is being completed, their opinions, concerns, and feelings are considered and calculated into the data of the program, with ethical and professional considerations.

After all the data has been collected and compiled, an analysis is necessary (James, 2008). Phase four- analyzing data to assess a program’s impact is taking the data and analyzing that data through numerous approaches (111). There are two forms of analysis that will take place. First, is the quantitative data analysis which will provide an objective look at the data assessing the program’s impact, and weighing the outcomes of the program, showing the possible gains or losses of the program. Any data from students, teachers, evaluators, administration, and stakeholders is taken into consideration, compiled, and organized meticulously. All data is displayed in tables, graphs, charts, and even quotes. This form of data will help demonstrate the effectiveness and efficacy of the program. When the evaluation team has processed the data, they will determine whether the program will fulfill the needs of the school or district. As they move to phase five- evaluating the program’s effectiveness and offering recommendations for its future.

As the team moves into phase five- evaluating the program’s effectiveness and offering recommendation for its future, takes the analysis of the data, and the final organized information and creates a formal recommendation presenting the facts of the data collected (phase six- writing the evaluation report) (Jason, 2008). The evaluation team draws their conclusion based on professional judgment and statistical evidence. The recommendation will have taken the program’s context and efficiency into consideration, demonstrating their professional recommendation towards the program. With the development of the evaluation of the program’s effectiveness and recommendation the team will complete the final step and formulate the evaluation report.

The evaluation is a formal document stating the recommendation, the data, and the findings of the subjects (Jason, 2008). This report is published and distributed to the appropriate parents, students, stakeholders, and even the public. This will communicate the ways in which the program was evaluated and how it will be implemented into the school or district. The report is a summary of the extensive formal curriculum evaluation.

**Annotated Bibliography Curriculum**

Barrett, J. R. (2020). Policy at the Intersection of Curriculum and Music Teacher Agency.*Music* Educators *Journal*, 107(1), 37–42. <https://doi.org/10.1177/0027432120939646>

Curriculum can be known as the expectations for what schools should teach and what students should learn. Processes to expand the reach and scope of music curriculum and the benefits that come from diversifying curriculum are discussed in the article. Curriculum can become stuck on the outcomes and objectives instead of what is beneficial for the people involved. Instead of being a fixed curriculum that is more traditionally bound, there can be a *lived* curriculum which can consist of meaningful musical experiences that are created and shared by students and teachers. It is a good example to see how curriculum, especially in music, can be used to facilitate change and shows why it is important to have a well-written curriculum.

Carr, D. (2008). Curriculum and the teacher: 35 years of the Cambridge Journal of education- edited by Nigel Norris. *British Journal of Educational Studies*, *56*(4), 483–485. <https://doi.org/10.1111/j.1467-8527.2008.419_2.x>

Curriculum is specified and controlled by accountability and mechanisms; however, it is teachers in the filed who shape the educational experiences of the students in our society. This book was organized with great regard to the use and structure of curriculum. It is separated into three parts- 1. Defining the curriculum problem, which is provided from a variety of perspectives, 2. Exploration of the framing of new ideas in curricula development, and 3. The focus on the teacher teaching. Each section is separated and drawn from events in chronological order from 60s to the present age. This volume presents landmark texts from the Cambridge Journal of Education, which provides a wealth of knowledge of materials for students and researchers alike.

The section in this volume that pose ideas and information on curriculum evaluation provide a wealth of information that helps with the development process to the formal assessment on the effectiveness of the curriculum in question. With a look at rethinking curriculum, a way to look at curriculum for the future, and how to study a curriculum effectively these chapters provide a wealth of knowledge in the area and expertise of curriculum evaluation.

Choksy, L. (2001). *Teaching music in the twenty-first century*. Prentice Hall.

This book offers a look at both content and approach. In this single volume it takes a comparative look at four of the best-known education methods in North America- Dalcroze, Kodaly, Orff, and Comprehensive Musicianship. It gives explanation and lesson suggestions for all four methods, and provides guidance in making curricular choices for teachers of all experience levels.

A group of experienced educators provide educators with practical information on many topics concerning education. These topics are an in-depth look at how each method works and provides a historic snapshot on the development of education from Horace Mann, Henrich Pestalozzi, and Lowell Mason. Lastly, the suggestive information on what to teach at each grade level is most helpful in the development and evaluation of curriculum.

Colwell, R., & Richardson, C. (Eds.). (2002). *The new handbook of research on music teaching and learning: A project of the music educators national conference*. Oxford University Press, Incorporated.

This handbook is a collection of research on music teaching and learning. It includes sections on topics such as arts advocacy, music and medicine, teacher education, and studio instruction to name a few. Specifically looking in Part II, The Educational Context and the Curriculum chapters start by discussing curriculum and how it can be something different to each individual person. Curriculum can become a canopy of intentions, rationale, and aims or it can be seen as an idea. Culture and how it affects curriculum is discussed along with the question being raised, does or should culture affect curriculum? Curriculum research and practice in music education are viewed in narrow and broad scopes and have experienced a lot of change throughout history. This section of the book provides many ideas and information on curriculum methods, music education standards, and research evaluation of existing curricula, curriculum development and comparative study.

Conway, C. (2002). Curriculum Writing in Music. *Music Educators Journal*, 88(6), 54–59. https://doi.org/10.2307/3399806

The author starts her article with her first experience of a music curriculum project and how it was important to have written documents of what she did as music teacher. Most music teachers do not write down their curriculum and do the same thing every year for instruction. The article offers questions to consider when writing a curriculum but also states that there is no one correct way to write a curriculum. Some of the topics discussed in the article are what is a curriculum, curriculum design issues in music, how to connect to national standards and state frameworks, and tips for the writing process. The author also provides a list of resources to look at when writing a curriculum. This article offers many different ideas on curriculum writing and provides different keywords that are important in curriculum development.

El Sawi, G. (1996). *Curriculum Development Guide - Population Education for Non-Functional Education Programs of Out-of-School Rural Youth*. Food and Agriculture Organization of The United Nations.

The author of this article spent time compiling a complete list of the different phases needed to efficiently create a curriculum. Phase 3 includes a complete review on the different aspects needed for Implementation. First, there needs to be a production of curriculum products. This includes gathering materials as resources, evaluating them, writing and producing new materials, and production recommendations. The next part to consider is the testing and revision of the curriculum. There needs to be a set amount of formative evaluation in order to see the success of each part of the curriculum. A specific set of checkpoints must be followed in order to ensure efficiency. If there is something that is not accomplished through the curriculum then a revision must occur.

The author continues by sharing that the next important aspect of implementation is the recruiting and training of facilitators. Skills, knowledge, and characteristics needed for group facilitators must be identified. There must also be a group facilitator task analysis and the creation of a job description. After the facilitators are gathered there needs to be training so that they are efficient in all aspects of teaching the curriculum. The final step mentioned within the resource includes the implementing of the curriculum. This step identifies considerations and strategies to implement the developed curriculum product. Promotion is a large aspect of this step due to the fact that if students are excited about a curriculum, they have a greater chance of wanting to be involved and learn.

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2019). *Curriculum leadership: Strategies for development and implementation*. SAGE Publications, Inc.

This chapter begins with several questions that are helpful when working to create an understanding of the curriculum development and implementation process. What is the procedure for developing a program philosophy and rational statement? What is the procedure for developing a program scope and sequence, goals, objectives, learning outcomes, and authentic tasks? What methods can be used for choosing teacher representation? What procedures should be followed for developing program elements? These questions are all answered to give sufficient information about the different parts needing to be considered when implementing a curriculum. When looking at the way that program elements are developed, numerous steps are listed in order to sufficiently have a committee structure. Examples of program scope and sequence, program goals, exit outcomes, objectives, learning outcomes, and authentic tasks are also mentioned.

When considering implementation, it is important to consider what is being said about selecting the representatives. There are numerous techniques considered when making this selection. The Dialogue technique is when participants are expected to rely more on dialogue to make decisions and less on individual preparation. Delphi Technique is for reaching consensus without face to face meetings. The fishbowl technique is when representatives from large subgroups meet to reach a consensus. The Telstar Technique is similar to the fishbowl but also involves more member participation. Finally, Nominal Group technique encourages divergence by individuals.

Hale, J. A., & Dunlap, R. F. J. (Eds.). (2010). *An educational leader′s guide to curriculum*

*mapping: Creating and sustaining collaborative cultures*. SAGE Publications.

Hale and Dunlap (2010) explain that in order for a curriculum mapping initiative to see success, it needs to be implemented be a team of administrator and leaders who are informed, trained and able to work agreeably. The design, application, and modifications of a curriculum come from the district and its schools working together. Creating curriculum can be separated into two areas: curriculum design and curriculum practice. The first area details the what, where, when, why, and who of student learning. Curriculum practice is the “how” in delivering instruction, which includes measuring and evaluating student learning. Points of consideration to developing a curriculum map include standards, unit name, essential questions/ supporting questions, concepts, content, skills, assessments/ evaluations, resources, and activities/ strategies.

Hewitt, T. W. (2006). *Understanding and shaping curriculum: What we teach and why*. Sage Publications.

Understanding and Shaping Curriculum: What We Teach and Why introduces readers to curriculum as knowledge, curriculum as work, and curriculum as professional practice. Hewitt discusses curriculum from practical perspectives and a theoretical standing, to help readers understand the study of curriculum, and to provide insight into becoming effective in their practice with curriculum. Ideas that this book mainstreams are emphasizing many different dimensions of curriculum practice, understanding academic practice knowledge in our practice, what shapes our curriculum, and other topics in curriculum development from policy making to evaluation, and how to integrate a curriculum once it has been selected. Hewitt demonstrates curriculum knowledge that is both academic and practiced based. Other ideas that are presented are being a good practitioner and how change is a necessity to keep our practice and curriculum current with trends and issues that affect our knowledge and our work through our curriculum.

This text is a great source for masters level and doctoral level courses on curriculum, curriculum development and curriculum design. Hewitt has posed many great ideas, models, and situation that fit into real life situations helping and guiding the reader in the direction to the selecting, evaluating, and implementing the correct curriculum for their educational program. The separate chapters on issues and trends provide a wealth of knowledge for the reader, which will help make sound and informative decisions in their practice as an educator.

Hoover, J. J. (2011). *Response to intervention: Curricular implications and interventions*. Pearson.

The author begins this chapter by speaking about the importance of contemporary classroom instruction. Teachers today must make sure that all curriculum has been implemented with integrity for all students prior to making assumptions about learning or behavior problems. When a student is struggling it could just be due to the curriculum implementation. Essential factors that must come to play include the following: Curriculum implementation must be done the way it was designed to be done in a consistent manner, Opportunities to learn must include curricular differentiation to assist in achieving desired outcomes, and Effectiveness of the curriculum and its implementation requires assessment that is based on the curriculum taught in the classroom. The definition of curriculum is dependent on how one implements, differentiates, and assesses the information. Some curriculum is just planned occurrences in the classroom or as content taught every day. No matter the definition, It is important to note that the three most important components include the intended outcomes, what is taught, and the manner of implementation.

There are multiple different types of curriculum. With each type of curriculum comes a different way of implementation and revision. Explicit is the type that contains explicit steps and procedures to follow for proper implementation. Hidden is the result of unintended outcomes that occur when explicit curriculum is implemented. Absent curriculum is where aspects are excluded that are appropriate to the explicit curriculum. The chapter concludes by going into depth about the five essential curricular components needed for implementation.

Instruction Partners. (n.d.). *What Does It Mean To Implement A Strong Curriculum Effectively?* Retrieved February 4, 2022, from https://www.eride.ri.gov/workshopReg/attachments/201892610532821.pdf

This document was created on the hopes of providing insight into the world of the implementation of the curriculum. Districts face a common set of challenges when it comes to implementing new materials. Many of the struggles that come up during curriculum implementation can be avoided if teachers are proactively anticipating the kinds of challenges they’re most likely to encounter. Teacher and leader knowledge of content and standards matter greatly. How to lead and manage the process is also important. Finally, the difference between materials that support teachers in raising student achievement and those that don’t is a series of deliberate actions driven by a shared vision with great instruction. With these steps, students are sure to be set up for success in the classroom.

When looking at the reason some curriculum works in one district and not the other, the authors note that it is due to a lack of framework. This framework that is needed includes the selecting of great materials, the preparation to launch, and the teaching and learning. Each large category has smaller categories such as building knowledge of standards, determining what is needed in the curriculum, setting goals, determining key responsibilities, gathering and analyzing data, and celebrating and refining the curriculum.

Jacobs, H. H. (2014). *Curriculum 21: Essential education for a changing world.* Association for Supervision & Curriculum Development.

According to Jacobs (2014), curriculums used in schools today are in need of major revision and updates in order for them to fit within the 21st century. When developing, or revising curriculum it is important to ask questions about the current curriculum, and consider what is in the learner’s best interest instead of operating out of habit One of the largest areas of curriculum improvement is technology. One way to update the curriculum’s technology is by looking at dated assessments, such as multiple-choice tests, or short answer responses, and replacing it with a modern one like creating a podcast or video. Other areas of consideration include having a global perspective, a local and personal perspective, looking at developing the whole child’s academic, physical, emotional and mental needs, opportunities for creativity, using technology and media to enhance the learner’s learning, and having content that is developmentally appropriate for the learner. Shifting one’s mindset to changes in the curriculum and incorporating modern practices requires patience and an open mind.

Jacobs, H. H. (2004). *Getting results with curriculum mapping*. Association for Supervision and Curriculum Development.

In the book, steps are laid out for developing an effective curriculum. The first step

requires the involvement of leadership teams which includes administrators and teachers. The leaders receive training in curriculum mapping and techniques, and seek resources to support the proposed curriculum. The leadership team lays the foundation for the curriculum to be employed, and prepares the district to do so by leading workshops in the year before implemented. It is a lengthy process to undergo, and must be done so thoughtfully.

Jason, M. H. (Ed.). (2008). *Evaluating programs to increase student achievement*. SAGE Publications.

The author of this book presents topics that help the reader stay on task, stay focused, clearly communicates, and demonstrates correct and beneficial information for the curriculum practitioners to adequately understand and implement a curriculum. The content is put together in a scholarly format but is yet friendly enough to promote collaboration. The text in this book is concise, respectful, and positively upbeat in its presentation and allows the reader to fully understand the information. Jason provides a substantive overview of concepts that are key in program evaluation and offers guidelines that are practical for helping administrators, and teachers alike in evaluating a curriculum. This source is designed for experienced on-site administrators to help with the evaluation and structuring their school program curriculums. In addition to the current methods some new additional methods are provided to productively analyze data, and provide more strategies to communicate program results, and effectiveness. It also defines some roles in the evaluation process.

This book is presented in a format that is very informative and practice for those who are in the many educational settings. The ideas that are presented not only set a foreground for those who are going into the field of education, but also provides information for those who are currently working in the education field and are currently evaluating programs and curricula in their buildings/districts. Lastly, the idea of an ongoing curriculum evaluation system that is successful and effective is recommended to keep all curriculum up to date, and effective within our education situation.

Shuler, S. C., Norgaard, M., & Blakeslee, M. J. (2014). The New National Standards for Music Educators. *Music Educators Journal*, 101(1), 41–49. https://doi.org/10.1177/0027432114540120

Using national and state standards in curriculum writing can help guide the process. Standards can help outline student learning outcomes. In the article, it is stated the new core music standards highlight the process instead of the final product. The standards were created in a collaborative process and in a way that teachers could use the standards and still differentiate for their students’ different abilities. When music educators use standards when teaching, they should be doing so in a way that helps students think like musicians instead of just “learning music.” Music educators can design music curriculum, instruction, and assessments with the standards to emphasize empowering students to carry out independent processes related to music. The standards emphasize students developing understanding of each concept taught and that can be related to the learning outcome.