1

Defining Curriculum Leadership

So much time, and so little to do!

—Willy Wonka in *Willy Wonka and the Chocolate Factory* (Wolper & Stuart, 1971)

Getting Started

We believe it was conceived in 1989. *It* being standards-based reform. The National Council of Teachers of Mathematics (NCTM) developed national standards for "what every student should know and be able to do" (NCTM, 1989, p. 2) in mathematics. Other content areas followed the NCTM's lead and, likewise, created national standards for their fields of study. Not to be left out, states gave birth to state versions. Some state versions were similar to the national standards; others differed. Standards were accompanied by accountability requirements for school districts and individual campuses. These accountability requirements were conjoined with high-stakes testing as well as penalties for those districts and schools that failed to meet the perceived mastery requirements for the standards (Seidel & Short, 2005).

Principals and teachers soon found themselves confronted with what appeared to be an endless list of expectations that their students

must meet. Some estimated it would take 22 years for a student to master all the national standards (Marzano & Kendall, 1998). If expectations were not met, dire consequences would be meted out to school districts and individual campuses. Politicians ruled. Creative teaching suffered. Learning fractured. Accountability reigned. Assessment sorted. Teachers mourned. Principals lamented. The system lost its equilibrium.

What is a principal to do?

The opening quote makes it obvious that Willy Wonka never served as a principal, curriculum designer, instructional leader or any other position associated with the design, implementation, alignment, and evaluation of curriculum. If he had served such a role, Willy's quote would have read, "So little time, and so much to do." On the other hand, maybe Willy had been a principal—a principal who didn't understand curriculum leadership.

Willy, a character from Ronald Dahl's book *Charlie and the Chocolate Factory,* was the entrepreneur of Wonka Candy Company and maker of Everlasting Gobstoppers and Wonka Bars. Willy was brought to life in the 1971 film *Willy Wonka and the Chocolate Factory*, starring Gene Wilder. He was reintroduced to another generation in the 2005 film *Charlie and the Chocolate Factory,* starring Johnny Depp.

What separates Willy from other confectioners is his uncanny imagination, which he uses to develop products that connect with children. He makes the impossible possible by creating items such as candy eggs that hatch moving and chirping chocolate chip birds. He even develops a nonmelting ice cream.

Willy cannot operate his unusual candy factory by himself. He needs the assistance of his devoted employees, the Oompa-Loompas. These individuals, although small in stature, possess important skills and unique qualities. For example, Oompa-Loompas have the uncanny ability to always land on their feet, much as a cat does. They communicate primarily through gestures, mime, and song. The Oompa-Loompas sang four songs in the films causing adolescents to pause and think about their behaviors (Ross & Burton, 2005; Wolper & Stuart, 1971).

Just as Willy Wonka used his imagination to connect with children in a meaningful manner, those of us in curriculum leadership must use our uncanny imagination to lead schools where curriculum connects students with learning in a meaningful manner. More than 60 years ago, Gordon Mackenzie, a professor of education at Columbia University, called for curriculum leadership when he opined, "However, the focal point of attention, in any inquiry as to

what the school can do, is the curriculum. Viewing the school curriculum in terms of the hazards and the possibilities of life today, the need for leadership here, as in other life is at once clear" (Mackenzie, 1949, p. 264). Mackenzie's call for curriculum leadership 40 years prior to the NCTM standards was broader than one might think. Mackenzie's uncanny imagination envisioned curriculum leadership coming from anyone, yes anyone, who "will think clearly on major problems, and will help to release the leadership in others in solving these problems" (p. 264). Principals have a moral obligation to provide curriculum leadership and, in doing so, involve anyone willing to share in curriculum leadership.

Curriculum leadership involves everyone. Willy needed help from the Oompa-Loompas to successfully operate his chocolate factory, much like campus curriculum leaders need faculty and staff to successfully lead schools. Like the Oompa-Loompas, faculty and staff possess important skills and unique qualities. Some even have the uncanny ability to land on their curriculum feet.

PRINCIPAL WONKERMANN'S LATE AFTERNOON EXPERIENCE

Over the last couple of decades, schools throughout the United States have developed mission statements. Nearly all, if not all, of these statements espouse a belief that all students can learn or that all students will meet with academic success or some variance thereof. For the most part, these are noble and honorable statements. However, mission statements are often developed, framed, and forgotten. But they *were* developed. Stakeholders did encode their mission into written words. These words did capture the heart and purpose of their schools.

Will Wonkermann, principal of Childers School, is standing in his school's foyer reading the school's mission statement prominently displayed on a banner, "All students will meet with academic success." The school is empty except for Mr. Wonkermann. The banner is in the school's colors; the school's mascot stands guard at either end of the statement. Looking at it, he asks himself, "Do I *really* believe this? Do my faculty and staff believe this? Do the parents believe this? Am I blinded by a soft bigotry of low expectations for certain student groups, thus, making me skeptical of the mission statement's practicality?"

The thought of soft bigotry reminded Will of the 1987 film, *Stand and Deliver*, about a teacher whose high expectations for his East Los Angeles barrio students caused great improvement in their academic performance (Maltin, 2007).

(*Continued*)

(*Continued*)

Will continues examining the banner. It's dusty. For whatever reason, he is compelled to clean it. After a quick trip to the custodian's closet, he returns with a ladder and a rag. He wipes away the dust of time, returns the ladder, comes back, and stands in the hall, and once again, he stares at the banner.

Cleaning the banner somehow cleared some cobwebs from his thoughts about the mission statement. "Yeah, I *do* believe this statement. But am I just some starry-eyed idealist?" he utters aloud causing an echo to reverberate down the deserted hallway.

There is a loud noise outside the building.

Will's reflexes cause him to turn and peer out the front glass doors. He's not sure what caused the noise. But as he looks outside, Will sees the school's neighborhood. He walks the 15 feet to those glass doors passing a trophy case replete with tarnished trophies and plaques, game balls, and dust.

It's been several months since he came to this school although it seems like yesterday. Somehow, this is the first time Will connects the mission statement with the community. Angst appears. How could this be? How could he have missed this? In an attempt to soothe his uneasiness, Will begins rationalizing about the demands of his job.

Several students are mingling around the flagpole. An elderly couple strolls by on the sidewalk holding hands. Will smiles. A car passes by with a stereo blasting so loud Will feels the glass in the school's front doors vibrate. A billboard advertising a local attorney faces the school. It is in English and Spanish. Will wonders how the school's mission statement would sound in Spanish. He purchases a soda, returns to his office, sits down at his desk, and checks his e-mail. Will's body is in his office, but his mind is still in the hall reading the mission statement. Ownership and responsibility for those seven mission words burns inside him. Two Tums should take care of it. They don't.

All students will meet with academic success. *Todos los estudiantes lograrán exito academico.*

A 15th reading of the mission statement does the trick. Will recalls a curriculum workshop he attended last fall. He knows he has the workshop's binder somewhere in his office. The presenter quoted someone named Jacobs, who said it was Will's responsibility to help the school's stakeholders uncover the purpose of schooling (Jacobs, 2004). Maybe this was the source of his sudden discomfort within him.

The more Will reflects on the mission statement, the deeper he sinks into thought.

The mission statement is on the school's website, it's on the stationery, it's in the student handbook, it's in the faculty handbook, and it's in the campus improvement plan. It's even on the district's website. It's in many places, but somehow, one of those places was not his heart. Will doubts it's in the faculty and staff's hearts either. As a matter of

fact, he believes it only exists as vinyl words on the formerly dusty vinyl banner. "Why?" he asks himself, as his awakening continues.

Will, like many others, studied educational leadership at Big State University where he earned a master's degree and obtained his principal certification. Will studied organizational theory, school law, resource allocation, special programs, and foundations of administration. However, this mission statement is begging for something more of Will. The mission statement points him toward curriculum leadership.

In the back of his mind, he vaguely recalls some discussion about curriculum leadership. He also knows that he and his colleagues understand the needs of Childers School better than anyone. Will says to himself, "Curriculum leadership must have something to do with the mission statement. It has to because the mission statement is all about academic success."

Avoidance. That's it! Maybe Will is avoiding thinking about the Childers School mission statement because he is uncertain what to do to transform the mission statement from a collection of vinyl letters on a banner to a reality for Childers's innocents. Will calls his students the innocents because of their naïveté of the educational system. It is a term of endearment.

The mission statement crosses his mind again, in no fewer than two languages. All students will meet with academic success. *Todos los estudiantes lograrán exito academico.*

Will reflects silently, "I know a lot more about administrative leadership than I do about curriculum leadership. But curriculum leadership appears to be what is needed to really remove the dust off of the school's mission statement. Curriculum leadership is required to fulfill the Childers School's mission."

Will realizes all students will meet with academic success if and only if curriculum leadership comes to the forefront of his leadership skill set. "But how can I accomplish this?" he ponders.

The more Will wraps his mind around curriculum leadership, the more excited he becomes. Will recognizes that curriculum issues have a tremendous impact on his school. He constructs a list on how curriculum influences Childers School. It influences the following:

• Schedule

• Calendar

• Budget

• Personnel hiring

• Materials purchased

• Grades

• State assessment ranking

(*Continued*)

(*Continued*)

Will quickly realizes curriculum leadership is not something he can manage alone. Curriculum leadership requires all school stakeholders' help and support.

He peers at his reflection in a mirror and verbalizes his commitment, "I, Will Wonkermann, principal of Childers School, will involve all of Childers's stakeholders as I grow my curriculum leadership skills." Will pops an Everlasting Gobstopper in his mouth, feeling proud of himself and his newfound commitment. Grinning, he leaves his office laughing aloud, "So much time and so little to do."

It did not take long for a little voice from within to start gnawing on him. "You don't have time to do this, Will. You have discipline matters, reports to complete, IEP meetings, ensuring your school complies with state and federal regulations. You work with the teachers and the staff. Don't you get it, Will? There just isn't enough time to add anything else," the little voice said sweetly. The little voice from within continued its gnawing. "Besides, the Feds and the state are mandating you to death with standards. You're really powerless to do anything about the curriculum. Give up this silly curriculum leadership notion, Will," the voice said temptingly.

The little voice from within smiles. Will sighs. He realizes he has unknowingly abdicated his curriculum leadership responsibility. Will starts shaking his head side to side as if awakening from a nightmare. It's time to reclaim the curriculum leadership role. It's my duty he reminds himself. The innocents are depending on me.

Defining Curriculum Leadership

Principal Will Wonkermann's story may not be all that unusual. School leadership's hectic pace makes important things appear unimportant while making unimportant things appear important. Stephen Covey (1989) addresses *important versus unimportant* in the third habit of his seven habits of highly effective people—"Put first things first" (p. 148). Covey asserts that this habit functions in both leadership and management roles. This is of particular importance because principals serve as managers and as leaders (Smith & Piele, 2006, p. 6).

When serving as managers, principals put Covey's (1989) first-things-first habit into practice by efficiently handling the day-to-day matters of running a school. Rudy Giuliani (2002) reported that beginning in 1981, while serving as mayor of New York City, he started every morning with a meeting of his top staff. Rudy proclaimed these meetings as the cornerstone to efficiently managing the

city's day-to-day operations. He prided himself in seeing how much work he could get out of the way during the first hour of the day. Rudy realized he would be overwhelmed if he did not have this daily meeting to determine what needed to be done first that day (p. 29). Although principals do not run an organization the size of New York City, similarities exist. Both organizations are social service oriented; taxpayer funded; and regulated by local, state, and national laws and policies.

Besides serving as managers, principals serve as leaders. As leaders, principals use Covey's (1989) first-things-first habit by providing opportunities for all stakeholders to help establish the school's priorities and create a plan for achieving the identified priorities. This happens in campus planning committees, ad hoc committees, department chair meetings, and so on. The first-things-first habit also manifests itself in such leadership activities as casting the school's vision and mission, spending significant time with faculty, and interacting with students (Ferrandino & Tirozzi, 2004).

Like you, Principal Wonkermann is a decent person. He recognizes the necessity for intentionality in curriculum leadership if he truly expects the school's mission statement to become a reality for all school stakeholders. In fact, Will knows it is the principal—not the superintendent—who is key to curriculum leadership (Lunenberg & Ornstein, 2008). Despite his training and experience, Principal Wonkermann remains unsure of all that is involved in curriculum leadership.

What words or concepts are conjured up in your mind when you think about curriculum leadership? Consider these—curriculum, instruction, assessment, evaluation, NCLB, alignment, benchmarking, staff development, learning, teaching, lessons, units, integration, learner outcomes, instructional technology, standards, tracking, essential skills, audit, and enrichment. You probably have other words you would add to this list and some you would strike from it. Nevertheless, defining the obvious is necessary to gain a deeper understanding of what is meant by curriculum leadership. Fortunately or unfortunately, depending on your perspective, no official definition exists for curriculum leadership.

"The Elephant and the Blind Men" story will help us develop a working definition of curriculum leadership. As the story goes, one blind man touches the elephant's leg and declares the elephant is like a pillar. Another touches the elephant's belly and declares the elephant is like a huge wall. Each of the six blind men touch different parts of the elephant and describe it very differently depending on the part of the elephant that was touched.

Defining curriculum leadership is similar to the six blind men's attempt to define an elephant. It depends on what part of curriculum leadership you are touching when you decide to define it. If you are touching national and state curriculum standards, you might define curriculum leadership as "leading school stakeholders toward clear student goals based on national and state curriculum standards." If you are touching curriculum leadership's renewal, then you might define curriculum leadership as "planning and designing continuous improvement of the curriculum." If you are touching curriculum leadership's teaching dimension, then you might define curriculum leadership as "involving faculty and staff in curriculum development to establish faculty and staff needs while acquiring their commitment to the curriculum." All of the blind men defining the elephant were right. Their definition was driven by the part of the elephant they touched. Likewise, we are all correct in defining curriculum leadership. Our definition was also driven by the part of curriculum leadership we touched.

> Curriculum leadership is connecting curriculum, instruction, assessment, and evaluation in an effort to improve learning and understanding.

For discussion purposes, curriculum leadership is defined as connecting curriculum, instruction, assessment, and evaluation in an effort to improve learning and understanding.

Organizational Phenomena Influencing Curriculum Leadership

Curriculum leadership doesn't function in a vacuum. Curriculum leadership exists within a campus that is typically part of a larger system. Principals must consider how the school's organization influences curriculum leadership if they are to be effective in curriculum leadership. Loose coupling, systems thinking, and collaboration are three such phenomena. Adding to the complexity is that these phenomena do not operate independent of one another.

Loose Coupling

Schools can be considered the epitome of what Weick (1976) defines as a loosely coupled organization. Loose coupling referring to the direct control over how work is accomplished. In the case of schools, principals rarely supervise the daily activities of teachers.

This fragments control by making it difficult for principals to know if directives are being followed. For the most part, teaching in K–12 schools is a private act between students and the teacher. Principals typically observe fewer than 0.001% of a teacher's lessons (Sorenson & Goldsmith, 2009, p. 70). Educators, in a loosely coupled environment, have a tendency to resist ideas that are directed at them from higher up the system or from outside organizations that are part of the school's community. Barth (2001) reminds us, "Many teachers find they can exert more power by saying no than by saying yes" (p. 91). This includes saying no to state and federal rules and regulations. This phenomenon is often overlooked or forgotten by school leaders.

Sometimes school leaders lead schools as if they are tightly coupled organizations. They issue decrees expecting them to be followed. But what happens in the classroom is very different from what a principal or any legislative body decrees. If you have been a classroom teacher or are currently a classroom teacher, you know oh-so-well about this phenomenon's existence. Leaders sometime forget in their zeal to affect change that little opportunity exists to actually directly supervise and monitor the implementation of their directives. Schools are loosely coupled organizations.

Principals must consider loose coupling when exhibiting curriculum leadership because the curriculum is typically delivered unsupervised. Never forget this. *Curriculum is typically delivered unsupervised.* Let's repeat this, curriculum-is-typically-delivered-unsupervised. Loose coupling necessitates principals secure faculty buy-in for any curriculum initiative seeking to improve student learning and understanding. Failure to secure faculty buy-in ensures program failure à la loose coupling. Never underestimate loose coupling's impact on curriculum leadership.

Systems Thinking

Peter Senge and his team of education leaders wrote *Schools That Learn* (Senge et al., 2000) as a field guide for educators and parents to teach how systems thinking applies to schools. Senge perceives the school as a social system functioning at the classroom, school, and community level. He observes that these three systems "interact in ways that are sometimes hard to see but that shape the priorities and needs of people at all levels" (Senge et al., p. 11). What happens in the classroom almost always occurs without direct supervision, but it doesn't happen in isolation from other organizational systems.

The classroom is connected to the school that is connected to the community. Not only are these three systems connected but also a host of other forces influences these systems. Among these forces are government, media, businesses, publishers, and community groups (see Figure 1.1). Curriculum leaders must take into consideration systems thinking and the forces beyond the classroom and campus because they impact curriculum leadership.

Figure 1.1　　Forces Acting on Schools
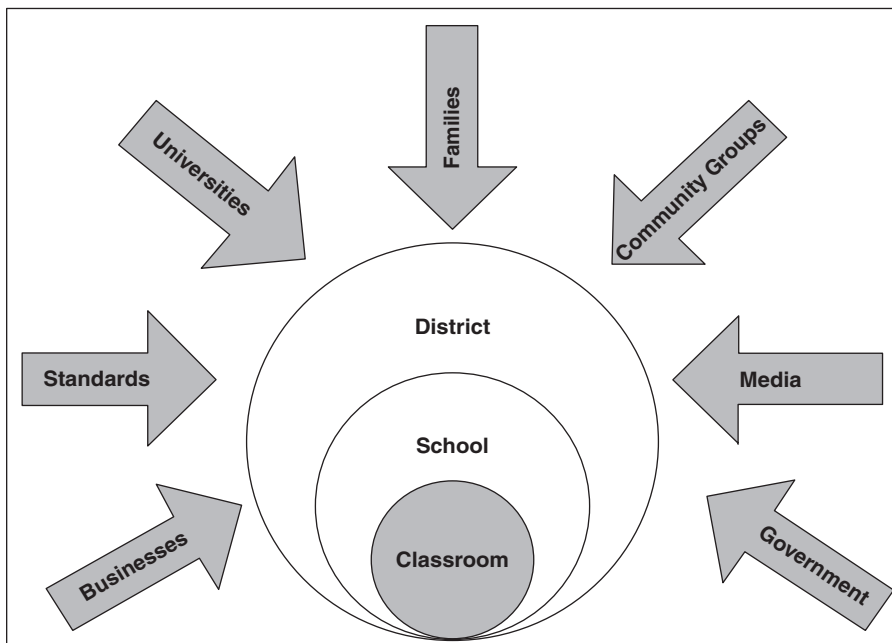
Collaboration

Psychologist Kevin Dunbar's study of groups noted that sparks of collective insight develop during group brainstorming sessions and that the group conversation process actually accelerated the innovative process. In actuality, groups incubated innovation (Sawyer, 2007, p. 128). William J. Gordon's group technique based on creating new analogies using conversation was also found very effective in groups with diverse experiences (Sawyer). Vera John-Steiner, a creativity researcher at the University of New Mexico, identified a form of collaboration she called *integrated collaboration.* This collaboration develops over time with a group. In this collaboration, the work of individuals became less important to the team than the collaboration that created the work. John-Steiner discovered that this collaboration

created not only extreme bonding of the group but it also was the most radically innovative (Sawyer, pp. 132, 134).

It's a fatal error not to use collaboration in curriculum matters. Innovation never comes from a single insight; rather, it comes from a series of insights (Sawyer, 2007, p. 7). The 3G iPhone reminds us of this fact. The iPhone is so different from that "brick" cell phone carried in the late 1980s. Even though the 3G iPhone was the latest model when introduced a mere 15 months ago, the 3GS model has already replaced it, and 4G and 5G technology is being developed.

The principal's role as curriculum leader, if done properly, requires involving a wide variety of the school's stakeholders and to do so on a regular basis. As stakeholders collaborate, it's only a matter of time before conflict arises. Some stakeholders resist change; others demand greater and faster change. Public as well as hidden agendas exist. All of this puts stress on the collaborative process and increases the likelihood of conflict.

Collaboration is easier said than done. Humans are social beings, but collaboration remains a challenge for us. For collaboration to exist, conflict must be resolved. In *The Principal's Guide to Managing Personnel* (Sorenson & Goldsmith, 2009), Joe L. Cope introduced the Principal's Peace Primer. Cope reminds us that "it's not all about conflict. Rather it's all about how you *handle* conflict" (p. 101). It's easier to run a school as a dictatorship; the problem with dictatorships and top-down control is people are kept on the bottom. Systems designed to suppress people eventually fail.

Rethinking the Education Hierarchy

The aforementioned loose coupling, systems thinking, and collaboration help us understand phenomena in schools that impact curriculum leadership. Understanding these phenomena is important for curriculum leaders if they are to impact teaching and learning. Could a revision of the education hierarchy make better use of these phenomena, thus improving curriculum, instruction, and achievement?

Adult-Centered Hierarchy Model

State support of education comes with control (Webb, 2006). A typical state education organizational structure begins with the legislature passing education legislation. The state commissioner of education takes this legislation and directs the state education agency in the development of state education and state administrative codes

to translate the law and its legislative intent into policy. The policy is distributed to the local education agencies (school districts) where the local school board develops local policies and directs the superintendent in fulfilling state and local policy. In turn, the superintendent directs district- and campus-level administrators in implementing these policies and procedures. The principal, in turn, disseminates the policy to the faculty and staff in a meeting. The faculty, in turn, delivers the curriculum and instruction to the students. Communication is initiated and driven by adults, thus its name—Adult-Centered Hierarchy Model (Figure 1.2).

Figure 1.2   Adult-Centered Hierarchy Model
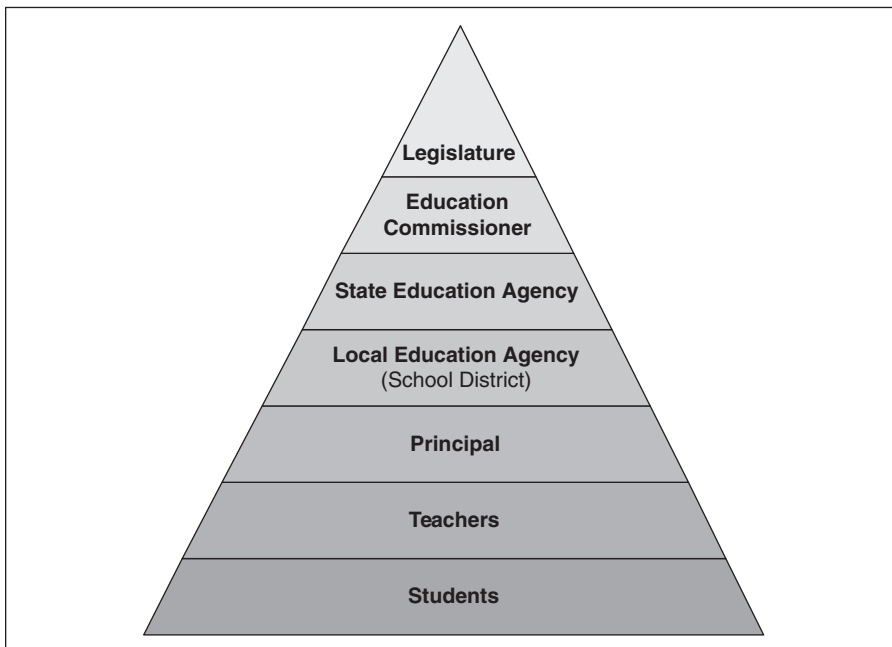
This model implies that the legislature is most important and students are least important, by virtue that the legislature is at the top of the model and students are located at the model's base. Decisions and policies trickle down from the legislature, making their way through five levels before arriving at the student level. The distance from the legislator's desk to the student's desk is great. All types of opportunities exist to bend, misunderstand, or lose the law or policy's intent.

Principals and curriculum leaders must understand this political and educational reality. Understanding it helps school leaders function better in the educational environment. For example, principals

and faculty might not resent directives from central office and project negative feelings on these administrators because they understand where central office leaders reside on this model. This knowledge prevents or at least tempers frustration when another mandate is distributed at a central office administrative meeting. It also provides principals with an understanding of why faculty reacts to policies and procedures far removed from the faculty's communication circle. Many district and campus personnel feel they have little or no input into the state curriculum and assessment process.

Student-Centered Hierarchy Model

What would happen if the Adult-Centered Hierarchy Model were turned upside down? Would it make any difference in education? Figure 1.3 illustrates the flipping of the Adult-Centered Hierarchy Model.
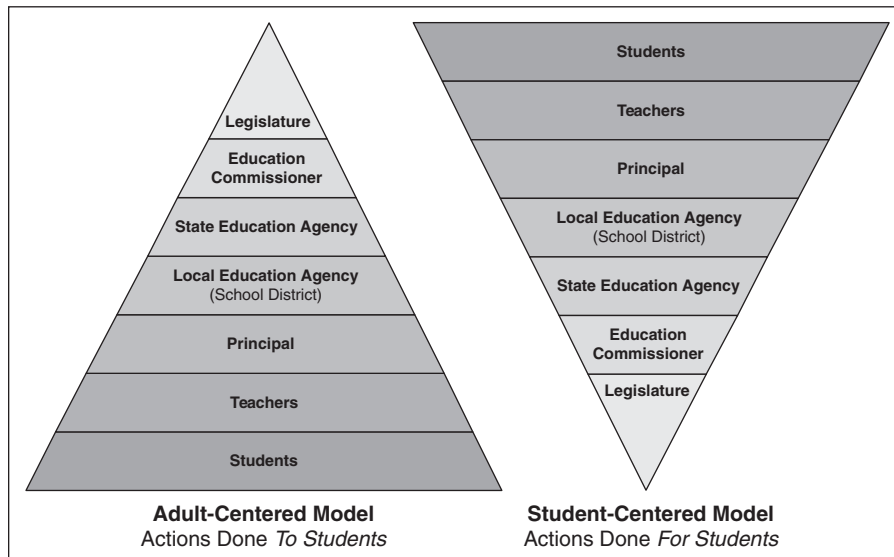
Figure 1.3   Student-Centered Hierarchy Model
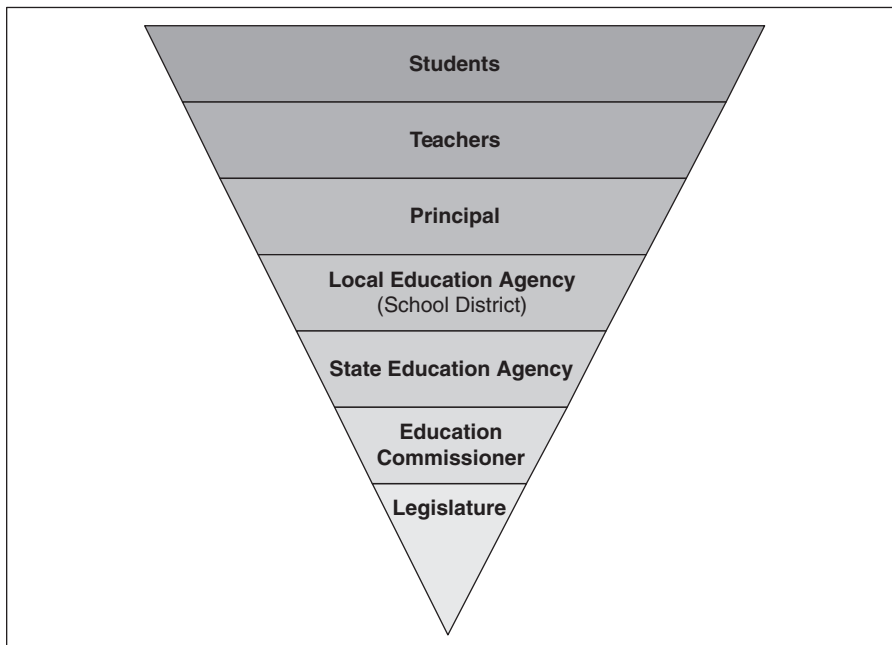
This inversion of the Adult-Centered Hierarchy Model is the Student-Centered Hierarchy Model or the Student-Centered Model for short. In this model, students are at the top and the legislature is at the bottom, reversing the communication structure. Unlike the Adult-Centered Hierarchy Model where actions are done *to*

the students through top-down communication, in the Student-Centered Hierarchy Model actions are done *for* the students.

In the Student-Centered Model, teachers' actions support student learning. Principals and other curriculum leaders provide support for teachers in meeting student needs. Likewise, superintendents' actions facilitate principals' and curriculum leaders' efforts to assist teachers. The local education agency, in turn, supports the superintendents in their efforts to help campus-level curriculum leaders. The state education agency provides support to the local education agency. The state commissioner of education provides guidance to the state education agency in its efforts to assist the local education agency. Finally, the legislature provides the impetus and direction to support the education commissioner.

When compared (Figure 1.4), the Adult-Centered Model and the Student-Centered Model contain the same components. However, the components are reversed.

Figure 1.4   Comparison of the Adult-Centered and Student-Centered Hierarchy Models

This flipping of the Adult-Centered Hierarchy Model reverses communication intent and focus. In the Adult-Centered Hierarchy Model, the legislature is the focal point and the originator of communication with students being the final recipient of communication. In the Student-Centered Hierarchy Model, students are the focal point and originators of communication with the legislature being

the final recipient of communication. This is a powerful shift in communication and organizational emphasis. Students replace adults as the organization's focus. It replaces lip service to student needs with eyes and ear service.

The reader might be thinking this is all well and good, but it's "pie in the sky" thinking that has nothing to help me in my situation. The authors agree. There is little likelihood, at least in our lifetime, that the Adult-Centered Model will be replaced by the Student-Centered Model. However, principals and other campus curriculum leaders are not impotent in their ability to affect curriculum leadership change by changing the communication emphasis at their schools.

> **Serenity Prayer by Elizabeth Sifton**
>
> God give us the grace to accept with serenity the things that cannot be changed, courage to change the things which should be changed, and the wisdom to distinguish the one from the other.
>
> —Ralph Keys, *The Quote Verifier* (2006), p. 190

Principals and campus curriculum leaders must recognize they directly impact three levels of the Student-Centered and Adult-Centered Hierarchy Models—(1) students, (2) parents, and (3) themselves. With this in mind, campus-level versions of the Student-Centered and Adult-Centered Hierarchy Models illustrate their sphere of influence. See Figure 1.5.

Figure 1.5   Campus-Level Adult-Centered and Student-Centered Hierarchy Models
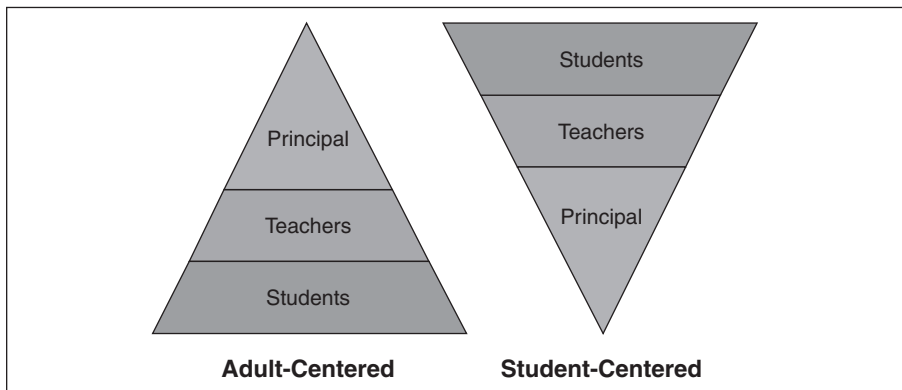
The motto of Alcoholics Anonymous, the Serenity Prayer, might well be a source of wisdom for principals as they strive to improve education in their schools. Principals and other curriculum leaders

are not likely to move their state's hierarchy structure from the Adult-Centered Model to the Student-Centered Model in the near future. This realization is not an excuse to quit; it is a call for realism and serenity. Principals and curriculum leaders *can* recognize the things they cannot change and have the courage to change the things that they can change. In this case, moving their campus hierarchy structure from the Adult-Centered Model to the Student-Centered Model. All journeys begin with a step.

In both truncated models, the same forces are at play as in the comprehensive models. In the Adult-Centered Model, communication still flows from adults toward students. Principals and curriculum leaders direct teachers who, in turn, direct students. In the Student-Centered Model, principals and other curriculum leaders facilitate teachers in implementing the curriculum. Teachers then facilitate students in mastering the curriculum. The Adult-Centered Model has the principal and other curriculum leaders at the top directing downward. In the Student-Centered Model, students are at the top informing teachers who are informing principals and other campus curriculum leaders of their needs. The informing from students to teachers comes in a variety of ways including teacher observation of students, teacher conversations with students, student academic submissions, as well as informal and formal assessment. Teachers inform principals and curriculum leaders through free and open communication in a variety of forums including private conversations, team- or grade-level meetings, and general meetings. Principals gather information through classroom observations, walking the hallways, and visiting with students.

Final Thoughts

Loose coupling, systems thinking, and collaboration are organizational phenomena impacting curriculum leadership (Figure 1.2). National principal standards, principal expectations as curriculum leader, the principal's role in curriculum change and innovation, working with teachers, integrating curriculum and instruction, professional development, digital curriculum leadership, curriculum development, evaluation, and renewal are topics explored in subsequent chapters. These topics and their relationship to the organizational phenomena will enrich our understanding of curriculum leadership (Figure 1.6).

The stage is set for a closer examination of curriculum leadership. Principal Wonkermann puts a face on curriculum leadership. He realizes the things he can change—those things happening on his campus. He knows the things he cannot change (but can influence) that happen off his campus. In the ensuing chapters, Principal Wonkermann will continue helping us explore curriculum leadership.

Figure 1.6   Curriculum Leadership Organizational Phenomena
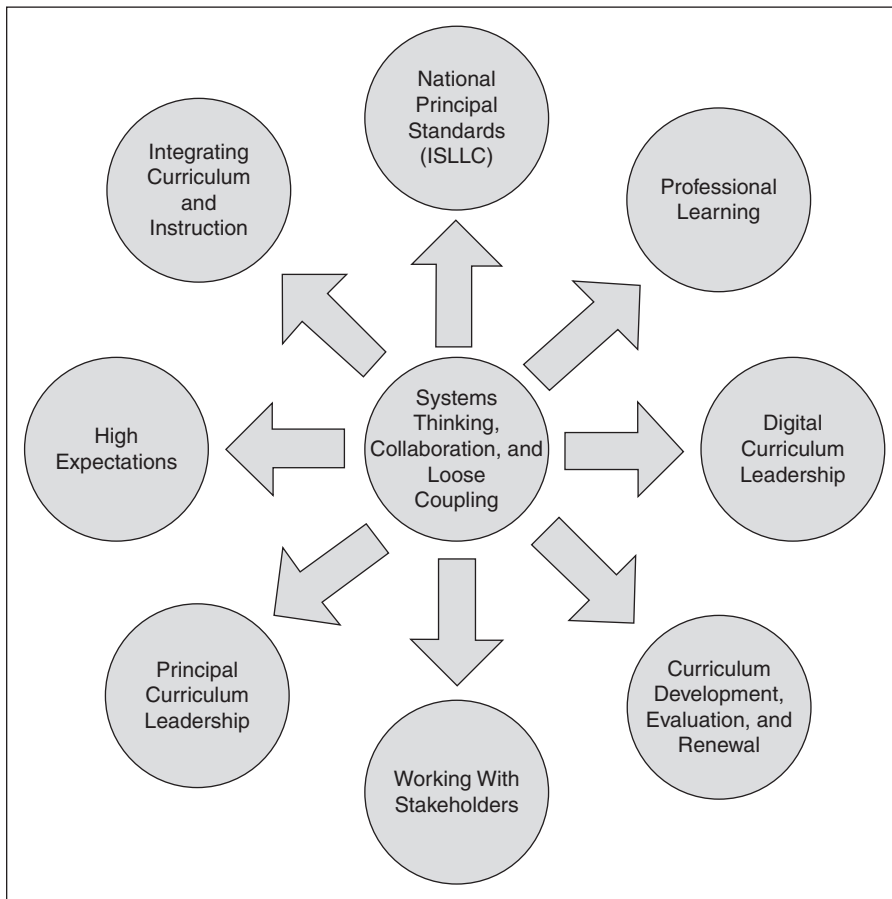
More questions are likely to arise as other questions are answered. But as lifelong learners, the authors are content with provoking thought. We know we do not have all the answers. It will be readers like you who bring life to the text through study groups, graduate coursework, presentations, and self-reflection. And remember, there is so much time and so little to do.

Discussion Questions

1. In 1949, Gordon Mackenzie asserted that five persisting problems must be clarified to achieve success in curriculum leadership: (1) recognize the worth of the individual, (2) improve the quality of social living, (3) maintain freedom to learn, (4) preserve a unified school, and (5) direct education toward goals. Provide clarification for each of Mackenzie's five persisting curriculum leadership problems.

2. Describe your experience with your school's mission statement. How is it perceived at your school? How is it relevant or irrelevant to curriculum leadership at your school?

3. Consider the list of terms on Page 19 on Viewing Tip 6 associated with curriculum leadership. Select any three terms and explain how they help define curriculum leadership.

4. Describe how you have either witnessed or experienced the three organizational phenomena (loose coupling, systems thinking, and collaboration) associated with curriculum leadership.

5. How are the three organizational phenomena (loose coupling, systems thinking, and collaboration) evidenced to the Principal Wonkermann Late Afternoon Experience?

CASE STUDY APPLICATION
Stand and Deliver

This nontraditional case study starts with watching the film *Stand and Deliver.* Put the popcorn in the microwave, turn off the cell phone, find others interested in curriculum leadership, and watch *Stand and Deliver*.

Stand and Deliver *Facts*

- Produced in 1987

- Rated 3 ½ out of 4 stars

- 105 minutes, PG

- Based on fact

- Starring: Ramon Menendez, Edward Olmos, Lou Diamond Phillips, Rosana de Soto, Andy Garcia, Will Gotay, Ingrid Oliu, Virginia Parris, and Mark Eliot

- Olmos plays a tough, demanding teacher who inspires East Los Angeles barrio students to pass an Advanced-Placement Calculus test.

Source: Leonard Maltin's 2007 Movie Guide

Viewing Tips

These tips alert you to issues you should look for while watching the film. Your evidence may be something observed in the film or something *not* observed in the film, a missing piece.

1. Evidence of loose coupling (p. 8)
   - Hint: The scene where the principal gathers faculty (could be the campus planning team) to discuss low test scores.
2. Evidence of systems thinking (p. 9)
3. Evidence of collaboration (p. 10)
4. Evidence of mission issues (p. 3)
5. Evidence of Covey's (1989) third habit of highly effective people: Putting first things first (p. 6)
6. Evidence of matters associated with curriculum leadership (pp. 11–12):

   - Curriculum

   - Instruction

   - Assessment

   - Learning

   - Teaching

   - Standards

   - Tracking

   - Essential skills

   - Audit

   - Technology

   - Enrichment

   - Other concepts you believe might be associated with curriculum leadership

Create six lists, one for each of the major evidence caches. Bulleted lists of your evidence are appropriate, even desirable. If you are reading this with a learning team, you might consider using a WIKI or blog as a convenient learning tool for group collaboration.

Discuss the six evidence caches with others.

Other Resources

DuFour, R., DuFour, R., & Eaker, R. (2008). *Revising professional learning communities at work: New insights for improving schools.* Bloomington, IN: Solution Tree.

Sawyer, K. (2007). *Group genius: The creative power of collaboration*. New York: Basic Books.

Scharmer, C. (2009). *Theory U: Leading from the future as it emerges*. San Francisco: Berrett-Koehler.

Wiles, J. (2009). *Leading curriculum development.* Thousand Oaks, CA: Corwin.