

# HANDBOOK 4: Auditing the Curriculum

<b>CONTENTS</b>	
1. Getting Started with the Curriculum Audit .....	3
2. Following up with the Auditors .....	12
3. Identifying Audit Issues and Criteria.....	18
4. Simplifying the Audit Process.....	23
5. Using the Results of the Audit .....	24
Appendix A: Additional Reading	25

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This handbook is one of a series published for the project Collaboration for Excellence: The North Dakota Curriculum Project.

The publication is free to public school educators in North Dakota, who may make copies without permission.

These handbooks represent a team product. A major contributor was Ann Clapper, who was previously Director of the Office of Curriculum Leadership and Improvement. Numerous educators in North Dakota reviewed all these materials and made valuable suggestions. Especially helpful were the following North Dakota educators: Janet Edlund, Dakota Prairie High School; Cheryl Kuhas, North Dakota Department of Public Instruction; Karen Nelson, Hettinger; Sandra Willprecht, Forman. Allan A. Glatthorn, Distinguished Research Professor at East Carolina University, served as consultant to the project.

It should be emphasized that the processes suggested here should be seen only as recommendations, not mandates. The authors value the ability of North Dakota educators to develop their own processes that reflect the needs and resources of their schools.

# 1. GETTING STARTED WITH THE CURRICULUM AUDIT

You should begin any major project with a careful assessment of where you are at the present time. When the project involves curriculum, the process is called a **curriculum audit**. The curriculum audit is a systematic evaluation of the curriculum structures, processes, and products in place at the present. This handbook explains how to conduct a do-it-yourself curriculum audit. This first chapter is concerned with organizing for the audit, using a team identified as the audit coordinators. The process explained here is one that has worked well, but there are several other audit models that you might want to investigate and use (see Appendix A).

## Understand the Rationale for a Do-It-Yourself Curriculum Audit

Two questions arise initially: Why do a curriculum audit? And why use a do-it-yourself audit?

The curriculum audit has several advantages:

- ! It provides useful data for prioritizing curricular needs.
- ! It identifies strengths and weaknesses.
- ! The process provides excellent experience in planning and conducting other evaluations.
- ! It conveys to both educators and the community the clear belief of an open evaluation process.

The primary reason for conducting a do-it-yourself audit is it relies on evaluators who have a deep knowledge of the system. Rather than dropping in for a three-day visit (as is the case with most audit-for-pay groups), the evaluators are there on site for the entire school year and thus can achieve greater depth. A secondary reason is it saves money.

However, the use of internal auditors has some inherent problems. Display 4-1 lists these problems and their corresponding solutions.

## Select the Audit Coordinators

### Member Appointment

The audit coordinators should be a small team of local educators. Consider including the following:

- ! The superintendent or his/her delegate
- ! One member of the Curriculum Coordinating Council
- ! The committee responsible for planning all curricular activities (see Handbook 2)
- ! A representative of one of the Subject Area Committees, the group responsible for developing the curriculum in one subject (see Handbook 2)

- ! A school principal
- ! A classroom teacher
- ! A special educator
- ! A parent
- ! An evaluation specialist from your own staff who knows how to evaluate
  - " If you don't have this latter individual on your staff, consider inviting a university professor to join the team or hiring an external consultant.

One of the members should be designated as chair. In reviewing membership, also be sure that the coordinating group includes one representative of each group of auditors. (See below for an analysis of this role.) Thus, effective liaison between the coordinators and auditors is maintained. School systems that are too small to support this large of an organizational structure should devise their own: one alternative would be to combine the audit coordinators with the auditors.

**Display 4-1:  
Potential Problems with the Do-It-Yourself Audit**

<b>Potential Problems</b>	<b>Solutions</b>
Biases of the auditors	<ul style="list-style-type: none"> <li>- Hire one or two external auditors</li> <li>-Train auditors on importance of objectivity</li> <li>-Use multiple data sources to get divergent points of view</li> <li>-Insist that every generalization and recommendation be supported with objective data</li> </ul>
Time demands of audit	<ul style="list-style-type: none"> <li>- Reduce the number of areas of be audited</li> <li>-Reduce the number of issues to be audited</li> <li>-Supplement the local staff with external consultants</li> <li>-Use available data</li> <li>-Use summers for certain areas and issues</li> <li>-Use the dialog audit</li> </ul>

## Functions

The chief function of the auditor coordinators is to coordinate and monitor the entire process. Their complete list of responsibilities:

- ! Orient all constituents
- ! Set the district's performance standard
- ! Design the audit
- ! Develop the audit budget and securing board approval
- ! Select and train the auditors
- ! Develop an overall schedule for the entire project
- ! Monitor the implementation of the audit
- ! Analyze and summarize all data collected by the auditors
- ! Report on the findings

Each of these functions is explained below.

### **Orient All Constituents**

Everyone who is somehow involved should be oriented to the project so that no misunderstandings occur from the outset. To aid in this process, the audit coordinators should develop a two-page handout that provides the essential information. The handout should be used in all the orientation processes and should deal briefly with the following matters.

- ! What is a curriculum audit?
- ! Why conduct one?
- ! When will it take place?
- ! What will it examine?
- ! How will it be conducted?
- ! What use will be made of the results?

The orientation process will require a standardization of terminology (see Display 4-2).

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## Display 4-2: Audit Terms and Definitions

- ! **Curriculum audit**
    - " An evaluation of curriculum processes, products, and performance.
  - ! **Audit issue**
    - " A specific area to be evaluated, such as the leadership provided by the school board and the superintendent. The issue is usually posed as a question: Does the superintendent demonstrate a sound and current knowledge of curriculum?
  - ! **Audit criterion**
    - " One of the elements upon which an individual or a group are evaluated. Often the audit criterion can be written by turning the audit issue question into a statement, such as the following: The superintendent demonstrates a sound and current knowledge of the curriculum.
  - ! **Performance standard**
    - " The minimal rating considered satisfactory. For example, on a scale of 0-4, the district might determine that an average score of 3.0 would be satisfactory.
- 
- 

Each team of coordinators should develop its own orientation processes. The following are recommended.

- ! The superintendent orients the board.
- ! The superintendent orients the principals.
- ! Each principal orients his/her faculty, the parent group, and the students.
- ! The superintendent or the community relations specialist submits an article to the local newspaper and holds meetings open to the community.

### Set the District's Performance Standard

The next step is to set the district's performance standard. On a scale of 0-4, where 4 is excellent, most districts set the performance at 3 ("good" to "very good"). The standard should be viewed as a moving target. In the first audit, you might set the standard at 3.0; at the next audit, you might decide to raise it to 3.5.

## Design the Audit

A very important step is to design the audit. The following steps are recommended.

### (1) Identify the Issues.

- The audit issues are the questions the audit will try to answer. The issues identified in Chapter 3 of this handbook have been drawn from the literature on school improvement and school quality. How many issues you identify will depend on the resources you have available and what information you consider most important for your school system. Some school districts use only those issues that are not covered by the North Central Association evaluation.

There are two ways to identify the issues.

- ! The coordinators can review the list in Chapter 3 and select those that seem important.
- ! Each group of auditors can recommend the issues it wants examined. For example, the auditors evaluating the classroom curriculum would recommend the classroom issues. Their recommendations would then be reviewed by the coordinators.

### (2) Identify Data Sources and Methods.

- Once the issues have been identified, you should identify data sources and methods by completing the Audit Design Matrix (Display 4-3). To complete this matrix you should
  - ! List your issues
  - ! Determine **who** or **what** you'll collect the pertinent data from
    - " District administrators
    - " School board members
    - " School administrators
    - " Central office staff
    - " Classroom teachers
    - " Parents and other community members
    - " Students
    - " Documents (such as reports of test scores and policy books)
  - ! Determine **how** you'll collect the data
    - " Interview
    - " Observation
    - " Survey
    - " Document analysis (reviewing and evaluating all documents)

The design matrix should be reviewed by the evaluation specialist, to be sure that it is sufficiently comprehensive without being too ambitious.

**Display 4-3:  
Audit Design Matrix**

ISSUE	INTERVIEW	SURVEY	OBSERVE	ANALYZE DOCUMENT
Board policies				Policy book
Superintendent works effectively with board	Superintendent; All board members			
Standard format CCC				Curriculum guides for each subject
Clear vision, principal	Principal	50 teachers		
Teachers implement curriculum			10 teachers	

**Develop the Audit Budget and Secure Board Approval**

The coordinators should develop a budget for the entire process. Even a do-it-yourself audit will entail some expenses such as:

- ! External consultants' fees and travel
- ! Professional books and other materials
- ! Release time for any teachers involved in the project—or substitute pay
- ! Copying and publication costs

**Select and Train the Auditors**

The auditors are those responsible for carrying out the audit. You should have one team of auditors for each area of the audit. There are potentially seven audit areas:

- ! Results
- ! District leadership
- ! Overall planning and coordinating
- ! Individual subject development
- ! School-level leadership
- ! Classroom level leadership

## ! Curriculum for special learners

In building the auditor teams, use the following guidelines.

- ! Be sure all constituencies are represented.
- ! Have any given individual serve on only one audit team, unless you are in a small school system in which case you may use the same individual for two or more of the areas.
- ! Appoint members who seem fair-minded and objective with no axes to grind.
- ! Appoint members who have had successful experience in the district.
- ! Keep the groups small enough to work efficiently but large enough to lighten the work load.

Train the auditors on how to:

- ! Design an audit
- ! Develop a schedule
- ! Design instruments
- ! Collect data (with surveys, interviews, observations, document analysis)
- ! Analyze data and draw generalizations
- ! Write the report

### **Develop a Schedule for the Audit**

The coordinators should develop an overall schedule for the project. In some school systems, the coordinators determine the schedule and then inform the auditors. In others, the auditors develop their own proposed schedule, which is then submitted to the coordinators for review and inclusion. Display 4-4 shows one form that can be used; to save space, only a portion of the form is shown as an example.

### **Monitor the Implementation of the Audit**

The coordinators should also monitor the implementation of the audit. The best way to do this is to request monthly reports from the auditors. These reports can be supplemented by observations of the auditors at work.

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### Display 4-4: Audit Schedule

<b>Audit Task</b>	<b>Responsible</b>	<b>Deadline</b>
1. Orient constituents	Coordinators	10/15
2. Design audit	Coordinators	10/30
3. Develop audit budget	Coordinators	11/30
4. Conduct interviews	Auditors	1/10
5. Observe teachers	Auditors	1/11
6. Survey students	Auditors	1/12

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### Analyze and Summarize All Data

The data submitted by the auditors should be collated and systematized so that generalizations can be made and conclusions drawn. One way to do this is to make a large chart on which all the issues are listed, along with the evaluations made by the auditors. These data should also be entered into a computerized database. Note that all evaluations are to be reported on a scale of 0-4:

- 4: This criterion is met to an excellent degree.
- 3: This criterion is met to a good or very good degree.
- 2. This criterion is met to a fair or satisfactory degree.
- 1. This criterion is met to a very limited degree.
- 0. This criterion is not addressed at all.

The mean or average scores can be readily computed by summing the individual scores and dividing by the number of individuals.

### Report on the Findings

After all data are summarized, the coordinators should produce the final written report. Display 4-5 shows one way of organizing the report. The report should be organized according to the priority needs of the audience. The written report should be edited carefully by a skilled editor before publication. All the auditors should also review it with revisions as needed.

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### **Display 4-5: Audit Report Organization**

- I. Executive summary
  - II. Recommendations for action
  - III. The individual findings
    - A. Results
    - B. District leadership: Superintendent and board
    - C. Overall planning and coordinating: Curriculum Coordinating Council
    - D. Individual subjects development: Subject Area Committees
    - E. School-level leadership: The principal
    - F. Classroom-level leadership: The teachers
    - G. Curriculum for special learners: Special educators and classroom teachers
  - IV. The methodology of the audit
- 
- 

The written report should be supplemented with oral presentations, using effective visuals. Group presentations should be made to the following, in the order indicated.

- (1) School board and superintendent
- (2) School principals
- (3) The faculty of each school
- (4) The general public

#### **A Concluding Note**

These initial processes are crucial to a successful curriculum audit. They should not be rushed.

## 2. FOLLOWING UP WITH THE AUDITORS

The auditors are those who will actually conduct the audit. Their specific responsibilities:

- ! Develop a schedule for the specific evaluation actions (unless the coordinators develop one for them).
- ! Design all instruments used in their audit.
- ! Implement their part of the design, collecting needed data.
- ! Analyze data and draw generalizations.
- ! Write a report of their findings.

Each of these responsibilities is explained below.

### Develop an Audit Schedule

The auditors should develop a schedule if one has not been given to them by the audit coordinators. One form for the schedule is shown in Display 4-6. Note that it also includes a deployment chart, which shows the individual chiefly responsible.

**Display 4-6:  
Auditor Schedule and Deployment Chart**

Audit Task	Responsible	Deadline
1. Design instruments for this area	Walker	11/15
2. Conduct interviews	Brown	1/10
3. Conduct surveys	Jordan	1/12
4. Conduct observations	Edwards	1/10-12
5. Analyze documents	Simon	1/9
6. Analyze data	Walker	3/1
7. Write report	Sutter	3/15

### Design All Instruments

Instrument design is a crucial part of any evaluation. To design valid and useful instruments you will need valid criteria. The criteria can be based on the issues listed in Chapter 4 of this handbook.

Auditors will need four kinds of instruments, as follows.

**! Interview Protocol**

" An interview protocol is a set of questions that should be asked in the interview. Some interviewers prefer a spontaneous mode in which they have a general idea of how the interview should go, but rely on the respondent’s answers to guide the next question. However, a more structured approach is recommended here. For each issue for which you need interview data, note an appropriate question. For example, if you are interviewing a board member to assess her knowledge of current curriculum trends, you might ask this question: “Which current curriculum trends do you think have greatest relevance for our school district?”

**! Survey Instrument**

" Use the same process to structure the survey. For each issue for which you need survey data, write a survey item. Part of a sample survey is shown in Display 4-7.

### Display 4-7: Sample Survey Instrument

**Directions**

The auditors are interested in your views about the superintendent’s curriculum leadership. Listed below are the criteria used to judge that leadership.

All responses are anonymous; do not use your name in any place.

1. Please indicate the degree to which the superintendent . . .	Not at all	Limited	Satisfactory	Very Good	Excellent
a. Has a current knowledge of curricula in general .....	0	1	2	3	4
b. Works effectively with the school board on curriculum matters. ....	0	1	2	3	4

**! Observation Guide**

" The observation guide enables the observer to focus on the issues for which observational data are required. A sample guide is shown in Display 4-8.

## Display 4-8: Sample Observation Guide

### Directions to the observer

Listed below are the criteria to evaluate teachers' curriculum-related performance. Remember that you are observing only to score the teacher's performance on the designated criteria; you are not evaluating instruction. Keep running notes on curriculum matters as they develop; at the end of the class, score each criterion based on your observational notes.

1. Please indicate the degree to which the teacher. . .	Not at all	Limited	Satisfactory	Very Good	Excellent
a. Demonstrates a sound and current knowledge of the content.....	0	1	2	3	4

Evidence supporting evaluation:

b. Emphasizes content drawn from the curriculum guide.....	0	1	2	3	4
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Evidence supporting evaluation:

### ! Document Analysis Guide

" A document analysis guide directs the auditors as they examine documents. Some districts omit this component of the instrument design, relying on the auditors' experience. However, in evaluating curriculum guides, a more structured analysis guide is required. A portion of one such instrument is shown in Display 4-9.

## Display 4-9: Sample Document Analysis Guide

### Directions to the evaluator

Be sure that you have the most recent guide available. Read the entire guide carefully, taking notes as you do. Then consider each criterion, re-read the document if necessary, and render an appropriate score.

**Title of Guide:** \_\_\_\_\_

**Date published** \_\_\_\_\_

**Auditor:** \_\_\_\_\_

1. Please indicate the degree to which the document . . .	Not at all	Limited	Satisfactory	Very Good	Excellent
a. Uses a format that is teacher-friendly.....	0	1	2	3	4
b. Facilitates depth of study .....	0	1	2	3	4

### Collect Data

The next step is to collect the needed data by administering the designed instruments. Use the auditor schedule as your guide.

### Analyze Data and Make Generalizations

Once the data are collected, they can be analyzed. Your approach to analysis will vary slightly depending on the type of data collected.

### For Interview Results

- (1) Read over all your notes for all the interviews conducted, keeping the specific issues in mind.
- (2) Code each answer with a brief form of the issue, the criterion to which it refers, and the rating it deserves, as in this example.

*Q. Do you think that the superintendent has a current knowledge of curriculum?*

*A. Does he! He will sometimes stop me in the corridor and ask me what I think about an article that just appeared in the English Journal. /cur knowl, Standard 2, 4/*

### For Survey Results

- (1) Calculate the means or average by adding all the ratings for a particular criterion and then dividing by the number of responses.

### For Observation Notes

- (1) Review all observation notes.
- (2) Code each observation note to indicate the criterion to which it refers and the rating it deserves, as in this example.

*Behavior: Teacher said that letters to the editor were editorials.*

*Criterion: Standard 2-3*

*Rating:1*

- (3) Identify strengths and weaknesses.
- (4) Give the teacher an overall score for the observational data.

### Summation

After you've analyzed data from each individual technique, you need to summarize the results across the techniques. To do this, follow these steps.

- (1) Record the specific data across all data collection techniques on a large chart, organizing by issue.
- (2) For each issue, consider all the data collected on that issue, and assign an overall performance rating.
- (3) Consider as an area of improvement any performance rating that falls below 3 ("Good" or "Very good")
  - This is a crucial decision that should be made at the district leadership level. You should also be sure that every recommendation you make is supported with specific data, as in this example.

*The district should develop a training program to help teachers reduce the gap between the taught curriculum and the learned curriculum.*

*In five of the classroom observations, the observer concluded that students did not seem to be learning what the teacher was teaching.*

### **Write the Report**

The report written by the auditors should focus on two elements: recommendations for action and individual findings.

### **A Concluding Note**

The auditors play a key role in producing a quality audit. They should be selected carefully and trained systematically with their work monitored by the audit coordinators.

### 3. IDENTIFYING AUDIT ISSUES AND CRITERIA

The audit issues are the specific areas you plan to examine. Once you've identified your audit issues, you need to determine the criteria on which you will evaluate the issue. Then you need to determine the minimum standard of performance you will want to achieve. Display 4-10 gives two examples of audit issues and criteria.

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#### Display 4-10: Example Audit Issues and Criteria

##### Example 1

Issue:	Does the superintendent demonstrate an adequate and current knowledge of curriculum?
Criterion:	The superintendent demonstrates an adequate and current knowledge of curriculum.
Performance Standard:	A score of 3 on a 0-4 point scale where 3 is "Very good"

##### Example 2

Issue:	Does the quarterback have a satisfactory pass completion rate?
Criterion:	The quarterback has a satisfactory pass completion rate.
Performance Standard:	A completion rate of 55% or higher

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The issues stated below have been drawn from the literature on curriculum, along with the experience of these authors.

## **Results**

### **Do students . . .**

1. Achieve at a level anticipated--or better than that level?

### **District Leadership: School Board and Superintendent**

#### **School Board: Does the school board . . .**

1. Demonstrate a sound and current knowledge of curriculum?
2. Adopt effective policies that support curriculum development?
3. Formally review and approve all new curricula?
4. Provide an adequate budget to support curriculum development and staff development?
5. Encourage and provide for systematic involvement of citizens in determining policy and direction for curriculum work?

#### **Superintendent: Does the superintendent . . .**

6. Demonstrate a sound and current knowledge of curriculum?
7. Have a clear vision of a quality curriculum that he or she communicates to the staff?
8. Organize the staff so that effective and efficient curricular activities are carried out?
9. Use data on student achievement and other sources to identify areas for curriculum improvement?
10. Work effectively with the school board in matters of curriculum?
11. Keep the community informed about curricular activities?
12. Monitor work of Curriculum Coordinating Council?

### **Overall Planning and Coordination**

#### **Does the Curriculum Coordinating Council . . .**

1. Develop a long-term planning calendar for curriculum work that is based on a systematic needs assessment?
2. Organize Subject Area Committees as needed?
3. Arrange for training Subject Area Committees?
4. Arrange for training school principals in curriculum leadership?
5. Develop a standard format for all curriculum publications?
6. Provide guidelines for schools to develop curriculum-monitoring processes?

7. Explicate the process to be used in curriculum development in the district?
8. Make budget recommendations to the superintendent?
9. Monitor the work of Subject Area Committees?
10. Systematically evaluate all curriculum projects and products?

### **Individual Subject Development**

#### **Do Subject Area Committees . . .**

1. Develop an effective and feasible schedule for their work?
2. Develop a sound and comprehensive knowledge base?
3. Identify a comprehensive and current set of content standards?
4. Identify benchmarks for a range of grade levels and then for specific grades, using teacher input?
5. Develop a Scope and Sequence Chart that meets the designated criteria:
  - ! Is developmentally appropriate?
  - ! Is coordinated from grade to grade?
  - ! Avoids excessive repetition?
  - ! Facilitates depth of learning?
  - ! Is built upon standards?
  - ! Is clear and easy to use?
  - ! Includes recommendations that are professionally sound?
  - ! Satisfies state requirements and reflect state tests?
  - ! Facilitates coordination with other subjects and integration, when appropriate?
6. Produce a curriculum guide that meets the designated criteria:
  - ! Reflects and is built upon the Scope and Sequence Chart?
  - ! Follows district format?
  - ! Is written clearly and effectively?
  - ! Includes content that teachers feel is necessary?
  - ! Clearly specifies standards and grade level benchmarks?
  - ! Does not prescribe a particular method of teaching?
  - ! Is not biased with respect to gender or ethnicity?
  - ! Reflects a sound knowledge base?
  - ! Recommends curriculum materials?

## School Level Leadership

### Does the Principal . . .

1. Demonstrate a sound and current knowledge of curriculum?
2. Have a clear vision of a quality curriculum?
3. Provide leadership in developing a learning centered schedule?
4. Help teachers align the curriculum?
5. Monitor curriculum implementation?
6. Help teachers develop long-term planning calendars?
7. Provide adequate time for teachers to do curriculum work?
8. Use student achievement data as one means of evaluating the curriculum?

## Classroom Level Leadership

### Do the Teachers . . .

1. Demonstrate a sound and current knowledge of curriculum in their areas?
2. Implement the district curriculum in a manner that reflects knowledge of students?
3. Enrich the district curriculum as appropriate?
4. Provide remediation as needed?
5. Develop an effective long-term planning calendar?
6. Develop effective units based on district curriculum?
7. Analyze student performance to determine how to improve achievement?
8. Use effective strategies to reduce the taught/learned gap:
  - ! Make curriculum meaningful to students?
  - ! Monitor student work?
  - ! Make frequent evaluations of student learning?
  - ! Give prompt feedback to students?
  - ! Deal effectively with off-task behavior?
9. Evaluate curriculum based on student achievement?

## **Special Learners**

### **Do Special Staff and Classroom Teachers . . .**

1. Build the curriculum for special learners upon the basic district curriculum for all students?
2. Make needed modifications in the district curriculum that reflect and respond to the needs of special learners?
3. Work effectively and cooperatively with teachers and support staff in matters relating to curriculum?

## 4. SIMPLIFYING THE AUDIT PROCESS

The systematic and comprehensive audit process explained in previous chapters has the advantage of producing a valid audit. However, the process may tax the resources of smaller districts. There are several ways that the systematic process can be simplified, as follows.

! **Reduce the Number of Areas to Be Audited**

" One way would be to reduce the number of areas for auditing. These three are typically the most important to be audited: Results; Subject Area Committees; Classroom teachers.

! **Reduce the Number of Issues to Be Audited**

" The lists provided in the previous chapter are intended to be comprehensive; they can be used selectively to reduce the complexity of the audit.

! **Supplement the Local Staff with External Consultants**

" The most critical need for an external consultant is in the area of quantitative and qualitative audit data. This person can design the necessary data collection instruments and assist with the data analysis.

! **Use Available Data**

" Much of the information required for the audit has probably been collected already. These data can be used in the new audit; or the analysis of available data can be used to determine which additional data are needed.

! **Use Summers for Certain Areas and Issues**

" Any area or issue that does not require the presence of teachers can be audited in the summer, to reduce the burden of an audit conducted during the regular school year. For example, interviews with the board and the superintendent can be completed during the summer.

! **Use the Dialog Audit**

" The dialog audit is a special audit process developed by the authors for school systems that lack the resources for a systematic audit.

**Steps:**

- (1) Identify 30 people who are known to have a good knowledge of the district and its curriculum. Designate them as dialog auditors.
- (2) Identify the audit issues.
- (3) Brief the dialog auditors about the issues to be audited and the dialog process.
- (4) Develop a Dialog Audit Survey that lists the targeted issues (see Displays 4-7,10).
- (5) Have the dialog auditors complete the survey without discussion.
- (6) Tally, compute, and record on a large chart the results.
- (7) Have small groups of 5 or 6 discuss the results, focusing on perceived disagreements or anomalies among themselves.
- (8) Ask each group to report if the group wants to modify the initial tally.
- (9) Conduct a study to resolve any remaining major disagreements.

## 5. USING THE RESULTS OF THE AUDIT

It is likely that the audit will reveal some deficiencies. The superintendent and his or her leadership team should review the results of the audit and other data to identify their priorities. They should then develop and implement an action plan to remedy the most important deficiencies.

To understand this process, suppose the audit reveals these problems:

- ! The Curriculum Coordinating Council has not explicated a standard development process.
- ! Scope and Sequence Charts are not developed for each subject.
- ! Curriculum guides do not meet stated criteria.
- ! Principals do not monitor curriculum implementation.
- ! Teachers do not make long-term plans.

A logical ordering of priorities would suggest this action agenda for the next twelve months following the audit.

- (1) The superintendent meets with the CCC to encourage them to delineate a standard process and formats.
- (2) The standard process and formats specify the use of a Scope and Sequence Chart. The CCC meets with SACs and stresses importance of Scope and Sequence Chart.
- (3) All Curriculum Guides are reviewed. Those needing minor changes are revised. Those needing major revisions are scheduled for revision. Attention to the other two remaining deficiencies is deferred until the following school year.

## APPENDIX A: FURTHER READING

### Sources and Recommendations for Further Reading

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