Accepted by the graduate faculty of the School of Education, Morehead State University, in partial fulfillment of the requirements for Specialist in Education Degree in Administration and Supervision.

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July 21, 1976 (Date)
ABSTRACT OF APPLIED PROJECT

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Graduate School
Morehead State University
1976
THE ROLE OF A CURRICULUM COORDINATOR

ABSTRACT OF APPLIED PROJECT

An applied project submitted in partial fulfillment of the requirements for the degree of Education Specialist at Morehead State University

by

Betty Mays Todd

Committee Chairman: Dr. Leonard Burkett

Professor of Education

Morehead, Kentucky

1976
ABSTRACT OF APPLIED PROJECT

THE ROLE OF A CURRICULUM COORDINATOR

Director of Applied Project: Dr. Leonard Burkett

Purpose of the Project:

The purpose of this applied project was to use information gathered from personnel in the Polk County, Florida school system to define the role of curriculum coordinator for that system.

Delimitations:

Information used in this study was limited to:

- information gathered from pertinent literature.
- role description of curriculum coordinator in the state of Florida.
- perceptions of personnel of the Polk County, Florida school system.

Methods of Procedure:

A search of related literature produced pertinent facts relative to the established job description of curriculum coordinators. From this literature general information concerning the role of an elementary coordinator was obtained and used as one of the sources from which to develop a survey instrument.
Selected school systems in the state of Florida were contacted in order to obtain job descriptions for curriculum coordinator. Information gained here was used as the second source from which to develop a survey instrument. The State Department of Education was contacted to secure the names of all counties in the state of Florida that currently had curriculum coordinators.

The population surveyed by the instrument developed for this study were all employees of Polk County, Florida. The population of principals included in this study were all elementary principals within the county who had curriculum coordinators assigned to their respective schools. The population of curriculum coordinators selected included all elementary coordinators attending a special K-3 meeting early in the school year. The population of teachers surveyed included the teachers at Elbert Elementary School, Winter Haven, Florida where the writer is presently employed as a curriculum coordinator.

From the information gleaned from the literature and information obtained from job descriptions from the other selected school systems in Florida, an instrument was designed to survey teachers and administrators in Polk County, Florida as to their perceptions of the role of a curriculum coordinator.

The data were analyzed and displayed in such a manner as to determine a role description that would give direction to a curriculum coordinator in working effectively with a school staff.
Findings:

From the data gathered from the varied sources, the following duties were identified as the most consistent and important responsibilities of the curriculum coordinator:

1. Assist classroom teachers in locating and gathering resource materials.

2. Work with teachers in textbook selection.

3. Develop a system for keeping teachers informed concerning special services and resources available both at school and county levels.

4. Collect effective teaching methods and strategies and share these with others.

5. Serve as a link between the individual school and the county for county-wide curriculum improvement.

6. Be responsible, with the principal, for comprehensive planning and work in preparing the school budget.

7. Encourage grade level meetings.

8. Assist in orientation of new teaching personnel.

9. Work with the staff and the media specialist in the selection, distribution, use, and inventory of educational materials and equipment.

10. Secure and share with teachers materials on their particular grade levels.

11. Coordinate in-service activities for teachers.

12. Collect information concerning the latest trends and innovations in elementary education and share this with teachers.

Conclusions:

The role of a curriculum coordinator must be defined if the greatest possible efficiency is achieved from the position. This writer has concluded as a result of a search of the literature, information received from Florida Department of
Education and selected schools, the development and administration of an instrument to principals, teachers, and curriculum coordinators that the twelve duties enumerated in the findings are foremost in importance to the position of curriculum coordinator. Listing the duties, as has been done above, contributes to a definition of the role of curriculum coordinator. This can be most beneficial to the school's curriculum, teachers, and students.

Accepted by:

[Signatures]
APPLIED PROJECT

Betty Mays Todd, M.A. in Education

Graduate School
Morehead State University
1976
THE ROLE OF A CURRICULUM COORDINATOR

APPLIED PROJECT

An applied project submitted in partial fulfillment of the requirements for the degree of Education Specialist at Morehead State University

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Betty Mays Todd

Committee Chairman: Dr. Leonard Burkett
Professor of Education
Morehead, Kentucky
1976
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Chapter I

INTRODUCTION

Statement of the Problem

The purpose of this applied project was to use information gathered from personnel in the Polk County, Florida school system to define the role of a curriculum coordinator for that system.

Significance of the Study

The elementary curriculum coordinator position is a relatively new position, having been in Polk County only eight years. Neither coordinators, principals, nor teachers can clearly define the role of the coordinator. Much discussion has been raised as to whether the job should be aligned with administration or teaching. It is important that all involved with the school have a thorough understanding of the coordinator's placement in the total educational process.

Providing a person to coordinate curriculum does not guarantee that coordination will actually be achieved. Certain elements must be present if it is to be effective. An examination and statement of these elements would be beneficial to all concerned.
Curriculum coordinators have a special role to fill. Though they administer the curriculum remotely while teachers administer it directly and immediately, the impetus they provide has an important effect in making programs succeed. "Coordinators have been called by many the most important agents of curriculum change."¹

The curriculum has been defined by Neagley and Evans as "all of the planned experiences provided by the school to assist pupils in attaining the designed learning outcomes to the best of their abilities."² Education today is a process of living; not merely training for the future. Thus, the mission of the curriculum coordinator seems to be directed toward continuous improvement of the instructional environment as it relates to the needs of the learner and objectives of the school.

Definition of Terms

Curriculum coordinator - a school-based staff person concerned with providing general curriculum assistance to the professional staff.

Leader - a person in an administrative and/or supervisory role.


Function and role - related to the larger actions consistent with a position.

Task and duty - refer to the specific obligations imposed by the function or role.

Delimitations

Information used in this study was limited to:
- Information gathered from pertinent literature.
- Role description of curriculum coordinators in the state of Florida.
- Perceptions of personnel of the Polk County, Florida school system.

Objectives

1. To determine from a review of the literature the duties in the role of an elementary curriculum coordinator to feed into the development of a survey instrument.

2. To gather job description for elementary school curriculum coordinator from other selected Florida school systems to obtain additional information for the survey instrument.

3. To develop an instrument from the literature reviewed and the job descriptions obtained to survey teachers, curriculum coordinators, and principals in the Polk County, Florida school system as to their perceptions of a curriculum coordinator's role.
4. to use data gathered from the surveys administered to teachers, curriculum coordinators, and principals to define how the position of curriculum coordinator can be most beneficial to the Polk County, Florida school system.
Chapter II

LITERATURE REVIEW

One of the newer positions in American school systems is that of curriculum coordinator. Naturally, the novelty of the position has led to much confusion as to its exact function.

At one time, school personnel seemed to think of supervision as being distinct and different from curriculum improvement. Supervisors were originally employed to inspect teaching and to build programs of instruction which teachers would closely follow. With the advent of curriculum specialists, supervisors were assigned to "supervise", and curriculum coordinators were designated to direct curriculum planning. Experience has shown, however, "that the duties of supervisors and curriculum coordinators inevitably overlap and that people who carry these titles should constitute a service team for better teaching and learning." ¹

The position studied had many titles and degrees of responsibility that caused much difficulty in the search

for appropriate literature. Some of the titles encountered were curriculum coordinator, curriculum specialist, curriculum assistant, assistant principal for curriculum, curriculum assistant and helping teacher, and administrative assistant for curriculum.

For ease of reading, the literature has been organized into two divisions. Distinction was drawn between the person and the position. In looking at the "person", training, qualifications, and personal characteristics were examined. Study of the "position" defined the role and duties of the curriculum coordinator.

Literature Related to the Type of Person Who Should Fill the Role

The process of curriculum improvement is greatly facilitated by the presence of adequate leadership. Many superstitions and fallacies about leadership abound. Some of the more common mentioned in the literature were:

Leaders are born, we cannot hope to develop them, only to embellish them.
Conformity and uniformity in thinking are to be prized.
Leaders ought to be so far ahead of their followers in the quality of their ideas that the followers cannot hope to catch up.
Leaders should always be found in the act of "leading", quiescence is for followers.
Conflict is necessarily bad in organizations, even when it clears the air for further consideration of ideas. Leaders should not tolerate conflict.  

\[2 \text{Doll, op. cit., p. 194.}\]
What is good educational leadership? The 1960 Yearbook of the Association for Supervision and Curriculum Development defines education leadership as "that action or behavior among individuals and groups which causes both the individual and the groups to move toward educational goals that are increasingly mutually acceptable to them." The writer of the Yearbook chapter in which this definition appeared said, however, that "leadership action is more than words can describe - it is a quality of interaction which takes on added meaning for people as they live it and study its significance."

Ronald C. Doll, author of Curriculum Improvement Decision Making and Process, found that more than 100 studies have been made of the traits which leaders should possess. The most disappointing feature of these studies was their failure to uncover a pattern of traits which leaders should invariably have. The traits listed below do appear in the studies repeatedly.

1. The educational leader should be empathetic. He should be able to respond to and identify with emotional needs of the members of his group and be seen by group members as a person with whom they can readily identify. Their ability to see him as a warm, accepting affable person

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4 Ibid.
is apparently crucial.\footnote{Graham B. Bell and Harry E. Hall, Jr., "The Relationship Between Leadership and Empathy," Journal of Abnormal and Social Psychology 49 (January, 1954).} If they cannot approve him as a person, they are not likely to approve him as a leader.

2. The educational leader should be "surgent." This means, he should be considered by the members of his group to be enthusiastic, genial, alert, expressive, and cheerful, particularly if he is an elected leader.\footnote{Raymond B. Cattell and Glen F. Stice, The Psychodynamics of Small Groups (Urbana: University of Illinois, 1953).}

3. The educational leader should be a recognized member of the group he leads. This does not mean that he must be "a regular fellow" or a genuine egalitarian, but that he should be considered a person who conforms to the critical norms of the group and is therefore not markedly "different" or "unusual". Thus, on critical issues at least, his thinking runs similar to the thinking of most group members.\footnote{Launor F. Carter, "Some Research on Leadership in Small Groups," in Harold Guetzkow, ed., Groups, Leadership, and Men (Pittsburg: The Carnegie Press, 1951) p. 151.}

4. The educational leader should be helpful to the persons he leads. Teachers want practical help with the problems they face. They value supervisors who are
concerned about these problems and who either supply direct assistance or arrange contacts which produce it.  

5. **The educational leader should be emotionally controlled.** Persons in charge of instructional projects need serenity and pose to face the tensions, hostility, apathy, and aggressiveness which arise in school situations. Only the steady, unemotional leader who tries to keep his head during crises is respected by his followers.  

6. **The educational leader should be intelligent.** The primary reason for this statement is that the great majority of staff members of the schools are themselves intelligent; consequently, they have little respect for unintelligent leadership. The educational leader should be academically bright, verbal, and socially adept. It is possible, of course, to be so far ahead of one's group in intelligence that group members consider the leader an "outsider" to whom they feel inferior.  

7. **The educational leader should be interested in assuming his leadership role.** An effective leader knows

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9 Cattel and Stice, *op. cit.*, pp. 93-94.

what his role involves and accepts his responsibilities because he desires or welcomes them. If he is half-hearted about or indifferent to his role, these attitudes will soon become all too apparent to his followers.  

To perform his duties properly, the curriculum director should become competent in (1) practicing good human relations, (2) adhering to principles of human growth and development, (3) knowing when, where, and under what conditions curriculum change occurs, (4) using group process techniques, (5) relating quickly to other people, (6) developing the creative abilities of other people, (7) seeing himself as others see him. "Patience, long suffering, and willingness to see the other person's point of view are among the fundamental qualities that supervisors should possess." The curriculum coordinator must have the ability to be the stimulator, the mobilizer, and the coordinator of curriculum improvement and activity.

Leaders, it seems, have the ability to predict group needs and are sensitive to individual needs; they are capable


13 Doll, op. cit., p. 341.
of responding to such needs in acceptable ways. 14 Leaders are supportive and facilitate both group work and individual tasks. Ebel, Noll, and Bauer found that leader behavior is goal oriented, and leaders are usually above average in communication and interaction skills.

Those responsible for coordinating curriculum study must have the necessary knowledge and ability for this work. Necessary knowledge for work with curriculum improvement programs includes a background of information in such areas as philosophy, psychology, sociology, and anthropology as well as knowledge of the ways groups may work for curriculum improvement. 15 The coordinator must have understandings that permit him to see the possibilities in the job to be done as well as skill in ways of organizing people for work.

Seldom in research literature did the writer find references related to the training necessary for the position of curriculum coordinator. It seemed to be understood that the leader needed a broad educational background, several years of successful teaching experience, and state certification in supervision.

In the state of Florida, certification in supervision is required for the position of elementary curriculum


coordinator. Supervision may be shown only on a Post
Graduate, Special Post Graduate or Advanced Post Graduate
Certificate. "A master's degree with a graduate major in
school supervision and five (5) years of full-time teaching
experience in a public or nonpublic elementary or secondary
school."\textsuperscript{16} will qualify an individual for certification. Or
certification can be acquired with "a master's degree, five
(5) years of full-time teaching experience in a public or
nonpublic elementary or secondary school, and graduate
credit in school administration, supervision, and curricu-

lum..."\textsuperscript{17} One must complete three (3) hours in basic school
administration, six (6) semester hours in school supervision,
and nine (9) hours in elementary curriculum.

Truly effective supervisors know teaching-learning
processes, have an understanding of learners, and of the
intellectual disciplines, and possess knowledge and skill as
educational engineers.\textsuperscript{18}

Literature Related to What the Position Should Entail

Among the urgent problems facing schools today is
that of providing effective leadership in the increasingly
complicated areas of curriculum development and instructional

\textsuperscript{16}Florida Department of Education, Specialization
Requirements for Certification in Administration or Super-
vision, (Tallahassee, Florida: Florida Department of

\textsuperscript{17}Ibid., p. 3.

\textsuperscript{18}Doll, op. cit., p. 272.
improvement. A corollary of this problem is the determination of the role function appropriate to such leadership. A study recently completed at Temple University sought to develop insights into the latter problem.¹⁹

Both the survey of the literature, especially the work by Kirk,²⁰ and the Temple University study revealed that job titles yield relatively few clues as to the curriculum coordinator's duties. Mickelson, Appel, and Prusso found that thoughtful studies of all kinds are badly needed which focus upon the functions of leadership in relation to curriculum development and instructional improvement.²¹

If in curriculum matters one acts according to the theory that leadership is the property of the group, he can derive from the literature of group process several ideas about what curriculum coordinators should do to assist small groups and larger organizations in attaining their goals. The following functions of the curriculum leader were set

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1. To interact with one's fellow staff members as often as possible. This function is basic to the other functions which appear below. One must work consistently with other people in order to be helpful to them.

2. To establish a structure that permits broadly based decision making. Functional structure causes organizations to operate smoothly and effectively. In democratic organizations responsibilities should be allocated carefully among the personnel. After helping to establish structure, leaders should explain the structure and clarify interrelationships among staff members within it.

3. To initiate new ideas and to lend support to other acceptable ideas. Persons in groups are supposed to do more than merely sit back, keep calm, and maintain the organization's equilibrium. All members of the organization including status leaders should contribute ideas and examine and support ideas which have already been contributed.

4. To help the organization reach its goals. Leadership should help the organization clarify its goals and move steadily toward them. To accomplish these twin actions, leaders must have insight, skill, cooperative spirit, and ability to stimulate others to perform their tasks.

5. To develop and maintain good relationships among group members. Good relationships encourage geniality. From the time of the earliest experiments in worker productivity and morale to the present, research has shown repeatedly that people's feelings toward each other materially affect both their happiness and their productivity.

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23 Idem.

24 John K. Hemphill, Situational Factors in Leadership (Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1949). p. 79.
6. To help coordinate activities. Evidence shows that coordination reduces antagonisms, moves organizations toward their goals, and settles arguments about ways of working.25

7. To facilitate communication within the organization.

8. To pay attention to the process by which decisions are made. The process by which really democratic decisions are made gives everyone a voice and supplies information which aids decision making.26

9. To encourage the emergence of new leadership. Leadership theory and practice have moved steadily in the direction of spreading leadership responsibilities and utilizing leadership abilities wherever they can be found.

Studies of leadership in varied phases of human endeavor seem to show that good relationships among group members and coordination of activities contribute to the welfare of certain organizations.27 However, these actions may or may not accomplish the most for curriculum improvement. Nevertheless, these nine actions appear to hold real promise for the leadership endeavors of curriculum workers.

Curriculum coordinators are faced with major tasks to improve the curriculum. Doll set forth the following major tasks:28

Task 1: To help the people of the school community define their educational goals and

25Ibid., p. 97.


27Hemphill, op. cit., p. 79.

objectives. Definition of goals is a fundamental task in curriculum improvement; this task is to be shared with laymen.

Task 2: To facilitate the teaching-learning process; to develop greater effectiveness in training.

Task 3: To build a productive organization unit.

Task 4: To create a climate for growth and emergence of leadership. When problems of the school are seen as our problems rather than his problems, teachers are more willing to share freely in the minute tasks of planning and operating the instructional program.

Task 5: To provide adequate resources for effective teaching.

To answer the question, "How should curriculum leaders spend their time?" a group of leaders in New Jersey conducted a study which they reported in two categories: duties or activities which curriculum leaders considered most important, and activities which the leaders considered "related or adjunct." 29

The following are the duties or activities which the leaders thought were most important: 30

1. Planning for improvement of the curriculum and of the curriculum development program.

2. Helping evaluate continuously both the appropriateness of the curriculum and the quality of the curriculum development program.


3. Directing the formation of point of view, policies and philosophy of education.


5. Using ready-made research data, and promoting local research.

6. Coordinating the activities of other special instructional personnel.

7. Working with guidance personnel to integrate curriculum and guidance functions.

8. Providing for lay participation in curriculum improvement.

9. Arranging time, facilities, and materials for curriculum improvement.

10. Serving school personnel as technical consultant and advisor regarding curriculum problems.

11. Organizing and directing special in-service education projects.

12. Interpreting the curriculum to the public.

The following are activities which the leaders considered related or adjunct:


2. Making recommendations for the budget.

3. Helping select teachers for appointment.


5. Completing questionnaires dealing with instructional matters.

Seven major needs affecting the work of curriculum leaders were identified by 173 leaders who participated in the study. A list of seven major needs follows: (1) a need of and acknowledgement of interdependence, (2) a need for
time for curriculum study, (3) a need for role definition, a recognition of roles in change and the complementation of roles, (4) a plea to delimit the field of focus, (5) an affirmation of the cruciality of curriculum development and supervision, (6) a cry to eliminate the vast amount of "administrivia", and (7) budgetary concerns—amount, utilization, availability.

The sampling of educational leaders who participated in this study was in common agreement that three needs existed in particular: the need to explore ways of involving total school staffs in curriculum study; the need to prepare and employ additional staff members to effect curriculum improvement; and the need to employ sufficient secretarial and technological help to free curriculum leaders for really important service.

The curriculum coordinator must be aware of the fact that the teachers' perception of him and his role in the school determines how they will receive his attention and suggestions. In an attempt to identify the problems of perception, Unruh and Turner asked one hundred teachers and principals to describe the role of a supervisor as they had observed it. The result was a list of ninety-two different roles although, of course, many were similar. The frequency with which they were mentioned ranged from one to one hundred
The twelve most frequently mentioned roles were as follows:  

<table>
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<th>Order</th>
<th>Role</th>
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<tr>
<td>1.</td>
<td>Planner</td>
<td>7.</td>
<td>Guider</td>
</tr>
<tr>
<td>2.</td>
<td>Student of pupils</td>
<td>8.</td>
<td>Critic</td>
</tr>
<tr>
<td>4.</td>
<td>Goal setter</td>
<td>10.</td>
<td>Selector</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluator</td>
<td>11.</td>
<td>Supplementor</td>
</tr>
<tr>
<td>6.</td>
<td>Cooperator</td>
<td>12.</td>
<td>Committeeman</td>
</tr>
</tbody>
</table>

Ten unusual roles ascribed to be supervisor are also revealing of expectations of teachers. These roles were seldom listed:

1. Pressure evener  
2. Personality builder  
3. Specialist in his own field  
4. Blocker  
5. Ego builder  
6. Forecaster  
7. Motivator  
8. Workstopper  
9. Timer  
10. Technician

These twenty-two roles taken from both ends of the frequency order illustrate the wide range of perceptions of teachers. A wide gap between the two will seriously hinder the effectiveness of supervision.

The supervisor today must recognize that he lives and works in a community made up of diverse groups and of individuals with a multitude of concerns, interests, and needs. His task is to coordinate the many divergent pressures and movements of individuals and groups in a common direction whenever possible.  

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Chapter III

PROCEDURES

A search of related literature produced pertinent facts relative to the established job description of curriculum coordinators. From this literature general information concerning the role of an elementary coordinator was obtained and used as one of the sources from which to develop a survey instrument.

Selected school systems in the state of Florida were contacted in order to obtain job descriptions for curriculum coordinator. Information gained here was used as the second source from which to develop a survey instrument. The State Department of Education was contacted to secure the names of all counties in the state of Florida that currently had curriculum coordinators or curriculum specialists. The State Department supplied a list of districts who reported persons under the title of curriculum coordinator or curriculum specialist during the 1974-75 school year. Data for 1975-76 was not available in September 1975 when requested. Of the 38 counties contacted for information 23 responded for a 60.5% return. Three of the counties had discontinued the curriculum coordinator position and four additional counties had coordinators only at the secondary or county levels.
Sample Selection

The population surveyed by the instrument developed for this study were all employees of Polk County, Florida. The population of principals included in this study were all elementary principals within the county who had curriculum coordinators assigned to their respective school. According to Polk County School Board policy, only schools with an enrollment of 600 or more qualify for a curriculum coordinator. The population of curriculum coordinators selected included all elementary coordinators attending a special K-3 meeting early in the school year. The population of teachers surveyed included the teachers at Elbert Elementary School, Winter Haven, Florida where the writer is presently employed as a curriculum coordinator.

Instrumentation and Data Collection

From the information gleaned from the literature and information obtained from job descriptions from the other selected school systems in Florida, an instrument was designed to survey teachers and administrators in Polk County, Florida as to their perceptions of the role of a curriculum coordinator. (See Appendix A)

Data Analysis

The data were analyzed and displayed in such a manner as to determine a role description that would give direction to a curriculum coordinator in working effectively with a school staff.
The instrument was sent to all teachers, curriculum coordinators, and principals selected in the sample. Of the 26 instruments sent to principals, 26 or 100% were returned. Of the 20 instruments sent to curriculum coordinators, 17 or 85% were returned. Of the 30 instruments sent to teachers, 27 or 90% were returned. Of the total 76 questionnaires distributed, 70 or 92.1% were returned to supply data for this study.

The responses from the three categories--principal, curriculum coordinator, and teacher--were analyzed separately by totaling the weights for each question as perceived by the three categories. Two tables were developed, one composed of the total weights and one composed of the average weights, for each item. The information from these tables was displayed in two sets of graphs, one set depicting the total weights and the other set depicting the average weights. The graph relating to the total weights can then be compared to the average of the total weights. The graph relating to the average weights can be compared to the range of the items (one to five).

Of the twenty-one items in this questionnaire, those counted most important by the employees of Polk County, Florida were those that appeared above the mean in analysis.
Chapter IV

FINDINGS AND INTERPRETATIONS

The data gathered from the instruments administered to the teachers, curriculum coordinators, and principals are displayed in three different manners. First, two tables were constructed, one depicting the total weights given to the several items and the other showing the average weight of the items. Secondly, four graphs were constructed to display the relationships among the total weighting given the items. These graphs relate to the responses of teachers, coordinators, principals and total personnel respectively. Finally, the average weightings were displayed on a single graph in order to show at a single glance the manner in which each category of personnel responded to any particular item. The discussions which follow will be related to the data displayed in the tables and graphs.

Teacher Perceptions of the Coordinator's Role

Teachers appeared to evidence very definite opinions as to the duties of a curriculum coordinator as was noted by the wide range of weights in Figure 1. There was a difference in total weights on some of their questions by as much as 47 points (range 27-135). These weights demonstrated a greater range and degree of variation than either of the other two categories of principal and curriculum coordinator.
Teachers strongly felt that the curriculum coordinator's first role was to assist classroom teachers in locating and gathering resource materials. Second and of almost equal importance was working with teachers in textbook selection and developing a system for keeping teachers informed concerning special services and resources both at school and county levels. Teachers strongly agreed that curriculum coordinators should collect effective teaching methods and strategies and share these with the teachers. Also, they should serve as a link between individual school and county for county-wide curriculum improvement and encourage grade level meetings.

Teachers definitely felt the curriculum coordinator should not participate in the placement of teachers and staff evaluations. Other duties not viewed as the curriculum coordinator's tasks were assisting in placement of students for instruction and the establishment and maintenance of material banks for different disciplines.

Curriculum Coordinator Perceptions of the Coordinator's Role

Curriculum coordinators seemed to agree that most all tasks mentioned in the questionnaire were definitely duties they should and could assume, except the preparation of a monthly newsletter with curriculum ideas. (note Figure 2) The coordinators saw no reason for spending time on this task. The writer only included this in the questionnaire because she had experienced success with her
faculty in providing each with a monthly newsletter of curriculum ideas. The teachers ranked this a little below the mean but above six other survey questions. The coordinators indicated that they felt their most important tasks were working in the area of textbook selection and assisting in the orientation of new teaching personnel. They felt that two very important duties to be assumed by the coordinators were assisting teachers in the location and gathering of materials and being responsible, with the principal, for comprehensive planning and working on preparation of the school budget.

Principal Perceptions of the Coordinator's Role

The principals indicated strong agreement with at least nine of the items on the questionnaire. Thirteen items ranked above the mean of 110.4. Very definitely, the principals felt the most important duty of the curriculum coordinator was assisting teachers in locating and gathering resource materials. They gave this a weight of 128 as compared to the next highest weight of 122, a difference of six points as noted in Figure 3.

Principals ranked the development of monthly curriculum newsletters and the suggesting and organizing of field trips for classroom teachers very low in priority. Four other duties not given much credence by principals were assisting in the placement of students for instruction, the responsibility for discipline in the absence of the principal,
involvement in the placement of teachers, and participation in the annual evaluation of the elementary staff.

Perceptions of Total Group Related to Each Item

Question one on the instrument, "Be responsible, with the principal, for comprehensive planning and work in preparing the school budget," was ranked as seventh in a priority listing of curriculum coordinator's tasks. The curriculum coordinators surveyed felt this was much more important than did either the principals or the teachers. One principal felt the question read better if "along with teachers" was included in the statement.

Question two, "Serve as a liaison between the faculty and principal" ranked slightly below the mean. Curriculum coordinators ranked this highest, followed by the teachers and then the principals. Two principals added comments to this question. One principal neither agreeing nor disagreeing with the statement said, "Principal should stay in close touch herself" and not make this a responsibility of the curriculum coordinator. Another principal only agreed with the question if it read "serve as a liaison between faculty and principal as related to curriculum."

Question three, "Assist classroom teachers in locating and gathering resource materials," was perceived as the most important duty of the coordinator. Both the principals and the teachers ranked this first. The coordinators revealed its importance by listing it second.
Question four, "Work with the staff and the media specialist in the selection, distribution, use, and inventory of educational materials and equipment," ranked considerably above the mean. There was general agreement of all three categories but the principals gave it the most significant weight as it was third in the principals' list of tasks as opposed to its placement of ninth on the total listing.

The second most important task of the curriculum coordinator was question five, "Work with teachers in textbook selection." All ranked this extremely high, but the principal awarded it the highest weight, followed by the curriculum coordinator then the teachers.

Question six, "Collect effective teaching methods and strategies and share these with others," ranked considerably above the mean. The three categories agreed that this was an extremely valuable function. The curriculum coordinators gave it the most weight.

Question seven, "Establish and maintain banks for different disciplines," provoked a wide gap of opinions between the curriculum coordinator and principal as opposed to the teacher. This duty fell well below the mean. One curriculum coordinator commented that this task should be assumed by the media specialist.

All three categories agreed that question eight, "Collect information concerning the latest trends and innovations in elementary education and share this with
teachers" was a duty of the coordinator. This ranked slightly above the mean. Curriculum coordinators and principals felt this to be much more important than did the teachers.

Question nine, "Coordinate and assist in the administering of individual and group diagnostic, criterion referenced, achievement and ability tests" was listed as a very medium responsibility. Again the principals and curriculum coordinators saw it to be much more important than did the teachers. One curriculum coordinator commented that this was particularly a responsibility of the coordinator but "guidance should coordinate administration of tests." A principal felt this was the curriculum coordinator's job only "if guidance counselor not available."

All categories noted the importance of question ten, "Develop a system for keeping teachers informed concerning special services and resources available both at school and county level." It ranked very much above the mean. One principal suggested that this was a task of the curriculum coordinator "if guidance counselor not available."

Question eleven, "Serve as a link between the individual school and the county for county-wide curriculum improvement," also ranked considerably above the mean. The three categories agreed within .05 of a point (teacher-4.52, curriculum coordinator-4.47, principal-4.50) on the importance of this duty. A principal commented that this duty should be done "jointly with principal."
There was general agreement again on question twelve, "Secure and share with teachers materials on their particular grade levels." Administrators weighted this slightly higher than did the teachers.

Question thirteen, "Encourage grade level meetings," appears above the mean. Teachers listed the item first, followed by principals, and then by curriculum coordinators. One principal suggested that the curriculum coordinator "lead!" grade level meetings.

Question fourteen, "Coordinate in-service activities for teachers," ranked slightly above the mean. Again administrators saw this to be of much more importance than did the teachers. Two principals suggested that the curriculum coordinator should "assist the principal in coordinating in-service activities."

Question fifteen, "Prepare monthly newsletters with curriculum ideas," provoked the greatest disagreement and the most comments among the individuals contacted in this study. This task ranked last, well below all other suggested responsibilities. Coordinators disagreed most stringently with it. One coordinator did relate that she would "plan to do this" next year. Some comments made by principals were "to whom" would the newsletter be directed? Would the coordinator have the "time" to fulfill this task? Another commented only "ineffective". It is interesting to notice that the teachers were by far the most in favor of this service.
Question sixteen, "Suggest and organize field trips," fell well below the mean. Curriculum coordinators ranked this much higher than the principal or teacher who agreed closely.

"Assist in the placement of student for instruction," question seventeen, ranked several points below the mean. Teachers indicated the greatest opposition to curriculum coordinators assisting in this task. The teachers tallied, on a scale of one to five, almost one whole point below that of curriculum coordinators. Curriculum coordinators felt more strongly than did the principals that this was a duty with which they should assist the principal. One principal did add that the placement of students for instruction could be "shared with guidance."

Question eighteen, "Assist in orientation of new teaching personnel," ranked well above the mean. All categories agreed that this was a vital duty for the curriculum coordinator to assume. Curriculum coordinators did award it the heaviest weight followed by principals and then the teachers.

Question nineteen, "Be involved in the placement of teachers," resulted in a wide range of opinions in all categories. But, overall, it did place well below the mean. Principals were much more in favor of curriculum coordinators helping in this task than were the teachers. Two principals added comments to the effect that "advice always accepted from curriculum coordinator but decision is that of the
principal." Another principal replied, "Yes, the coor-
nator should be involved but in practice have not asked her in every case."

Question twenty, "In the absence of the principal, have the responsibility of discipline," ranked only slightly below the mean. Principals checked this question slightly lower than either the teachers or curriculum coordinators. A curriculum coordinator commented that "someone else has been designated" the responsibility of discipline. One principal responded that curriculum coordinators did assume the responsibility for discipline "reluctantly, someone has to do this according to policy." Another principal found this to be "not legal at present" time.

The final question, "Participate in annual evaluation of elementary staff," showed a gap 1.03 points, on a scale of one to five, between the coordinators and the teachers. The coordinators were more in favor of this than the principals or teachers. Even so, the question ranked well below the mean. One coordinator mentioned the fact that "at the present time Polk Education Association doesn't allow this." Four principals cited the same policy that this is not allowed at the present time in Polk County. One principal did comment that he "would like for the curriculum coordinator to help in the observation of the teachers and then to be part of the official evaluation." Another suggested that he would "especially in the area of curriculum" like to have the curriculum coordinator participate in the annual
evaluation of the staff.

Discussion of Objectives in Terms of Data Gathered

The literature was reviewed as indicated in objective one in order to feed into the development of an instrument. This literature is included in Chapter II, the Literature Review section.

Objective two was met, the school systems were contacted and the information gathered and fed into the development of an instrument as indicated in Chapter III, the Procedures section.

An instrument was developed, as called for in objective three, with which teachers, curriculum coordinators, and principals were surveyed as to their perceptions of the role of a curriculum coordinator.

Objective four was realized when the data gathered from the survey instrument administered to the principals, teachers, and coordinators were used to formulate a role definition for the Polk County, Florida school system.

The data were tabulated and the average of the items was computed by dividing the total by twenty-one, the number of instrument items. A mean was computed for the weightings and is reflected in Table I. Twelve of the twenty-one items appeared above the computed mean. These twelve items, as listed below, are used as the role definition for curriculum coordinators in the Polk County, Florida school system. The items are displayed in the order in which they were ranked by the personnel surveyed.
1. Assist classroom teachers in locating and gathering resource materials.

2. Work with teachers in textbook selection.

3. Develop a system for keeping teachers informed concerning special services and resources available both at school and county levels.

4. Collect effective teaching methods and strategies and share these with others.

5. Serve as a link between the individual school and the county for county-wide curriculum improvement.

6. Be responsible, with the principal, for comprehensive planning and work in preparing the school budget.

7. Encourage grade level meetings.

8. Assist in orientation of new teaching personnel.

9. Work with the staff and the media specialist in the selection, distribution, use, and inventory of educational materials and equipment.

10. Secure and share with teachers materials on their particular grade levels.

11. Coordinate in-service activities for teachers.

12. Collect information concerning the latest trends and innovations in elementary education and share this with teachers.
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FIGURE 1

TOTAL WEIGHT GIVEN TO EACH ITEM ON QUESTIONNAIRE BY TEACHERS
FIGURE 2

TOTAL WEIGHT GIVEN TO EACH ITEM ON QUESTIONNAIRE BY CURRICULUM COORDINATORS
FIGURE 3

TOTAL WEIGHT GIVEN TO EACH ITEM ON QUESTIONNAIRE BY PRINCIPALS
FIGURE 4

TOTAL WEIGHTS GIVEN TO EACH ITEM ON QUESTIONNAIRE
BY TEACHERS, CURRICULUM COORDINATORS, AND PRINCIPALS

95.6 mean
FIGURE 5

MEAN GIVEN TO EACH QUESTION BY THE TEACHERS, CURRICULUM COORDINATORS, AND PRINCIPALS
Chapter V

SUMMARY AND CONCLUSIONS

The role of a curriculum coordinator must be clearly defined if the greatest possible efficiency is achieved from the position. This writer has concluded, as a result of a search of the literature, information received from the Florida Department of Education and selected school systems, the development and administration of an instrument to principals, teachers, and curriculum coordinators that twelve duties are foremost in importance to the position of curriculum coordinator. In order to determine this, data in this study were tabulated and the average of the items was computed by dividing the total by twenty-one, the number of instrument items. A mean was computed for the weightings. Twelve of the twenty-one items appeared above the computed mean. These twelve items, as listed below, are used as the role definition for curriculum coordinators in the Polk County, Florida school system. The items are displayed in the order in which they were ranked by the personnel surveyed.

1. Assist classroom teachers in locating and gathering resource materials.

2. Work with teachers in textbook selection.

3. Develop a system for keeping teachers informed concerning special services and resources available both at school and county levels.
4. Collect effective teaching methods and strategies and share these with others.

5. Serve as a link between the individual school and the county for county-wide curriculum improvement.

6. Be responsible, with the principal, for comprehensive planning and work in preparing the school budget.

7. Encourage grade level meetings.

8. Assist in orientation of new teaching personnel.

9. Work with the staff and the media specialist in the selection, distribution, use and inventory of educational materials and equipment.

10. Secure and share with teachers materials on their particular grade levels.

11. Coordinate in-service activities for teachers.

12. Collect information concerning the latest trends and innovations in elementary education and share this with teachers.

Listing the duties, as has been done above, contributes to a definition of the role of curriculum coordinator. This can be most beneficial to the school's curriculum, teachers, and students.
APPENDIX
APPENDIX A

THE ROLE OF A CURRICULUM COORDINATOR

INSTRUCTIONS: You are being asked to help to determine the role of an elementary curriculum coordinator as perceived by a teacher or administrator. Your responses will be used to better define the role and also help me to serve in this position.

Please indicate your response to each of the following statements by circling the number which most nearly expresses your opinion, according to the following criteria:

5 Strongly agree with the statement - is definitely a responsibility of the curriculum coordinator.
4 Agree with the statement.
3 Neither agree nor disagree with the statement.
2 Disagree with the statement.
1 Strongly disagree with statement - is definitely not a responsibility of the curriculum coordinator.

1. 5 4 3 2 1 Be responsible, with the principal, for comprehensive planning and work in preparing the school budget.

2. 5 4 3 2 1 Serve as a liaison between the faculty and principal.

3. 5 4 3 2 1 Assist classroom teachers in locating and gathering resource materials.

4. 5 4 3 2 1 Work with the staff and the media specialist in the selection, distribution, use, and inventory of educational materials and equipment.

5. 5 4 3 2 1 Work with teachers in textbook selection.

6. 5 4 3 2 1 Collect effective teaching methods and strategies and share these with others.

7. 5 4 3 2 1 Establish and maintain material banks for different disciplines.
8. Collect information concerning the latest trends and innovations in elementary education and share this with teachers.

9. Coordinate and assist in the administering of individual and group diagnostic, criterion referenced, achievement and ability tests.

10. Develop a system for keeping teachers informed, concerning special services and resources available both at the school and county levels.

11. Serve as a link between the individual school and the county for county-wide curriculum improvement.

12. Secure and share with teachers materials on their particular grade levels.

13. Encourage grade level meetings.


15. Prepare monthly newsletters with curriculum ideas.

16. Suggest and organize field trips.

17. Assist in the placement of students for instruction.

18. Assist in orientation of new teaching personnel.


20. In the absence of the principal, have the responsibility of discipline.

21. Participate in annual evaluation of elementary staff.
BIBLIOGRAPHY


