

# Checklist of Teacher's Role as a Curricularist

## A. Curriculum Designer/Planner/Developer

1. Teachers know their students' needs better than others involved in the curriculum process. While state or federal standards often dictate the skills covered by the curriculum, a teacher can provide insight into the types of materials, activities and specific skills that need to be included. Teachers from multiple grade-levels may collaborate to identify skills students need at each level and ensure that the curriculum adequately prepares students to advance to the next grade-level and to meet the standards.
2. The curriculum development process includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, and improving.
3. Teachers know the needs of all stakeholders of teacher education. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies. Teachers also play the role as evaluator for the assessment of learning outcomes.

## B. Curriculum Implementer/Manager

1. Teachers must implement the curriculum in their own classrooms, sticking to the plan that has taken so much time, careful planning and effort to create. When a teacher fails to properly implement a strong curriculum, she risks not covering standards or failing to implement effective practices in the classroom. That does not mean a teacher cannot make minor changes. In fact, a strong curriculum is designed to allow a teacher to be flexible and to insert a few personalized components or choose from among a selection of activities.
2. Teachers are viable candidates for curriculum leadership is their presence in the classroom level. It is in the classroom where the curriculum is

carried out. Since the classroom is basically the workfield of teachers, teachers experience first-hand the results of curriculum planning and how these make an impact on the learners. Teachers are in the best position to witness whether the curriculum is at odds or in keeping with the needs and interests of students.

3. Teachers can best judge whether or not a particular curriculum design (i.e. how content, methods and material are structured and assigned) will meet the specified curriculum objectives. In addition, their interactions with lay people like students, parents and guardians make them the most capable in bridging the gap between curriculum theory and practice.

### **C. Curriculum Innovator**

1. Teacher's don't have the right competencies to fulfill their new roles or if they are not convinced about the usefulness of an innovation, it provides an important pitfall for innovative projects in higher education.
2. Teacher's quality as teacher is considered by the institution most of the time as a second criterion for authority, power and status.
3. Teacher's should not only implement innovations, but they should also become actively involved in the development of innovations. In general, it is assumed that teachers develop co-ownership of a new curriculum when they are actively involved in its development

### **D. Curriculum Assessor/Evaluator**

1. Teachers use assessment to determine where the child is in the learning process and what teaching processes have worked. Tests, quizzes, papers, discussion, observation are a few examples of assessments. The assessments are used by teachers to evaluate the pupils with grades and/or parent conferences.
2. Teachers develop learning goals that they make known to students. Teachers develop activities (methods) that guide students toward the

goal. And teachers inform the students what is expected of them when they have achieved the goal.

3. A teacher's role in curriculum evaluation affects the school's choice of textbooks, as well as the adoption of special programs to augment educational standards. Classroom instructors examine the curriculum's objectives to determine the relevance of the materials. If a great disparity exists, school officials must reassess their programs or consider editing or remapping the curriculum to best meet the students' needs.