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Major Field: Educational Leadership

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Title of Study: DETERMINING FACTORS TO CONSIDER WHEN DECIDING TO CREATE OR ADOPT NEW CURRICULA

Pages in Study: 338

Candidate for Degree of Doctor of Education

Curriculum is the backbone of effective instruction. Without a well-aligned and rigorous curriculum, teachers cannot guide students toward academic success. Curriculum is always driven by standards, benchmarks, or any other terminology that denotes the expectations of an educator who teaches a specific content area. Upon the adoption of the Common Core State Standards (CCSS), districts across Louisiana were faced with the decision to either create or adopt curricula aligned to the CCSS, and the time constraints in which they had to make these decisions were extremely short. The researcher proposed a conceptual framework called the Continuous Improvement Curriculum Cycle: A Leadership Process Model that would be the standard for making decisions based on the adoption of new standards in the future. Then, the researcher conducted a cross-case analysis case study design of two districts in Louisiana: one
district that adopted curricula, and one that created curricula. Through the analysis of the data collected, the researcher determined that both districts took many of the conceptual framework-proposed factors into consideration during their decision-making processes. However, each district’s motivations ultimately drove their decision to either create or adopt curricula aligned to the CCSS.