A Case Study on School Curriculum Development Evaluation: 
Indicator Construction and Evaluation of a High School’s Featured 
Curriculum Development Strategies in Taiwan

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Abstract

The 12-year basic education is Taiwanese education authority’s important policy to extend 
the 9-year compulsory education. In order to fulfill the upper secondary education’s ideas of 
nearby enrollment and adaptive talent development, the entrance examination system of the 
Senior High School Education Act was amended to provide multiple entrance channels for 
featured recruitment under the framework of open admission. Via all kinds of policy program 
subsidies, central and local governments also encourage schools to develop featured 
curriculums, expecting the senior high and vocational school education to march toward 
multiple features with the same quality, to guide students to adaptive selection, and to relieve 
the pressure from entrance examinations due to the ranking of prestigious senior high schools.

However, many comments indicate that there are numerous limits on the senior high and 
vocational school curriculum guidelines, and that school featured curriculum development is 
very difficult to senior high and vocational schools before a more flexible policy is reformed 
for the college entrance examination system. Even so, there are still many schools try to create 
school features under the limited curriculum development space, and to prepare more diverse 
featured curriculum development in advance for the looseness of 2019 curriculum guidelines. 
In this study, a senior high school is taken as an example to develop school featured curriculum 
strategies by the procedure of concept mapping, discuss the importance of strategic indicators 
and the gap after actual implementation, and propose a feasible action plan for school featured 
curriculum development.

Key Word: featured curriculum development, Indicator construction