

Regis Catholic Schools (RCS) Procedures for Constructing/Evaluating Curriculum

Purpose of Handbook

The handbook is intended to explain RCS instructional framework to interested parties, to serve as a regulation for our curriculum, and to be a working manual for those involved with curriculum development and instruction.

Parties that helped in the creation of this manual:

- Kayla Bahnub
- Mary Donnellan
- Mary Jo Eid
- Dori Fadness
- Nan Falbo
- Jill Klotz
- Kelly K. Mechelke
- Father Derek Sakowski
- Linda Schultz

Responsibility for Curriculum Development

Guidelines

1. The Teaching and Learning Committee is a standing committee of the Regis Education Commission. It exists to address curriculum issues, to discuss staff and professional development, and to provide assistance with the management and recommendations involving campus technology. As needed, its recommendations are to be brought to the pastors, in consultation with the Education Commission and other appropriate committees (*e.g.*, Finance Committee, Catholic Identity and Mission Integration Committee).
2. Principals, teams of teachers, parents, or other Regis stakeholders may submit curriculum proposals to the Curriculum Coordinator. Minor changes can be made at his/her discretion. Major changes are to be presented to the Teaching and Learning Committee, and (if appropriate) to the pastors in consultation with the Education Commission (see flow chart).
3. Any curriculum project that proposes to substitute for the approved curriculum must be granted “pilot” status to proceed. The proposal should go to the building administrator, who can then bring it to the curriculum coordinator, who brings the pilot proposal to the Teaching and Learning Committee for discussion. Smaller instructional decisions and changes may be implemented at the discretion of the Curriculum Coordinator, who is to communicate the changes to the Teaching and Learning Committee. Otherwise, curriculum proposals are reviewed by the Curriculum Coordinator and are

subject to approval by the supporting Pastors in consultation with the Education Commission, President, and Administrative team.

Teaching and Learning Commission Committee

1. Review the RCS Strategic Plan and major initiatives regarding curriculum. These are the most recent objectives:
 - Assure curriculum meets standards for Catholic Education
 - Challenge students to develop God-given talents
 - Continuous evaluation of course offerings
 - Analyze assessments used to collect student performance data (i.e. assessments used; strengths and weaknesses of assessments)
 - Maximize appropriate use of technology
 - Address and support staff/professional development
 - Maintain system accreditation

Purpose and Role of Subject Area Leadership Teams (SALTs): SALT groups exist for each of the following areas: Language Arts, Math, Social Studies, Science, Religion, Specialists.

SALTs are responsible for ongoing dialogue related to their subject area. This includes continuous discussions about the effectiveness of the subject area for which they are responsible; monitoring dialogue and research from professional organizations, and other exemplary resources (i.e., Diocese of La Crosse and other Dioceses); and preparation and leadership for a full curriculum review cycle.

When the subject is not on-cycle, the Subject Area Leadership Team is expected to meet at least three times a school year. Topic/tasks include:

- Communicate with teachers working in their subject area and others, as needed.
- Provide updates and notes to the Curriculum Coordinator to be shared with the Regis community and stakeholders.
- Review curriculum and material needs as appropriate.
- Review common assessment instruments. Recommend modifications if needed.

- May research and review current issues and best practices related to the subject area (Diocesan, national, state, or professional organization expectations; special education; subject integration; scheduling; etc.).
- Suggest professional development, as appropriate, paying particular attention to instructional practices.
- Prepare for cycle work (full committee membership, including a special education staff member; a smaller committee may be appropriate for limited curriculum review work).
- Provide opportunities to visit classrooms (e.g., other levels, professionals teaching what we are looking at teaching, same grade level, etc.).

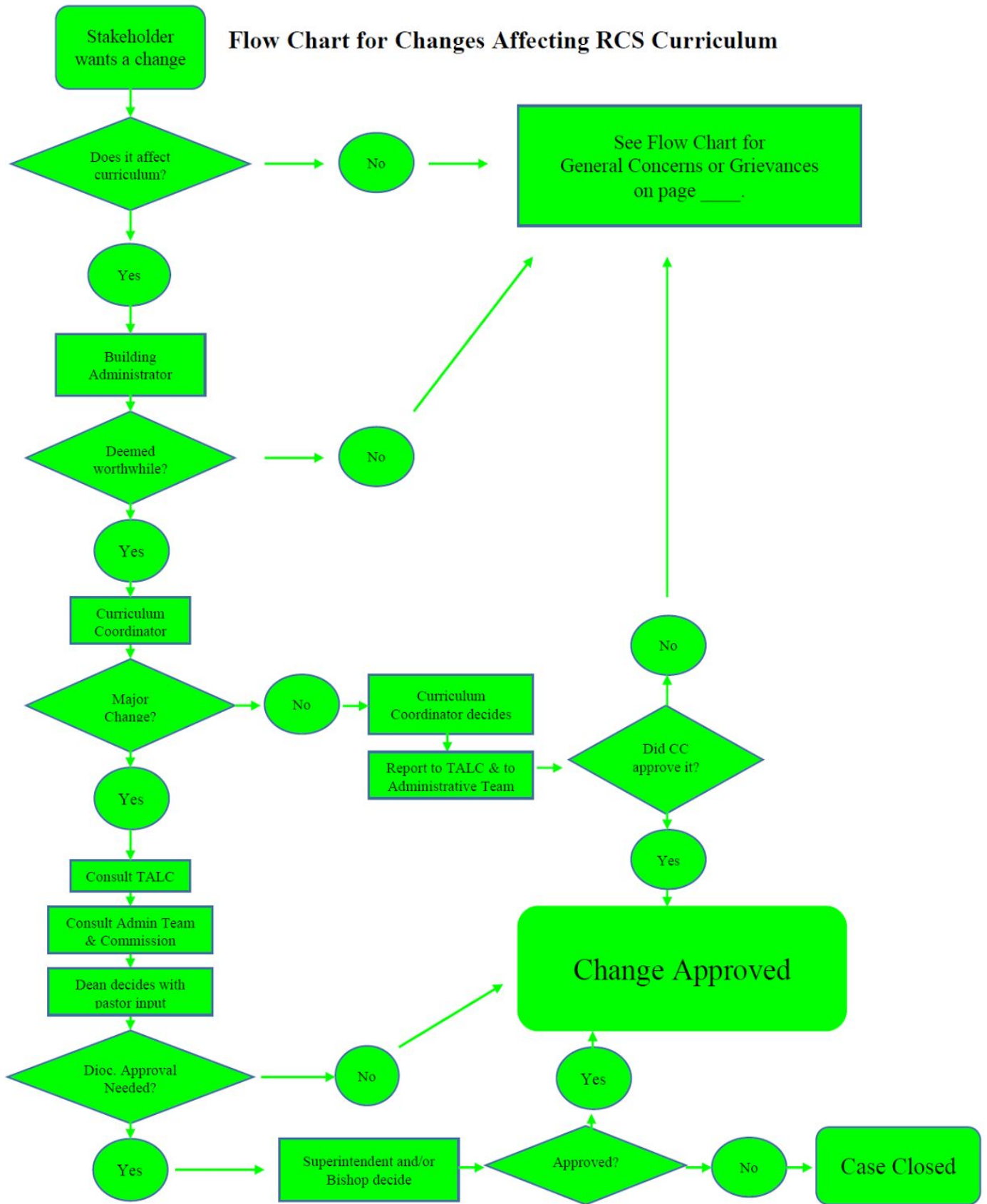
When a subject area is on-cycle, the SALT will:

- Communicate with teachers working in their subject area and others, as needed.
- Update the Curriculum Coordinator, who will update the Teaching and Learning Committee, Education Commission, Administrative team, Pastors, and Regis Community/Stakeholders.
- Update staff by email and/or at professional development, with consultation from Curriculum Coordinator.
- Study state-of-the-art practices, best practices, and achievement data (much of which may have been gathered when off-cycle).
- Review expectations to be used (Diocesan, AP, Best Practices, etc.).
- Create consistent course names, numbers, descriptions, and syllabuses for HS classes; create brief course descriptions and information for website by class/grade.
- Review essential questions, scope and sequences, common assessments, and pacing guides if necessary.
- Investigate and recommend instructional materials, including technology and non-textbook alternatives (as appropriate); ensure that materials meet Diocesan expectations (readability, diversity, etc.).
- Assist in the oversight of curriculum implementation.

Seven-Year Curriculum Cycle

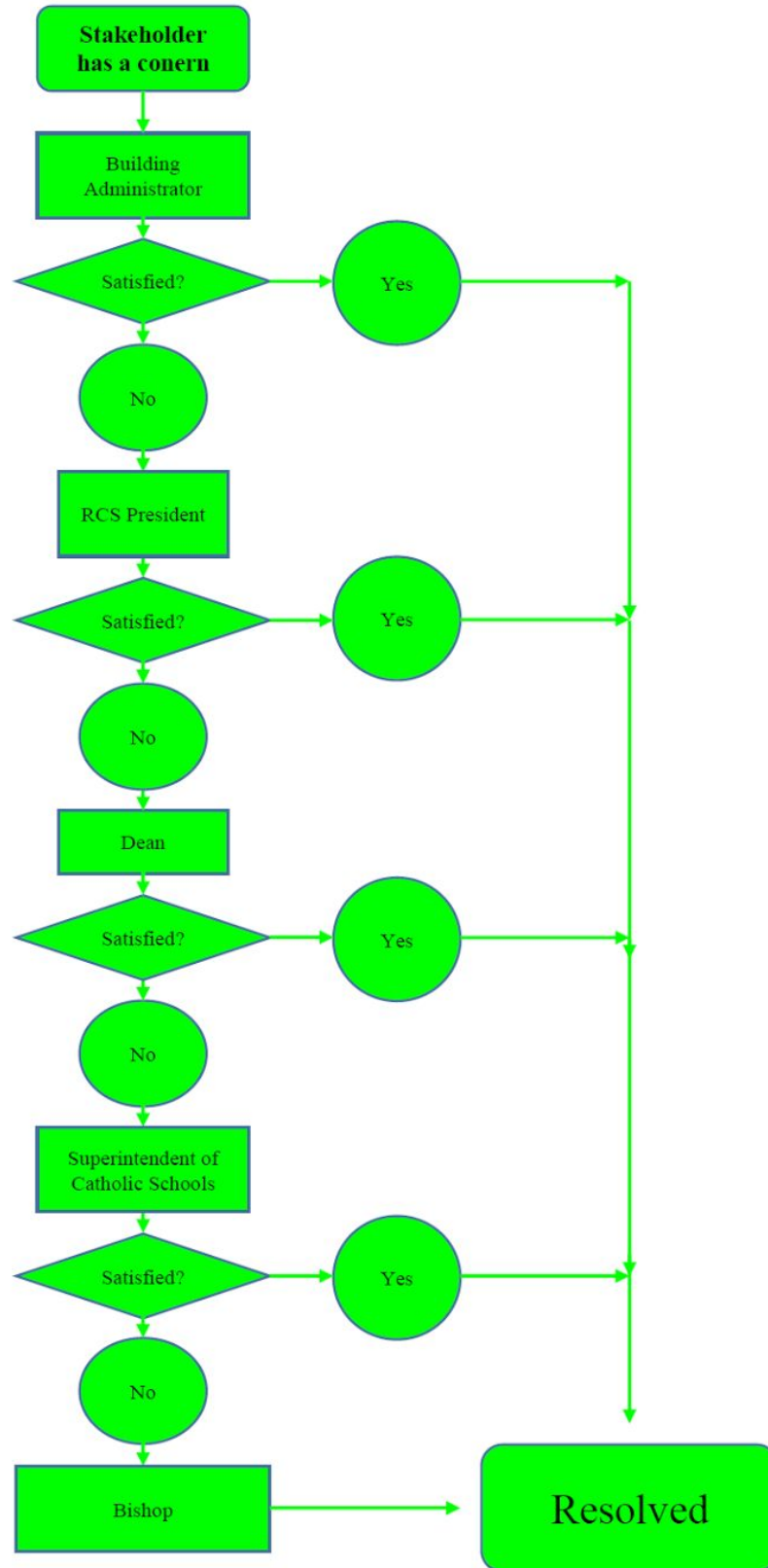
Led by Subject Area Leadership Team, Monitored by Curriculum Coordinator and Teaching and Learning Committee

Phase I	Phase II	Phase III	Phase IV	Phase V
Organize, Research & Launch	Develop & Recommend	Professional Development & Assessment	Off-cycle, Full Implementation	Off-cycle, Prepare for Cycle Review
	1 to 4 Years		3-5 Years	1+ Years
<ul style="list-style-type: none"> ● Determine Plan for Review K-12, including statement of best practices ● Review system achievement data ● Form full curriculum committee ● Review/Study state-of-the-art & best practices ● Establish expectations (standard, benchmarks, grade level objectives, etc.) ● Communicate to Teaching & Learning Committee 	<ul style="list-style-type: none"> ● Review scope and sequence ● Review/design curriculum ● Review pacing guide and essential questions ● Investigate and recommend instructional materials (including technology) ● Recommend Professional Development plan ● Review assessment data ● Communicate to Teaching and Learning Committee 	<ul style="list-style-type: none"> ● Implement curriculum ● Lead Professional Development ● Review pacing guides ● Review common assessments ● Review Assessment data ● Communicate with Teaching and Learning Committee 	<ul style="list-style-type: none"> ● Use assessment data to drive instructional decisions ● Refine instruction and assessments ● Assist Curriculum Coordinator for Professional Development and/or Data Retreat ● Communicate to Teaching and Learning Committee 	<ul style="list-style-type: none"> ● Re-evaluate expectations and membership for SALT ● Continue on-going data analysis ● Communicate to Teaching and Learning Committee



Last Updated May 18, 2016 TALC: Teaching and Learning Committee

Flow Chart for General RCS Concerns or Grievances



Last Updated May 17, 2016 TALC: Teaching and Learning Committee