

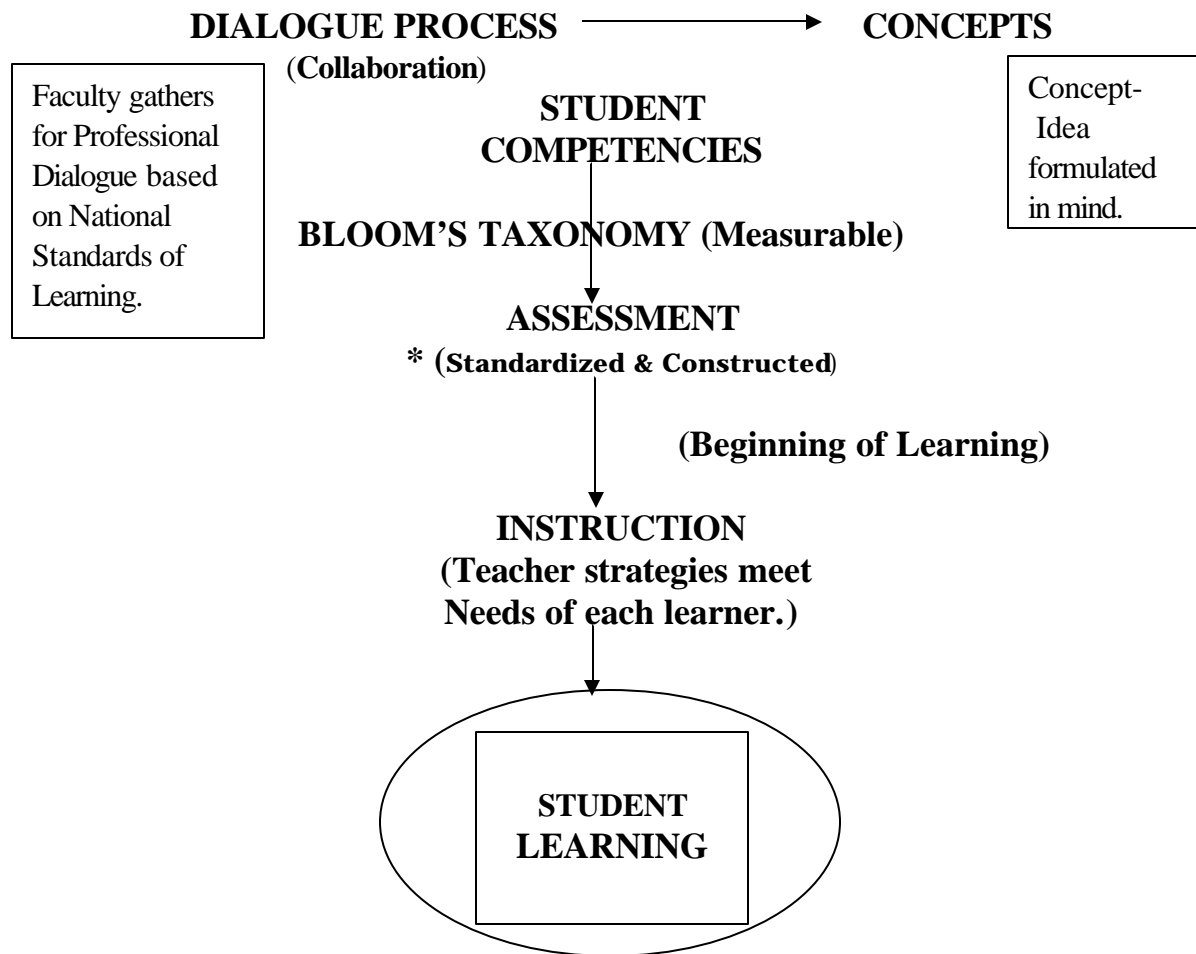
CONSENSUS CURRICULUM

A Process

Research into learning theory as well as the need to upgrade and challenge each student's thinking ability prompted the Office of Catholic Schools to design a process for curriculum development. The process involves all professional educators in a collaborative dialogue to create, renew and evaluate the curriculum for the Diocesan School System.

The renewal of each curriculum involves all teachers in the development of a competency based curriculum that challenges each student learning growth and leads to the total integration of technology and other disciplines.

CONSENSUS CURRICULUM PROCESS



TEACHER DEVELOPS A LOVE FOR LEARNING IN EVERY CLASS!

MISSION STATEMENT FOR CURRICULUM

“Catholic Schools nurture personal growth, scholarship, lifelong learning, service and responsible stewardship through a faith-centered way of life.”

“The articulation of a faith-centered environment with a quality educational program for the Diocese of Richmond requires that all educators involved in schools work collaboratively to design and implement an ever-developing and creative curriculum. According to Catholic Tradition, curriculum should encompass the principles of respect, challenge the learners to achieve their full potential and contribute to the moral development of all students. The curriculum should be designed in such a manner that it will stimulate a logical progression through the intellectual stages of critical analysis, deductive/inductive reasoning, clarity of thought/expression and strategies for problem solving.”

Curriculum Designers

Principal

The Principal, as the Leader of Leaders, inspires and maintains an attitude toward the design and diversity of the curriculum as one of the highest priorities. Current knowledge of the learning process is the basis for instructional diversity and specialization in the curriculum. As a resource for the faculty, the principal assists in the design of the curriculum and leads all to a consensus of the needs for each learner. The development of a spiral learning process as well as creative instructional techniques will inspire the student with a love of learning.

Teacher

As a leader, the teacher creates a learning environment, which provides the learner with the opportunity to learn and meet success. Having a thorough knowledge of the current research on learning, the teacher will set expectations, address the learning styles of each student and provide the necessary resources to achieve quality learning. The teacher validates that students have achieved a competency.

Student

The curriculum exists to facilitate the learning potential of each student. The

students, as learners, will assist in the continuing growth of the curriculum not only as recipients of learning but as creators of new opportunities. A well developed curriculum will encourage an inventive spirit, a flexibility to adapt to change, a desire to set and attain expectations, an appreciation of peers, a belief in one's self and an opportunity to become a future leader of society.

Learning Community

The Principal, teachers, students and parents must build a learning community together that reflects the following characteristics:

- Areas of strengths & weakness are identified.
- Members of community collaboratively dialogue frequently.
- Teachers explain the process of learning that is happening in the classrooms.
- Environment encourages creative and critical thinking.
- Risk-taking is evident & self discovery is constant.
- Students/Teachers/Parents are engaged in learning and share this learning with other.

CATHOLIC DIOCESE OF RICHMOND CONSENSUS CURRICULUM PROCESS

GOALS:

- **To create a comprehensive curriculum program for the Diocesan School System.**
- **To recognize the professional ability and leadership of all within the system.**
- **To create a vibrant awareness of what is learning and how it is facilitated.**
- **To facilitate professional dialogue among educators in every curriculum area.**
- **To develop curriculum competencies for students that is measurable in all learning areas.**
- **To create the opportunity for teachers to integrate learning.**
- **To facilitate the growth of technology in all of learning.**
- **To create a map of all competencies for all levels and assist in the integration of curriculum.**

The Consensus Curriculum Process was developed by the Office of Catholic Schools in 1992. This process was designed to foster dialogue between faculty, administration and central office personnel regarding curriculum

design, assessment, and strategies for learning. professional development of teachers.

STEPS OF PROCESS AT SCHOOL	STEPS OF PROCESS - MCC
➤ Master Curriculum Council communicates with Principal and subject coordinator.	➤ School returns are studied.
➤ Subject coordinator gathers teachers to review competencies and make sure that each learning strand addresses subject thoroughly.	➤ Each recommendation is reviewed and verified as to its age appropriateness and its measurement to the National Standards of Learning.
➤ Entire faculty reviews the recommendations and makes sure that integration is a part of the curriculum.	➤ Master Curriculum Council will present to the Office of Catholic Schools a final copy for approval.
➤ Subject coordinator returns one copy of each level with the faculty's recommendations.	➤ Members of the Master Curriculum Council will contact the subject coordinators to assist with implementation.

ROLE OF A SUBJECT COORDINATOR

The teacher designated to be a subject coordinator articulates the curriculum and makes the subject an important and functional learning situation. This coordinator should be an experienced teacher and interested in the subject area. The coordinator must be aware of innovations and new methods and be willing to implement them. Technology must become an integral part of the discipline.

The coordinator will:

- Facilitate the collaborative dialogue among the entire faculty
- Engage faculty at meetings to exchange ideas, strategies or assessments.
- Check that the Standards for Accreditation are all being met annually.

- Review appropriate texts and materials to implement curriculum.
- Encourage professional growth through reading and workshops.
- Provide new staff members with curriculum competencies and assist teachers in the implementation of the curriculum.
- Explain the curriculum for your discipline to parents and other groups.

CURRICULUM COMPETENCIES

The statements in the curriculum are written for the student¹ The curriculum expects a teacher to be able to measure the student's level of thinking and each one's capacity to process knowledge and research to critically think and problem solve. The learning mode today requires a shift in assessment, strategies of teaching, reporting skill development and collaborating to learn.

PARADIGM SHIFT IN EDUCATION

OLD LEARNING MODE	TODAY'S LEARNING MODE
OLD PARADIGM - TEACH/TEST	NEW PARADIGM -LEARN/IMPROVE
◆ FEW WINNERS	➤ <i>IMPROVE & SUCCEED</i>
◆ COMPETITIVE	➤ <i>COOPERATION</i>
◆ LINEAR LESSONS	➤ <i>SPIRAL LEARNING</i>
◆ PRODUCT – ORIENTED	➤ <i>PROCESS - ORIENTED</i>
◆ LIFE IS REACHING GOALS	➤ <i>LIFE IS A JOURNEY</i>
◆ SYSTEM GOOD IF END ACHIEVED	➤ <i>MAINTAIN THE HEALTH OF A SYSTEM</i>
◆ WORK IS A TASK	➤ <i>WORK IS CHALLENGING</i>
◆ TEACHING IS DONE	➤ <i>LEARNING TOGETHER</i>
◆ ISOLATION - TIME./SPACE	➤ <i>TEAM LEARNING</i>
◆ ADVERSARIAL	➤ <i>COLLABORATIVE</i>
◆ HIERARCHIAL	➤ <i>VISIONARY</i>

◆ CONTROL	<i>INITIATIVE</i>
◆ DISCIPLINE BASED	
◆ TESTING - WHAT WAS LEARNED?	➤ <i>TESTING - A MEANS OF IMPROVEMENT</i>

A paradigm is a shift in thinking – the way we see the world in terms of perceiving, understanding and interpreting.

The Consensus Curriculum Process relies on Column II’s Learning Mode to effect student learning in all classrooms of the diocese.

MASTER CURRICULUM COUNCIL

The Master Curriculum Council is composed of educators within the Diocese of Richmond who are willing to expand the knowledge of curriculum and share teaching expertise. The members assist in the design, collaboration and development of a complete professional development plan to effectively implement a paradigm shift of learning.

Functions of the Council:

- Maintain a sequence and review cycle for curriculum areas.
- Update learning strands for all curriculum areas when necessary.
- Assist educators in creating an integrated curriculum.
- Provide Principals and Coordinators with a structure that facilitates collaborative dialogue in a curriculum area.
- Promote communication between all levels, Pre-K through 12.
- Synthesize all school dialogue responses and validate to current National Standards and expectations.
- Make recommendations for professional development to assist the implementation process.
- Report at Regional Principal Meetings the present status of the Consensus Curriculum Process.
- Evaluate the Process and adapt to needs and recommendations.

STRUCTURE FOR CONSENSUS DIALOGUE

The success of the dialogue process is dependent upon local participation. Dialogue is the capacity of a group to suspend assumptions and enter into a genuine “thinking together” allowing the group to discuss insights not attainable individually.

The process recognizes the professionalism of each faculty member and relies on each one’s contributions to all areas of the curriculum. The

suggested structure can be adapted to local needs but it is vital that all be given the opportunity to contribute and listen to other professional educators.

Consensus is reached when all faculty members collectively have had an opportunity to influence the decision and all are willing to live with the decision. The process of consensus decision-making considers many points of view, provides time for dialogue in order to solidify group, and guarantees that all feel heard and accepted. Consensus exists when all faculty whose support is needed to implement the curriculum agree with the decision of the whole and express a commitment to support its implementation.

STEPS IN CONSENSUS CURRICULUM PROCESS

- **All educators review the mission statement for curriculum.**
- Subject area teachers or departments develop and come to consensus on a set of minimum competencies for each learning strand in the subject in accord with National Standards of learning and child development.
- Subject area teachers create a mapping image of when competencies are taught.
- The subject coordinator dialogues with the faculty the proposed mapping.
- **The coordinator forwards to the appointed council member the completed set of consensus competencies recommended for inclusion. (All recommendations are considered by the MCC but some may not become a part of the recommended minimum competencies for that discipline.)**

CURRICULUM COMPETENCIES IMPLEMENTED

- The minimum curriculum competencies of the Diocesan Curriculum are measurable student expectations in each subject area.
- The verbs at the beginning of the competencies are thinking verbs and require the teacher to define the verb with the class and set the expectations for this competency to be complete.
- Professional Development days for teachers need to concentrate on learning and how we better address the components of learning.
- The *In View* results will help teachers in the knowledge of each student's verbal, quantitative and spatial skills. It is helpful for the faculty to review verbal and non-verbal skill development at each level.
- Subject Coordinators facilitate continual dialogue on the competencies in order to assist the professional educators in furthering the learning process.
- Teachers use each curriculum as a checklist of competencies learned by each student and class. Principals can use the checklist to monitor the effective use of the competencies.

- Continual communication maintained between Office of Catholic Schools and schools through Principal meetings and school visits.

Professional Development

The process of professional growth is a challenge but this assistance will help each teacher to strengthen one's strategies of teaching. The diocese and the individual school share a responsibility for the in-service for faculties in curriculum. Opportunities for professional in-service will be provided annually by the diocese.

The Office of Catholic Schools will hosts professional development in the Odd years in March and in Fall in the Even years, e.g. 2007 – March; 2008 – Fall...

CYCLE FOR RENEWAL

1993	2001-2002	2007-2008	Religion and Mathematics
1994	2002-2003	2008-2009	Social Studies
1995	2003-2004	2009-2010	Physical Education/Health
1996	2004-2005	2010-2011	Language Arts/Languages
1997	2005-2006	2011-2012	Science
1998	2005-2006	2012-2013	Fine Arts

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