

Regulation IA-R

Las Cruces Public Schools

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Responsible Office: Associate Superintendent for Instruction

INSTRUCTIONAL GOALS AND LEARNING OBJECTIVES

I. PURPOSE

To implement LCPS Board of Education Policy IA: Instructional Goals and Learning Objectives through the development and approval of curriculum and supporting materials.

II. DEFINITIONS

- A. *Content Standards* – means the broad descriptions of the knowledge and skills all students should acquire in a particular subject area, as appended by the New Mexico Public Education Department (NMPED).
- B. *Benchmarks* means the statements of what all students should know and be able to do in a content area by the end of designated grades or levels.
- C. *Performance Standards* means the specific statements of what a student should be able to do. Performance standards are used for planning and classroom instruction.
- D. *Common Core Curriculum Standards (CCSS)* means what students should understand and be able to do by the end of each grade. CCCSS standards are available in English language arts and mathematics and will be available in all subjects by 2015. The standards are aligned with college and work expectations, and include rigorous content and application of knowledge through high-order skills so that all students are prepared to succeed in a global economy and society.
- E. *Curriculum* means the prescribed elements of courses, including instructional goals and objectives, pacing guides, course title, codes, content descriptions, prerequisites, time allotment, and credit values. The LCPS curriculum is based on approved New Mexico Standards.
- F. *Curriculum Document* means a publication promulgating prescribed LCPS curriculum. Other LCPS publications that prescribe instructional programs or practices have the status of curriculum documents, including adopted pacing guides.
- G. *Assessment Measures* means the indicators that are used to provide evidence of the attainment of instructional or performance standards. The degree to which each student has attained these objectives is determined by performance on assessment measures.
- H. *Unit* means a segment of instruction, usually smaller than a course.
- I. *Program* means a related set of instructional objectives spanning one or more grade levels or a group of courses. (The course may be related over grades or across subject areas.) The term is used as narrowly as “the automotive program” or as broadly as “the elementary school program.”
- J. *Supporting Materials* (Curriculum Materials)

- a. *Instructional Materials* means the learning resources, purchased or developed by LCPS teachers to enable and enhance the teaching and learning process. Instructional materials may be consumable and expendable and also include technology-based learning materials.
- b. *Pacing Guides* means the written materials developed by LCPS to aid teachers and school-based administrators in planning one or more aspects of instruction.
- K. *Pilot Test* means a program to assess the viability of a curriculum intervention in a small number of schools or classrooms.
- L. *Individualized Education Program* means the services developed to address specific goals and objectives in both social and academic areas for students with a disability or exceptionality as defined by the Individuals with Disabilities Improvement Act of 2004 and New Mexico Public Education Department Special Education regulations.

III. PROCESS

A. Proposals for the Development of Curriculum and Supporting Materials

1. The Associate Superintendent of Instruction, in collaboration with the directors of Elementary and Secondary Instruction, shall be responsible for:
 - a. Initiating proposals for the development of curriculum, curriculum documents, and supporting materials that include learning goals and instructional objectives that meet or exceed New Mexico Content Standards, Benchmarks, Performance Standards and CCSS;
 - b. Encouraging the submission of proposals for curriculum development and instructional improvement from the schools and the community, and assisting individuals and groups in the development of ideas for further consideration;
 - c. Coordinating the evaluation of proposals initiated within or outside the Department and employing consultants as needed from content specialists, community members, and a broad base of LCPS personnel.
2. Proposals Initiated Outside the LCPS Department of Instruction
 - a. A proposal for a new or revised program or course may originate with any individual or group in the community or school system.
 - b. Teachers, students, and parents submit their ideas through their school principal to the Associate Superintendent of Instruction. All requests must include a statement of purpose, instructional goals and learning objectives that meet or exceed approved New Mexico Content Standards, Benchmarks, and Performance Standards, the CCSS pacing guide, suggested assessment measures, supporting materials, and the proposal's relationship to the existing LCPS curriculum.
 - c. Proposals shall be reviewed and evaluated by appropriate subject area specialists, Directors of Instruction, the LCPS Department of Human Resources, and/or other program development specialists in the Division of Learning, Teaching and Research. At each level, the reviewer of a proposal for curriculum development or supporting materials may ask for

clarification or may counsel against pursuing the proposal further. However, unless the originator of the proposal withdraws it, the reviewers at each level of review, prior to review by the Associate Superintendent of Instruction, will pass the proposal along with comments and recommendations.

B. Development of Curriculum and Recommendations for Approval

1. Proposals for the development of curriculum, including development of specifications, a timetable, and budget and staff requirements, shall be submitted to the Associate Superintendent for Instruction for review and approval.
2. Proposals approved by the Associate Superintendent for Instruction shall be assigned to an appropriate Director of Instruction and forwarded to an appropriate district advisory committee either at the proposal stage or following further development that the Associate Superintendent for Instruction may request. Proposals not approved are returned to the originator with comments. Reviewers of such proposals are also notified of the disposition.
3. The Department of Instruction shall advise the Superintendent on matters pertaining to curriculum and instruction. This responsibility shall encompass reviewing, evaluating and making recommendations concerning changes in curriculum (e.g., new or revised programs or courses), including substantial changes in learning goals and instructional objectives, prerequisites, content, or credit value.
 - a. In determining the need for and the extensiveness of a pilot test of new or revised programs or courses, the Department of Instruction shall consider whether the proposal:
 - i. Involves a change in the approved school district curriculum framework and the importance of the change;
 - ii. Deals with particularly sensitive issues;
 - iii. Requires a large amount of effort or expertise; and
 - iv. Holds especially important implications for curriculum or instruction as it relates to the experience of students and expectations in the community.
 - b. New programs and courses generally require piloting prior to approval for inclusion in the LCPS curriculum and course of studies. Proposals that do not have significant revision to a program of study are not pilot tested unless the other three criteria in subsection a (noted above), items 2, 3 and 4, indicate otherwise.
 - c. When a pilot test is recommended for new or revised curriculum, the Associate Superintendent of Instruction shall specify the period and extent of the pilot and a time when results of the pilot shall be reported to the appropriate district advisory committee and Superintendent with a recommendation for further action. Before a pilot test is recommended, a

plan and criteria for evaluation shall be worked out with the appropriate director of Instruction assigned responsibility for the pilot.

C. Development of Supporting Materials and Recommendations for Their Approval

1. Proposals for the development of materials for LCPS use in supporting the district curriculum, including development specifications, a timetable, budget and staff requirements shall be submitted by Coordinators and Directors of Instruction to the Associate Superintendent of Instruction for review and approval. Proposals not approved shall be returned to the originator with comments.
2. When the Associate Superintendent for Instruction approves a proposal for the development of instructional materials or guides, the Associate Superintendent shall assign responsibility for coordinating that development to an appropriate director of Instruction.
3. An appropriate district advisory committee either at the proposal stage or following development, or both, shall review administrative procedures, administrative handbooks and other publications that involve sensitive issues, or when they contain fundamental changes in instruction or point of view about instruction. These materials shall be subject to the recommendations of the appropriate district advisory committee and shall be discussed with the Associate Superintendent of Instruction before they are presented to the Superintendent.

D. Approval of Curriculum

1. The Superintendent shall consider the recommendations of the appropriate district advisory committee and the Associate Superintendent of Instruction, and shall propose to the Board of Education revisions to the LCPS curriculum and other documents that prescribe instruction. The Superintendent shall present these recommendations to board members one month prior to the date on which approval is sought.
2. The Superintendent shall authorize the publication of revisions to the LCPS course of study and other documents as the LCPS approved curriculum.
3. Schools may offer only programs or courses listed in the LCPS approved master course list as approved by the Associate Superintendent of Instruction.

E. Approval of Supporting Materials

1. The Superintendent shall approve the publication of district-developed supporting materials using procedures established in the Department of Instruction.
2. Provisions for citizen review of supporting materials are made in accordance with Board of Education policy. (See LCPS Policy IJJ: Textbook Selection, Adoption and Use)

F. Professional Development

1. The Associate Superintendent for Instruction, directors of Instruction, and department coordinators shall review and approve all plans and agendas for

professional development sessions conducted in the district that target administrators, teachers, and all instructional support and ancillary staff.

2. Professional development plans and agendas shall be linked directly to the instructional goals and objectives of the school district, directly support the implementation of the district curriculum and the school district's *Educational Plan for Student Success* (EPSS).



Associate Superintendent for Instruction

November 13, 2012

Date Approved

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