

NC Standard Course of Study Internal Procedures Manual

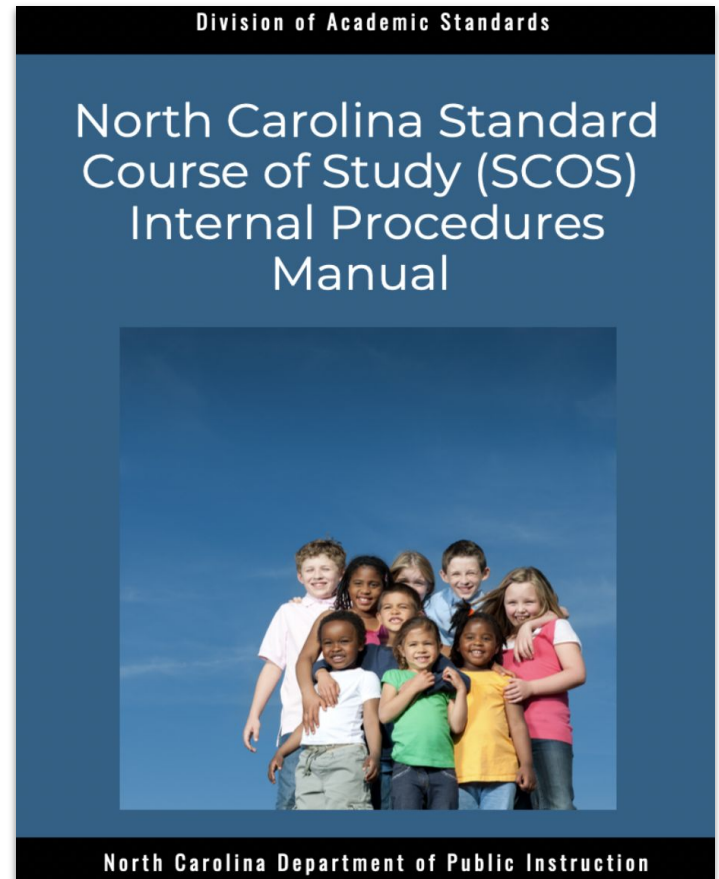
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Purpose of the Manual

Provide explanation of and guidance on:

- the process to be followed when developing or revising a section of the NCSCOS,
- the topics, categories and minimum supporting materials to be included in the contents of a standard course of study, and
- the considerations that must be made as standards are being reviewed/revised/implemented.



State Board Policy SCOS-012

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- NCDPI reviews each set of content standards every five-to-seven years to ensure clear, relevant standards and objectives.
- NCDPI uses a uniform and formalized system build on four guiding principles:
 - Feedback-based
 - Research-informed
 - Improvement-oriented
 - Process-driven



SEA vs. LEA Responsibilities

State Education Agency (SEA)	Local Education Agencies (LEA)
Facilitate the review and revision of the NCSCOS	Develop and/or choose local curriculum and instruction, including textbooks
Develop standards-based resources	Implement resources from SEA
Provide professional development on the standards	Align local assessments to the approved standards
Collect ongoing data on local implementation to inform future support and resources	Provide local professional development as needed
Communicate with LEAs and other stakeholders throughout the review, revise, and implementation phases	Communicate with local stakeholders

Historical Information

- **1998 - Creation of an Internal Procedures Manual**
 - First iteration of a uniform process for all content areas
 - Not presented to the State Board of Education
- **2018 - Revision of the Internal Procedures Manual**
 - Cross-agency Project Management Team
 - 4-month process
 - Informed the State Board of Education of the manual process while updating SCOS-012

Current Process

- **2021 - Revision and finalization of the Internal Procedures Manual**
 - Review of the 2018 manual for gaps, edits and revisions
 - Strategic conversations with key internal stakeholders
 - Modernization of the template and format
 - Presenting to the SBE



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Introduction

- Legislative Policy SCOS 012
- The Difference Between Standards, Curriculum, and Instruction
- Content Areas
- Purpose of the Internal Procedures Manual
- Guiding Principles

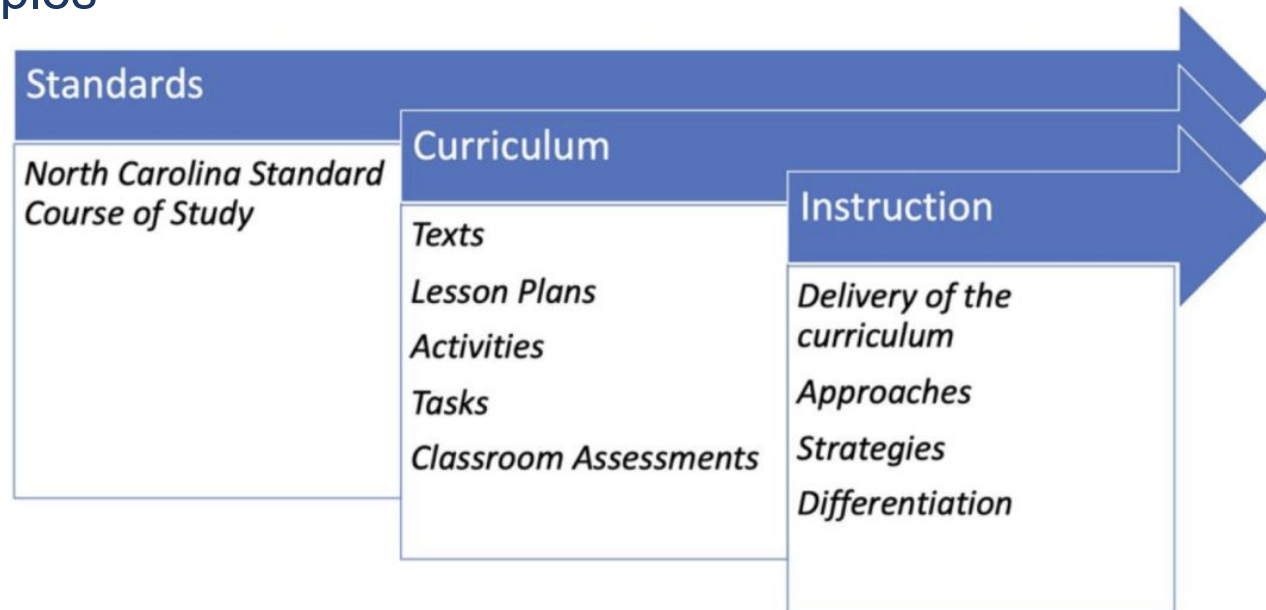


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Introduction cont.

- Taxonomy/Framework
 - Visual/graphic
 - Training Guidelines and Resources
 - Concepts to Consider
 - Domains of Knowledge (DOK)
 - Rigor/Relevance Framework
- Alignment of Standards
 - Textbook Adoption
 - Assessments
 - Course Codes
 - Honors/DALGE

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Process for the Review, Revision, and Implementation of Standards

- Roles and Responsibilities
- Process Components
 - **Review**
 - Data Collection
 - Research
 - Data Review Team
 - Permission to Revise

Research for Standard Course of Study Review	
North Carolina SBE Policy	<ul style="list-style-type: none"> ● Explain relevant North Carolina State Board of Education policy pertaining to the content area being reviewed ● Template
State and Federal Legislative Requirements	<ul style="list-style-type: none"> ● Explain relevant State legislative requirements pertaining to the content area being reviewed ● Explain any relevant Federal legislative requirements pertaining to the content area being reviewed ● Template
State Standards	<ul style="list-style-type: none"> ● Review similar content area standards in at least five other comparable states that have revised their standards within the last five years for the content area being reviewed ● Template
National and international Standards	<ul style="list-style-type: none"> ● Review national standards and/or frameworks ● Review international standards and/or frameworks, if applicable ● Template
Educational research that informs standards development	<ul style="list-style-type: none"> ● Research should include contemporary and current research on knowledge, concepts, and skills related to the content area under review ● Summarize trends from institutions of higher education and other education agencies that are relevant to the

Example Template

(content area) Standards Focus Groups *(months/year)*

Purpose: The purpose of the focus groups is to collect qualitative data regarding the current NCSCOS for *(content area)*. The *(content area)* team worked with the Regional Directors to set up one session per SBE region. The *(content area)* team also worked with the Office of Charter Schools and others to set up one session for charter schools, alternative schools, etc. These focus groups were conducted (*face-to-face or virtually*) from *(date)* to *(date)*.

Schedule: *(insert schedule of the 9 sessions)*

Focus Group 1:

Region	
Location	
Date/Time	
Number of PSUs	
Number of Participants	
Facilitator(s)	

Agenda: 3-hour session

Topic	Key Points	Time Allotted
Welcome and Purpose	<ul style="list-style-type: none">• Provide overview of the review process• Provide purpose for today's focus group	10 mins



Example Template

Data Report

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Introduction	3
Methodology for Research Collection	4
Methodology for Data Collection	5
Data Results	6
Quantitative Findings by Standard via Survey	6
Qualitative Findings via Focus Groups	8
Qualitative Findings via Interviews	9
Conclusions (to be completed by DRC)	10
Keep As Is	10
Needs Minor Revisions	10
Needs Revisions	10
No Longer Relevant	10
Recommendations (to be completed by DRC)	11
Appendices	12
Appendix A: Copy of Survey Questions with Raw Data	12
Appendix B: Copy of Focus Group Questions with Raw Data	12
Appendix C: Copy of Interview Questions with Raw Data	12

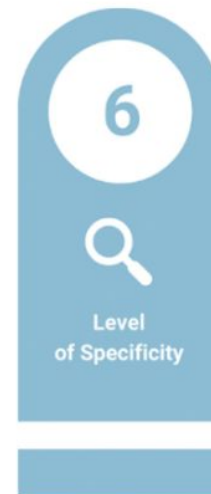
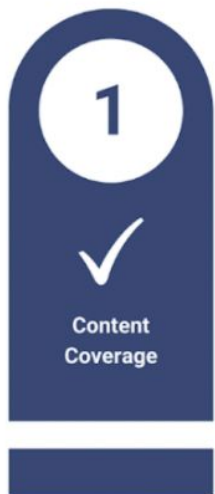


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Process for the Review, Revision, and Implementation of Standards Cont

■ Revision

- Standards Writing Teams
- Writing Process
- Criteria for Revising and Evaluating
- Creation and Feedback of Drafts 1-3
- Approval Request



Example Template

Revision Phase: **Year**

A revision shall be defined as the process of facilitating the writing of the standards of a content area standard course of study and its accompanying introduction based on the interpretation of all data obtained from the *review process* which will have preceded the decision and approval to revise the standards of a course or area of study. If the data review committee recommends changes to the existing content standards and the State Board of Education approves permission to revise, NCDPI will establish and convene a committee to review feedback and incorporate changes as necessary.

The major work of this phase includes:

- Standards Writing Team Creation
- Writing Process
- Revision and Evaluation
- Creation and Feedback of Drafts 1-3
- Approval Request

This phase should take place over the course of approximately 12 months.

Please see pages _____ of the **Procedures Manual for the Development of the NCSCOS** for details about this phase.

Month/ Year	Activity	Notes

Example Template

DRAFT Standards Documentation

(date)

Grade/Course: _____

Strand: _____

Team Members: _____

The purpose of this document is to keep a running record of the writing process for the draft revised (content area) standards. Each writing workgroup should use this document when writing the standards.

Criteria Checklist: Use this criteria checklist to evaluate each draft standard/objective.

Standards

- Is the standard written in S-V-O format?
- Is the standard written to the approved taxonomy/framework?
- Does the standard make a clear statement student should be able to do or understand?
- Is the standard timeless, universal, and transferable?
- Does the standard adhere to high expectations for all students?

Documentation:

DRAFT Standard/Objective	New or Modified From	Based On...	Criteria Addressed	Comments/Notes
<i>List the new or revised standard or objective</i>	<i>Note if it is brand new or Note which standard from the previous SCOS the draft was revised from</i>	<i>Data points - be specific</i>	<i>Does it hit all of the boxes above?</i>	<i>Provide any notes or comments that would be helpful for the NCDPI team</i>

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Process for the Review, Revision, and Implementation of Standards Cont

- Implementation
 - Installation
 - Initial Implementation
 - Full Implementation

Appendices

- Copy of all templates
- Glossary

Professional Development

- Create and share a professional development plan (**guidance and template coming soon!**).
- Facilitate statewide training on the structure and understandings of revised standards using crosswalks, unpacking documents, parent materials, etc., in collaboration with Regional Directors and Office of Charter Schools.
- Contact districts that were unable to attend PD; conduct PD for those districts.
- Conduct professional learning opportunities at local, state, and national conferences.
- Use a common evaluation tool (**coming soon!**) with all standards' professional development.
- Analyze professional development data to make any necessary changes in offerings to ensure effectiveness

Data Collection

- Deploy a yearly needs assessment (**coming soon!**) to collect data on standards' implementation and future needs.
- Plan and conduct a yearly Quality Assurance Roundtable (QAR) (**guidance coming soon!**).

Support Documents

- Continue reviewing and updating standards-aligned resources in instructional content repositories.
- Create instructional support documents.
- Refer to the External Implementation Guide (**coming soon!**) for further details.

Next Steps

- Finalize the Internal Procedures Manual
- Seek feedback from internal and external stakeholders
- Deploy a Needs Assessment to inform the External Implementation Guide
- Complete the External Implementation Guide
 - Common resources across content areas
 - Additional resources to meet the needs of each content area
 - Resource templates
 - Timeline continuum of when each resource will be created
- Recommendation for Discussion next month



Questions?

