Division of Academic Standards

North Carolina Standard Course of Study (SCOS) Internal Procedures Manual

North Carolina Department of Public Instruction

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Introduction

Please note that all linked templates are set to view only. A force copy folder can be found in Appendix A. Any additions, deletions, or changes to these templates must be approved by division leadership.

Legislative Policy SCOS-012 Process for the Review, Revision, and Implementation of the NC Standard Course of Study

I. North Carolina Standard Course of Study

The North Carolina Standard Course of Study (NCSCOS)* shall include the content areas of:
- Arts Education (Dance, Music, Theatre Arts, Visual Arts),
- Career Technical Education** (Agricultural Education; Business, Finance and Information Technology; Career Development Education; Family and Consumer Sciences Education; Health Sciences Education; Marketing and Entrepreneurship Education,Technology Engineering and Design Education; and Trade & Industrial Education),
- Computer Science,
- English Language Arts,
- English Language Development,
- Guidance,
- Healthful Living, Information and Technology,
- Mathematics,
- Science,
- Social Studies,
- World Language

II. North Carolina Standard Course of Study Review, Revision, and Implementation Process

The NC Department of Public Instruction (NCDPI) will review the standards for each content area every five-to-seven years to ensure the NCSCOS consists of clear, relevant standards and objectives. The standards review, revision, and implementation process provides a comprehensive study of each content area organized by grade level, proficiency level, and/or course. The five-to-seven-year cycle allows time for review, revision, and consistent implementation of the standards. Alignment with the statewide assessment program, extended content standards, and materials adoption will be addressed throughout the process, as appropriate. To promote transparency and

stakeholder engagement in every standards review, revision, and implementation, NCDPI will use a uniform and formalized system built on four guiding principles:

A. Feedback-Based: NCDPI will formally collect feedback on the current standards from educators, administrators, parents, students, institutions of higher education, business/industry representatives, national organizations, and other education agencies.

B. Research-Informed: NCDPI will review contemporary and current research on standards and learning in the content area under review. Benchmarking with other states, third-party reviews, and comparability of national and international standards and trends will inform the process. Board Policy Manual NC State Board of Education Policy Reference Disclaimer.

C. Improvement-Oriented: NCDPI will provide the State Superintendent and State Board of Education an annual report summarizing feedback received from stakeholders concerning standards and implementation.

D. Process-Driven: The system process includes three phases: review, revision, and implementation. The steps included in each phase are outlined below.

The review, revision, and implementation phases outlined in this policy represent standard processes for updating standards. However, this policy does not prevent the State Superintendent from recommending or the State Board of Education from taking prompt action regarding standards revisions in response to legislation or for other reasons deemed necessary and appropriate by the Board.

1. NC Standard Course of Study **Review** Phase
All standards are reviewed on a perpetual cycle of five-to-seven years. The review process is designed to ensure clear, rigorous, and measurable standards that are easily understood by teachers, parents, and students, and are articulated K-12 by grade, proficiency level, and/or course. NCDPI will facilitate the standards review phase using the following steps, as appropriate:

   A. Collect and review feedback through various methods from stakeholders, including but not limited to educators, administrators, parents, community members, students,institutions of higher education, business/industry, education agencies in other states and/or national organizations for the specific content area.

B. Analyze contemporary and current research on standards in the content area being reviewed.
C. Establish and convene a data review committee.
D. Facilitate the committee's review of data and research, State or federal legislative requirements, surveys and other stakeholder feedback.
E. Evaluate the data review committee's findings and share recommendations for standards revision with the State Board of Education.

2. NC Standard Course of Study **Revision** Phase
If the data review committee recommends changes to the existing content standards, NCDPI will use the subsequent steps iteratively as appropriate:

A. Establish and convene a standards writing team.
B. Share the draft standards with local districts, charter schools, and other stakeholders for at least 30 days of review and input.
C. Engage the data review committee to compile feedback and share with the writing team.
D. Reconvene the writing team to review the feedback and incorporate changes as necessary.
E. Share additional drafts for stakeholder review and input as appropriate.
F. Submit the revised standards to the State Board of Education.

3. NC Standard Course of Study **Implementation** Phase
Following State Board of Education approval, NCDPI will support standards implementation through the following actions:

A. Launch and disseminate a state-level standards implementation plan to local districts and charter schools.
B. Modify the annual statewide assessment program as necessary in accordance with the revised standards.
C. Facilitate statewide training and support for educators on the revised standards.
D. Collect data and evaluate the implementation of the revised standards.

 Extended content standards follow the same review, revision, and implementation process.

**Career and Technical Education (CTE) follows the North Carolina CTE Essential Standards Guide, located in SBE Policy SCOS-005.*

The Difference Between Standards, Curriculum, and Instruction

Standards		
North Carolina Standard Course of Study	**Curriculum**	
	Texts	**Instruction**
	Lesson Plans	Delivery of the curriculum
	Activities	Approaches
	Tasks	Strategies
	Classroom Assessments	Differentiation
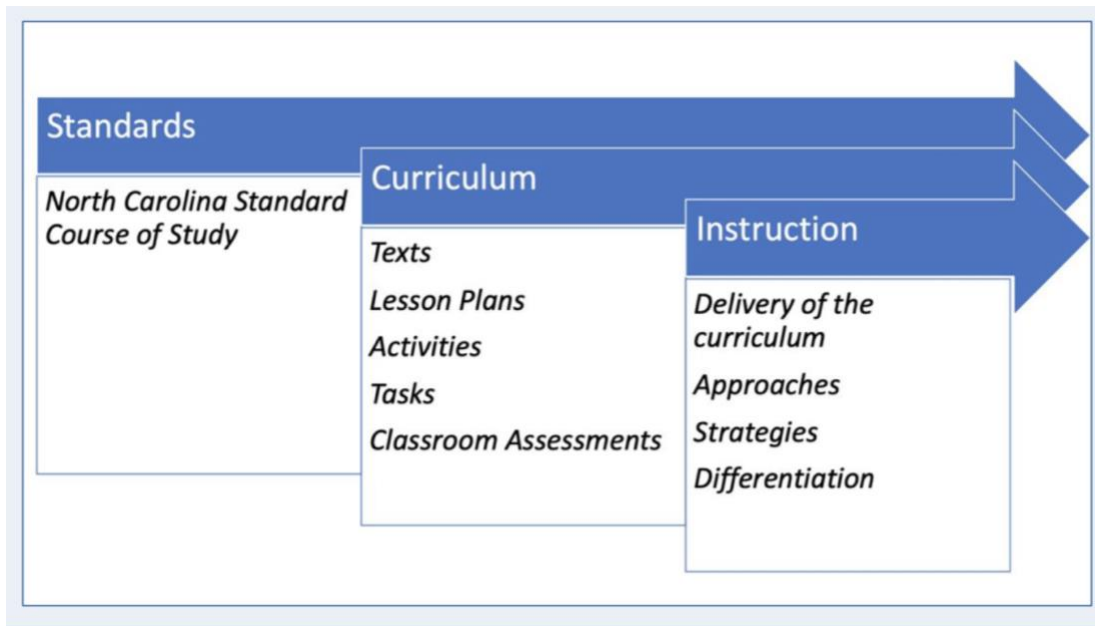
Content Areas

- Arts Education (Dance, Music, Theatre Arts, Visual Arts),
- Career Technical Education** (Agricultural Education; Business, Finance and Information Technology; Career Development Education; Family and Consumer Sciences Education; Health Sciences Education; Marketing and Entrepreneurship Education; Technology Engineering and Design Education; and Trade & Industrial Education),
- Computer Science,
- English Language Arts,
- English Language Development,
- Guidance,
- Healthful Living,
- Information and Technology,
- Mathematics,
- Science,
- Social Studies, and
- World Languages.

Extended content standards follow the same review, revision, and implementation process.

**Development of Career and Technical Education (CTE) standards follows the North Carolina CTE Essential Standards Guide, located in SBE Policy SCOS-005.*

Purpose of the Internal Procedures Manual

The purpose of the Internal Procedures Manual is to provide a definitive explanation of:

- 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.

This manual is designed solely to assist with the task of developing/revising a content area of the NCSCOS. It is not intended to guide the development/revision of local curriculum guides or other curriculum support documents.

Guiding Principles

The North Carolina Standard Course of Study is a legal document and, as such, each individual standard course of study should be as simple as possible so it can communicate to a wide audience of teachers, administrators, central office staff, parents, community, legislators, and others.

Each individual content area in the NCSCOS should communicate what students should know and be able to do as a result of instruction at each grade level or from a course. Content and skills that are not limited to particular material or methodology but that can be delivered through multiple approaches and materials should be described. Specific teaching strategies, materials, or other information should be explored in optional curriculum support documents rather than in the NCSCOS.

Taxonomy/Framework

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's Taxonomy with the title *A Taxonomy for Teaching, Learning, and Assessment*. This title draws attention away from the somewhat static notion of "educational objectives" (in Bloom's original title) and points to a more dynamic conception of classification.

The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These "action words" describe the cognitive processes by which thinkers encounter and work with knowledge:

Remember
- Recognizing
- Recalling

Understand
- Interpreting
- Exemplifying
- Classifying
- Summarizing
- Inferring
- Comparing
- Explaining

Apply
- Executing
- Implementing

Analyze
- Differentiating
- Organizing
- Attributing

Evaluate
- Checking
- Critiquing

Create
- Generating
- Planning
- Producing
-

In the revised taxonomy, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge used in cognition:

- Factual Knowledge
  - Knowledge of terminology
  - Knowledge of specific details and elements
- Conceptual Knowledge
  - Knowledge of classifications and categories
  - Knowledge of principles and generalizations
  - Knowledge of theories, models, and structures
- Procedural Knowledge
  - Knowledge of subject-specific skills and algorithms

- - - o Knowledge of subject-specific techniques and methods
    - o Knowledge of criteria for determining when to use appropriate procedures
  - Metacognitive Knowledge
    - o Strategic Knowledge
    - o Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
    - o Self-knowledge

All of the text in the section above was taken from Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [November 2021] from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/.

Alignment of Standards

Textbook Adoption Process
The statewide textbook evaluation and adoption process offers one way for schools to have access to quality instructional materials aligned with state standards. Evaluative criteria are carefully established and materials are conscientiously examined so that the best materials are made available to serve as tools to support the goals and objectives of the NCSCOS.

Assessments
Items for North Carolina End-of-Grade, End-of-Course, and NC Final Exams are written by North Carolina-trained item writers, including teachers, educators and/or curriculum specialists, content specialists at Technical Outreach for Public Schools (TOPS) at North Carolina State University, and NCDPI/Test and Measurement Specialists. The item writer assigns each item a clarifying objective/standard and a secondary clarifying objective/standard (when appropriate). The item and its assigned clarifying objective/standard(s) are reviewed and approved by TOPS Content Specialists, teacher item-content reviewers, NCDPI/Curriculum and Instruction Specialists, and NCDPI/Test and Measurement Specialists for accuracy before the item is field tested. Once the item has been field tested and is statistically sound, it can be included on an assessment.

Course Codes
The North Carolina Department of Public Instruction (NCDPI) maintains a system for course codes to facilitate standardized longitudinal data collection, effective scheduling management, student records exchange, and ultimately inform and improve education policy and student outcomes.

To this end, it is critically important that schools and districts consistently and accurately schedule courses according to the coding scheme set by the NCDPI. Student scheduling with proper course codes ensures clean data pulls for state and federal reporting, appropriate assignment of testing for Accountability

purposes, the fulfillment of graduation requirements, an accurate transcript, and proper functioning of other vital systems used for effective and efficient school system management.

Honors/DALGE

NC AIG Program Standards (SBE-ACIG-000) provide the guidelines for Local AIG Plans and provide a statewide framework for quality programming, while still honoring local flexibility. In an effort to strengthen gifted education in North Carolina, the NC AIG Program Standards represent the SBE's and DPI's commitment to ensure that the academic, intellectual, social, and emotional needs are met in NC's public schools. The NC AIG Program Standards directly addresses the SCOS in Standard 3a. A Local Education Agency…"Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration."

The Dual Credit Allowances Chart addresses the NC Community College courses that satisfy the High School Graduation Requirements (SBE GRAD-004). These courses are reviewed by the Academic Standards team to ensure that there is basic alignment with the NCSCOS.

Advanced Courses that Satisfy Graduation Requirements (SBE GRAD-008) policy outlines Advanced Placement/International Baccalaureate/Cambridge courses that satisfy High School Graduation Requirements because they are in basic alignment with the NCSCOS.

All of DALGE's instructional resources are aligned to the NCSCOS, like the Advanced Learning Labs.

Honors courses are also developed locally based on the Honors Courses guidance to add further depth and complexity to the NCSCOS and meet the needs of advanced learners.

Process for the Review, Revision, and Implementation of Standards

Revision

Review
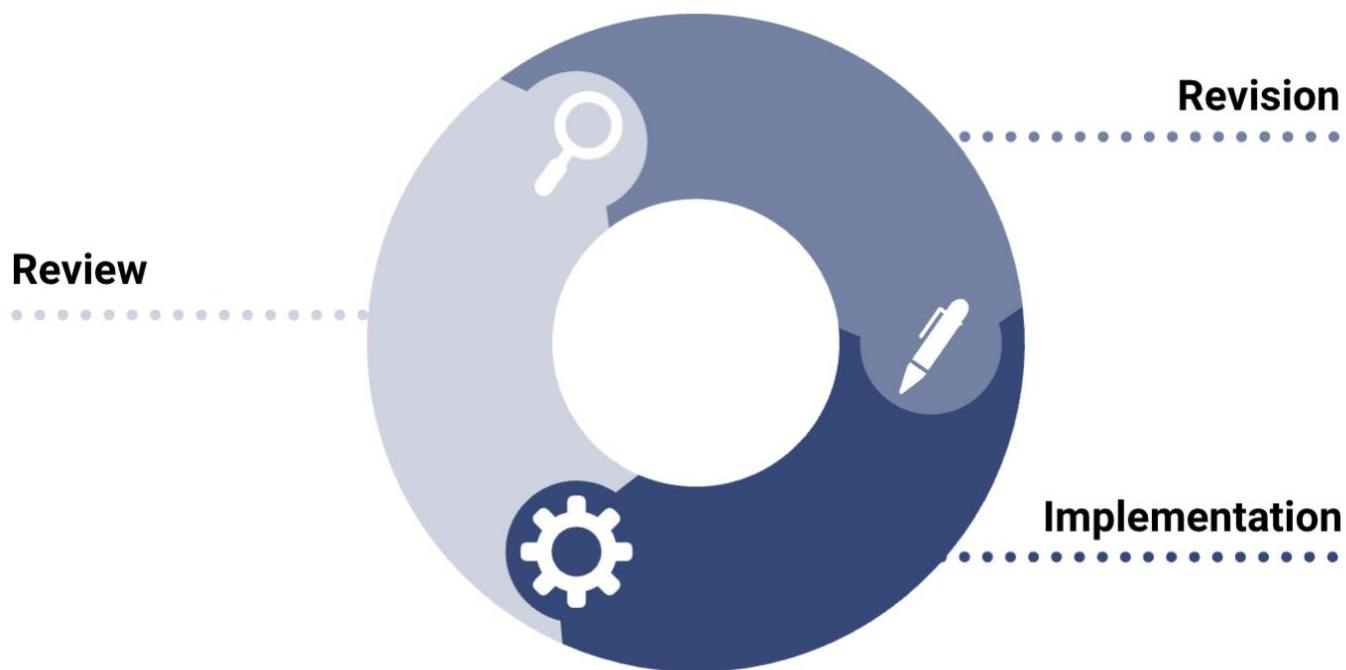
Implementation

Roles and Responsibilities

The left column in the chart below provides a high-level overview of NCDPI's (SEA) role within the review, revision, and implementation of standards' process. The right column provides a high-level overview of districts' (LEA) role within this process.

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

NCDPI staff have clearly delineated responsibilities in the NCSCOS process determined by role:

NCDPI Staff
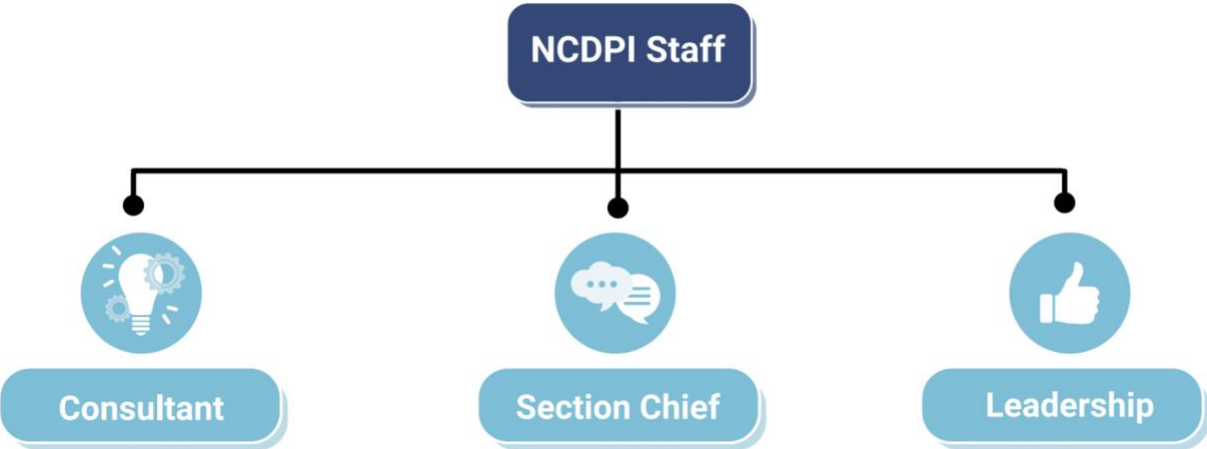
Consultant
- Facilitate the major activities of each phase of revision.
- Communicate with Section Chief on the progress of each activity.
- Attend all planning meetings.
- Train external stakeholders on different elements of the phases (i.e. the Data Review Committee).
- Prepare materials and resources.
- Communicate the processes and progress to all appropriate stakeholders.

Section Chief
- Provide continuous guidance and feedback during each phase of revision.
- Assist with planning and executing the major activities of each phase of revision.
- Develop detailed timelines.
- Communicate with Leadership on the activities and timelines.
- Present to the State Board of Education.

Leadership
- Provide continuous guidance and feedback during each phase of revision.
- Review and provide feedback on each draft of the standards.

Component 1: Review (approximately 12 months)

The section chief is expected to use the planning template throughout the entire process. Each section of the template should be discussed and approved by division leadership.

Data Collection: All standards are reviewed on a perpetual cycle of five-to-seven years. The review process is designed to ensure clear, rigorous, and measurable standards that are easily understood by teachers, parents, and students, and are articulated K-12 by grade, proficiency level, and/or course. NCDPI facilitates the standards review phase with the input of major stakeholders.

In order to streamline communication, a spreadsheet of each LEA, charter, and partner

organization contact is created and maintained for accuracy.

To begin the review process of existing standards, NCDPI conducts data collection and feedback through four required methods:

Data Collection During Review Phase		
Method	Resources	Notes
Standard-by-Standard Survey	Survey template *(Coming soon in Qualtrics)*	Timeframe: 5-8 weeks Send to all stakeholders through listservs, social media, agency channels, partner organizations
PSU Standard-by-Standard Survey	Survey template *(Coming soon in Qualtrics)*	Timeframe: 5-8 weeks Send to leader contacts' list and ask that local teams convene and complete survey
Regional Focus Groups	Focus group template	Timeframe: 4 weeks Can be virtual or face-2-face Invite PSU teams (2 per PSU) Work with Regional Directors to plan and facilitate one session in each of the 8 SBE regions Work with Office of Charter Schools and others to plan and facilitate one session
Interviews	Interview template	Timeframe: 4 weeks Can be virtual or face-2-face Consider a variety of roles Conduct 8-10 interviews

Focus Group Question Guidelines (include stems) Coming Soon!

Interview Question Guidelines (include stems) Coming Soon!

Research: As part of the standards review process, NCDPI conducts contemporary and current research on standards for the content area being reviewed. This research is intended to inform the review process through the collection of related legislative requirements, best practices, and benchmarking/crosswalking with state, national, and international standards. Research findings are shared with the Data Review Committee, once selected, to be reviewed and analyzed along with other related data collections.

Research for Standard Course of Study Review	
North Carolina SBE Policy	- Explain relevant North Carolina State Board of Education policy pertaining to the content area being reviewed - Template
State and Federal Legislative Requirements	- 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	- 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	- Review national standards and/or frameworks - Review international standards and/or frameworks, if applicable - Template
Educational research that informs standards development	- 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 content area under review - Summarize trends from business/industry representatives and national organizations that are relevant to the content area under review

	● [Template](#)

Data Review Committee (DRC): In order to ensure that a range of stakeholders with various professional and personal interests are involved in the review of the data collected about the current standards, a clear process of solicitation, application, screening, and approval takes place. The DRC should involve educational leaders and community members from across the state's eight regions, with varying perspectives and experiences regarding the current Standard Course of Study. Their review of the data and recommendations helps drive the review and revision phases.

When planning for the DRC:

- **Determine areas of expertise and representation needed**
  - Representation should include: subject matter expertise, grade level specialists (including teachers spanning K-12 subject areas), curriculum specialists, Exceptional Children specialist, English Language Development specialist, administrators, Gifted specialist, relevant strategic partners from the community, etc.
  - Team members should represent the eight North Carolina educational regions as equitably as possible to reflect diversity and inclusion across the state.
  - The number of groups and members needed depends upon grade level groups, grade band groups, etc.

- **Solicit and screen for DRC members**
  - Share the application through listservs, social media, partner organizations (such as State Advisory Council on American Indian Education), and newsletters.
    - Application [template](#) (Coming soon in Qualtrics)
  - Convene an internal team to review the applications.
    - Selection guidelines and [documentation](#)
  - Choose a representative number of members, as well as a list of 5-8 alternates in case of declines.
  - Share selections with and obtain approval from leadership.
  - DRC [scope of work](#)

- **Alert team members of their participation**
  - Distribute communication to include general directions and description of tasks, including the scope of work.
    - Selection notification letter [template](#)
  - Notify those that were not selected once the committee has been confirmed.

Once the data has been collected and the DRC has been identified, the NCDPI team uses technology collaboration tools to share the data and any reporting documents for analysis. Data documents, methodology, and a repository is shared with team members

before the actual face-to-face or virtual meetings.

The NCDPI content team trains the DRC members on the data collected and how to analyze the provided data. The section chief embeds DRC workstreams and timelines into the review planning document for leadership approval. The NCDPI content team uses the slidedeck template for the first meeting of the DRC.

The DRC analyzes all data points for trends, themes, and ultimately recommendations for revision. DRC members use the data reporting template to organize data and corresponding recommendations. The analysis of the data provides team members the opportunity to analyze individually and then a mechanism for consensus building in small groups and/or large groups.

Once the DRC completes data analysis, NCDPI staff brings forward to the State Board of Education a recommendation for revision, if applicable, using the SBE slidedeck template.

Review Phase Communication Checklist: Communication layers and loops are tightly embedded in every step of the review phase. Keep in mind that it is better to over-communicate than to under-communicate. The standards review process is transparent to leadership, the State Board of Education, educators, and the general public. Use the following checklist when planning the review phase:
- Plan an initial meeting with Division leadership to discuss questions, concerns, and the review section of the planning template.
- Plan at least bi-weekly (twice a month) check-ins with Division leadership.
- Create and send monthly Friday Updates to the State Board of Education to include updates on where the team is in the standards' revision process and links to materials (as applicable).
- Create and distribute monthly listserv message updates; an example would be "ELA Mondays", in which the team creates a message to go out the first Monday of each month with updates on where the team is in the standards' revision process.
- Develop an internal calendar with at minimum weekly content area team check-ins.

Component 2: Revision (approximately 12 months)
The section chief is expected to use the planning template throughout the entire process. Each section of the template should be discussed and approved by division leadership.

If the DRC recommends changes to the existing content standards and the State Board of Education approves permission to revise, NCDPI establishes and convenes a Standards Writing Team to review feedback and incorporate changes as necessary.

Standards Writing Team (SWT) Selection: The Revision Phase begins with establishing a SWT to create the draft(s) for a particular subject or content area. The SWT includes diverse perspectives and represents our state's regions, districts, charter schools, and other educational organizations in the content area education field. This team must have broad stakeholder involvement, which could include, but is not limited to, educators from the following groups:

- Classroom teachers* with various years of experience representing early learning, elementary, middle, and high school level expertise;
- District and charter school curriculum supervisors and/or instructional coaches*;
- Higher education faculty members* from the content area at early college, community college, and university programs and/or education departments;
- Individuals with previous standards writing experience or involvement in similar statewide initiatives, projects or teams;
- Members of content-area professional organizations at the local, state, regional, national, and/or international level.

 * Indicates non-negotiable members of the SWT.

In order to ensure that a range of stakeholders with various professional and personal interests are involved in the revision and writing of the standards, a clear process of solicitation, application, screening, and approval takes place. The SWT contains educational leaders and community members from across the state's eight regions, with varying perspectives and experiences regarding the current Standard Course of Study.

When planning for the SWT,
- **Determine areas of expertise and representation needed**
  - Representation should include: subject matter expertise, grade level specialists (including teachers spanning K-12 subject areas), curriculum specialists, Exceptional Children specialist, English Language Development specialist, administrators, Gifted specialist, relevant strategic partners from the community, etc.
  - Team members should represent the eight North Carolina educational regions as equitably as possible to reflect diversity and inclusion across the state.
  - The number of groups and members needed depends upon grade level groups, grade band groups, etc.
- **Solicit and screen for standards writing team members**
  - Share the application through listservs, social media, partner organizations (such as State Advisory Council on American Indian Education), and newsletters.
    - Application template (Coming soon in Qualtrics)
  - Convene the internal team to review the applications.
    - Selection guidelines and documentation
  - Choose a representative number of members, as well as a list of 5-8 alternates in case of declines
  - Share selections with and obtain approval from leadership.
  - SWT scope of work

- **Alert team members of their participation**
    - Distribute communication to include general directions and description of tasks, including the scope of work.
        - Selection notification letter template
    - Notify those that were not selected once the team has been confirmed.

The Writing Process: In compliance with legislation for a uniform process to the development of standards for state courses in North Carolina, members of the SWT are given guidance to adhere to and follow as standards are being written. The NCDPI content team trains the SWT members on the task, goals, process, expectations, and roles of the revision phase. The section chief embeds SWT workstreams and timelines into the review planning document for leadership approval. The NCDPI content team uses the slidedeck template for the first meeting of the SWT.

The standards shall be written in a format according to the chart below:

Understanding the Structure of a North Carolina Content Standard (Subject-Verb-Object)	
NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.	The SUBJECT is **always** *understood* to be the student.
	The VERB requires the learner to be able to show their knowledge and understanding In the example, *solve* is the verb.
	The OBJECT is the knowledge and/or content In the example, *two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number* is the content students should know after instruction has taken place.

Before the writing of the standards begins:
- Identify the course or grade-level content standards being revised.
- Identify the feedback on the existing standards, provided by the DRC, in order to determine any writing priorities.
- Ensure the writers have a fundamental understanding of the following:
    - Agreed upon official structure and sentence format
    - Mandated taxonomy
- Complete portions of and share the standards' writing documentation

During the writing of the standards:
- Members collaborate as they write.
- When members are not gathered in face to face working sessions, writing takes place collaboratively via acceptable platforms.
- The content area leading the revision process makes writers aware of an online

location that shall have been established for writing collaboration and document upload.

- Writers are expected to continue their work on revising and writing standards during the time between official NCDPI meeting sessions established on the timeline, which are shared by the content area leading the revision process.
- Individually and collectively, the writers use the checklist criteria within the standards' documentation to assess the standards as they are developed.
- The content area leading the revision process establishes set times to meet or communicate with (virtually or face to face) the SWT to provide support to the writers and periodic check points of where teams are collectively in the writing process, to ensure due dates and deadlines are met.
- Drafts 1-3 are determined and agreed upon by the entire SWT before final submission.
- As writing workgroups complete the initial drafting of the standards, an advisory committee evaluates the standards, using the evaluation criteria. This advisory committee can be pre-existing or new based on the content area's operations. Data from the evaluations are shared with the SWT for any necessary revisions.
- Once each draft is reviewed internally (including but not limited to: division and agency leadership, EC, Accountability, Gifted), the content area leading the revision process prepares the draft document (template coming soon!) for external review and follows the protocols set in place for communicating that the draft is being released for public review.
- After each public review of the drafts, the content area shares the categorized feedback with the DRC. The DRC uses the data to make additional recommendations to the SWT.
- The draft standards (Draft 3) are placed in the approved standards template (see External Implementation Guide).
- The draft standards (Draft 3) and the current NCSCOS are placed in the approved crosswalk template (see External Implementation Guide).
- The final draft, Draft 3, is prepared for the SBE presentation, as directed by Division and Agency leadership.

Criteria for Revising Standards: Standardized criteria is used throughout the writing process to guide those revising the standards. See evaluation criteria. This set of criteria is based on the following 7 areas:

| 1 Content Coverage | 2 Developmental Appropriateness & Progression | 3 Clarity & Coherence | 4 Rigor | 5 Relevance | 6 Level of Specificity | 7 Alignment |

Once the SWT creates Drafts 1 and 2, the NCDPI content team conducts a feedback cycle. The chart below describes what steps are taken with each draft.

Draft 1	Draft 2	Draft 3
Standard-by-standard survey (Coming soon in Qualtrics) - open for 30 days Send to all stakeholders through listservs, social media, agency channels, partner organizations	General feedback survey (Coming soon in Qualtrics) - open for 30 days Send to all stakeholders through listservs, social media, agency channels, partner organizations	Presentation to the NC State Board of Education
LEA team survey (Coming soon in Qualtrics) - open for 30 days Send to leader contacts' list and ask that local teams convene and complete survey	Data collection analysis**	Discussion in March
Data collection analysis*		Action in April

*The data collected regarding Draft 1 goes to the DRC. They review and make recommendations for the SWT to use as/if adjustments are needed.

**The data collected regarding Draft 2 goes to the DRC. They review and make

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recommendations for the SWT to use as/if adjustments are needed.

Revision Phase Communication Checklist: Communication layers and loops are tightly embedded in every step of the revision phase. Keep in mind that it is better to over-communicate than to under-communicate. The standards review process is transparent to leadership, the State Board of Education, educators, and the general public. Use the following checklist when planning the revision phase:

- Plan an initial meeting Division leadership to discuss questions, concerns, and the revision section of the planning template.
- Plan at least bi-weekly (twice a month) check-ins with Division leadership.
- Create and send monthly Friday Updates to the State Board of Education to include updates on where the team is in the standards' revision process and links to materials (as applicable).
- Create and distribute monthly listserv message updates; an example would be "ELA Mondays", in which the team creates a message to go out the first Monday of each month with updates on where the team is in the standards' revision process.
- Develop an internal calendar with at minimum weekly content area team check-ins.

Component 3: Implementation (approximately 5-7 years)

The section chief is expected to use the [planning template](#) throughout the entire process. Each section of the template should be discussed and approved by division leadership.

Following SBE approval of the draft revised standards (Draft 3, NCDPI supports standards implementation by launching a state implementation plan, providing training, and collecting data and feedback to evaluate the implementation process.

Installation (approximately 12 months before the standards are implemented)

During the Installation Phase, the approved standards are provided to all stakeholders including internal NCDPI staff, school districts, Institutions of Higher Education, business and industry, non-formal educators, organization, and parents. During this phase, the emphasis is on communication and pre-planning to prepare for the initial implementation year to include assessment transition and district professional development plan.

Communication
- Announce the approval of the standards in partnership with the DPI Communications team via social media and listserv.   - Articulate high-level actions for each phase of the transition period, using the planning template.   - Provide the new standards to the full educational community and other stakeholders (business and industry, IHEs, non-formal educators and organizations, families and communities, etc) in the state.   - Share the curriculum and assessment transition timelines.   - Disseminate talking points for various audiences, including FAQs, regarding the new standards.   - Update curriculum leader contacts in each PSU, as necessary.

Test Development
- Finalize timeline for statewide assessment transition; include field testing plan and how this will be integrated into existing statewide assessments.   - Define a detailed transition plan to include blueprint development, item development, field testing, test development, pilot testing, alignment study, standard setting, operational implementation and reporting.   - Evaluate possible impacts on statewide accountability systems, and develop a transition plan.   - Begin implementation of timeline for statewide assessments.

Textbook Adoption
Begin internal DPI processes for materials adoption, in collaboration with the state lead for textbook adoption.

Professional Development
- Collaborate with internal and external stakeholders to identify statewide needs for professional learning.   - Facilitate training for all internal (NCDPI) stakeholders on the structure and understandings of revised standards using crosswalk and unpacking documents.   - Identify ways to support PSUs who were unable to attend professional development training.   - Use a common evaluation (coming soon!) with all standards' professional development.   - Analyze professional development data to make any necessary changes in offerings to ensure effectiveness   - Create and share a professional development plan (guidance and template coming soon!).   - Provide face-to-face and virtual training in collaboration with Regional Directors and Office of Charter Schools.

NCSCOS Internal Procedures Manual (DRAFT November 2021)

Data Collection
- Begin to identify state-level policies and practices that support or impede implementation; develop action steps to eliminate barriers and build on strengths.   - 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
- Review and update standards-aligned resources in instructional content repositories, etc.   - Create instructional support documents.   - Refer to the External Implementation Guide (coming soon!) for further details.

Initial Implementation (approximately 12 months)

During the Initial Implementation Phase, the emphasis is on the impact of implementation, creating and disseminating supporting instructional materials, and providing statewide professional development. The state begins to evaluate the effectiveness of the implementation.

Communication
- Continue to provide updates on transition status to leadership via the annual report to the SBE (SCOS-012).   - Identify impacts of implementation and determine strategies to mitigate challenges.   - Update curriculum leader contacts in each PSU as necessary.   - Provide updates on transition status to leadership.

Test Development
- Adjust assessment implementation timeline as necessary.   - Begin transition plan for statewide accountability systems that are dependent on statewide assessments.   - Continue implementation of timeline for development of statewide assessments, release of test form and/or items, and conduct alignment study during the first operational year.

Textbook Adoption
Continue internal DPI processes for materials adoption, in collaboration with the state lead for textbook adoption.

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.

Full Implementation (approximately 3-5 years)

During the Full Implementation Phase, the emphasis is on supporting, monitoring, and evaluating the effectiveness of the standards' implementation in the PSUs. The state expands the understanding of the new standards and available resources and continues to offer professional development both regional and statewide with professional organizations.

Communication
- Identify impacts of implementation and determine strategies to mitigate challenges.   - Continue to provide updates on transition status to leadership via the annual report to the SBE (SCOS-012).   - Update curriculum leader contacts in each PSU as necessary.

Test Development

● Complete implementation of timeline for statewide assessments, culminating in standard setting on new assessments after first operational year. ● Continue transition plan for statewide accountability systems that are dependent on statewide assessments.

Textbook Adoption
● Complete the internal DPI processes for materials adoption, in collaboration with the state lead for textbook adoption.

Professional Development
● Create and share a professional development plan (guidance and template coming soon!). ● Continue to expand sessions on the new standards ("deeper dive") and available resources; include opportunities to share lessons learned and brainstorm solutions to challenges. ● Conduct professional learning opportunities at local, state, and national conferences. ● Collaborate with LEAs, Regional Directors, and Office of Charter Schools to identify and address pockets of need. ● 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 Materials
● 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.

Appendix A

(link to folder with force copies of all documents - coming soon)

DRAFT

Assessment

The process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria.

Concept Map

An external network-like representation of knowledge structures consisting of spatially grouped nodes with keywords representing concepts, connecting lines representing the semantic connection of concepts, and labels on the lines specifying the kind of semantic relation.

Learning Outcomes

The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours a learner has mastered upon the successful completion of an education program.

Standard Course of Study (SCOS)

According to the North Carolina SBE's policy manual, a standard course of study "means the program of coursework which must be available to all public school students in the state. It defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina " The NCSCOS is the legal document that defines the programs of study in each of the subject or skills areas required to be offered and available in each school. It must be developed both grade by grade and, at the high school level, course by course.

Objectives

Objectives are a specific statement of what the student will know or be able to do. Objectives are learning objectives, not activities, that elaborate further on the Standard. Objectives provide details about the learning that will take place and serve as the basis for assessment.

Standards

Standards are the "need to know" that provide curricular focus on conceptual ideas and enduring understandings.

Strands

The strand represents how the essential standards are organized. A strand represents an organizing feature content area of focus, or disciplinary skill, e.g., in social studies the organization may be focused on disciplinary strands such as geography, history, economics, etc., in science the standards may be organized around areas of focus such as force and motion or ecosystems, and in math standards may be organized around areas of study such as geometry, functions, statistics and probability.

Unpacking Documents

Materials created to support teacher leaders in their understanding of the Standard Course of Study.