

# Reimagining Learning

## A PreK-12 Framework for Teaching and Learning in North Carolina

Dr. Stacey Wilson-Norman, Chief Academic Officer  
Amy Rhyne, Senior Director of Office of Early Learning  
Dr. Kristi Day, Director of Office of Teaching and Learning

State Board of Education Work Session  
April 30, 2025

# Desired Outcomes

Share how **policy and legislation impact teaching and learning.**

Present the need for a **unified, student-centered PreK–12 teaching and learning framework.**

**Outline** the development process grounded in **agency collaboration** and **statewide engagement.**

**Highlight** the **focus areas** we will **leverage to drive coherence and excellence** in teaching and learning.



# Today's Note Catcher

- Use the designated pages to **jot down insights, questions, and key takeaways** during **both presentations**.
- Each presentation includes a **reflection page** to capture your thoughts and questions.
- The **annotated handouts** included will support your **breakout activity** — bring them with you to your group discussion.
- After the breakouts, we'll reconvene for a **full-group share-out**.



## STATE BOARD OF EDUCATION Work Session

April 30, 2025

### Office of Academics

**Reimagining Learning: A PreK–12 Framework for Teaching and Learning**  
Amy Rhyne, Senior Director of Office of Early Learning  
Dr. Kristi Day, Director of Office of Teaching and Learning

**NC Student Health: A Bottom-Up & Top-Down Approach**  
Dr. Ellen Essick, Section Chief for NC Healthy Schools

**Maurice "Mo" Green**  
State Superintendent

**Dr. Maria Pitre-Martin**  
Deputy Superintendent

**Dr. Stacey Wilson-Norman**  
Chief Academic Officer

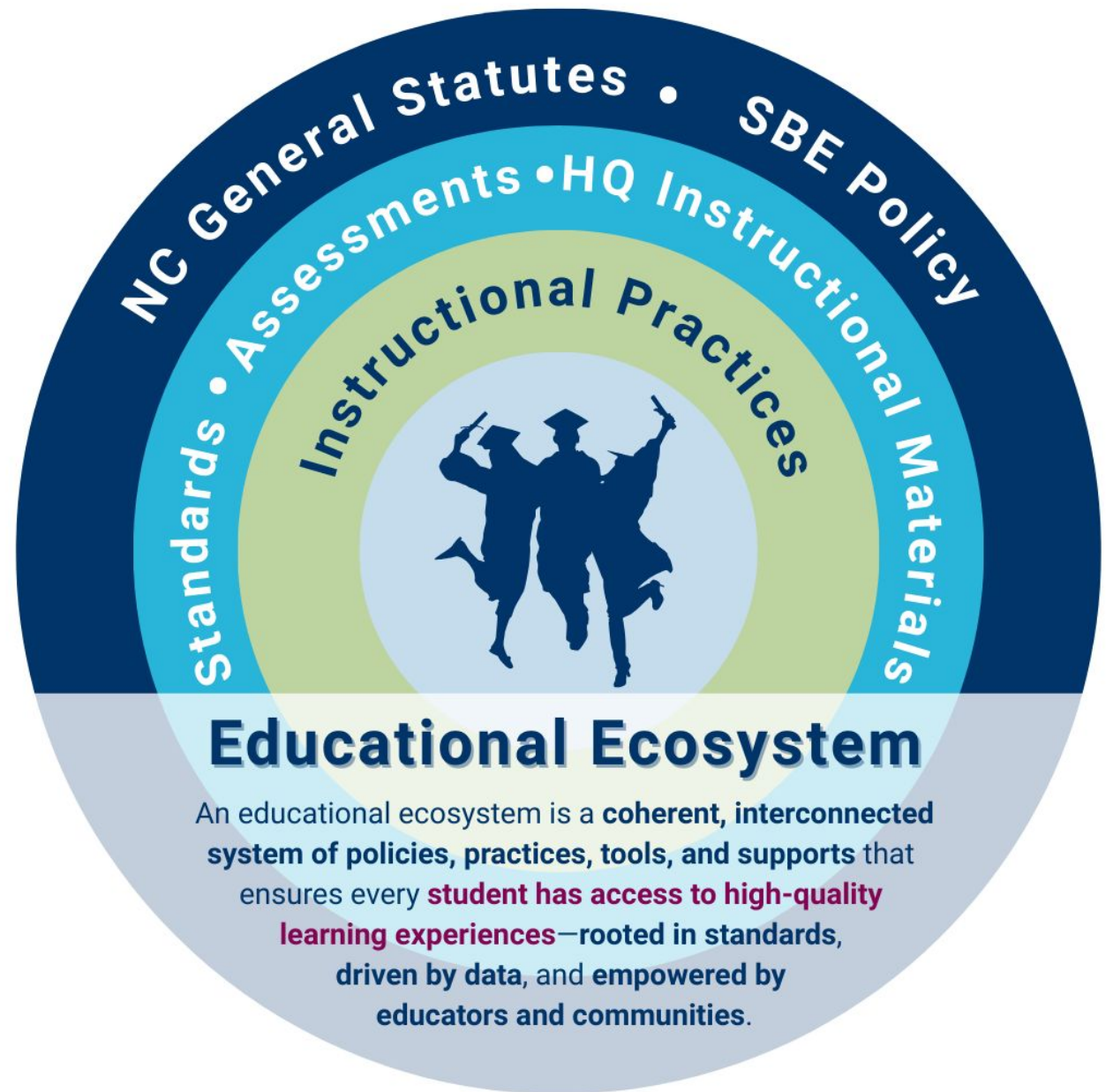
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# A Statewide Educational Ecosystem

## Lessons from the Field

- LETRS Professional Learning
- Early Literacy Universal Screeners
- Early Literacy Coaching Systems and Supports
- Standards Development Process



# A Vision for Every Learner

A Unified PreK-12 Teaching and Learning Framework

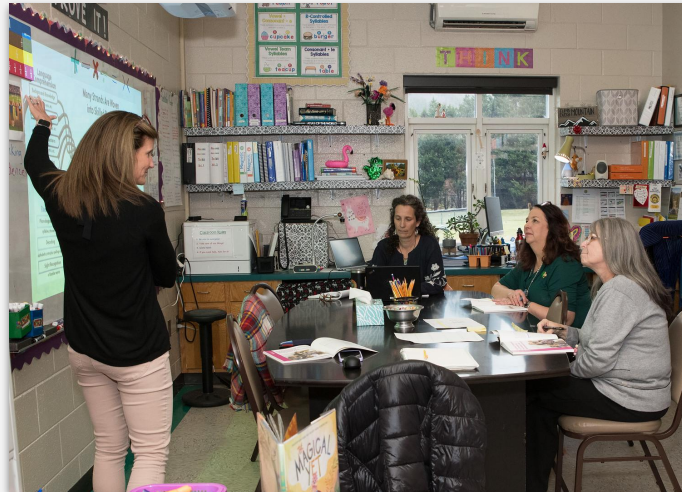
**Dr. Kristi Day**

# Unified PreK-12 Teaching and Learning Framework



## Instructional Coherence

Students succeed when standards, materials, and supports are aligned.



## Alignment for Educators

Educators need clarity and connection across what they teach, how they teach, and how they are supported.



## Cohesive Learning Experiences

Students deserve a cohesive experience from kindergarten through graduation.



Centered on the K-12  
Student Experience

Informed by Collaboration  
Across DPI and Schools

Driven by Policies and  
Legislation Requirements

**Our Commitment**

# Leveraging What Matters Most

## Impact Drivers for Teaching and Learning

**Dr. Kristi Day**

## Aligned Expectations



## Evidence-Based Practices



## High-Quality Instructional Materials



## Empowered Educators



## Student-Centered Supports



# Impact Drivers

We aim to create a robust yet dynamic teaching and learning framework—one that ensures students not only master academic knowledge, but also develop the workforce competencies and character needed to thrive in college, careers, and life.

# IMPACT DRIVERS



## Aligned Expectations



Standard Course of Study



Assessments



## Evidence-Based Practices



Evidence-Based Strategies



Multi-Tiered System of Support



## High-Quality Instructional Materials



High-Quality Instructional Materials



## Empowered Educators



Professional Learning



Instructional Practices



## Student-Centered Supports



Student Well-Being



Access for All

# How Policy and Law Impact Teaching and Learning

Impact Driver	NC Policies and Laws
<p><b>Aligned Expectations</b></p>	<p><a href="#">G.S. § 115C-81.5</a> (Standard Course of Study)  <a href="#">SBE Policies SCOS-000 through SCOS-019</a> (Standard Course of Study)  <a href="#">SBE Policy SPLN-002</a> (Strengthening CTE for the 21st Century Act - Perkins V)  <a href="#">G.S. § 115C-174</a> (Testing &amp; Accountability)  <a href="#">G.S. § 115C-106.2</a> (Education of Children with Disabilities)  <a href="#">G.S. § 115C-150.5-.8</a> Academically/Intellectually Gifted  <a href="#">SBE Policy ACIG-000</a> (NC AIG Program Standards)</p>
<p><b>Evidence-Based Practices</b></p>	<p><b>NC MTSS Guidelines</b>  <a href="#">G.S. § 115C-105.41</a> (Personalized Education Plans)  <a href="#">G.S. § 115C-83.6A</a> (Literacy Intervention Plans)  <a href="#">NC Session Law 2019-120</a>, Advanced Courses in Mathematics  <a href="#">G.S. § 115C-83.4A</a> (Broaden Access and Successful Participation in Advanced Courses)  <a href="#">G.S. § 115C-238.50/50A, 115D-5(x)</a> Career and College Promise</p>
<p><b>High-Quality Instructional Materials</b></p>	<p><a href="#">G.S. § 115C-83.12</a> (Prohibition of Three-Cueing)  <a href="#">G.S. § 115C-85 through 115C-102</a> (Textbook)  <a href="#">SBE Policy TEXT-000 through TEXT-008</a> (Textbook Commission)</p>
<p><b>Empowered Educators</b></p>	<p><a href="#">G.S. § 115C-296</a> (Licensure and Preparation)  <a href="#">SBE Policy TCP-A-003</a> (Teacher Evaluation Standards)  <a href="#">G.S. § 115C-83.4B.3(b) &amp; 83.5</a> (Early Literacy Program/LETRS &amp; Literacy Instruction Standards)</p>
<p><b>Student-Centered Supports</b></p>	<p><a href="#">G.S. § 115C-376.5</a> (School Mental Health Plans)  <a href="#">SBE Policy SHLT-003</a> (Comprehensive Support Programs)  <a href="#">G.S. § 115C-83.6B</a> (Individual Reading Plans)  <a href="#">S.L. 2023-134.7.13 (a)</a> (Career Development Plans)  <a href="#">SBE Policy EXCP-000</a> (Program Administration for Children with Special Needs)  <a href="#">SBE Policy KNEC-002</a> (Progress Monitoring)</p>

*Note: This list highlights key policies and statutes aligned to each impact driver but is not intended to be a comprehensive inventory of all legislation influencing teaching and learning in North Carolina.*



**Are Our Policies and Funding Getting Us to the Vision?**



# Breakout Activity

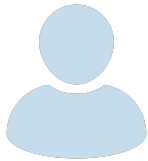
## Policy in Action: Connecting Legislation to Impact

### Purpose



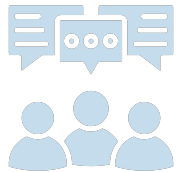
To explore how **statutes and policies connect to instructional impact drivers and shape the teaching and learning experience across North Carolina.**

### Protocol

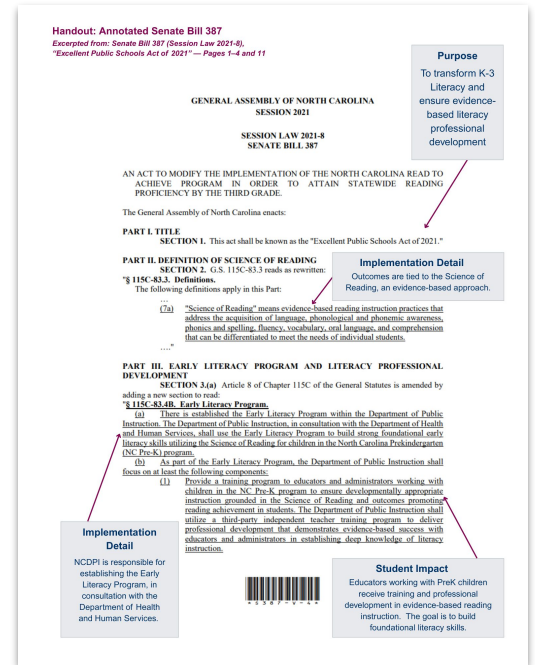


- You will be **divided into four small groups.**
- Two groups will review **Senate Bill 387** (Excellent Public Schools Act of 2021).
- Two groups will review **G.S. 115C-174.10** (Statewide Testing Program).
- A **facilitator** will guide your group through the activity.
- We will come back together to **share key insights** as a full group at the end of the breakout.

### Discussion



- How does the current statute or policy **impact teaching and learning** in North Carolina?
- Does it address the **present-day needs of students and educators** across our PSUs?
- What barriers or challenges may limit **successful implementation** as it is currently written?
- Does **current funding and infrastructure** support full implementation—and if not, what additional supports are needed?



# Breakout Groups

Group 1	Group 2
<b>Facilitator:</b> Dr. Kristi Day	<b>Facilitator:</b> Dr. Maria Pitre-Martin
Dr. Oxendine Ms. Moore Ms. Jones Mr. Kenan	Ms. Camnitz Vice Chair Duncan Dr. Connelly Mr. House

Group 3	Group 4
<b>Facilitator:</b> Amy Rhyne	<b>Facilitator:</b> Dr. Stacey Wilson-Norman
Dr. Mason Superintendent Green Ms. Bledsoe Ms. Smith	Chair Davis Mr. Blackburn Dr. Pennell Ms. Spears Mr. Hall (via Zoom/phone)

Discuss  
G.S. 115C-174.10  
Statewide Testing  
Program  
Page 8

[click image to access](#)

**Handout: Annotated 115C-174.10**  
Excerpted from: G.S. 115C-174.10 – Statewide Testing Program Pages 14, and 6

**Purpose**  
The State Testing Program is grounded in the belief that assessments should support students in mastering foundational skills for success beyond high school—college, career, and citizenship.

Article 10A.  
Testing.

Part 1. Commission on Testing.

§§ 115C-174.1 through 115C-174.6: Repealed by Session Laws 1995, c. 524, s. 1.

§ 115C-174.7. Reserved for future codification purposes.

§ 115C-174.8. Reserved for future codification purposes.

§ 115C-174.9. Reserved for future codification purposes.

Part 2. Statewide Testing Program.

§ 115C-174.10. **Purposes of the Statewide Testing Program.**  
The testing programs in this Article have three purposes: (i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results. (1977, c. 524, s. 1; 1981, c. 423, s. 1; 1985 (Reg. Sess., 1986), c. 1014, s. 74(a); 1996, c. 524, s. 2; 2009-451, s. 7.20(a).)

§ 115C-174.11. **Components of the testing program.**  
(a) Assessment Instruments for Kindergarten, First, Second, and Third Grades. – The State Board of Education shall develop, adopt, and provide to the local school administrative units developmentally appropriate individualized assessment instruments aligned with the standard course of study and Part 1A of Article 5 of this Chapter for the kindergarten, first, second, and third grades. Local school administrative units shall use these assessment instruments provided to them by the State Board for kindergarten, first, second, and third grade students to assess progress, diagnose difficulties, and inform instruction and remediation needs. Local school administrative units shall not use standardized tests for summative assessment of kindergarten, first, and second grade students except as required as a condition of receiving federal grants.  
(b) Repealed by Session Laws 2009-451, s. 7.20(c), effective July 1, 2009.  
(c) Annual Testing Program. –  
(1) The State Board of Education shall adopt the tests for grades three through 12 that are required by federal law or as a condition of a federal grant. These tests shall be designed to measure progress toward reading, communication skills, and mathematics for grades three through eight, and toward competencies for grades nine through 12. Students who do not pass the tests adopted for eighth grade shall be provided remedial instruction in the ninth grade.  
(2) If the State Board of Education finds that additional testing in grades three through 12 is desirable to allow comparisons with national indicators of student achievement, that testing shall be conducted with the smallest size sample of students necessary to assure valid comparisons with other states.  
(3) Repealed by Session Laws 2014-78, s. 3(a), effective July 1, 2014.  
(4) (For applicability, see editor's note) To the extent funds are made available, the State Board of Education shall use a competitive bid process to adopt one

**Instructional Improvement**  
Assessments are not just accountability tools—they're designed to inform teaching and strengthen instruction, ensuring all students receive what they need to grow.

NC General Statutes - Chapter 115C Article 10A 1

Discuss Senate  
Bill 387  
Excellent  
Public Schools  
Act of 2021  
Page 14

[click image to access](#)

**Handout: Annotated Senate Bill 387**  
Excerpted from: Senate Bill 387 (Session Law 2021-6), "Excellent Public Schools Act of 2021" — Pages 1-4 and 11

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2021  
SESSION LAW 2021-8  
SENATE BILL 387

AN ACT TO MODIFY THE IMPLEMENTATION OF THE NORTH CAROLINA READ TO ACHIEVE PROGRAM IN ORDER TO ATTAIN STATEWIDE READING PROFICIENCY BY THE THIRD GRADE.

The General Assembly of North Carolina enacts:

**PART I. TITLE**  
**SECTION 1.** This act shall be known as the "Excellent Public Schools Act of 2021."

**PART II. DEFINITION OF SCIENCE OF READING**  
**SECTION 2.** G.S. 115C-83.3 reads as rewritten:  
"§ 115C-83.3. **Definitions.**  
The following definitions apply in this Part:  
(7a) "Science of Reading" means evidence-based reading instruction practices that address the acquisition of language, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, and language and comprehension that can be differentiated to meet the needs of individual students."  
.....


**PART III. EARLY LITERACY PROGRAM AND LITERACY PROFESSIONAL DEVELOPMENT**  
**SECTION 3(a)** Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:  
**§ 115C-83.04. Early Literacy Program.**  
(a) There is established the Early Literacy Program within the Department of Public Instruction. The Department of Public Instruction, in consultation with the Department of Health and Human Services, shall use the Early Literacy Program to build strong foundational early literacy skills utilizing the Science of Reading for children in the North Carolina PreK-Kindergarten (NC PreK) program.  
(b) As part of the Early Literacy Program, the Department of Public Instruction shall focus on at least the following components:  
(1) Provide a training program to educators and administrators working with children in the NC PreK program to ensure developmentally appropriate instruction grounded in the Science of Reading and evidence-based reading achievement in students. The Department of Public Instruction shall utilize a third-party, independent teacher training program to deliver professional development that demonstrates evidence-based success with educators and administrators in establishing deep knowledge of literacy instruction.

**Purpose**  
To transform K-3 Literacy and ensure evidence-based literacy professional development

**Implementation Detail**  
Outcomes are tied to the Science of Reading, an evidence-based approach.

**Implementation Detail**  
NCDPI is responsible for establishing the Early Literacy Program, in consultation with the Department of Health and Human Services.

**Student Impact**  
Educators working with PreK children receive training and professional development in evidence-based reading instruction. The goal is to build foundational literacy skills.



# Why The Drivers Matter



- Each one matters - but together they create Impact.
- They reflect what teachers need and what students deserve.

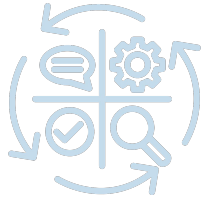
This is how we  
move from **vision**  
to **action!**

# Designing with Purpose

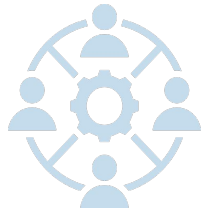
## Building the Framework Together!

**Dr. Kristi Day**

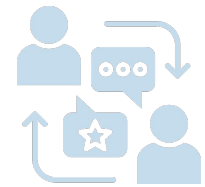
# How Will We Engage?



**Continuous Input  
and Iteration**



**Cross-Agency  
Collaboration**



**Regional Feedback  
Loops**



**Design Labs and  
Working Sessions**

# Who is Involved?



**Essential Policy Makers and  
Partners Across North Carolina**



**Department of Public Instruction  
Cross-Agency Teams**



**District and  
School Leaders**



**Educators and  
Instructional Experts**

# Development Phases



PHASE 1 Input and Design



PHASE 2 Drafting & Feedback



PHASE 3 Final Framework & Statewide Launch

## Built with the field, for the field.

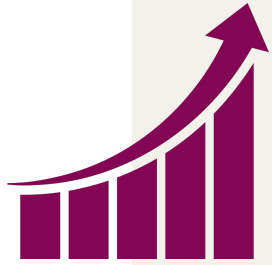


# Closing and Reflection

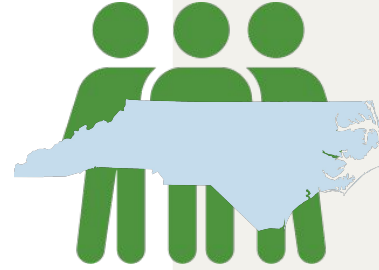
Driving Impact Through Shared Vision

**Amy Rhyne**

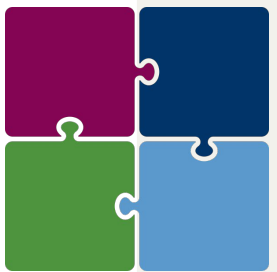
# What This Framework Will Do



**Align and elevate teaching and learning practices across PreK-12.**



**Inspire a shared statewide commitment to coherence, quality, and access for all.**



**Clarify the connection between standards, assessments, materials, instruction, and support.**



**Create a strong foundation for every student, in every classroom, every day.**

This is more than a plan - it's a shared vision.  
Built on what matters most, designed for every learner.



## Unifying Coherence

Unifying the student experience across content areas.

## Systemwide Access

Every student in every district has access to high-quality learning supports.

## Sustainability & Scale

A dynamic system that adapts and continuously improves.

# Your Perspective Matters

What resonated  
most with  
you today?



# Questions?

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Dr. Kristi Day, [kristi.day@dpi.nc.gov](mailto:kristi.day@dpi.nc.gov)