

Standard Course of Study Procedures Manual

Presented by:

Dr. David Stegall, Deputy Superintendent, Chief Academic Officer

Dr. Catherine Edmonds, Deputy Superintendent, Office of Equity



Purpose

Provide the Board with:

- An historical overview of the Procedures Manual
- An update on the DRAFT NCSCOS Manual
- Explanation of issues with the Manual
- A request to complete the Manual to ensure consistent, coherent, and equitable standards for teachers



Historical Information

- 1998 - Original version of Procedures Manual was created as an internal document but not approved by the State Board of Education.
- 2018 - Project Management Team convened to revise the 1998 version to reflect the SCOS policy for a 4-month process:
 - **Project Management Team** - Comprised of a Project Manager, Functional Manager, Sponsor, and representation from Career & Technical Education; Standards, Curriculum, and Instruction; Federal Programs; K-3 Literacy; NC Virtual Public School; Communications Division; Data Management Group; Digital Teaching and Learning; Accountability Services Division; Educator Support Services; Exceptional Children; and Division of Advanced Learning & Gifted Education.



2018 Procedures Manual - Vision/Objective

NCDPI currently has a procedures manual for the development of the NCSCOS; however, it was last revised in 1998. The adoption of the new State Board Policy SCOS-012 provides the opportunity to revise the this procedures manual to include new processes.

State Board Policy SCOS-012 requires the development of clear, relevant state standards (NCSCOS) that districts and schools will use to align their local curriculum. In order to achieve this, the agency is tasked with developing a process that unifies and formalizes this effort for all areas represented in the NC Standard Course of Study. Extended content standards follow the same review, revision, and implementation process. Career and Technical Education (CTE) is the only exception as its process is governed by State Board Policy SCOS-005.

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. 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: Feedback-Based, Research-Informed, Improvement-Oriented, Process-Driven.

2018 Procedures Manual - Vision/Objective

The North Carolina Standard Course of Study* 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),
- 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.



Manual Contents Overview

- Purpose and Guiding Principles
- Common terminology and Revised Bloom's Taxonomy information
- Alignment with textbooks and assessments
- Process for Review phase
 - Survey, selection criteria, analysis of feedback



Manual Contents Overview, con't

- Process for Revision phase
 - Writing teams, standards' template, creating drafts, collecting feedback
- Process for Implementation phase
 - Major activities for Installation, Initial Implementation, Full Implementation, Maintenance and Refinement
- Appendices
 - Sample templates and letters, acronyms, glossary, references

Functionality of Procedures Manual

- The Procedures Manual should provide consistency among standards and standards revision processes.
- The Procedures Manual provides a framework for standards revision to ensure adherence to the SCOS-012 policy.
- A clear process for Standards Revision provides a more coherent product to guide the development of local curriculum.



What's Missing?

- Comparison of Standards: Science

Essential Standard: Understand the properties of waves and the wavelike property of energy in earthquakes, light and sound waves.

Clarifying Objectives:

- Compare the properties of waves to the wavelike property of energy in earthquakes, light and sound.
- Explain the relationship among visible light, the electromagnetic spectrum, and sight.
- Explain the relationship among the rate of vibration, the medium through which vibrations travel, sound and hearing.

North Carolina Essential Standards Science,

What's Missing?

- Comparison of Standards: Social Studies

Standard: Understand how movement, settlement, and expansion influenced American development.

Objectives:

- Explain how environmental, technological, cultural, and economic factors influenced population distribution and patterns of migration and immigration.
- Explain how geographic conditions and expansion have presented both opportunities and challenges in the development of America.
- Explain the reasons for and effects of forced and voluntary migration on societies, individuals and groups over time.
- Explain how slavery, forced migration, immigration, reconcentration and other discriminatory practices have changed population distributions and regional culture.

North Carolina Standards for American History



What's Missing?

● Local Curriculum Procedures: Personnel

District Staff:

- “I have 3 district personal in the CIA office. One works with secondary, one for elementary, and the other for CTE.”

Teacher leaders:

- “District staff pay stipends to teams of teachers who serve on Curriculum Design Teams. While district staff ensure quality and consistency, teachers carry the majority of the workload.”
- “We do not have any staff dedicated for these tasks. We have to pay teachers to review the standards and develop pacing guides.”
- “In a larger district, district staff may do this. In a small district it is most likely teachers themselves.”
- “The district staff does not have the resources nor the subject level expertise in ALL areas required to do this work alone...With the new SS standards and a glossary that is 94 pages, this creates a tremendous amount of work for our districts to implement and implement well.”

Implementation Work Hours:

- “Our district is very small and handles the initial changes to organize and then push to the school staff to implement the trainings by working in the summers or after regular school hours.”

Funding:

What's Missing?

- Local Curriculum Procedures: Personnel Cost
 - “These duties are incorporated into teachers’ duties.” From a district Superintendent that reports school staff as the individuals who implement new standards and reports no funds spent on internal or external personnel
 - “It depends. If we have the money, we like to pay teachers stipends to come in during the summer months to work on these items. If we don't have money, we try to do it during PLCS and planning times.”
 - “\$6,000 per grade span, per content area (stipends paid to teachers). Does NOT include CO salaries for staff who oversee the process.”
 - “Content Director Local Position \$85,000”
 - “\$100,000 (Prorated cost of district directors and instructional coaches)”
- Resource Inequities in Public School Units



RECOMMENDATION

- Recommend that the State Board of Education require DPI to revise & update the Procedures Manual for the Development of the NC Standard Course of Study



QUESTIONS

