

Standards Review and Revision Process

Office of Academic Standards

Sept. 5, 2023

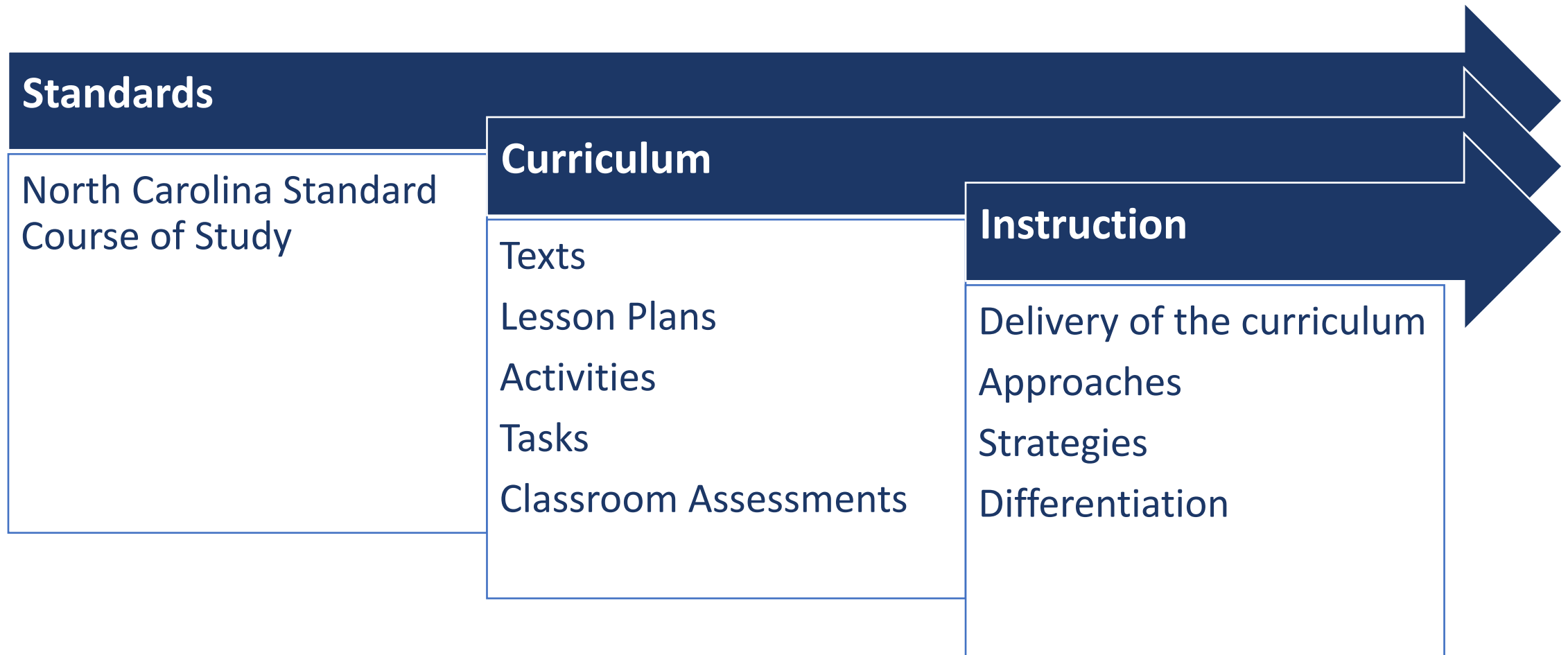
Dr. Kristi Day
Director of Academic Standards



Welcome!

When you hear the word 'standards,'
what comes to mind?

The Difference Between Standards, Curriculum, and Instruction



Office of Academic Standards

Dr. Kristi Day

Director

Kelly Schultz

Standards Implementation Specialist



**Math, Science
& STEM**

**Social Studies &
Arts Education**

**NC Healthy
Schools**

**ELA &
Languages**

General Statute §115C



§ 115C-81.5. Standard course of study.

- (9) (a) All children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall adopt a plan of education and a standard course of study as provided in G.S. 115C-12(9c) for the public schools of the State. It is the intent of the General Assembly that the focus of State educational funding shall be to ensure that each student receives a sound basic education. It is further a goal of the General Assembly to provide supplemental funds to low-wealth counties to allow those counties to enhance the instructional program and student achievement. Instruction shall be offered in the areas of arts, communication skills, physical education and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and career and technical education. In addition, instruction shall be offered in all of the areas provided in this Part.
- (b) The standard course of study shall provide all of the following:
- (1) A core curriculum for all students that takes into account the special needs of children.
 - (2) A set of competencies, by grade level, for each curriculum area.
 - (3) A list of textbooks for use in providing the curriculum.
 - (4) Standards for student performance and promotion based on the mastery of competencies, including standards for graduation, that take into account children with disabilities and, in particular, include appropriate modifications.
 - (5) A program of remedial education.
 - (6) Required support programs.
 - (7) A definition of the instructional day.
 - (8) Class size recommendations and requirements.
 - (9) Prescribed staffing allotment ratios.
 - (10) Material and equipment allotment ratios.
 - (11) Facilities guidelines that reflect educational program appropriateness, long-term cost efficiency, and safety considerations.
 - (12) Any other information the Board considers appropriate and necessary. (2017-126, s. 5.)

State Board Policy SCOS-012



State Board Policy SCOS-012

- 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 built on four guiding principles:
 - Feedback-based
 - Research-informed
 - Improvement-oriented
 - Process-driven

NC Standard Course of Study

- Defines the appropriate content standards for each grade or proficiency level and each high school course
- Uniform set of learning standards for every public school in North Carolina
- What students should know and be able to do by the end of a year or course

Standard Course of Study

[Arts Education](#)

[CTE and Career Pathways](#)

[Computer Science](#)

[English Language Arts](#)

[English Language Development](#)

[Guidance](#)

[Healthful Living](#)

[Information and Technology](#)

[Mathematics](#)

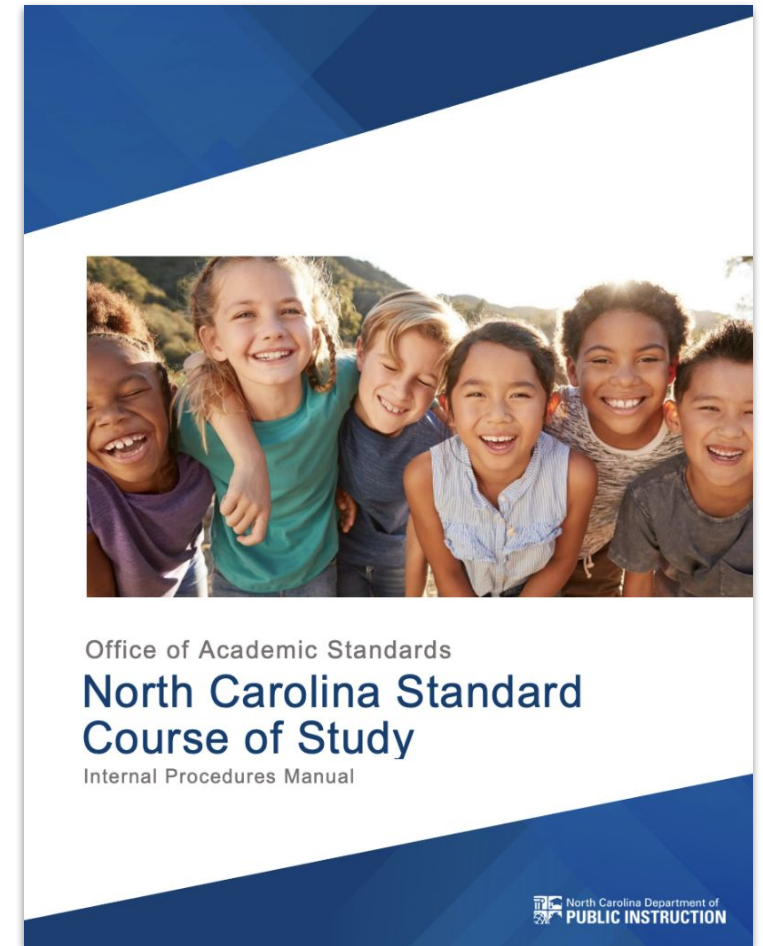
[Science](#)

[Social Studies](#)

[World Languages](#)

Internal Procedures Manual

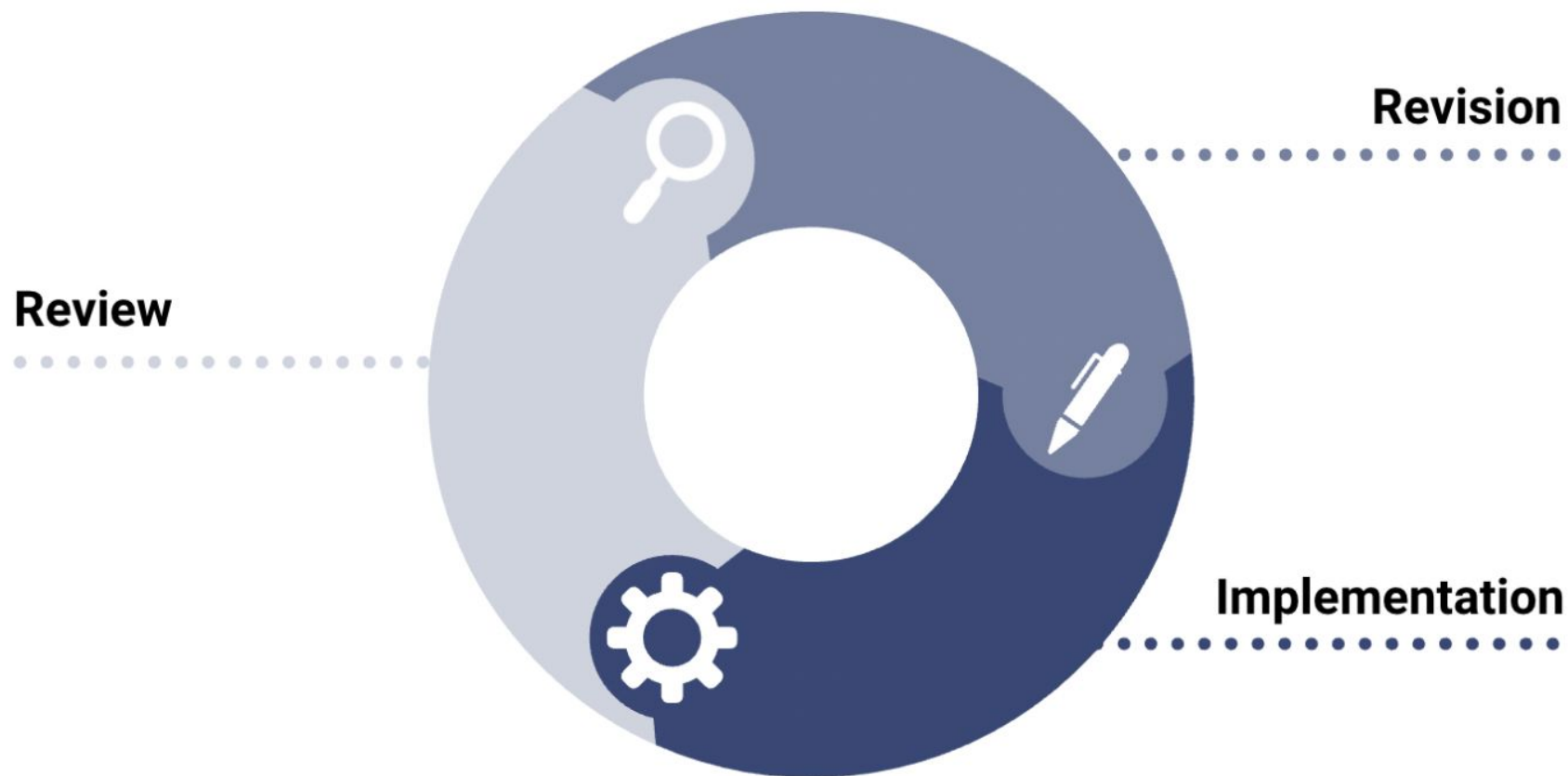
- The purpose of the Internal Procedures Manual is to provide a definitive explanation of the process to be followed when developing or revising a section of the NCSCOS.
- This manual is designed solely to assist with the task of developing/revising a content area of the NCSCOS. It is not intended to guide the development/revision of local curriculum guides or other curriculum support documents.
- Approved in February 2022/April 2023



SEA vs. Local Responsibilities

State Education Agency (SEA)	Local
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 PSUs and other stakeholders throughout the review, revise, and implementation phases	Communicate with local stakeholders

Review, Revision, & Implementation: 5-7 Year Cycle



Standards Review Phase

- Individual stakeholders and PSU surveys
- Regional Focus Groups
- Interviews
- Research on policies, legislation, best practices, other standards, educational research
- Convene Data Review Committee
- Creation of DRC Recommendations/Report



Research & DRC Report

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

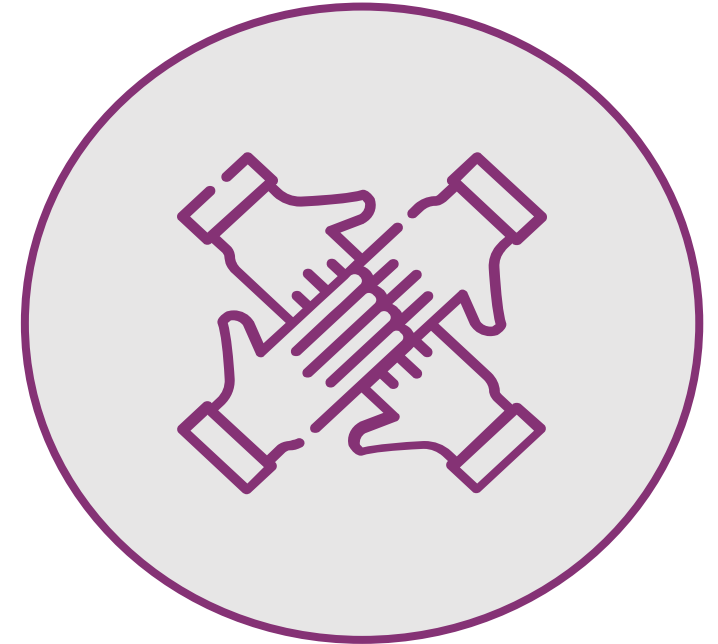
Data Report

Table of Contents

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

Standards Revision Phase

- Standards Writing Team (SWT)
- First Draft with a Standard-by-Standard Survey
 - Public Comment (30 days)
- DRC compiles feedback for the SWT
- SWT creates second draft
 - Public Comment (30 days)
- DRC compiles feedback for SWT
- SWT creates third draft for SBE



Standards Writing Team

Documentation:

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

1



Content Coverage

2



Developmental Appropriateness & Progression

3



Clarity & Coherence

4



Rigor

5



Relevance

6



Level of Specificity

7



Alignment

Format of Objectives

Subject	Verb	Object
S Understood to be the student	V Requires the learner to be able to show their knowledge and understanding	O The knowledge or content
Example: 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 students	solve	two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number

Standards Implementation Phase

- Installation Year
 - Support document creation
 - Communication & PD
 - Local planning
- Initial Implementation
 - Support document creation
 - Communication & PD
- Full Implementation
 - Support document creation
 - Communication & PD
 - Annual needs assessment



Update on Current Review and Revision Phases

K-12 Science

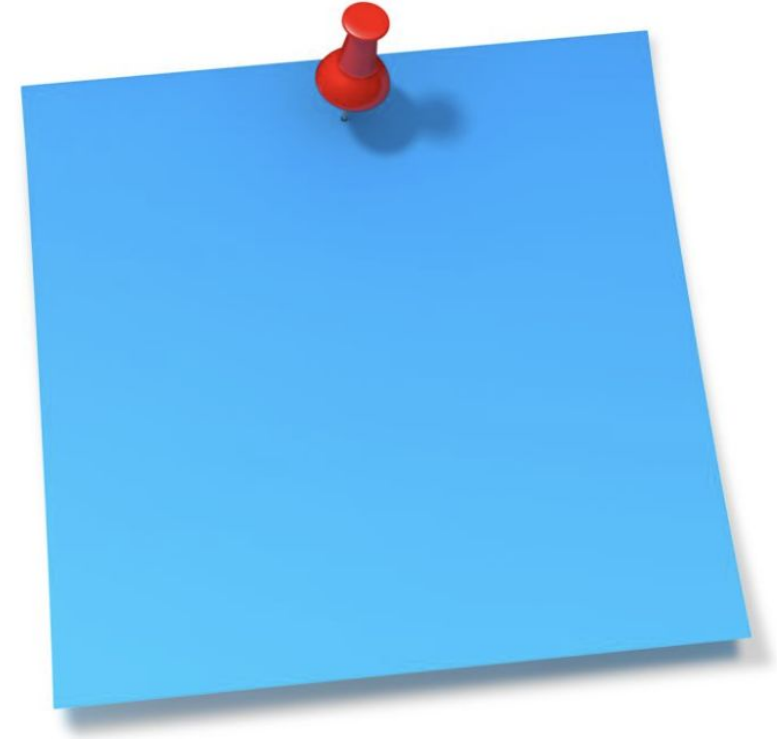
K-12 Healthful Living

K-12 Arts

K-12 Guidance

K-12 World Languages

K-12 English Language Arts



K-12 Science

- Received approval from SBE to begin review and revision in May 2022
- Hybrid review/revision timeline
- Draft 3 (final draft) presented to the SBE for discussion at June 2023 meeting
- Approved in July 2023
- Installation -- 23-24 SY
- Initial Implementation -- 24-25 SY
- Major changes: clarifying language, embedding Scientific & Engineering Practices, and PD/resource support
- Assessment: build and and administer new operational assessments for the 24-25 SY **(tentative)**

K-12 Healthful Living

- Health and Physical Education
- Received approval from SBE to begin review and revision in May 2022
- Hybrid review/revision timeline
- Draft 1 was presented to the SBE at the June 2023 meeting
- Feedback surveys were sent on June 5 and will close September 18
- Next steps:
 - Data Review Committee will analyze data
 - Standards Writing Team will revise and create Draft 2
 - Cycle repeats
- **Tentatively** scheduled for final approval Spring 2024
- If approved: **(tentative)**
 - Installation -- 24-25 SY

K-12 Arts

- Dance, Music, Theatre Arts, Visual Arts
- Received approval from SBE to begin revision at the June 2023 meeting
- Standard Writing Team creating Draft 1
- Draft 1 will be presented to the SBE in October **(tentative)**
- Standards Writing Team will review report and data to create Draft 1
- Draft 1 surveys **tentatively** scheduled to be released in October
- Data will be gathered and the cycle will repeat until Draft 3 (**tentatively** scheduled for next summer)
- If approved: **(tentative)**
 - Installation -- 24-25 SY
 - Initial Implementation -- 25-26 SY

K-12 Guidance

- Received approval from SBE to begin revision at the June 2023 meeting
- Data Review Committee, based on the feedback and data, recommend adopting the American School Counselor Association (ASCA) Mindsets and Behaviors
- Survey for additional, specific data on this recommendation released week of June 5; due Sept 10
- Data Review Committee will analyze and report on the data
- If ASCA Mindsets and Behaviors are adopted: **(tentative)**
 - Installation -- 23-24 SY
 - Initial implementation -- 24-25 SY
- If full revision process: **(tentative)**
 - Installation -- 24-25 SY
 - Initial Implementation -- 25-26 SY

K-12 World Languages

- 18 different languages taught in NC Public Schools
- Proficiency-based standards
- Received approval from SBE to begin revision at the June 2023 meeting
- Standard Writing Team created Draft 1
- Draft 1 will be presented at the September SBE meeting
- Draft 1 surveys **tentatively** scheduled to be released in mid-September
- Data will be gathered and the cycle will repeat until Draft 3 (**tentatively** scheduled for next summer)
- If approved: **(tentative)**
 - Installation -- 24-25 SY
 - Initial Implementation -- 25-26 SY

K-12 English Language Arts

- Kicked off review phase in April 2023
- Data Review Committee applications will be released in October 2023
(tentative)
- SBE permission to revise will come in Spring of 2024 **(tentative)**
- **Tentative** timeline:
 - Revision -- 24-25
 - Installation -- 25-26 SY
 - Implementation -- 26-27 SY

Review & Revisions by Year

2023-2024	2024-2025	2025-2026	2026-2027
Installation: Science Guidance* (possibly) Revision: Healthful Living Arts Guidance* (possibly) World Languages Review: ELA	Initial Implementation: Science Guidance* (possibly) Installation: Healthful Living Arts Guidance* (possibly) World Languages Revision: ELA	Initial Implementation: Healthful Living Arts Guidance* (possibly) World Languages Installation: ELA	Initial Implementation: ELA

With The Goal of...



Resources & Listservs

[Academic Standards Webpage](#)

[Listserv Sign-up](#)

Email Updates

To sign up for updates or to access your subscriber preferences, please enter your contact information below.

Subscription Type

Email

Email Address *

Submit

Cancel

Your contact information is used to deliver requested updates or to access your subscriber preferences.

Academic Standards

Office of Academic Standards

The primary purpose of the Office of Academic Standards is to serve as the authoritative source for the review, revision, and support for the implementation of state content standards in the North Carolina Standard Course of Study. The Office of Academic Standards additionally supports multiple legislative and grant-related programs, initiatives, and reporting requirements. Please visit the webpages on the side-rail to access information, materials, and resources across areas and programs.



Questions?

Thank you!

Kristi.Day@dpi.nc.gov