

STANDARD COURSE OF STUDY DEVELOPMENT AND/OR REVISION PROCESS

Any individual standard course of study development and/or revision process occurs in a five-year cycle. To initiate this process state consultants should follow these steps:

Establish Review Committee

Establish a representative review committee to determine the need for curriculum revision or development in a specific area of study. This review committee must include, but is not limited to the following:

- a) teachers representing elementary, middle, and high school level expertise
 - b) subject area faculty members from institutions of higher education
 - c) representatives of subject area professional organizations
 - d) curriculum supervisors from LEAs
 - e) business and industry or other community representatives
-

Determine Need Guide this representative review committee to consider the effects of the following in order to determine if there is a need to develop or revise the curriculum in the given area:

- a) legislative mandates
 - b) national or other standards
 - c) business and industry concerns
 - d) public concerns
 - e) societal and education changes/influences
-

Act on Decision

If the development/revision of a new document is found **not** to be necessary, submit a written report of this determination to the Director of the Division of Instructional Services and conclude the committee's work.

If the development/revision of a new document is necessary, initiate the draft process.

Establish Expert Committee

Initiate the draft process by establishing an expert committee to draft the curriculum for that particular subject or skills area. The expert committee may have members who served on the review committee and/or be comprised of new members.

The expert committee must include but is not limited to the following:

- a) teachers representing elementary, middle, and high school level expertise

- b) members of professional organizations
- c) faculty members representing the area of study at the higher education level
- d) faculty members representing education departments at the higher education level
- e) parents
- f) representatives of subject area professional organizations
- g) curriculum supervisors from LEAs
- h) business and industry or other community representatives

Note: state consultant(s) may consider preparing an initial draft or outline incorporating recommendations from the representative review committee in order to facilitate the expert committee's work before convening this committee.

**Facilitate
Committee's
Review**

Facilitate the expert committee's review of the following:

- a) feedback from teachers since the last revision and from focus groups
 - b) appropriate research literature
 - c) curriculum documents from organizations, states, and nations
 - d) national and other standards
 - e) learning theory literature
 - f) any draft or outline prepared ahead of time by the Department of Public Instruction consultant(s)
 - g) the Standard Course of Study Criteria for Developing Goals and Objectives as Defined by Senate Bill 352 Worksheet found in Appendix A of this document
 - h) the introductory sections of the SCS that are established by the State Board of Education and generic to any complete SCS document (see p. 10-11)
-

**Facilitate
Writing**

Facilitate the writing of the curriculum and accompanying introduction based on all available pertinent information and following the designated layout and formatting guidelines in this manual.

The section of this document beginning on p. 13 and titled *Area of Study* outlines requirements and definitions for developing the introduction and curriculum for individual areas of study. Sample formatted pages are included in Appendices B and C.

**Complete
Draft**

Ensure the draft meets the layout and formatting guidelines described in this document and illustrated in Appendices B and C. In addition, it should meet the current duplicating/printing/electronic specifications of the North Carolina Department of Public Instruction for SCS documents which are outlined in the section titled *Area of Study*.

Submit Draft to Public Review

Submit the draft to public review and request document feedback. If funds are available, the state consultant(s) may obtain and work with an independent firm to conduct the sampling process and provide a written report to the Division of Instructional Services at the Department of Public Instruction. Whatever procedure is used should assure the curriculum document represents the needs and has the approval of the teaching profession and the public.

Feedback should be sought from:

- a) public school teachers and administrators
- b) higher education personnel
- c) parents
- d) business and community

Mechanisms for obtaining this feedback should include:

- a) distribution of the draft on the Internet through the DPI Infoweb
- b) submission of the draft to national or other experts
- c) involvement from parent groups such as the North Carolina Parent Teachers Association
- d) surveys of appropriate target groups
- e) focus groups and/or public forums

Public Forums

Should it be determined that a public forum is necessary or is requested by the State Board of Education, the following guidelines are suggested for *planning* public forums:

Select statewide sites for the public forums and make arrangements with the site facilitator. Sites should be strategically placed throughout the state so as to be accessible to the majority of stakeholders.

- Notify the DPI Communications and Information Division of the locations and the specific details regarding the forums so they can make arrangements with the media to publicize the forums. If applicable, provide the appropriate budget code to cover needed expenses.

Notify LEA superintendents, principals, and interested groups.

Make arrangements to have draft copies of the curriculum revisions available for the participants prior to the date of the forum if possible.

- Utilize DPI calendar on the InfoWeb to announce the forum. The draft copy of the curriculum may also be placed on the DPI website.
- Invite people who wish to speak to bring a written copy of their comments to ensure that the DPI staff has a complete and accurate record.

- Include information for sending written comments for people who wish to have an input but who are unable to attend.
- Notify the State Board of Education of all dates and locations of the public forums.

The following are some suggested guidelines for *conducting* public forums:

- Participants should sign in upon arrival at the site and include whether or not they wish to speak. This list can be used to determine the order of the speakers.
- DPI staff should provide introductory comments regarding the curriculum revision process and the format of the forum.
- Speakers should be given a limited amount of time to present their comments and they should provide the DPI staff with a written copy of the comments.
- If time permits, additional participants may be allowed to make comments; DPI staff should keep notes on these comments and/or record them on audio or video cassettes.

**Incorporate
Feedback**

Facilitate the expert committee's revision of the draft taking into consideration feedback from the public review including additions, deletions, and edits.

**Schedule Issues
Session**

Meet with the Associate Superintendent and determine if an issues session with the State Board of Education is warranted. If so, schedule an issues session with the State Board of Education three to six months prior to the State Board adoption by following the current procedures to discuss and resolve critical issues, major problems, and concerns.

**Include
Changes**

If an issues session is conducted, involve the expert committee in making the necessary changes to the curriculum resulting from the issues session with the State Board of Education.

**Receive
Executive
Management
Approval**

Receive approval from the Executive Management for the final document by obtaining and following the current procedures.

**Submit
to SBE for
Information**

Submit the final area of study portion of the SCS for *information* to the State Board of Education once it receives approval from the ACC by obtaining and following the current procedures prescribed by the Associate Superintendent's Office.

**Submit
to SBE for
Approval**

Submit the document a second time for *approval* to the State Board of Education by obtaining and following the current procedures prescribed by the Associate Superintendent's Office.

**Prepare Final
Document**

Facilitate the preparation of the complete SCS for the subject or skills area by joining the generic section from the *North Carolina Standard Course of Study* and area of study component together making sure that all sections are present and in the correct sequence and format (see Appendix D for the most current generic SCS sections).

The generic sections of the SCS described below will be part of the complete SCS for every area of study, however, these generic sections will not be revised as part of the curriculum revision or development process.

The generic sections of the SCS have been completed and approved by the State Board of Education and, because they are generic to all areas of study, will not need to be revised as part of each area of study's work. The generic sections will not have to be included in the draft document sent out for public review or in the document sent to the State Board of Education for approval. The generic sections must be added to and come before the area of study component in order for any SCS document to be complete and ready for dissemination. All completed standard courses of study will be in Information Mapping format.

For dissemination of SCS by subject area, it is necessary to place the subject title page (see sample in Appendix D) on the overall document to identify the subject or skills area. This subject area title page is identical to the one introducing the subject area and referred to on page 13. Subject area title pages can be obtained by contacting the typesetter in the Communication and Information Section.

Each complete SCS document will begin with the following generic sections in this order:

- a) a SCS title page
- b) a second page (ii) which provides the DPI's equity statement
- c) a foreword (iii) by the State Superintendent followed by a blank page
- d) an acknowledgments page (v) followed by a blank page
- e) a page which reads "Introduction"(vii) followed by a blank page
- f) the introduction (ix-xvii) which includes the following:

History
Standard Course of Study
Philosophy and Rationale
Curriculum Integration

Thinking and Reasoning Skills
Dimensions of Thinking
Alignment of Curriculum and Assessment
Programs for Children with Special Needs
State of North Carolina Graduation Requirements
North Carolina Academic Scholars Program followed by a blank
page

g) a "Course of Study" title page followed by a blank page

Facilitate Dissemination

Facilitate the dissemination of the standard course of study, once the State Board of Education approves the document. Ideally, all teachers in the state who use the curriculum should receive it in some form. The SCS should be made available to the following groups:

- superintendents
- LEA curriculum personnel
- principals
- teachers
- area of study department chairs in higher education institutions
- chairs of education departments in higher education institutions - leadership of relevant professional organizations
- others as needed

The SCS should be disseminated by:

- a) sending print copies
- b) using electronic media
- c) using the DPI InfoWeb

Coordinate Implementation of Curriculum

Coordinate professional development and implement the curriculum through these and/or other of the following means:

- a) curriculum presentations
- b) curriculum leadership training sessions
- c) video conferences
- d) electronic media
- e) textbook and support material alignment
- f) alignment of curriculum and assessment
- g) preparation and dissemination of curriculum guides and/or other support documents
- h) collaboration with teacher preparation programs, North Carolina Regional Education Service Alliances/Consortia, professional organizations, etc.

During this phase, state consultants may need to examine and/or revise teacher competencies to ensure their compatibility with the curriculum document.

Monitor
Effectiveness
of **Curriculum**

Begin an ongoing process, within the first year of curriculum implementation, to secure feedback to monitor the effectiveness of the curriculum and to ascertain the possible need for a necessary revision. If feedback or significant requests from school personnel indicate a strong need for revision, the revision procedures may be initiated at any time.

Re-initiate
Process

Repeat these procedures within the five years of curriculum implementation.
