

North Carolina Standard Course of Study Internal Procedures Manual

For the Review, Revision, Installation, and
Implementation of the NCSCOS

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Introduction

**Please note that this manual and all linked templates are set to view only. A force copy can be found in Appendix A. All additions, deletions, or changes to any template must be approved by Office leadership.*

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

1. 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 Marketing Education;
 - Career Development Education;
 - Computer Science, IT, and Technology Education (6-12);
 - Family and Consumer Sciences Education;
 - Health Science Education;
 - Trade and Industrial Education.
- K-5 Computer Science
- Digital Learning
- English Language Arts,
- English Language Development,
- Healthful Living (Health and Physical Education),
- Mathematics,
- Science,
- Social Studies,
- Student Success, and,
- World Language

**Extended content standards follow the same revision and implementation process.*

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

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

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

To promote transparency and stakeholder engagement in every standards review, revision, installation, 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.

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

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

The review, revision, installation, and implementation phases outlined in this policy represent standard processes for updating standards. However, this policy does not prevent the Superintendent of Public Instruction 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 State Board of Education.

1. NC Standard Course of Study Review Phase

All standards are reviewed on a perpetual cycle of eight-to-ten 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, grade band, 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 Installation Phase

Following State Board of Education approval, NCDPI will support standards installation through the following actions:

- a. Develop and deploy a two-year installation plan,
- b. Facilitate statewide training and support for educators on the revised standards.
- c. Collect data and evaluate the installation of the revised standards,
- d. Develop and disseminate support documents and resources aligned with the revised standards.
- e. Provide technical assistance for leaders on installation of the revised standards.

4. NC Standard Course of Study Implementation Phase

Following State Board of Education approval, NCDPI will support standards implementation through the following actions:

- a. Modify the annual statewide assessment program as necessary in accordance with the revised standards.
- b. Facilitate statewide training and support for educators on the revised standards.
- c. Collect data and evaluate the implementation of the revised standards.

Extended Content Standards: The staff within the Office of Exceptional Children (OEC) facilitate and conduct the steps outlined in this manual for the extended content standards, unless otherwise noted. The content area team and OEC communicate throughout all steps.

Timeline for Standards Review, Revision, Installation, and Implementation

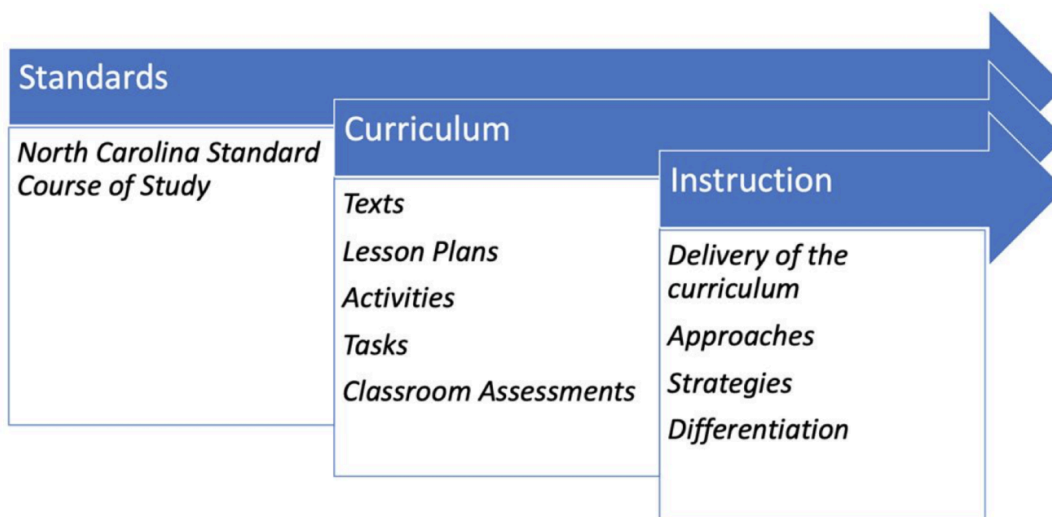
Phase	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	37-38
Review		SS		SCI	HL	WL ARTS	ELA		MATH				
Revision	MATH ELA*		SS		SCI	HL	WL ARTS	ELA		MATH			
Install 1	ELA*	MATH CS		SS		SCI	HL	WL ARTS	ELA		MATH		
Install 2		ELA	MATH CS		SS		SCI	HL	WL ARTS	ELA		MATH	
Implement			ELA	MATH CS		SS		SCI	HL	WL ARTS	ELA		MATH
Assess			ELA	MATH				SCI			ELA		MATH

State assessments will be aligned to the **new standards beginning in the first year of implementation.**

Student Success, English Language Development (ELD), and Digital Learning Standards have adopted national standards. These standards will be presented to the State Board of Education (SBE) for approval as the national standards are updated and will then follow North Carolina's installation and implementation process.

The **K–12 CSTA National Computer Science Standards** are expected to be released in **Summer 2026**. NCDPI staff will bring these standards to the SBE for adoption in **Fall 2026**, after which they will follow NC's standard implementation process.

The Difference Between Standards, Curriculum, and Instruction



Standards – The "What"

- **Definition:** Broad learning goals developed by educators and experts facilitated by NCDPI that outline what students should know and be able to do by the end of a grade or course.
- **Purpose:** Provide consistent expectations for student learning across all schools.
- **Example:** NC.5.NF.1: Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.
- **Key Idea:** Standards do not tell you how to teach—only what outcomes to aim for.

Curriculum – The "Plan"

- **Definition:** The organized set of lessons, materials, and sequence of content a school or district chooses to meet the standards.
- **Purpose:** Serve as a roadmap for teachers, translating broad standards into a structured learning pathway.
- **Example:** A district-adopted math program or locally developed curriculum that includes a unit on fraction addition, with textbook chapters, practice problems,

and assessments aligned to the NCSCOS.

- **Key Idea:** The curriculum is the vehicle used to reach the standards.

Instruction – The "How"

- **Definition:** The methods, strategies, and activities teachers use in the classroom to deliver the curriculum.
- **Purpose:** Actively engage students in learning, adapting methods to meet their needs.
- **Example:** A teacher uses fraction manipulatives, group problem-solving strategies, and real-world examples to help students understand the concept of adding fractions.
- **Key Idea:** Instruction is what actually happens day-to-day to bring the curriculum to life.

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.

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

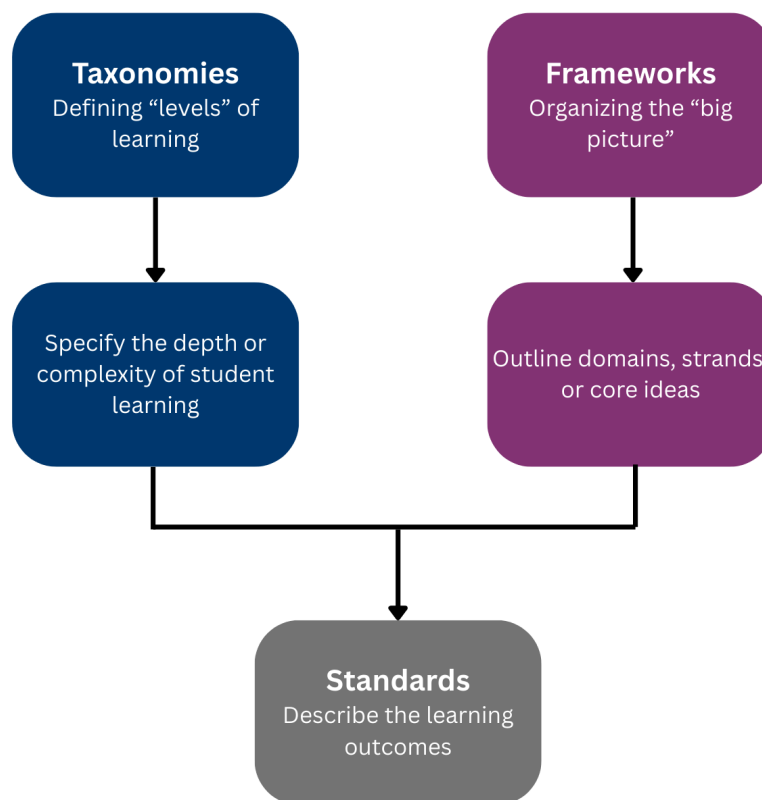
The North Carolina Standard Course of Study is legislated and, as such, each individual standard course of study should be as simple as possible so it can communicate to a wide audience of teachers, administrators, central office staff, parents, community, legislators, and others.

Each individual content area in the NCSCOS communicates what students should know and be able to do as a result of instruction at each grade level, grade band, proficiency level, or from a course. Curricular decisions are made at the local level. All curriculum materials should be high-quality and aligned to the NCSCOS. Additional support

documents from the NCDPI will be created and released for each content area's installation and implementation.

Taxonomy/Framework

Each content area chooses a framework and a taxonomy to write its standards. The chosen taxonomy and framework align with the specific content area's needs, meeting the concepts, topics, and skills required by the discipline.



Taxonomies: Defining the “levels” of learning

A **taxonomy** is a classification system that organizes learning goals into levels of complexity or depth.

- **Purpose in standards design:** Taxonomies help writers of standards specify *how deep* or *complex* student learning should be at different grade levels.

- **Example:** Bloom’s Taxonomy (and its revised versions) describes cognitive skills from basic recall (“Remember”) to higher-order thinking (“Create”).
- **Application in standards:**
 - If a science standard states, *“Use models to compare Earth’s saltwater and freshwater features,”* the word “compare” originates from a taxonomy and signals an understanding-level expectation.
 - A more advanced standard might say *“Analyze and interpret data to compare the composition, properties, and structure of Earth’s atmosphere...”* — this shifts into the application and analysis levels of the taxonomy.

Why it matters: Without a taxonomy, standards risk being too vague or mismatched in rigor across grade levels.

Frameworks: Organizing the “big picture”

A **framework** is a conceptual map of what students should learn over time within a subject area.

- **Purpose in standards design:** Frameworks outline the domains, strands, or core ideas that the standards will cover, and show how they build over grade bands.
- **Example:**
 - The **NC Science Standards Framework** organizes science learning into three dimensions:
 1. Science and Engineering Practices (SEP)
 2. Crosscutting Concepts (CCC)
 3. Disciplinary Core Ideas (DCI)
 - The **NC Science Standards Framework** organizes science learning into eleven strands:
 1. Matter and Its Interactions
 2. Motion and Stability: Forces and Interactions
 3. Energy
 4. Waves and Their Applications in Technologies for Information Transfer
 5. From Molecules to Organisms: Structures and Functions
 6. Ecosystems: Interactions, Energy, and Functions
 7. Heredity: Inheritance and Variation
 8. Biological Evolution: Unity and Diversity

- 9. Earth's Place in the Universe
- 10. Earth's Systems
- 11. Earth and Human Activity

- **Application in standards:**

- A framework ensures that all essential areas are covered and connected logically over time (scope and sequence).
- It prevents gaps or redundancies in what students are expected to learn.

Why it matters: Without a framework, standards could end up as a random list of skills instead of a coherent progression of learning.

How They Work Together

When standards are designed:

1. **The framework** provides the big-picture structure:
 - *What topics and skills should be included in the standards?*
 - *How do they connect across grade levels?*
2. **The taxonomy** ensures the right level of rigor:
 - *What verbs and cognitive levels match the intended depth of learning?*
 - *How does the difficulty increase over time?*

Alignment of Standards

High-Quality Instructional Materials (HQIM) are curriculum resources that are deliberately designed to align with academic standards, promote deep learning, and support all students in reaching rigorous educational goals. They go beyond simply covering content—they are carefully crafted to ensure that teaching and learning are coherent, engaging, and effective.

Key Characteristics of HQIM

1. **Standards-Aligned**
 - Fully aligned with state standards.

- Clearly map each lesson or unit to specific learning goals and outcomes.

2. Coherent and Well-Structured

- Organized into a logical sequence that builds knowledge and skills over time.
- Connect concepts within and across grade levels to create a learning progression.

3. Rigorous and Content-Rich

- Challenge students to think critically, solve problems, and apply skills.
- Incorporate complex texts, authentic tasks, and real-world applications.

4. Research-Based and Pedagogically Sound

- Grounded in evidence-based instructional strategies.
- Encourage active learning, discussion, and inquiry.

5. Assessment-Integrated

- Include a balance of formative and summative assessments.
- Offer feedback mechanisms for teachers and students to monitor progress.

6. Supportive of Teacher Practice

- Provide clear guidance, lesson plans, and instructional routines to support effective learning.
- Include professional learning resources and suggestions for differentiation to support a personalized learning approach.

Assessments

The North Carolina End-of-Grade and End-of-Course tests are developed using the expertise of North Carolina educators. The test development process is a complex process that involves multiple checks and balances guided by testing experts and professionals. This process begins after new content standards are adopted by the North Carolina State Board of Education and includes multiple stakeholders who serve in advisory roles to the test development process.

Prior to the test development process, the standards to be measured are defined during test specification meetings. A panel of North Carolina educators collaborate and develop recommendations for a prioritization of standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for test design for each content area. Subsequently, test development staff from the NCDPI meet with various advisors to review the recommendations from the educator panels and adopt final weight distributions across the domains for each grade level.

Once test specifications are adopted, item writers and reviewers complete training on the new subject-specific content standards. The training also includes an overview of item writing, universal designs, and fairness guidelines. North Carolina educators start the item development process by creating new items then various advisors provide feedback on item quality and revisions through an iterative multi-step (18 steps) item development process. The item development process concludes with the NCDPI Test Measurement Specialist evaluating recommendations then finalizing and approving items and selections for the next phase of test development starting with field testing.

Advanced Learning and Gifted Education

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 NCDPI'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."

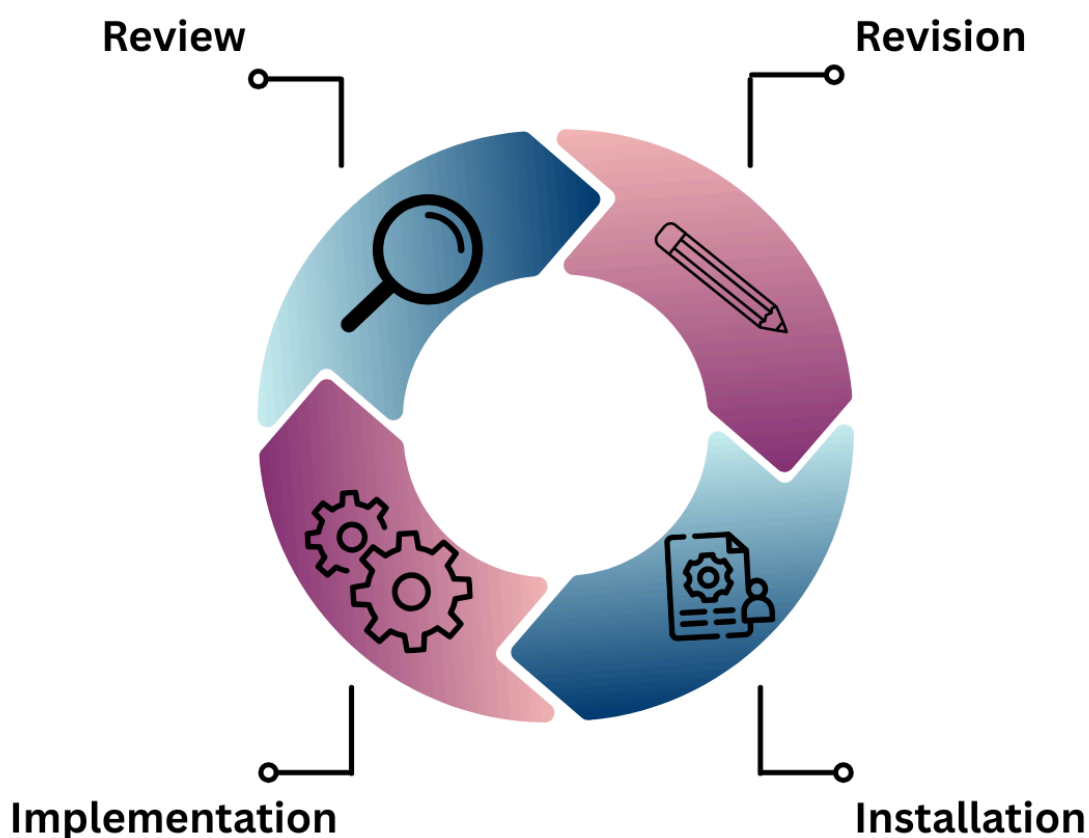
The Dual Credit Allowances Chart addresses the NC Community College courses that satisfy the High School Graduation Requirements (SBE GRAD-004). These courses are reviewed by the Academic Standards team to ensure that there is basic alignment with the NCSCOS.

Advanced Courses that Satisfy Graduation Requirements (SBE GRAD-008) policy outlines Advanced Placement(AP)/International Baccalaureate(IB)/Cambridge(CIE) courses that satisfy High School Graduation Requirements because they are in basic alignment with the NCSCOS and offer college-level depth and complexity.

Advanced Learning and Gifted Education'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. Honors course support is aligned to the NCSCOS.

Process for the Review, Revision, Installation, and Implementation of Standards



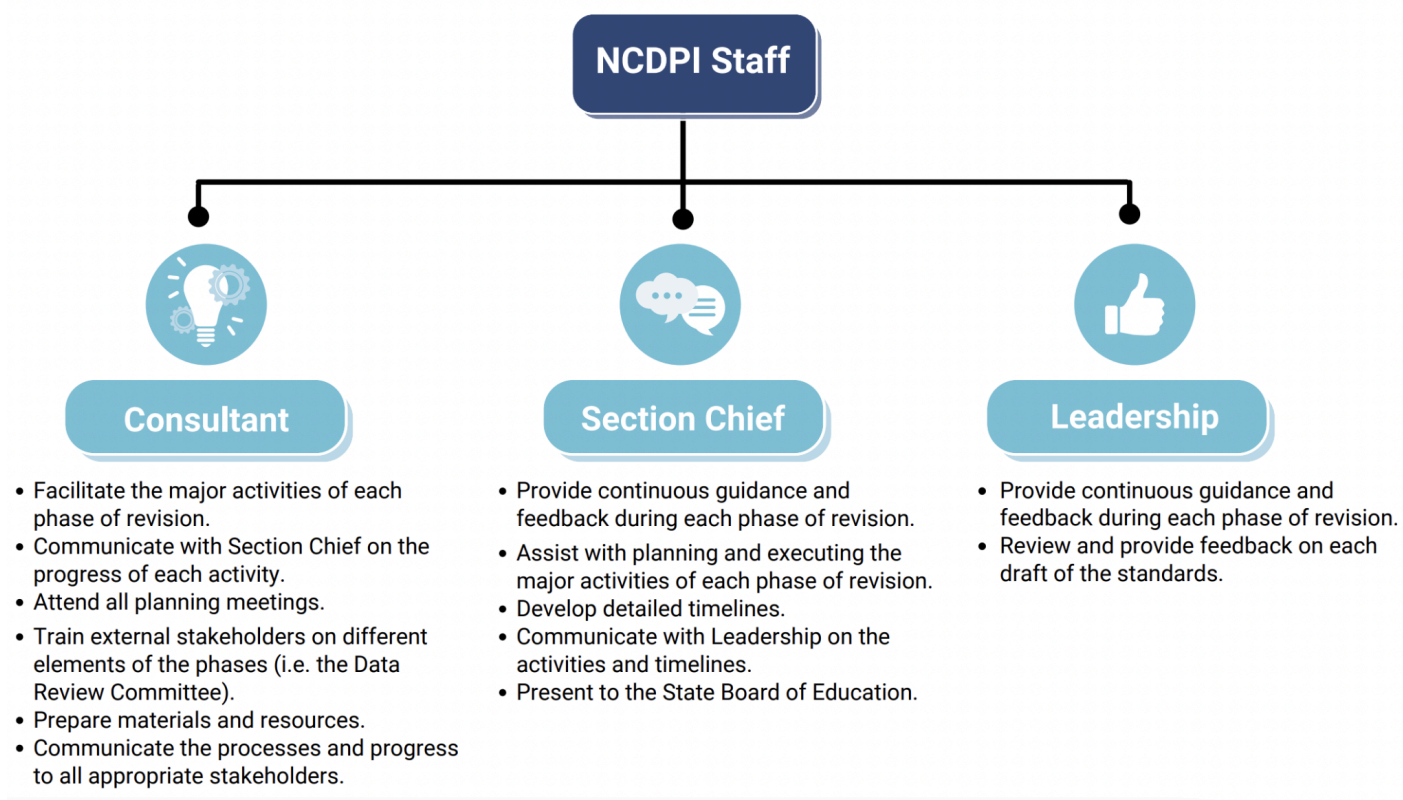
Roles and Responsibilities

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

State Education Agency (SEA)	Public School Unit (PSU)
Facilitates the review and revision of the NCSCOS	Develop and/or choose local curriculum and instruction

Develops standards-based resources	Implement resources from SEA
Provides professional development on the standards	Align local assessments to the approved standards
Collects ongoing data on local implementation to inform future support and resources	Provide local professional development as needed
Communicates with PSU 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:



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 is discussed and approved by Office leadership.*

Extended Content Standards: The OEC staff do not conduct a Review phase for the extended content standards. A member of OEC attends the Data Review Committee meeting and orientation to foster connection and consistency between the two sets of standards.

Data Collection: All standards are reviewed on a perpetual cycle of eight-to-ten 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, grade band, proficiency level, and/or course. NCDPI facilitates the standards review phase with the input of 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 five required methods:

Data Collection During Review Phase		
Method	Resources	Notes
All Stakeholder Standard-by-Standard Survey	Survey template	Timeframe: 30 days Send to all stakeholders through listservs, social media, agency channels, partner organizations, etc. with the general survey
PSU Standard-by-Standard Survey	Survey template	Timeframe: 30 days Send to leader contacts' list and ask that local teams convene and complete survey At least 75% of LEAs must respond to the survey before closing

General Survey	Survey template	<p>Timeframe: 30 days</p> <p>Send to all stakeholders through listservs, social media, agency channels, partner organizations, etc. with the all stakeholder standard-by-standard survey</p>
Regional Focus Groups	Focus group template	<p>Timeframe: 30 days</p> <p>Can be virtual or in-person</p> <p>Invite PSU teams (2 per PSU)</p> <p>Work with Office of Charter Schools to plan and facilitate one session</p>
Interviews	Interview template	<p>Timeframe: 30 days</p> <p>Can be virtual or in-person</p> <p>Consider a variety of roles and invite at least one parent, one student, two IHE members, two business partners, two state organization representatives</p> <p>Conduct 8-10 interviews</p>

Focus Groups: The content area team provides copies of the current Standard Course of Study under review. Focus groups review all or a section of the standards, depending on the set-up of the session, and respond to a predetermined set of questions. Questions include but are not limited to those below. Additions, deletions, or modifications of this list should be approved by Office leadership prior to the focus groups.

- Do the standards make a clear statement of what the student should be able to do or understand? Please provide examples and/or explain.
- Do the standards adhere to high expectations for all students? Please provide examples and/or explain.

- Do the standards demonstrate appropriate depth and complexity? Please provide examples and/or explain.
- Are the standards concise and clearly articulated? Please provide examples and/or explain.
- Are the standards impartial and free of discrimination on the basis of gender, ethnicity, and/or disability? Please provide examples and/or explain.
- Are the standards observable and measurable? Please provide examples and/or explain.
- Describe your level of satisfaction with the breadth and depth of the standards and objectives.
- Do you have additional thoughts on the standards, based on your role, location, experience, etc.?

Interviews: The content area team provides copies of the current Standard Course of Study under review. Interviewees review all or a section of the standards, depending on the set-up, and respond to a predetermined set of questions. Questions include but are not limited to those below. Additions, deletions, or modifications of this list should be approved by Office leadership prior to the interviews.

- Do the standards make a clear statement of what the student should be able to do or understand? Please provide examples and/or explain.
- Do the standards adhere to high expectations for all students? Please provide examples and/or explain.
- Do the standards demonstrate appropriate depth and complexity? Please provide examples and/or explain.
- Are the standards concise and clearly articulated? Please provide examples and/or explain.
- Are the standards impartial and free of discrimination on the basis of gender, ethnicity, and/or disability? Please provide examples and/or explain.
- Are the standards observable and measurable? Please provide examples and/or explain.
- Describe your level of satisfaction with the breadth and depth of the standards and objectives.
- Do you have additional thoughts on the standards, based on your role, location, experience, etc.?

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	<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 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 includes contemporary and current research meta-analyses or systemic reviews of literature related to 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

**The templates above should all be one spreadsheet.*

Data Review Committee (DRC): 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 involves 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 includes: 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 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](#)
 - Convene an internal team to review the applications and contact references.
 - Members from other Offices will be invited to serve on the internal selection team with members of the content area team
 - Identifiable information will be removed from the application prior to the review and selection
 - The content area team member who removes identifiable information will not be a member of the internal selection team
 - 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 Office leadership.
- **Alert team members of their participation**
 - Distribute communication
 - [Scope of work](#)
 - Selection notification letter [template](#)
 - Notify those who 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 collaboration tools to share the data and any reporting documents for analysis. Data documents, methodology, and a repository are shared with team members before the actual face-to-face or virtual meetings.

Once the surveys close and focus groups and interviews are completed, the raw data is organized and analyzed by an entity outside of the content area team conducting the review and revision. The content area only facilitates this step in the process. They do

not conduct the data analysis and organization.

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 slide deck [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 slide deck [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 Office leadership to discuss questions, concerns, and the review section of the planning template.
- Plan at least bi-weekly (twice a month) check-ins with Office leadership.
- Create and send monthly Friday Updates to the State Board of Education to include updates on where the team is in the standards' review 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' review 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 is 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. The content area team and Office leadership will provide updates to the SBE throughout the revision phase via Friday Updates.

Extended Content Standards: The OEC staff facilitate and conduct the steps outlined in this manual for the Revision phase of standards revision for the extended content standards. The content area team and OEC communicate throughout all steps. The content and extended content SWT teams attend the SWT meeting and orientation together to foster connection and consistency between the two sets of standards.

Standards Writing Team (SWT) Selection: The Revision Phase begins with establishing a SWT to create the draft(s) for the content area under revision. The SWT includes diverse perspectives and represents our state's regions, districts, charter schools, and other educational organizations in the content area's 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.

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 includes: 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 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](#)
 - Convene the internal team to review the applications and contact references.
 - Members from other Offices will be invited to serve on the internal selection team with members of the content area team
 - Identifiable information will be removed from the application prior to the review and selection
 - The content area team member who removes identifiable information will not be a member of the internal selection team
 - 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 Office leadership
- **Alert team members of their participation**
 - Distribute communication
 - [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 follow as draft 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 slide deck [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, <i>solve</i> is the verb.
	The OBJECT is the knowledge and/or content In the example, <i>two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number</i> 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
 - Agreed upon taxonomy
- Prep and share the standards' writing [documentation](#).

During the writing of the standards:

- Members collaborate as they write.
- When members are not gathered for in-person working sessions, writing takes place collaboratively via acceptable platforms.
- The content area leading the revision process makes writers aware of an online location that has 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.
- The content area leading the revision process prepares the draft [document](#) for

external review and follows the protocols set in place for communicating that the draft is being released for public review.

- While the draft is out for public review, the content area team sends to internal Offices for review and feedback (including but not limited to: division and agency leadership, EC, Office of Early Learning, Accountability, Advanced Learning),
- 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 SWT makes appropriate revisions.
- The draft standards (Draft 3) are placed in a final [draft standards template](#) (same as above).
- The draft standards (Draft 3) and the current NCSCOS are placed in the approved [crosswalk template](#).
- The final draft, Draft 3, is prepared for the SBE presentation, as directed by Division and Agency leadership.

Criteria for Revising Standards: Standardized criteria are 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:



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
<p>All-stakeholder Standard-by-standard survey - open for 30 days</p> <p>Send to all stakeholders through listservs, social media, agency channels, partner organizations, etc.</p>	<p>General feedback survey - open for 30 days</p> <p>Send to all stakeholders through listservs, social media, agency channels, partner organizations</p>	<p>Presentation to the NC State Board of Education</p>
<p>PSU team survey - open for 30 days</p> <p>Send to leader contacts' list and ask that local teams convene and complete survey</p>	<p>Once the surveys close, the raw data is organized and analyzed by an entity outside of the content area team conducting the review and revision. The content area only facilitates this step in the process. They do not conduct the data analysis and organization. OEC does not follow this step in the process.</p>	<p>Discussion in June***</p>
<p>Once the surveys close, the raw data is organized and analyzed by an entity outside of the content area team conducting the review and revision. The content area only facilitates this step in the process. They do not conduct the data analysis and organization. OEC does not follow this step in the process.</p>	<p>Data collection analysis**</p>	
<p>Data collection analysis*</p>		<p>Action in July***</p>

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

****Tentative; subject to change*

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 with Office leadership to discuss questions, concerns, and the revision section of the planning template.
- Plan at least bi-weekly (twice a month) check-ins with Office leadership.
- Provide updates to the SBE via monthly Friday Updates throughout the revision phase.
- 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: Installation (2 years)

List of Items

1. Monthly communication via listserv
2. Crosswalk
3. Installation timeline
4. Glossary
5. Unpacking
6. Parent Guides
7. Teacher webinars
8. Leaders’ meetings
9. Regional PD
10. Additional support documents
11. Standards Academy PD

All items should be added to the content area’s [external implementation guide/standards hub](#).

Year 1

July

- Continue monthly communication with the field, sending one message that announces the standards have been approved, includes the crosswalk, and the new standards.
- Publish the crosswalk of current and newly adopted standards.
- Create and publish the public-facing installation timeline.
- Create and publish the standards glossary.
- Create leaders' meeting content.

August

- Continue monthly communication with the field.
- Begin creating the unpacking/support documents.
- Provide leaders' meeting.
- Create teacher webinar content.

September

- Continue monthly communication with the field.
- Continue working on the unpacking/support documents.
- Secure dates and locations for regional PD.
- Provide teacher webinar.

October

- Continue monthly communication with the field.
- Complete the unpacking/support documents.
- Create leaders' meeting content.

November

- Continue monthly communication with the field.
- Publish the unpacking/support documents.
- Begin creating regional PD.
- Provide leaders' meeting.
- Create teacher webinar content.

December

- Continue monthly communication with the field.
- Continue to develop regional PD.
- Provide teacher webinar.

January

- Continue monthly communication with the field.
- Provide regional PD.
- Create leaders' meeting content.

February

- Continue monthly communication with the field.
- Provide regional PD.
- Provide leaders' meeting.
- Create teacher webinar content.

March

- Continue monthly communication with the field.
- Begin work on parent guides.
- Provide teacher webinar.

April

- Continue monthly communication with the field.
- Continue work on parent guides.
- Create leaders' meeting content.
- Provide teacher webinar.

May

- Continue monthly communication with the field.
- Provide leaders' meeting.
- Complete and publish parent guides.
- Create Standards Academy PD.

June

- Continue monthly communication with the field.
- Begin creating regional PD.
- Secure dates and locations for regional PD.
- Present at the Standards Academy.

Year 2

July

- Continue monthly communication with the field: include the name of the resources that will be available for the year and months of release for each.

- Create leaders' meeting content.
- Continue to develop regional PD.
- Begin development of additional support documents.
- Present at the Standards Academy.

August

- Continue monthly communication with the field.
- Provide leaders' meeting.
- Complete regional PD content development.
- Create teacher webinar content.
- Continue to work on additional support documents.

September

- Continue monthly communication with the field.
- Provide regional PD.
- Provide teacher webinar.
- Continue to work on additional support documents.

October

- Continue monthly communication with the field.
- Create leaders' meeting content.
- Provide regional PD.
- Conduct a [Quality Assurance Roundtable](#) (QAR)
- Continue to work on additional support documents.

November

- Continue monthly communication with the field.
- Provide leaders' meeting.
- Create teacher webinar content.
- Complete and publish additional support documents.

December

- Continue monthly communication with the field.
- Provide teacher webinar.
- Continue to work on additional support documents.

January

- Continue monthly communication with the field.
- Create leaders' meeting content.
- Continue to work on additional support documents.

February

- Continue monthly communication with the field.
- Provide leaders' meeting.
- Continue to work on additional support documents.

March

- Continue monthly communication with the field.
- Create teacher webinar content
- Complete and publish additional support documents.

April

- Continue monthly communication with the field.
- Create leaders' meeting content.
- Provide teacher webinar.

May

- Continue monthly communication with the field.
- Provide leaders' meeting.
- Create Standards Academy PD.

June

- Continue monthly communication with the field.
- Present at the Standards Academy.

External-facing Timeline



Component 3: **Implementation** (approximately 6-8 years)

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

Extended Content Standards: The OEC staff facilitate and conduct the steps outlined in this manual for the Implementation phase of standards revision for the extended content standards. The content area team and OEC communicate throughout all steps.

During the 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
<ul style="list-style-type: none"> • 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.
Accountability and Testing
<ul style="list-style-type: none"> • 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.
High-quality Instructional Materials
<ul style="list-style-type: none"> • Support the field with creation and/or choosing of high-quality instructional materials.
Professional Development
<ul style="list-style-type: none"> • Create and share a professional development plan. • 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 and state conferences. • Collaborate with PSUs, Regional Directors, and Office of Charter Schools to identify and address pockets of need. • Use a common evaluation with all standards’ professional development. • Analyze professional development data to make any necessary changes in offerings to ensure effectiveness.
Data Collection
<ul style="list-style-type: none"> • Deploy a yearly needs assessment to collect data on standards’ implementation and future needs.
Support Materials
<ul style="list-style-type: none"> • Continue reviewing and updating standards-aligned resources in instructional content repositories. • Create instructional support documents. • Refer to the External Implementation Guide/Standards Hub for further details.

Appendix A

NCSCOS Manual	DRC Acceptance Letter	Draft NCSCOS Template
Planning Template	DRC Training Slides	Crosswalk
Leaders' Contact Spreadsheet	Data Collection Analysis (Review)	SbyS Survey (Revision)
SbyS Survey (Review)	SBE Permission to Revise Slides	PSU SbyS Survey (Revision)
General Survey (Review)	SBE Monthly Template	Draft 1 Data Collection Analysis
PSU SbyS Survey (Review)	SWT Application	Draft 2 Feedback Survey
Focus Groups' Template	SWT Selection Documentation	Draft 2 Data Collection Analysis
Interviews' Template	SWT Scope of Work	SBE Approval Slides
Research Template	SWT Acceptance Letter	Common PD Evaluation
DRC Application	SWT Training Slides	PD Plan
DRC Selection Documentation	Standards' Writing Document	Needs Assessment
DRC Scope of Work	Evaluation Criteria	Quality Assurance Review