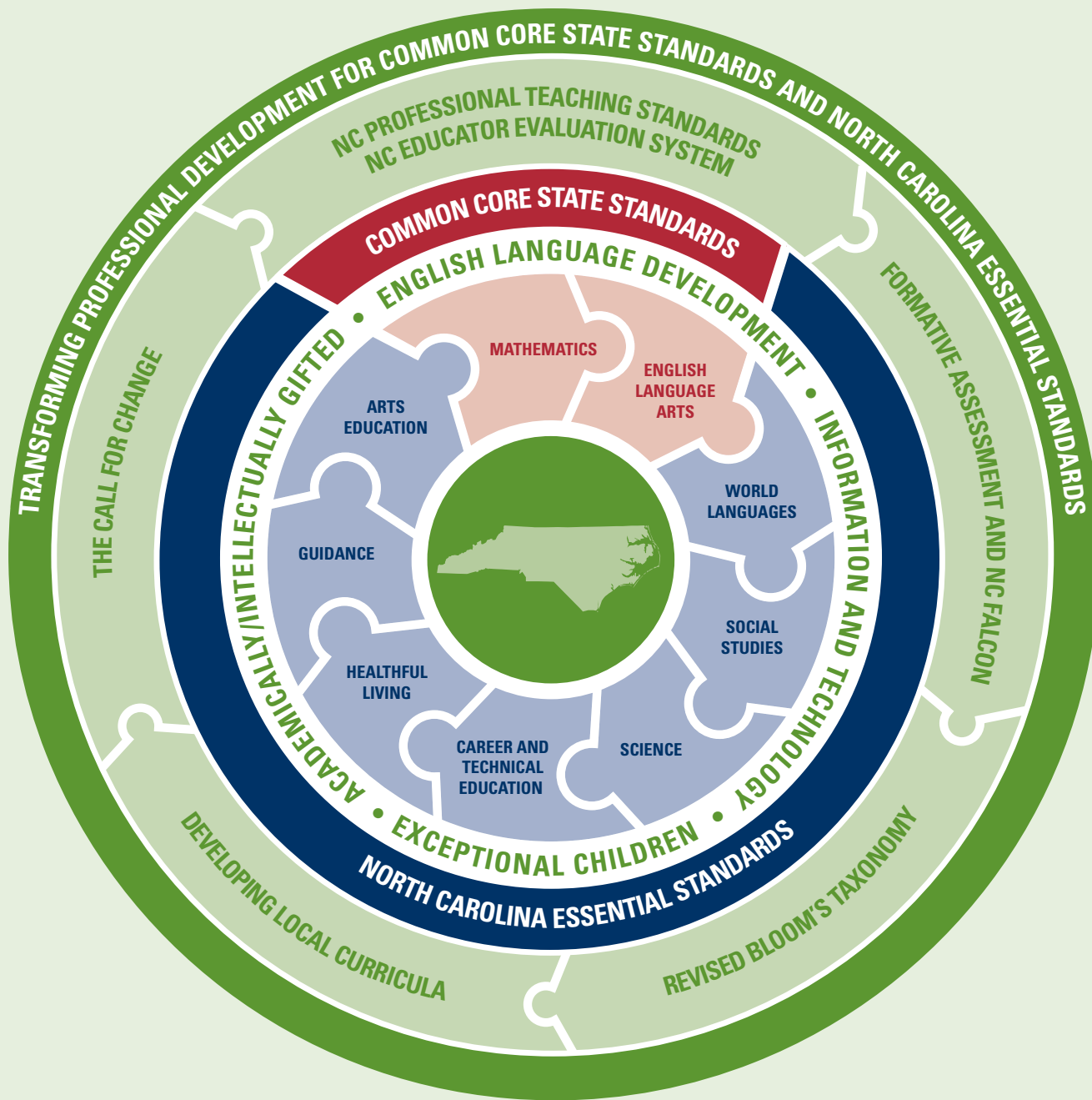


Facilitator's Guide

Common Core State Standards and North Carolina Essential Standards

2011 SUMMER INSTITUTES



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PURPOSE

The purpose of the *Common Core State Standards and North Carolina Essential Standards Facilitator's Guide* is to provide guidance to district-level and charter school teams in the planning and facilitation of the North Carolina Department of Public Instruction (NCDPI) blended professional development initiative relating to the implementation of the new standards. The materials and links in this guide, combined with the online learning modules and materials from the *Common Core State Standards and North Carolina Essential Standards 2011 Summer Institutes*, provide a framework for locally delivered professional development. Each district-level and charter school team may adapt these resources to accommodate local professional development requirements.


ORGANIZATION OF THE FACILITATOR'S GUIDE






Each section of the *Common Core State Standards and North Carolina Essential Standards Facilitator's Guide* provides information and resources to be used in conjunction with the corresponding modules (as applicable) and presentations from the *Common Core State Standards and North Carolina Essential Standards 2011 Summer Institutes*. District-level and charter school teams are encouraged to use this guide to design and implement training for teachers with the goal of increased student achievement. Power Point presentations from each content session are posted for use on the ACRE website:
<http://www.ncpublicschools.org/acre/standards/>.





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 (SI) = Summer Institute

 (M) = Module

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INTRODUCTION

Common Core State Standards and North Carolina Essential Standards

In 2011, the North Carolina Department of Public Instruction (NCDPI) provided an intense, blended professional development effort for district-level and charter school teams as part of the *Accountability Curriculum and Reform Effort (ACRE)*, and *Race to the Top (RttT)*. This effort focused on the transition from the current *North Carolina Standard Course of Study* to the new *Common Core State Standards* (for English Language Arts and Mathematics) and *North Carolina Essential Standards* (for Arts Education, English Language Development, Healthful Living, Information and Technology, Science, Social Studies, and World Languages).

New standards for all content areas will be implemented during the 2012-13 school year, with the exception of the *English Language Development Standards*, which were implemented in 2008, and *Information and Technology Essential Standards*, which will be implemented in 2011-12. *Information and Technology Essential Standards* are to be delivered by classroom teachers in all curriculum areas and grade levels. It is the expectation that all of the above standards are interwoven into professional development and implementation of all content areas.

On-going Blended Professional Development

As North Carolina transitions to the implementation of the *Common Core State Standards* and *North Carolina Essential Standards*, ongoing professional development is necessary for all educators. Over the next several years, the NCDPI and local districts and charter schools will develop and implement a systemic, blended approach for effective professional development that is:

- high-quality,
- job-embedded,
- research-driven,
- data-informed, and
- aligned to the Race to the Top initiatives.

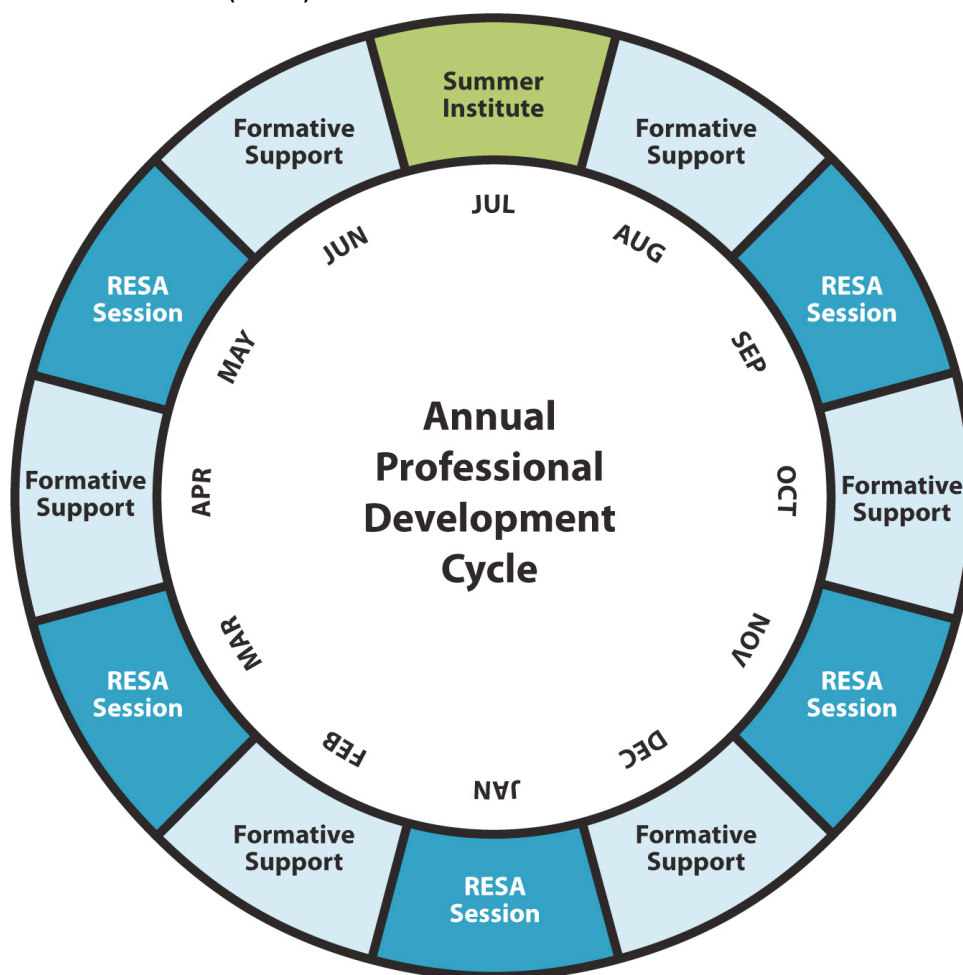
A blended approach to professional development addresses the needs of districts, charter schools, and individual educators through the use of face-to-face sessions and online resources, such as learning modules or webinars.

The chart that follows illustrates the timeline for professional development initiatives associated with RttT and district or charter school responsibilities:

PROFESSIONAL DEVELOPMENT TIMELINE		
PHASE	SCHOOL YEAR	DISTRICT-LEVEL AND CHARTER SCHOOL RESPONSIBILITIES
Phase I “Get Ready”	2010-11	<ul style="list-style-type: none"> • attend <i>Common Core State Standards</i> and <i>North Carolina Essential Standards</i> 2011 Summer Institutes • create local professional development (PD) plan
Phase II “Get Set”	2011-12	<ul style="list-style-type: none"> • implement local PD plan (ongoing) • evaluate local PD (ongoing) • participate in ongoing NCDPI PD opportunities • implement <i>Information and Technology Essential Standards</i> • continue implementation of the <i>English Language Development Standard Course of Study</i> • attend 2012 Summer Institutes
Phase III “GO!”	2012-13	<ul style="list-style-type: none"> • implement all standards statewide • implement and evaluate local PD plan • participate in ongoing NCDPI PD opportunities • attend 2013 Summer Institutes
Phase IV “The view from the ‘Top’ is magnificent!”	2013-14	<ul style="list-style-type: none"> • evaluate implementation in order to inform next phases of PD (sustainability, new teachers, RTI, Implementation Science) • attend 2014 Summer Institutes

Annual Professional Development Cycle

Over the next three years, the NCDPI will provide ongoing support to districts and charter schools based on the Annual Professional Development Cycle. The Annual Professional Development Cycle is a collaborative effort between the NCDPI and the Educational Region Service Alliances (RESA).



Regional Professional Development Leads

Through *Race to the Top*, Professional Development Leads have been assigned across the state in each of the eight regions. These Professional Leads will:

- support the development of a cadre of professional development leaders in each district or charter school.
- prepare district and charter school leaders to sustain professional development efforts in the years ahead.
- collaborate with the Curriculum and Instruction Division to train, coach, and provide “check-ins” on the implementation of the *Common Core State Standards* and *North Carolina Essential Standards*.
- support the continued implementation of the North Carolina Educator Evaluation System.

- establish and support existing Professional Learning Communities to refine the use of data to form and inform instruction.
- provide formative support to districts and charter schools based upon the Annual Professional Development Cycle.
- serve as the NCDPI's main contact for RESA sessions offered as part of the Annual Professional Development Cycle.

The Professional Development Leads' names and contact information are available on the NCDPI website at:

<http://www.dpi.state.nc.us/profdev/directory/>.

Regional Education Service Alliance (RESA) Partnership

The NCDPI's ongoing, systemic professional development initiative will be supported through a partnership with the state's Regional Education Service Alliances (RESA). Over the next three years, each RESA will plan, schedule, and facilitate regional professional development sessions based upon the Annual Professional Development Cycle. These sessions will be open to all districts and charter schools receiving RttT funding, regardless of their membership with the RESA. The sessions will have common themes across the state, but each region will have sessions specifically tailored to the needs of the districts and charter schools in that region.

Overview of Resources

A number of resources are available for district-level and charter school teams to use in the planning and implementation of local professional development associated with the *Common Core State Standards and North Carolina Essential Standards*. These resources include:

- ***Common Core State Standards and North Carolina Essential Standards 2011 Summer Institutes*** – A series of multi-day, face-to-face institutes for district-level and charter school teams. Each institute provided information, tools, and resources for understanding and implementing the new standards.
 - ***Common Core State Standards and North Carolina Essential Standards Facilitator's Guide*** – This resource is designed to assist with planning and implementing local professional development.
 - **Online Learning Modules** – Online learning modules are designed to be used in conjunction with face-to-face sessions for a blended approach in local professional development.
 - **Instructional Support Tools** - Instructional Support Tools have been developed for each content area and are available on the ACRE website: <http://www.ncpublicschools.org/acre/standards/support-tools/>.
-

Online Learning Modules

Online professional development empowers teachers and allows flexible access to training. The online modules are an integral part of the district-level and charter school team's blended professional development approach. The modules are designed to promote group discussion and professional dialogue. The time for teachers to complete both face-to-face and online modules is determined by district-level and charter school teams in the local professional development plans.

Although teachers may complete the online learning modules independently, the NCDPI recommends participants work collaboratively in teams. Teachers are encouraged to collaborate as they complete the modules and examine implications for learning and teaching.

The modules require a minimum allotted online time of approximately 90-minutes. Embedded activities will require additional time. District-level and charter school teams will determine the time allotted for the activities.

- The online modules may be accessed at: <http://center.ncsu.edu/nc/>.

Common Core State Standards and North Carolina Essential Standards 2011 Summer Institutes

The *Common Core State Standards and North Carolina Essential Standards 2011 Summer Institutes* were the beginning phase of the NCDPI blended professional development initiative, and focused on the transition from the current *Standard Course of Study* to the new standards for all content areas.

Each *Common Core State Standards and North Carolina Essential Standards 2011 Summer Institute* provided:

- an overview of the new standards,
- instructional tools for implementing the new standards, and
- additional content-specific materials that district-level and charter school teams can use to provide local training and support.

District-level and Charter School Teams

Each district and charter school identified a team of educators who participated in the *Common Core State Standards and North Carolina Essential Standards 2011 Summer Institutes*. These district-level and charter school teams will serve as professional development leaders and will be expected to:

- determine expectations for the work in district-level training.
- demonstrate to local teachers how the NCDPI training aligns with the district-level Scope of Work and supports the state's efforts with the *Common Core State Standards and North Carolina Essential Standards*.

- demonstrate how to access a series of online modules designed to build teachers' capacity to understand the *Common Core State Standards* and *North Carolina Essential Standards*.
 - work with district-level and charter school leaders to develop a professional development plan for the *Common Core State Standards* and *North Carolina Essential Standards* for K-12 teachers prior to the 2012-13 school year.
-

**Transforming
Professional
Development for
*Common Core
State Standards
and North
Carolina Essential
Standards***

It is recommended that district-level and charter school teams establish a professional development plan before introducing the online learning modules. Local plans will provide the framework for communication, monitoring, and evaluation of the process intended to provide teachers with knowledge, skills, and tools to implement the *Common Core State Standards* and *North Carolina Essential Standards* and to improve student achievement.

The NCDPI recommends the following as districts and charter schools develop and implement local professional development plans:

- Align *Common Core State Standards* and *North Carolina Essential Standards* professional development opportunities with existing professional development initiatives in the district/charter.
- Establish a clear communications component. This component will inform all educators in the district about available *Common Core State Standards* and *North Carolina Essential Standards* professional development including NCDPI and/or local initiatives and opportunities.
- Use professional learning communities (PLCs) to create and implement an overall plan for understanding the new standards. Communicating and sharing best practices ensures that appropriate professional development and support are offered to teachers and related personnel involved in implementing the standards. The use of an effective framework for guiding the work of a PLC is recommended. One such framework is described in the DuFour Model (http://pdonline.ascd.org/pd_online/secondary_reading/el200405_dufour.html).
- Determine a timeline for the *Common Core State Standards* and *North Carolina Essential Standards* professional development using the online modules and face-to-face workshops.
- Identify the key personnel who will facilitate the *Common Core State Standards* and *North Carolina Essential Standards* professional development sessions. These facilitators may or may not be members of the district-level or charter school team who attended the summer institute.

- To ensure success for all students, include the following areas in all professional development plans: Academically and/or Intellectually Gifted (AIG), Exceptional Children (EC), English as a Second Language (ESL), and Information and Technology (IT).
- Communicate with the local testing coordinator to ensure all educators have NC Registration login capabilities. This is the same login information used to access NC FALCON.
- Collaborate with district/charter school technology staff to determine if online PLCs, digital journals, etc. are an option for the district or charter school.
- Utilize the LEA's assessment of staff's technology proficiency when planning *Common Core State Standards* and *North Carolina Essential Standards* professional development which differentiates to meet participant's needs with additional resources and training.
- In collaboration with district/charter school technology staff, ensure teachers have equitable access to technology.
- Coordinate with district/charter school technical staff when planning and delivering professional development to ensure that necessary software and hardware needs are addressed including installation, testing, and ongoing support.
- Determine that all online resources are accessible in the district/charter school. If resources are blocked due to local filtering policies, collaborate with your district/charter technical services to unblock prior to professional development.
- Provide and develop online community sharing space such as a Wiki or existing learning management system to foster collaboration, teamwork, and cross-curricular planning.
- Establish a district-level and charter school monitoring and evaluation system.
- Ensure that an evaluation is developed and made available to participants.
- Monitor and record the progress of educators who complete the online modules and face-to-face professional development on the standards.

Additional professional development resources are available on the NCDPI website at <http://www.dpi.state.nc.us/profdev/>.

**CEU Credit
Opportunity**

After the successful conclusion of each online learning module, participants may print a certificate of completion that includes a recommendation for renewal credit or continuing education units (CEUs). Final award of CEUs for online learning modules and/or face-to-face professional development must be approved by the local education agency (district-level and charter schools).

Tips for Individual Professional Development Facilitators

Suggestions for individual facilitators preparing for professional development are listed below:

Determine the Date, Time, and Location

If necessary, determine the date, time, and location for your professional development session. Some districts/charters may pre-determine specific dates and times. In other cases, districts/charters may allow more flexibility by determining a completion date which allows individual facilitators to set the schedule. When selecting the location, consider the following: size of the audience, adequate seating and workspace, availability of technology equipment, acoustics, and temperature control/ventilation.

View/Read/Review Materials

In preparation for the professional development session, view the appropriate online module(s), read the corresponding section(s) of *Common Core State Standards and North Carolina Essential Standards Facilitator's Guide*, and review how the session content relates to the district/charter *Race to the Top* Detailed Scope of Work (DSW) and the District/School Improvement Plan.

Plan the Session

Prepare an agenda for each session. Sample agendas are available online at <http://www.ncpublicschools.org/acre/standards/>. Facilitators are encouraged to modify the agendas as necessary to meet the needs of each specific professional development session. Plan frequent activities which allow participants the opportunity to be actively involved in discussions and building understanding of the session's content. Remember to allot time for breaks and/or meals.

Prepare Materials

Select and copy or upload digital copies of any handouts to be used. Identify and secure materials needed for the session, i.e., technology equipment, chart paper, markers, etc. Check with the district/charter Professional Development Lead to determine if specific roster and evaluation forms are required. If so, print or post digital copies for use at each session.

Advanced Communication with Participants

Communicate the date(s), time(s), and location(s) of the professional development session(s) with the participants as early as possible to allow time for schedules to be adjusted as needed. Distribute the agenda (with the start and end times listed) to participants several days in advance. Remember to include in the communication any materials/resources that participants will

need to bring to the session (i.e. laptops, copies of curriculum documents, etc.). Provide instructions on accessing and viewing the online module if participants are expected to view the module prior to the professional development session.

Prior to the Session

Arrive early to set-up and test equipment; confirm network, available bandwidth, and internet connectivity; arrange seating as needed; and organize materials. Greet your participants as they arrive.

Conduct the Session

Introduce yourself and participants. Share the objectives for the session and briefly explain how the session relates to *Race to the Top, Career and College: Ready, Set, Go!*, the district/charter Detailed Scope of Work, the District/School Improvement Plan, and the North Carolina Educator Evaluation System. Make sure all participants have an opportunity to share their thoughts and ideas about the topic(s) being discussed. Clearly explain any assignments participants are expected to complete prior to attending future professional development sessions. Consider using a digital or print “parking lot” for participants to post questions during the session. Respond to these questions throughout the session. Always start and end your session(s) on time.

Evaluate the Session

Participants should complete an evaluation of the session. The district/charter Professional Development Lead can provide specific information about professional development evaluation policies and procedures.

THE CALL FOR CHANGE

Purpose: This section introduces participants to the *Call for Change* and explains how NCDPI answered the call. Background information on the Accountability and Curriculum Reform Effort (ACRE), Race to the Top (RttT), and *Career & College: Ready, Set, Go!* is included. The common goal of these initiatives is to prepare all students to be career and college ready graduates.

Use: This section of the Facilitator's Guide aligns with the corresponding online learning module: *The Call for Change*. Participants complete the module as determined by the local professional development plan.

Available Resources:

- Module: *The Call for Change*
- Sample agenda for blended professional development, available online at: <http://www.ncpublicschools.org/acre/standards/>

OVERVIEW: The Call for Change

The Call for Change

In September 2006, the State Board of Education adopted a new guiding mission: **“Every student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century.”** In support of this guiding mission, the Board adopted five goals:

- NC public schools will produce globally competitive students.
- NC public schools will be led by 21st Century professionals.
- NC public school students will be healthy and responsible.
- Leadership will guide innovation in NC public schools.
- NC public schools will be governed and supported by 21st Century systems.

In May 2007, the State Board of Education convened a Blue Ribbon Commission on Testing and Accountability charged with comprehensively reviewing and offering recommendations for revisioning the State's testing program and accountability system. The Commission stated in its 2008 report that a 21st Century curriculum is the foundation of a 21st Century testing program and accountability system.

Framework for Change

In 2008, following extensive input from the Blue Ribbon Commission on Testing and Accountability, the State Board of Education crafted the *Framework for Change* which included 27 recommendations that would dramatically alter the scope of the *Standard Course of Study*, assessments, and testing.

These 27 recommendations are grouped under three main tenants: Curriculum, Assessment, and Accountability. The NCDPI's response to the SBE's *Framework for Change* was to first "Overhaul the K-12 *Standard Course of Study* to focus on *North Carolina Essential Standards* in order to narrow and deepen the state's curriculum."

Accountability and Curriculum Reform Effort (ACRE)

North Carolina's Accountability and Curriculum Reform Effort (ACRE) is the state's comprehensive initiative to redefine the *Standard Course of Study* for K-12 students, the student assessment program, and the school accountability model, in response to the SBE's *Framework for Change*. In undertaking this ambitious work, North Carolina education leaders are the first in the nation to address learning standards, student assessments, and school accountability simultaneously.

The ACRE initiative will accomplish the following during the 2008-2013 five year period:

- Identify the most critical knowledge and skills that students need to learn, filtering the "must have" elements of the curriculum from the "nice to have" elements;
 - Create new student tests for grades 3-8 and high school courses that use more open-ended questions, more technology and real-world applications of what students learn; and
 - Provide a new model for measuring school success to inform parents and educators about how well schools are preparing students for college, work and adulthood.
-

Race to the Top (RttT) - Career & College: Ready, Set, Go!

Race to the Top (RttT) is a collaborative effort of the North Carolina Department of Public Instruction, guided by the State Board of Education and the Governor's Education Transformation Commission. North Carolina is one of only 12 recipients of the 2010 federal RttT grants, bringing nearly \$400 million to the state's public school system for use over the next four years. School districts and charter schools across the state will use RttT funds for creative and meaningful programs and activities so that more students:

- graduate from high school,
- are better prepared for college, and
- possess skills that will equip them for careers in the uncertain economies of today and in their futures.

Career & College: Ready, Set, Go! supports the work of educators across North Carolina through professional development, technology and new standards and assessments. The four "pillars" of the initiative focus on:

- Great [Teachers and Principals](#)
- [Standards and Assessments](#)
- [Turnaround](#) of Lowest-Achieving Schools
- [Data Systems](#) to Improve Instruction

To find out more about the state's plan for Career & College: Ready, Set, Go!, along with those of local school districts and charter schools, visit: <http://www.ncpublicschools.org/rttt/>.

Teaching a Comprehensive and Balanced Curriculum

North Carolina high school graduates must be better prepared for college and possess the skills necessary for careers in today's and future economies. Every student must be offered a comprehensive educational program that includes ALL areas in the *North Carolina Standard Course of Study* (SCS) — (which will now be known as the *Common Core State Standards and North Carolina Essential Standards*).

NCDPI's response to the *Framework for Change* identifies curriculum integration and interdisciplinary study as important components for implementing *North Carolina Essential Standards*. Curriculum integration relates skills and knowledge from multiple disciplines and promotes conceptual understandings. Interdisciplinary study derives concepts from content standards of two or more disciplines and is taught by one or more teachers to demonstrate the interconnectedness of multiple disciplines and promote the expansion of a shared body of knowledge

and skills. Curriculum integration and interdisciplinary study link the content and skills from various disciplines, and allows students to transfer and connect those skills and concepts across disciplines. Students can apply understanding in multiple settings and will be engaged, successful (as measured by a variety of indicators, including standardized tests), and career and college ready.

As implementation of the *Common Core State Standards* and *North Carolina Essential Standards* proceeds, the infrastructure must be in place so that teachers can provide an integrated, aligned, and comprehensive curriculum. Teacher communication and collaboration within and across grade levels, with Exceptional Children (EC), English as a Second Language (ESL), Academically and Intellectually Gifted (AIG) and other specialty area teachers, are critical to answering the *Call for Change*. Students must have access to in-depth, connected instruction, and develop concepts, rather than memorization of facts in isolation. A broad, statewide approach to implementation of the standards will ultimately reap the benefits of increased achievement and student acquisition of critical qualities for success in school and in life.

UNDERSTANDING THE STANDARDS

(What are Students Expected to Know, Understand, and Do)

Purpose: This section introduces participants to the standards for each area. *Crosswalks* and *Unpacking* tools in the instructional toolkits are introduced, and a foundation for participants to dig deeper into the standards is incorporated.

Use: This section of the Facilitator's Guide aligns with the corresponding online learning module: *Understanding the Standards*. Participants complete the module as determined by the local professional development plan.

Available Resources:

- Module: *Understanding the Standards*
- Sample agenda for blended professional development, available online at: <http://www.ncpublicschools.org/acre/standards/>
- *Standards, Crosswalks* and *Unpacking* tools specific to the relevant area(s) available online at: <http://www.ncpublicschools.org/acre/standards/>

Understanding the Standards

This section provides teachers with an overview of the standards, how they are organized, and the potential impact on student learning. The following resources provide ongoing opportunities to dig deeper into the standards through:

- online learning in the module *Understanding the Standards*,
- the online Summer Leadership Institute sessions, and
- content specific resources in this guide.

Instructional tools, such as the *Crosswalks* and *Unpacking* documents for each area, and other tools will be available in the *Instructional Toolkits* to assist teachers with understanding, implementing, and assessing the standards.

Common Core State Standards

- English Language Arts
- Mathematics

North Carolina Essential Standards

- Arts Education
- English Language Development*
- Healthful Living
- Information and Technology*
- Science
- Social Studies
- World Languages

*Note: *English Language Development Standards* and *Information and Technology Essential Standards* must be delivered through ALL content areas. Teachers must ensure collaboration with AIG, EC, and ESL teachers to design and deliver appropriate services and standards for students. *Information and Technology Essential Standards* are to be delivered by classroom teachers in all curriculum areas and grade levels. Classroom teachers, media coordinators, and technology facilitators must also collaborate for this purpose.

Academically and/or Intellectually Gifted Program Standards

<http://www.ncpublicschools.org/docs/academicservices/gifted/aig-program-standards.pdf>

Note: The NC AIG Program Standards serve as a statewide framework and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive local AIG programs. These standards honor local flexibility and context.

Extended Content Standards

<http://www.ncpublicschools.org/acre/standards/extended/>

Note: The *No Child Left Behind Act* requires that all students, including those with the most significant cognitive disabilities, have access to the standard course of study at grade level. The extended content standards provide entry point extensions so that all students have meaningful and functional access to grade level standards. These standards should be used to develop goals, learning experiences and materials for students with the most significant cognitive disabilities.

Occupational Course of Study Common Core State Standards and North Carolina Essential Standards

<http://www.ncpublicschools.org/acre/standards/new-standards/>

Note: The *Occupational Course of Study (OCS)* is intended to meet the needs of a small group of students with disabilities who need a modified curriculum that focuses on post-school employment and independent living. The vast majority of students with disabilities will complete the

Future-Ready Core Course of Study with accommodations, modifications, supplemental aids and other services as needed. The *OCS* is a modified standard course of study with 15 courses in English, mathematics, science, occupational preparation and social studies.

- Students are required to complete career/technical education credits, healthful living, and electives to complete local graduation requirements.
- Each student must complete 300 hours of school-based vocational training, 240 hours of community-based vocational training, and 360 hours of paid employment.
- Each student must complete a career portfolio documenting completion of course of study requirements.
- The IEP Team, which includes parents and the student, makes recommendations as to the appropriateness of the *OCS* for a particular student based on his/her post-school transition needs and goals. Final selection of the *OCS* is by student and parent choice.

**Ongoing PD on
Understanding the
Standards**

Achieving the goals of *Understanding the Standards* will be an ongoing process over the next several years. Additional exploration and implications of the standards will be addressed through ongoing professional development, support documents, and instructional tools.

COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS

Introduction to the Standards

The *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards to ensure that all students are college and career ready in literacy no later than the end of high school.

As specified by the Council of Chief State School Officers (CCSSO) and the National Governor’s Association (NGA), the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a 21st Century, globally-competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards set requirements not only for English Language Arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the grades 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

College and Career Readiness and Grade-Specific Standards

The College and Career Readiness (CCR) standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12)

standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade Levels for K–8; Grade Bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

An Integrated Model of Literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing Standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening Standard 4 sets the expectation that students will share findings from their research.

Please visit:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf to access the entire Introduction to the *Common Core State Standards for English Language Arts*.

Link to Standards

Visit this link to access the *Common Core State Standards for English Language Arts*:

<http://www.ncpublicschools.org/acre/standards/new-standards/>

Instructional Toolkit

Visit this link to access the instructional tools for the *Common Core State Standards for English Language Arts*:

<http://www.ncpublicschools.org/acre/standards/support-tools/>

Connections: The implementation of the *Common Core State Standards* and *North Carolina Essential Standards* must recognize the needs of English Language Learners (ELLs), Exceptional Children (EC), and Academically and/or Intellectually Gifted (AIG) learners. Local coordinators and teachers can collaborate to address students' needs.

- **AIG**

- **EC**

- **ESL**

- **Information and Technology**

The *North Carolina Information and Technology Essential Standards* (ITES) are embedded within all areas of the other curriculum:

- Classroom teachers are responsible for teaching the new ITES standards beginning in 2011-12.
- Media Coordinators and Technology Facilitators, as ITES content experts, will collaborate with teachers to plan, create, teach, and assess effective lessons.
- The ITES must be taught in all NC schools – whether technology access and use is advanced or is limited.
- Technology and information tools and resources must be presented and applied with relevance and authenticity.

A model workshop plan has been developed to familiarize and prepare teachers with implementation of the *NC Information and Technology Essential Standards*. The model workshop plan is available online at the NCDPI [ACRE site](http://it.ncwiseowl.org/curriculum_instruction/eStandards) and at: http://it.ncwiseowl.org/curriculum_instruction/eStandards.

COMMON CORE STATE STANDARDS

MATHEMATICS

Introduction to the Standards

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for use of

Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

Please visit:

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
to access the entire *Introduction to the Common Core State Standards for Mathematics*.

Link to Standards

Visit this link to access the *Common Core State Standards for Mathematics*:
<http://www.ncpublicschools.org/acre/standards/new-standards/>

Instructional Toolkit

Visit this link to access the instructional tools for the *Common Core State Standards for Mathematics*:
<http://www.ncpublicschools.org/acre/standards/support-tools/>

Connections: • AIG • EC • ESL • Information and Technology

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http://it.ncwiseowl.org/curriculum_instruction/eStandards.

NORTH CAROLINA ESSENTIAL STANDARDS

ARTS EDUCATION

Introduction to the Standards

The *North Carolina Arts Education Essential Standards* provide a comprehensive framework for each of the arts disciplines (dance, music, theatre arts, and visual arts) in the public schools. The Essential Standards communicate what students should know and be able to do as a result of instruction at each grade level (K-8) or proficiency level: beginning, intermediate, proficient, and advanced (9-12). Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding the arts, experiences and learning must occur in a sequential manner.

The *Arts Education Essential Standards* incorporate the *National Standards for Arts Education*, which were developed by the Consortium of National Arts Education Associations in 1994, as part of the standards movement defining what every young American should know and be able to do in the arts. The more recent *National Standards for Learning and Teaching Dance in the Arts*, from the National Dance Education Organization (2005), as well as research in each of the arts disciplines, other state standards, and international resources, were used in the development of these standards.

The arts are core subjects in the federal *Elementary and Secondary Education Act*, and the *NC Basic Education Program*, and, as such, are included as core subjects every student should learn as part of a balanced curriculum for all children in North Carolina. While not all students will become professional dancers, musicians, actors, or visual artists, all students will benefit from skills and processes that are developed through the arts and that can be applied in a variety of disciplines and settings. One example is the creative process for any work of art and its direct correlation to the processes used for writing.

The arts have both intrinsic and instrumental value; that is, they have worth in and of themselves and can be used to achieve a multitude of purposes (e.g., to communicate issues and ideas, to persuade, to entertain, to beautify). Beyond the intrinsic value of studying the arts, each arts discipline appeals to different senses and expresses itself through different media, adding richness and engagement to the learning environment. An education in the arts helps students learn to identify, appreciate, and participate in the traditional art forms of their own communities. As students imagine, create, and reflect, they are developing both the verbal and nonverbal abilities necessary for school success. At the same time, the intellectual demands of the arts help

students develop problem-solving, critical, and creative thinking abilities. Numerous studies point toward a consistent and positive correlation between a comprehensive education in the arts and student achievement in other subjects and on standardized tests. A comprehensive, articulated arts education program engages and helps students develop the self-esteem, self-discipline, cooperative skills, and self-motivation necessary for success in life.

Please visit the Preamble to the *North Carolina Arts Education Essential Standards* for additional information about the purpose, rationale, and program description for the standards:

<http://www.ncpublicschools.org/acre/standards/new-standards/>.

Link to Standards

Visit this link to access the *North Carolina Arts Education Essential Standards*:
<http://www.ncpublicschools.org/acre/standards/new-standards/>

Instructional Toolkit

Visit this link to access the instructional tools for the *North Carolina Arts Education Essential Standards*:
<http://www.ncpublicschools.org/acre/standards/support-tools/>

Connections:
• **AIG**
• **EC**
• **ESL**
• **Information and Technology**

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NORTH CAROLINA ENGLISH LANGUAGE DEVELOPMENT STANDARD COURSE OF STUDY

[standards that are used by all teachers working with English Language Learners]

Introduction to the Standards

The current K-12 *NC English Language Development Standard Course of Study* (ELD SCS) is the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards approved by the State Board of Education on June 5, 2008. These standards are also known as the *North Carolina English Language Development Essential Standards*. The ELD SCS is to be used by English as a Second Language (ESL) and content/subject area teachers of English Language Learners (ELLs).

The English Language Development Standard Course of Study (ELD SCS) describes what English language learners should know and be able to do at each level of proficiency along the K-12 continuum. It will assist English as a Second Language teachers in planning lessons and strategies which will target the language learning needs of individual students to ensure that they progress toward full English language proficiency. The ELD SCS will also assist classroom teachers in modifying instruction in the content areas to match the English language proficiency levels of their students. In addition, the ELD SCS will assist content teachers in teaching the academic language of their content so that English language learners can access content concepts and demonstrate academic proficiency in that content.

Please visit the North Carolina English Language Proficiency/Development Standards for information about Performance Definitions and Model Performance Indicators:

<http://www.ncpublicschools.org/curriculum/esl/scos/>

Link to Standards

Visit this link to access the *English Language Development Standard Course of Study*:

<http://www.ncpublicschools.org/curriculum/esl/scos/>

Instructional Toolkit

Visit this link to access the instructional tools for the *North Carolina English Language Development Standard Course of Study*:

<http://www.ncpublicschools.org/curriculum/esl/scos/>

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NORTH CAROLINA ESSENTIAL STANDARDS

HEALTHFUL LIVING

Introduction to the Standards

Achieving and maintaining good health are prerequisite to quality of life. Health is multi-dimensional (in that it includes one's physical, mental, social, and emotional well-being) as well as dynamic (i.e., always changing). Health is often viewed as an instrumental value: one recognizes that having health helps him or her achieve other life goals (academic success, career achievement, healthy relationships, life satisfaction). Having high-level health is a positive state; it is more than not being sick.

Centuries ago, a person's health was most likely negatively influenced by communicable diseases and lack of public health. Today, the decisions and behaviors of the individual are more likely to impair health. The leading causes of death are chronic illnesses (sometimes referred to as diseases of lifestyle) and unintentional injuries, both of which are often preventable. The main emphasis of the *Healthful Living Essential Standards* is the prevention of the serious health risks for children and youth: unintentional and intentional injuries (which include violence and suicide), physical inactivity, unhealthy dietary behaviors, tobacco use, sexual risk behaviors, and alcohol and other drug use behaviors.

The research is clear that health and fitness are positively associated with academic success. Students are better able to perform at an optimal level if they are healthy and physically active. The reverse is also well documented:

Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Health-risk behaviors such as substance use, violence, and physical inactivity are consistently linked to academic failure and often affect students' school attendance, grades, test scores, and ability to pay attention in class. [*Student Health and Academic Achievement*, Centers for Disease Control and Prevention]

Specific health problems are associated with school dropout: unintended pregnancy, tobacco use, and alcohol and drug use. Students are more likely to be absent from school if they feel threatened or bullied. [National Institutes of Health]

The National Health Education Standards are written standards to enable students to achieve health literacy and indicate what students should know and be able to do to promote personal, family, and community health. They include Standard 1, which is the expectation that students will

comprehend concepts related to health promotion and disease prevention. Students need medically accurate content knowledge to make healthy decisions and to access appropriate medical care. Standards 2 – 8 are skills (analyzing influences, accessing valid information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy). Most are critical-thinking skills closely aligned with skills needed to be a 21st Century Learner. [Joint Committee on National Health Education Standards, 2007]

The Physical Education National Standards are used to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The purpose of the National Standards document is to provide the framework for a quality physical education. The second edition reflects the most current research and theory about physical education. They include Standard 1, which is the expectation that students can demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2 is the expectation that students comprehend an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standards 3 and 4 are the expectation that students participate regularly in physical activity and achieve and maintain a health-enhancing level of physical fitness. Standard 5 is the manifestation of responsible personal and social behavior that respects self and others in physical activity settings and values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. [Moving to the Future, Second Edition, National Association for Sport and Physical Education, 2004.]

Healthful Living Education includes two distinct subject areas: health education and physical education. The subjects have a relationship and some opportunities for integration, and also have discrete content and skills. Health education focuses on content knowledge, skills, and the adoption of positive health attitudes and behaviors. Physical education emphasizes movement and psychomotor skills, recreation, and health-related fitness for a lifetime. Overlapping content and skills are obesity prevention, injury prevention, stress management, and sportsmanship. Adequate instructional time must be given to both subject areas. The expectation of the North Carolina Department of Public Instruction is that equal time be spent in both health education and physical education.

Healthful Living Education is part of the required course of study in North Carolina in Kindergarten through grade eight, with one credit required for high school graduation. Essential Standards and Clarifying Objectives, organized within curriculum strands in health education are Mental and Emotional Health, Personal and Consumer Health, Interpersonal

Communication and Relationships, Nutrition and Physical Activity, and Alcohol, Tobacco, and Other Drugs. In physical education the strands are Motor Skill Development, Movement Concepts, Health-Related Fitness, and Personal and Social Responsibility.

The General Assembly has passed the following legislative mandates which are to be taught as part of comprehensive health education: K-12 alcohol, tobacco and other drug prevention, CPR and the Heimlich maneuver, and the Healthy Youth Act (to teach reproductive health and safety education). While there are no legislative mandates that are part of physical education, there is a state board policy requiring a minimum number of minutes of physical activity during the school day (Healthy Active Children Policy).

The North Carolina Youth Risk Behavior Survey (2009) indicates that significant numbers of high school students take risks by riding with a driver who had been drinking, by using tobacco, or by carrying a weapon. Ten percent of students had attempted suicide in the past 12 months. Fifty-four percent were not physically active at least 60 minutes a day for five days/week and 13% were considered obese by the Body Mass Index. Of 9-12 graders, 51% had engaged in sexual intercourse. The 2010 North Carolina Profiles Study shows a serious disconnect between what is known to be effective (adequate instructional time delivered by highly qualified teachers using evidence-based curricula) and what is delivered in public schools. The *Healthful Living Essential Standards* have been written to assist students in their preparation for career and college, to prevent illness, injury, and premature death, to increase life satisfaction, and to enjoy enhanced quality of life in the 21st Century (www.nchealthyschools.org).

Please visit the Preamble to the *North Carolina Healthful Living Essential Standards* for additional information about the purpose, rationale, and program description for the standards:

<http://www.ncpublicschools.org/acre/standards/new-standards/>.

Link to Standards

Visit this link to access the *North Carolina Healthful Living Essential Standards*:
<http://www.ncpublicschools.org/acre/standards/new-standards/>

**Instructional
Toolkit**

Visit this link to access the instructional tools for the *North Carolina Healthful Living Essential Standards*:

<http://www.ncpublicschools.org/acre/standards/support-tools/>

Connections:

- **AIG**
- **EC**
- **ESL**
- **Information
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NORTH CAROLINA ESSENTIAL STANDARDS

INFORMATION AND TECHNOLOGY

[standards that are delivered by classroom teachers in all curriculum areas and grade levels]

Introduction to the Standards

To succeed in the 21st Century, today's students must be able to access, evaluate, and use information effectively and use a variety of technology tools and resources to communicate, collaborate, create, and share. Rather than focus on specific content, the new *North Carolina Information and Technology Skills Essential Standards* emphasize processes such as problem solving, critical and creative thinking, decision-making, cooperative learning, and the appropriate use of technology tools.

The flexibility of these new Standards and the emphasis on learning to learn (and relearn) will enable students to thrive in a rapidly changing information and technology environment and prepare students for success at college and careers in a future we can only imagine. The new Essential Standards were developed using Bloom's Revised Taxonomy and replace both the Computer Skills and Information Skills Standard Courses of Study. Unlike the Common Core State Standards and other Essential Standards, the *North Carolina Information and Technology Skills Essential Standards* are to be implemented during the 2011-2012 academic year.

Although the *North Carolina Information and Technology Skills Essential Standards* were developed by North Carolina educators, they reflect the *Partnership for 21st Century Skills Framework* (2009), *Standards for the 21st Century Learner* (AASL 2007), and the *National Education Technology Standards for Students* (ISTE 2007). These documents support the agency's position that the *North Carolina Information and Technology Skills Essential Standards* are to be embedded into instruction rather than taught in isolation. Therefore, all support materials for these standards will be embedded within the Instructional Toolkits developed by the NCDPI Curriculum and Instruction Division.

2011 Summer Professional Development Leadership Institute

North Carolina Information and Technology Skills Essential Standards must be integrated with other content-area curricula even though these standards are not addressed in an individual session during the 2011 Summer Institute. These Standards are modeled, described, and explored within the context of other content-specific sessions at the Institute. To provide the opportunity for a deeper understanding of these Standards, a model workshop plan on the new *North Carolina Information and Technology Skills Essential Standards* is available. The workshop plan may be accessed on the Instructional Technology Division's Essential Standards webpage and the NCDPI ACRE Instructional Support Tools webpage.

Link to Standards	Visit this link to access the <i>North Carolina Information and Technology Skills Essential Standards</i> : http://www.ncpublicschools.org/acre/standards/new-standards/#it
Instructional Toolkit	Visit this link to access the instructional tools for the <i>North Carolina Information and Technology Essential Standards</i> : http://it.ncwiseowl.org/curriculum_instruction/eStandards/
Connections: <ul style="list-style-type: none">• AIG• EC• ESL• Information and Technology	<p>The implementation of the <i>Common Core State Standards</i> and <i>North Carolina Essential Standards</i> must recognize the needs of English Language Learners (ELLs), Exceptional Children (EC), and Academically and/or Intellectually Gifted (AIG) learners. Local coordinators and teachers can collaborate to address students' needs.</p> <p>The <i>North Carolina Information and Technology Essential Standards</i> (ITES) are embedded within all areas of the other curriculum:</p> <ul style="list-style-type: none">• Classroom teachers are responsible for teaching the new ITES standards beginning in 2011-12.• Media Coordinators and Technology Facilitators, as ITES content experts, will collaborate with teachers to plan, create, teach, and assess effective lessons.• The ITES must be taught in all NC schools – whether technology access and use is advanced or is limited.• Technology and information tools and resources must be presented and applied with relevance and authenticity. <p>A model workshop plan has been developed to familiarize and prepare teachers with implementation of the <i>NC Information and Technology Essential Standards</i>. The model workshop plan is available online at the NCDPI ACRE site and at: http://it.ncwiseowl.org/curriculum_instruction/eStandards/</p>

NORTH CAROLINA STANDARD COURSE OF STUDY

SCIENCE

Introduction to the Standards

The standards-based reform movement in science education began with the publication of *Science for All Americans* (AAAS, 1989) and represented a significant step forward for the science education community. It sought to establish a coherent science education system to provide all students with the knowledge and skills necessary for life in the 21st Century. Over the years a broad consensus has emerged within the science education community that we must address the issues of coherence, articulation, and the sheer number of standards, as well as how to use the existing body of research concerning what is most important to teach and when and how to teach it (NSTA Science Anchors, 2009).

Science is a difficult concept to define precisely: different people have different understandings of what science is and what science means. Physics professor Brian Greene crafted an eloquent description of what science is and should be:

Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding in a manner that's precise, predictive and reliable — a transformation, for those lucky enough to experience it, that is empowering and emotional. To be able to think through and grasp explanations — for everything from why the sky is blue to how life formed on earth — not because they are declared dogma but rather because they reveal patterns confirmed by experiment and observation, is one of the most precious of human experiences.

New York Times Op-Ed, 06/01/08

Inherent in this description is one of the major reasons that science is so complex. It is both process (experiment and observation) and content (understandings, patterns, and explanations). Too much emphasis on either content or process undermines the very essence of science. Content and process work together and cannot be separated.

Certainly not all students are going to become scientists. However, all students can achieve some degree of scientific literacy. The authors of the *National Science Education Standards* define scientific literacy as “the knowledge and understanding of scientific concepts and processes required for scientific decision making, participation in civic and cultural affairs, and economic productivity” (p.22). Therefore, the *North Carolina Science Essential Standards*, from Kindergarten through high school, must be sufficiently **rigorous** to produce scientists while at the same time being sufficiently **relevant** to entice all students to become scientifically literate.

As indicated by *Science for All Americans*, science standards describe the knowledge and skills necessary for life in the 21st century. Therefore, standards specify **what** we intend students to learn, NOT **how** they should be taught. The standards we are proposing neither encourage nor discourage a particular approach to science teaching. At the same time, however, we do believe that science is best taught using a variety of methods and techniques, among them:

- Constructing understanding through experience,
- Making real-world connections,
- Inquiry—both hands-on and minds-on,
- Reflection,
- Experimental design, data collection, interpretation, and display,
- Concept-building where vocabulary is acquired in context, not in isolation, and
- Clear, understandable, accurate communication of the scientific experience.

Please visit the Preamble to the *North Carolina Science Essential Standards* for additional information about the purpose and rationale.

Link to Standards

Visit this link to access the *North Carolina Science Essential Standards*:
<http://www.ncpublicschools.org/acre/standards/new-standards/>

Instructional Toolkit

Visit this link to access the instructional tools for the *North Carolina Science Essential Standards*:
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 • **AIG**
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NORTH CAROLINA ESSENTIAL STANDARDS

SOCIAL STUDIES

Introduction to the Standards

The *North Carolina Social Studies Essential Standards* offer a sound, thoughtful, and defensible curricular framework that is designed to enable all students at all grade levels to acquire the essential knowledge, understanding, and skills needed to be informed, active citizens in the 21st Century. The standards are focused on understanding the broad concepts of Social Studies. Standards will continue to address topics and facts; however, the goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. While the standards are written broadly, the clarifying objectives are written to include more specificity. Additionally, conceptual standards will give teachers and districts more flexibility in the content examples that they may elect to use in order to support the concepts.

Visit this link to access the Preamble to the *North Carolina Social Studies Essential Standards*:

<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/preamble.pdf>

Link to Standards

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NORTH CAROLINA ESSENTIAL STANDARDS

WORLD LANGUAGES

Introduction to the Standards

The intent of the *North Carolina World Language Essential Standards* is that a comprehensive set of language skills will be developed and used by the learner for effective communication. These skills, identified in the *Standards for Classical Language Learning* from the American Classical League (ACL) and the American Philological Association (APA), along with the American Council for the Teaching of Foreign Language (ACTFL)'s *Standards for Foreign Language Learning in the 21st Century*, are known nationally as the 5 C's, or, **C**ommunication, **C**ulture, **C**onnections, **C**omparisons, and **C**ommunities. Within the *North Carolina World Language Essential Standards*, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, and Presentational) and, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands:

- Connections to Language & Literacy (CLL)
- Connections to Other Disciplines (COD)
- Communities (CMT)

The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or grade span, to embed the multiple entry points for language learning across the K-12 spectrum. North Carolina based this organization on The American Council on the Teaching of Foreign Languages (ACTFL) national proficiency scale, which is aligned to a number of other proficiency scales used nationally, such as the Interagency Language Roundtable (ILR) scale used by government and military organizations, and internationally, like the Common European Framework of Reference (CEFR) utilized by countries across Europe and in some parts of Asia. Exit proficiency expectations have been determined and differentiated by program and, sometimes, language type, that show what a student is expected to be able to do with the language at the end of a specific grade span or particular class. The proficiency expectations charts are included with the three program descriptions in the preamble:

- Classical Language Programs
- Dual & Heritage Language Programs
- Modern Language Programs

The *North Carolina Basic Education Program* (BEP), along with the federal *Elementary and Secondary Education Act* reauthorizations, such as the 2002 No Child Left Behind legislation, present world languages as a core subject that every student should learn as part of a balanced curriculum. Internationally, most countries require all of their students to study one or more world languages. This premise is also reflected in the guiding mission of the North Carolina State Board of Education (SBE) in that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. The first goal states that North Carolina public schools will produce globally competitive students in which “every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including **a mastery of languages**, an appreciation of the arts, and competencies in the use of technology. The SBE [Future-Ready Students for the 21st Century](#) goals also include 17 skills and characteristics for the Future-Ready graduate that are necessary for success, including the following that are developed in the study of world languages:

- Multilingual
- Knowledgeable Global Citizen

Acquiring or learning another language will build those skills, and, as a student builds proficiency in a language, other Future-Ready skills and characteristics are also practiced and refined:

- Effective Communicator
- Proficient Reader
- Literate Consumer of Media
- Creative/Innovative and Critical Thinker
- Curious Researcher
- Strong Team Contributor
- Relationship Builder

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and, thus, have influenced others by their actions and their words. In recent years, technology tools have brought the world closer and have erased many of the existing borders. As boundaries between countries are dissolving, the need for learning world languages has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's global marketplace.

Link to Standards	Visit this link to access the <i>North Carolina World Languages Essential Standards</i> : http://www.ncpublicschools.org/acre/standards/new-standards/
Instructional Toolkit	Visit this link to access the instructional tools for the <i>North Carolina World Languages Essential Standards</i> : http://www.ncpublicschools.org/acre/standards/support-tools/
Connections: <ul style="list-style-type: none">• AIG• EC• ESL• Information and Technology	<p>The implementation of the <i>Common Core State Standards</i> and <i>North Carolina Essential Standards</i> must recognize the needs of English Language Learners (ELLs), Exceptional Children (EC), and Academically and/or Intellectually Gifted (AIG) learners. Local coordinators and teachers can collaborate to address students' needs.</p> <p>The <i>North Carolina Information and Technology Essential Standards</i> (ITES) are embedded within all areas of the other curriculum:</p> <ul style="list-style-type: none">• Classroom teachers are responsible for teaching the new ITES standards beginning in 2011-12.• Media Coordinators and Technology Facilitators, as ITES content experts, will collaborate with teachers to plan, create, teach, and assess effective lessons.• The ITES must be taught in all NC schools – whether technology access and use is advanced or is limited.• Technology and information tools and resources must be presented and applied with relevance and authenticity. <p>A model workshop plan has been developed to familiarize and prepare teachers with implementation of the <i>NC Information and Technology Essential Standards</i>. The model workshop plan is available online at the NCDPI ACRE site and at: http://it.ncwiseowl.org/curriculum_instruction/eStandards.</p>

REVISED BLOOM'S TAXONOMY

Purpose: This section introduces participants to the philosophy and principles pertaining to the Revised Bloom's Taxonomy (RBT). The Revised Bloom's Taxonomy framework and its use in the development of the *North Carolina Essential Standards* is explained.

Use: This section of the Facilitator's Guide aligns with the corresponding online learning module: *Revised Bloom's Taxonomy*. Participants complete the module as determined by the local professional development plan.

Available Resources:

- Module: Revised Bloom's Taxonomy
- Sample agenda for blended professional development, available online at: <http://www.ncpublicschools.org/acre/standards/>

**Use of RBT in
NC Essential
Standards**

The *North Carolina Essential Standards* in Arts Education, Healthful Living, Information and Technology Skills, Science, Social Studies, and World Languages were written using the Revised Bloom's Taxonomy (RBT). The most notable change from the current *Standard Course of Study* to the *North Carolina Essential Standards* is the use of one verb per standard and clarifying objective. This allows for greater alignment between instruction and assessment. RBT verbs have specific meanings; therefore, the same verb may serve a different purpose when used in different settings.

Note: The *Common Core State Standards* for English Language Arts and Mathematics do NOT use RBT as the framework for their standards.

**The Revised
Bloom's
Taxonomy**

The *North Carolina Essential Standards* were written using the Revised Bloom's Taxonomy (RBT) under the guidance of one of the editors of the revision, Dr. Lorin Anderson. North Carolina has chosen RBT to help move to the complex thinking expected from 21st Century graduates. The RBT was chosen because it has well-defined verbs and is built on modern cognitive research. Below is a very short primer on the RBT. Content-specific professional development offerings will highlight additional understanding and use of the RBT.

Standards can be classified through both the **cognitive process** and the **knowledge dimension** of the RBT.

Cognitive Process The cognitive process refers to the verb used in the standard. This [Cognitive Process Chart](#) shows the verbs used in the RBT. The RBT has specific definitions for all the verbs used in the taxonomy. For example:

- **Explaining** requires constructing a cause-and-effect model of a system (e.g. explain the recent downturn in the global economy)
- **Inferring** requires drawing a logical conclusion from presented information (e.g. In learning a foreign language, infer grammatical principles from examples)

A common understanding of those verbs will be at the backbone of professional development around the new standards.

Knowledge Dimension The knowledge dimension is a way to categorize the type of knowledge to be learned. Knowledge in the RBT falls into four categories:

1. Factual Knowledge
2. Conceptual Knowledge
3. Procedural Knowledge
4. Meta-Cognitive Knowledge

RBT Knowledge Chart

See the [RBT Knowledge Chart](#) for more detail on the sub-types of knowledge.

Mapping the Standards Using RBT Each Essential Standard and Clarifying Objective can be mapped according to the level of the cognitive process and knowledge dimension using this [Mapping Chart](#). It is also important to note that although RBT standards focus on particular verbs, "most authentic tasks require the coordinated use of several cognitive processes as well as several types of knowledge." (Anderson and Krathwohl, 2001. Pg. 89)

FORMATIVE ASSESSMENT AND NC FALCON

Purpose: To provide an introduction to formative assessment through the NC FALCON modules.

Use: This section of the Facilitator's Guide aligns with the existing online learning module: *NC FALCON*. Participants complete the module as determined by the local professional development plan.

Suggested Materials

For this workshop, facilitators should reference the following:

- Facilitator's Guide: NC FALCON
- Selected handouts, activities, or materials from the NC FALCON modules.

Note to Facilitator(s): Please see the Facilitator's Guide and Resources available through NC FALCON.

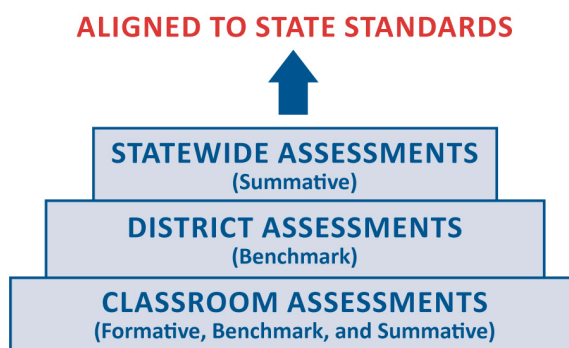
Formative Assessment

"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes." ***The Council of Chief State School Officers (CCSSO, 2008)***

"Research shows that if students are formatively assessed, learning will improve. When learning is improved, students are able to demonstrate that learning in a variety of ways including scoring well on standardized assessments like the EOG and EOC." ***Black and Wiliam (1998)***

As illustrated in the chart below, formative assessment is an important part of the foundation of a comprehensive and balanced assessment system.

A Comprehensive Balanced Assessment System



Attributes of Formative Assessment

Formative assessment:

- Provides students with **learning goals and targets** in language they can understand
- Clearly describes the **criteria for successfully meeting the target** through examples
- Effectively uses **learning progressions** to scaffold learning
- Provides **descriptive feedback** that helps the student know what to do next in their learning
- Actively engages students in **self-assessment** as well as **peer-assessment**.

“Students interpret the feedback we give them to decide whether they have hope of future success, whether the learning is worth the energy it will take to attain it, and whether to keep trying. If students conclude that there is no hope, it doesn’t matter what the adults decide. Learning stops.”

Dr. Richard Stiggins, Five Myths and Their Consequences

NC FALCON Overview

There are currently five formative assessment modules in the online professional development series located in NC FALCON. The following is a description of each formative assessment module.

Importance of Formative Assessment.

This module provides an introduction to formative assessment, its importance and role in North Carolina’s 21st Century Balanced Assessment System. At the end of the module, participants will be able to:

- Explain the purpose of formative assessment and why it is defined as a process;
- Distinguish between formative assessment and benchmark/summative assessment;
- Articulate how formative assessment is used in their classroom/school and how they plan to use formative assessment in the future.

Learning Targets and Criteria for Success.

This module focuses on how teachers can write clear learning targets and define criteria for success in order to help students answer the question, “Where am I going?” At the end of the module, participants will be able to:

- Recognize clear and unclear learning targets;
- Develop clear learning targets and their associated criteria for success to use in a lesson or series of lessons.

Collecting and Documenting Evidence.

This module explores how teachers can collect and document evidence of learning to help students answer the question “Where am I now?” At the end of the module, participants will be able to:

- Identify at least three ways to collect and document evidence of student learning;
- Choose strategies for collecting and documenting evidence of student learning that provide accurate information about where students are in their learning and align the strategies with the targets and criteria for success.

Analyzing Data and Descriptive Feedback.

This module provides teachers with an understanding of how to analyze evidence of learning and how to use descriptive feedback to reflect student strengths and weaknesses with respect to specific learning goals and success criteria to help students answer the questions, “Where am I now?” and “How can I close the gap?” At the end of the module, participants will be able to:

- Effectively examine student work;
- Understand the differences between evaluative and descriptive feedback;
- Enhance student learning through descriptive feedback;
- Plan instructional modifications to address learning gaps or enrich instruction.

Administrator’s Role in Formative Assessment.

This module looks at the role of the administrator in formative assessment. At the end of the module, participants will be able to:

- Describe formative assessment and how an administrator can use it in his or her school;
 - Discuss elements of formative assessment;
 - Determine the extent to which a school implements formative assessment;
 - Monitor and build capacity for implementation of formative assessment in schools.
-

DEVELOPING LOCAL CURRICULA

Purpose: This section of the Facilitator’s Guide is designed to assist district-level and charter school teams with the development of curricula as they implement the Common Core State Standards and the North Carolina Essential Standards at the local level. Information in this section also addresses the alignment of the state’s recommendations and the district-level and charter school teams’ *Detailed Scope of Work (DSW)* for professional development and standards implementation.

Use: This section of the Facilitator’s Guide aligns with the corresponding online learning module: *Developing Local Curricula*. Participants complete the module as determined by the local professional development plan.

Available Resources:

- Module: *Developing Local Curricula*
- Sample agenda for blended professional development, available online at: <http://www.ncpublicschools.org/acre/standards/>

Developing Local Curricula

Detailed Scope of Work (DSW)

All LEAs have committed to participate in the NC Race to the Top (RttT) initiative and all initiatives relevant to their schools, including the following Professional Development initiative goals:

- Create, train, and support a cadre of teacher and principal professional development leaders to establish sustainable professional development capacity statewide.
- Develop resources to support effective professional development activities, such as workshops, professional learning communities, virtual courses, and webinars, with the capacity to create additional resources, as needed.
- Align professional development plans with reform initiatives in RttT.
- Expand the online professional development infrastructure to provide accessible and high-quality online professional development for all North Carolina educators.
- Evaluate professional development activities to determine the impact on teaching practices and student achievement and to inform continuous improvement of professional development activities.

The process through which the State and district-level and charter schools will hold themselves and each other accountable for this commitment is the

Detailed Scope of Work (DSW). The DSW is both a strategic and tactical document indicating specific measurable goals and targets aligned with the NC RttT goals and targets. One of the processes, developing local curricula, focuses on the training and coaching of educators throughout the state to transition successfully to the *Common Core State Standards and North Carolina Essential Standards*.

Creative and innovative ideas from all district-level and charter schools that applied for Race to the Top/*Career & College: Ready, Set Go!* funding were approved by NCDPI and those local plans were submitted to the US Department of Education for review as part of the State's overall DSW.

Developing Local Curricula

The *Developing Local Curricula* online learning module is a critical part of professional development that provides support and tools for shared meaning and common language around the process of curriculum development. The NCDPI Summer Institutes and subsequent trainings will ensure the professional development and curriculum support that will aid local districts and charter schools in the development of local curricula as a part of their DSW.

The NCDPI develops and adopts standards. Standards define the knowledge and skills students should have within their K-12 education careers to prepare them for higher education or work. The district-level and charter school teams guide the development of local curricula by establishing district expectations regarding scope, sequence, and achievement benchmarks for each content area.

The *Developing Local Curricula* online learning module provides a broad, research-based framework intended to be used collaboratively by teams. The module illustrates a three-phased approach utilizing a leadership team, local planning team, and instructional teams for developing standards-based curricula. This module should be adapted to the needs of the local school district or charter school.

Developing the curricula involves creating local teams to define the process for creating local curricula for all content areas and preparing teachers for the transition to the new standards.

Connections to the NC Professional Standards

All North Carolina Professional Standards have been designed to support and promote effective leadership, quality teaching, and student learning. The Summer Institutes and online learning modules are the beginning phase of professional development that gives all involved an understanding of their expectations in developing local curricula, and are a first-step to

help teachers internalize a clear understanding of the *Common Core State Standards* and *North Carolina Essential Standards*.

The primary goal of *Developing Local Curricula* is to transform schools so that large-scale, sustainable continuous improvement is built into their most basic modes of thinking and doing. Educators practice professional standards in this process.

- **Superintendents are expected to:** Create professional learning communities resulting in highly engaging instruction and improved student learning.
- **Principals are expected to:** Create an environment of practiced distributive leadership and teacher empowerment and challenge staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students.
- **Teachers are expected to:** Work collaboratively to create a professional learning community in order to plan instruction appropriate for students.

Sample Transition Plan

Improving state standards and assessments are essential steps toward transforming schools and classrooms. Developing the new K-12 *North Carolina Essential Standards* and adopting the *Common Core State Standards* in English Language Arts and Mathematics positions North Carolina to continue to be a leader in education with the outcome of improving student achievement. The impact of such sweeping improvements will depend primarily upon the beliefs, knowledge, and skills of educators who will use the standards and assessments to improve instruction.

A clear district-level transition plan ensures sustainability in programs, policies, and practices beyond 2014, when Race to the Top funding ends. The [Sample Transition Plan](#) included in this guide, illustrates state implementation and transition processes aligned with recommended district-level actions, evidences of those actions, and potential timeframes that will be necessary to ensure an effective implementation.

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS AND THE NORTH CAROLINA EDUCATOR EVALUATION SYSTEM

Purpose: This section provides educators with an exploration of the *North Carolina Professional Teaching Standards* and the rating scales for each indicator. Each standard includes the skills and knowledge needed for 21st Century teaching and learning.

Use: This section of the Facilitator’s Guide aligns with the corresponding online learning module: *North Carolina Professional Teaching Standards and the North Carolina Educator Evaluation System*. Participants complete the module as determined by the local professional development plan.

Available Resources:

- Module: North Carolina Professional Teaching Standards and the North Carolina Educator Evaluation System
- Sample agenda for blended professional development, available online at: <http://www.ncpublicschools.org/acre/standards/>

North Carolina Professional Teaching Standards and the North Carolina Educator Evaluation System

**Digging Deeper
in the Teaching
Standards**

The *North Carolina Professional Teaching Standards and the North Carolina Educator Evaluation System* module provides teachers with an overview and exploration of the professional teaching standards and the related performance rating scale. Following the introductory session for the module, ongoing opportunities to dig deeper into the teaching standards in face to face settings, Professional Learning Communities (PLCs), and other coordinated efforts should be offered by district and charter school teams. The *North Carolina Professional Teaching Standards* and the North Carolina Educator Evaluation System are available on NCDPI’s website and in the Instructional Toolkits to assist teachers with understanding, implementing, and assessing the standards.

The *North Carolina Professional Teaching Standards and the North Carolina Educator Evaluation System* module addresses:

- possible low inter-rater reliability.
- strategies for teachers to grow along the continuum from “Developing” to “Distinguished.”
- needs of evaluators and teachers to gain a greater common understanding of the standards and what they mean.

Module Overview

In 2006, the North Carolina State Board of Education adopted their mission, *“Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.”* Because of this new mission, the State Board charged the North Carolina Professional Teaching Standards Commission with aligning the *Core Standards for the Teaching Profession*, originally adopted in 1997, with the new mission. The Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools.

These new Professional Teaching Standards were adopted by the State Board of Education in 2007. These standards serve as the basis for teacher preparation, teacher evaluation, and professional development. The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. These standards define what teachers need to know and be able to teach students in the 21st Century.

North Carolina Professional Teaching Standards

Standard I: Teachers demonstrate leadership.

Teachers demonstrate leadership by taking responsibility for the progress of all students by establishing a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead the teaching profession.
- Teachers advocate for schools and students.
- Teachers demonstrate high ethical standards.

Standard II: Teachers establish a respectful environment for a diverse population of students.

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard III: Teachers know the content they teach.

- Teachers align their instruction with the North Carolina Standard Course of Study.
- Teachers know the content appropriate to their teaching specialty.
- Teachers recognize the interconnectedness of content areas disciplines.
- Teachers make instruction relevant to students.

Standard IV: Teachers facilitate learning for their students.

- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem-solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

Standard V: Teachers reflect on their practice.

- Teachers analyze student learning.
 - Teachers link professional growth to their professional goals.
 - Teachers function effectively in a complex, dynamic environment.
-

PREPARING ALL STUDENTS FOR SUCCESS

Purpose: This section informs educators of the importance of Universal Design, the needs of English Language Learners (ELLs), and other considerations when developing local curriculum and instructional practices.

Use: This section of the Facilitator's Guide is intended to help teachers of all content areas understand how to meet the needs of all children, including Academically and/or Intellectually Gifted Students, Exceptional Children, and English Language Learners. It may be used in conjunction with face-to-face training, and combined with content-specific sessions (posted online) and additional materials in this Facilitator's Guide, as determined by the local professional development plan.

Preparing All Students for Success

Introduction

Imagine the child in the room who is the only one who didn't receive the invitation to a classmate's party. All students deserve the gift of learning.

Teaching is both an art and a science due to the unique nature of each student. Each student has needs, potential, and abilities. Each student learns best in a way that is a result of past experiences, biology, and personality. Orientation to school, drive to learn, feelings of safety, and the overall environment provided all contribute to students' learning.

The educator's responsibility is to provide students with the educational experience that is conducive to success. Differentiation with engaging, high-quality instruction is the venue that maximizes the possibility of student success. Professionals see and recognize children's strengths and needs and respond appropriately. All students deserve the gift of learning.

NCDPI Responsiveness to Instruction

The NCDPI Responsiveness to Instruction (RtI) model is based on the national "Response to Intervention" model, which evolved out of the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA). The North Carolina problem-solving model of RtI uses a tiered problem-solving model focused on core instruction and student achievement. NC chose to use the term "instruction" rather than "intervention" because it shifts the focus on the instruction for ALL students, not just those who are struggling. The NCDPI definition of RtI is, "The practice of providing high quality instruction matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions."

The Problem-Solving Process

Problem solving is defined as a process that includes a systematic analysis of a student's behavior or academic progress that uses this analysis, and any assessment activities, to provide the foundation for a planned, systematic set of interventions or enrichment strategies. These interventions or enrichment strategies are then monitored and evaluated to determine effectiveness, also as a part of the problem-solving process.

Problem solving occurs within the school setting at various levels, and is more complex as the resources needed to resolve a problem increase, due to the significance of the problem. The intent of the problem-solving process is to meet individual student needs using the necessary resources.

To understand how best to help a student, information is collected from teachers, parents, and others who best know the child. This information is used to determine what the child needs and how best to assist the child. Student progress is measured frequently to determine what is most effective for each student and decisions are based on the results.

The problem-solving approach emphasizes assisting children. It is an integrated conceptual model of assessment and services. Concerns may be expressed by parents, teachers, counselors, school nurses, principals, building assistance teams, community providers, or others in direct contact with students.

For more information about Responsiveness to Instruction and the NCDPI Problem-Solving Model, please visit:
<http://dpi.state.nc.us/curriculum/responsiveness/>.

Working with AIG students

Reaching ALL of North Carolina's Academically and/or Intellectually Gifted (AIG) Students

North Carolina legislation has governed gifted education since 1961, exemplifying the state's strong commitment to advanced students and gifted education for nearly 50 years. Written in 1996, NC's current legislation that mandates gifted education is *Article 9B, Academically or Intellectually Gifted Students* [N.C.G.S. § 115C-150.5-8 (Article 9B)]. Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and North Carolina Department of Public Instruction (NCDPI) for review and comment. North Carolina remains one of the top-funded states for gifted education in the country.

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Local AIG Programs

Every local school district is mandated to have a local AIG plan, based on state legislation, Article 9B. There is no federal legislation mandating gifted education in schools. Local AIG plans must be developed based on the NC AIG Program Standards (SBE, 2009). The NC AIG Program Standards are critical in providing a statewide framework for quality programming, while still honoring local flexibility. In an effort to strengthen gifted education in North Carolina, these AIG Program Standards represent the commitment of the State Board of Education (SBE) and NCDPI to ensure that the academic, intellectual, social, and emotional needs of AIG students are being met.

Local AIG plans communicate each district's and school's policies and practices regarding student identification, differentiated curriculum and instruction, personnel and professional development, comprehensive programming, partnerships, and accountability. *Note that even though there is a state definition for AIG students, each LEA determines its own*

criteria for identification, which support local context and need. Current plans are posted on the DPI website and should also be available in your school district. Please refer to local AIG coordinators and/or AIG plans for more information on local AIG programs.

Implications for Teachers and Schools

Gifted children need differentiated opportunities throughout the school day. These students' needs are not met if only served for a few sessions each week with an AIG certified teacher. Meeting the needs of the gifted child is a shared responsibility. Gifted education is a critical aspect of the NC AIG Program Standards and must occur in order to appropriately meet the needs of AIG learners and support their growth. Addressing the academic, intellectual, social, and emotional development of our AIG learners needs to occur at all levels by all teachers. To meet these needs:

- Create an environment that brings out the best in students and cultivates outstanding potential. Consider the variety of learners and facilitate learning experiences that students can access from a variety of entry points.
 - Recognize those students who need more advanced experiences. Gather a body-of-evidence to best understand a child's strengths and giftedness. Nominate students for AIG identification to ensure appropriate service and support. AIG learners form a diverse group of students with a variety of academic, intellectual, social, and emotional needs different than those of other children of their age, experience and environment.
 - Respond to the needs of AIG learners in all classrooms and all aspects of schooling. Provide differentiated curriculum and instruction that capitalizes on and cultivates AIG students' outstanding abilities. Adapt the Common Core and Essential Standards through acceleration, enrichment, and extension. Embed and foster the development of 21st Century content and skills at an advanced level. Use on-going assessment practices to guide instruction and ensure that students are not bored. Math teachers, arts teachers, school counselors, social studies teachers, in short, all teachers must address the needs of AIG learners in their classrooms.
 - Advocate for the most advanced students. School is about increasing achievement of all students, including ensuring that high-achievers grow and reach new heights.
-

Working with Exceptional Children (EC)

Reaching ALL of North Carolina's Exceptional Children (EC)

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates that children and youth ages 3–21 with disabilities be provided a free and appropriate public school education. What percentage of students with disabilities are educated in regular classrooms?

In fall 2007, some 95 percent of 6- to 21-year-old students with disabilities were served in regular schools; 3 percent were served in a separate school for students with disabilities; 1 percent were placed in regular private schools by their parents; and less than 1 percent each were served in one of the following environments: in a separate residential facility, homebound or in a hospital, or in a correctional facility.

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010). *Digest of Education Statistics, 2009* (NCES 2010-013), [Chapter 2](#).

Individuals with Disabilities Education Act, Part B

Percentage distribution of students 6-21 years old served under Individuals with Disabilities Education Act, Part B, by educational environment and type of disability: Fall 2007

Type of disability	Regular school, time outside general class			Other
	Less than 21 %	21–60 %	More than 60 %	
All students with disabilities	56.8	22.4	15.4	5.3
Specific learning disabilities	59.0	29.7	9.2	2.2
Speech or language impairments	86.7	5.7	4.5	3.2
Mental retardation	15.8	27.6	49.0	7.5
Emotional disturbance	37.3	19.7	24.1	18.8
Multiple disabilities	12.9	16.1	45.2	25.8
Hearing impairments	51.9	17.6	16.8	13.7
Orthopedic impairment	50.0	17.4	24.5	8.2
Other health impairments ¹	59.0	25.4	11.7	3.1
Visual impairments	60.1	14.3	12.9	12.8
Autism	34.6	18.2	36.9	10.3
Deaf-blindness	20.8	13.8	32.4	33.0

Traumatic brain injury	43.9	24.8	22.5	8.9
Developmental delay	61.6	20.8	16.2	1.5

¹ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

NOTE: Data are for the 50 United States, the District of Columbia, and the Bureau of Indian Education schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2010). The Digest of Education Statistics 2009 (NCES 2009-013), [Table 51](#).

As evidenced in the table above, most students with disabilities spend the majority of their school day in a general education classroom at a regular school. How can we effectively and efficiently meet the needs of this heterogeneous group of students within the regular classroom setting?

Universal Design for Learning (UDL)

According to the Center for Applied Special Technology (CAST), we can *proactively* design our curriculum so that it is inclusive of a diverse group of learners. This Universal Design for Learning (UDL) is based upon three primary brain networks for learning and three primary principles for organizing instruction:

- **Recognition Networks:** These networks address the "what" of learning. They include the ways in which we gather facts and categorize what we see, hear and read. Identifying an author's tone after reading a story is an example of the work done by recognition networks.
- **Strategic Networks:** These networks address the "how" of learning. They include how we plan and perform tasks as well as how we communicate what we know. Writing a short answer to an open-ended question or solving a math problem is an example of the strategic networks at work.
- **Affective Networks:** These address the "why" of learning. Feeling excited or challenged by learning is an ample of affective networks in action.

Research-based principles for organizing instruction to maximize all students' learning through these networks:

- **Principle I: Provide Multiple Means of Representation** (to address the “what” of learning). Students vary in the ways they comprehend information presented to them in school. For example, those with sensory disabilities (e.g., deafness); learning disabilities (e.g., dyslexia); or cultural differences, may all require different ways of approaching content. Others may grasp information quicker or more efficiently through visual or auditory means rather than printed text. Learning, and transfer of learning, occurs when multiple representations are used. This allows students to make connections within, as well as between, concepts.
- **Principle II: Provide Multiple Means of Action and Expression** (to address the “how” of learning). Students express their knowledge in a variety of ways. For example, learners with autism approach learning tasks very differently. Some students may be able to express themselves well verbally but not in written text, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization. This is another area in which learners can differ.
- **Principle III: Provide Multiple Means of Engagement** (to address the “why” of learning). Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect. For example, neurology, culture, and background knowledge shape students' engagement in the classroom. Some learners are highly engaged by spontaneity and novelty while others prefer strict routine. Some learners might like to work alone, while others prefer to work with their peers. Providing a variety of these types of opportunities is essential for keeping students motivated.

Accommodations and Modifications

In addition to designing our instruction in ways to reach all learners in the classroom group, we can make sure we are attending to the accommodations and modifications as specified on students' Individualized Education Programs (IEP's).

It is important to clarify the difference between an accommodation and a modification. An accommodation is a change that helps a student compensate for or overcome the disability. Accommodations help students access the curriculum without changing the actual standards the student is working toward. Allowing a student to dictate answers orally instead of writing them is an example of an accommodation. The student is expected to know the material and completely answer all questions but is not expected to express that knowledge in writing.

A modification usually means a change in what is being taught to or expected from the student. Making the reading on an assignment easier or shortening an assignment are examples of modifications.

When considering when and/or how to modify an assignment or make an accommodation for a particular student, it is critical that general and special education teachers have communicated about the best ways to work with students with IEP's. Suggestions for best practices include:

- the general education and exceptional children's teacher routinely discuss the strengths and needs of students with disabilities in the general education classroom
- the exceptional children's teacher provides copies of the modifications pages from students' IEP's (the general education teacher asks for those pages if they are not provided)
- the exceptional children's teacher invites the general education teacher to IEP meetings (the general education teacher attends IEP meetings)
- general and special education teachers align and match accommodations for students with disabilities with classroom instruction, classroom testing and standardized testing

Working together, the general and exceptional children teachers can provide the most effective accommodations and modifications to maximize individual student learning.

References

National Center for Education Statistics

http://nces.ed.gov/programs/digest/d09/tables/dt09_051.asp

Center for Applied Special Technology

<http://www.cast.org/udl/index.html>

National Dissemination Center for Children with Disabilities

<http://nichcy.org/schoolage/accommodations>

Special Connections, University of Kansas

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=instruction&subsection=ia/main>

Sample Accommodations for Including Students with Disabilities in the General Education Curriculum

Reading

- Highlight important ideas and tell students to read them first.
 - Give students a study guide to follow when they must read by themselves.
 - Provide a study guide with key terms omitted for the student to complete.
 - Have a learning buddy read aloud.
 - Provide books and other instructional materials in Braille or embossed format.
 - Provide an optical enhancer or magnifier.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Give students a summary of important questions to be answered.
-

Writing

- Allow students to use a word processor or laptop.
 - Let students dictate their work instead of writing it.
 - Provide adaptive devices such as: pencil grips, special pen or pencil holders, raised or color-coded lines.
 - Incorporate the use of resources such as: thesaurus, spelling dictionary, word processing software that anticipates what students are trying to write.
 - Grade content and mechanics separately in written assignments.
 - Grade for a limited, targeted number of skills or concepts that are known to the student.
 - Review a rubric for grading prior to the writing assignment.
 - Give students opportunities to correct spelling and grammar errors.
-

Math

- Allow students to use the following assistive devices for calculations, as appropriate:
 - calculator;
 - number chart;
 - arithmetic table;
 - manipulatives; and
 - abacus.
- When using calculators, utilize those with large keys or voice output for students with visual impairments.
- Allow the use of scratch paper for students to work out problems during tests.
- Provide graph paper to help students keep columnar calculations straight.
- Use games to facilitate fact practice.

- Use manipulatives and “hands on” activities when teaching new concepts and skills.
 - Have students incorporate visual representations whenever possible (ex. maps, symbols, number lines).
 - Provide modeling and guided practice before independent practice.
 - Provide frequent feedback to students during independent practice
-

**Lectures,
Discussions, and
Presentations**

- Use visual aids, such as:
 - charts;
 - overheads;
 - chalkboard or dry erase boards; and
 - PowerPoint presentations.
 - Use colored chalk or markers to emphasize important ideas.
 - Incorporate tactile or “hands on” demonstrations whenever possible.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Identify the main steps or key components of the information.
 - Give students a summary of important questions to be answered.
 - Keep students involved:
 - encourage them to ask questions;
 - have them repeat important information;
 - break up the lecture with small group activities ; and,
 - provide processing opportunities using strategies, such as “Think, Pair, Share.”
 - Let students use a tape recorder to record lectures and class discussions.
 - Repeat, use other words, and summarize all important points.
 - Provide help for note-taking by giving students:
 - a copy of overheads;
 - partial notes that they complete;
 - an outline of the lecture; and,
 - a diagram.
 - Allow a study buddy to take notes on NCR paper.
 - Whenever possible, use:
 - pictures;
 - written words;
 - charts or diagrams; and,
 - graphic organizers.
 - Utilize a sign language interpreter, if needed.
-

**Directions/
Instructions**

- Highlight important ideas and tell students to read them first.
 - Give students a study guide to follow when they must read by themselves.
 - Provide a study guide with key terms omitted for the student to complete.
 - Have a learning buddy read aloud.
 - Provide books and other instructional materials in Braille or embossed format.
 - Provide an optical enhancer or magnifier.
 - Provide an overview of the content at the beginning of the lesson.
 - Introduce new vocabulary before the lesson.
 - Give students a summary of important questions to be answered.
-

Assignments

- Break long assignments into parts; use a checklist outlining separate due dates for each part.
 - Have students mark assignments and due dates on a calendar or agenda:
 - provide time during class for students to note assignments;
 - initial when assignments are written by students; and,
 - ask parents to initial when homework assignments are completed.
 - Strategically reduce the total amount of work; select tasks or items that are needed to accomplish all of the learning objectives.
 - Let students use resource and instructional materials outside of class.
 - Give partial credit for late assignments or incomplete work until students are able to complete the work.
 - Give assignments ahead of time.
 - Allow additional time for class work and tests; some students with a disability use specialized communication systems (ex. sign language, finger spelling, and lip reading).
 - Use a quiet location for testing.
 - Provide extended time for testing or allow breaks during tests
-

Organization

- Use color-coding to help students identify different kinds of tasks or materials.
 - Use uncluttered tests and worksheets:
 - arrange problems or work so that it is easy to know where to start and how to proceed;
 - limit the number of problems on a page; and,
 - clearly divide problems and provide structure for responses using lines or text boxes.
 - Let students use a special folder or binder to keep materials organized.
 - Use dividers or folders to keep subjects organized and use a different color for each unit or subject.
 - Give students a checklist of materials needed for each class; this can be kept in their locker or binder.
-

Working with English Language Learners (ELLs)

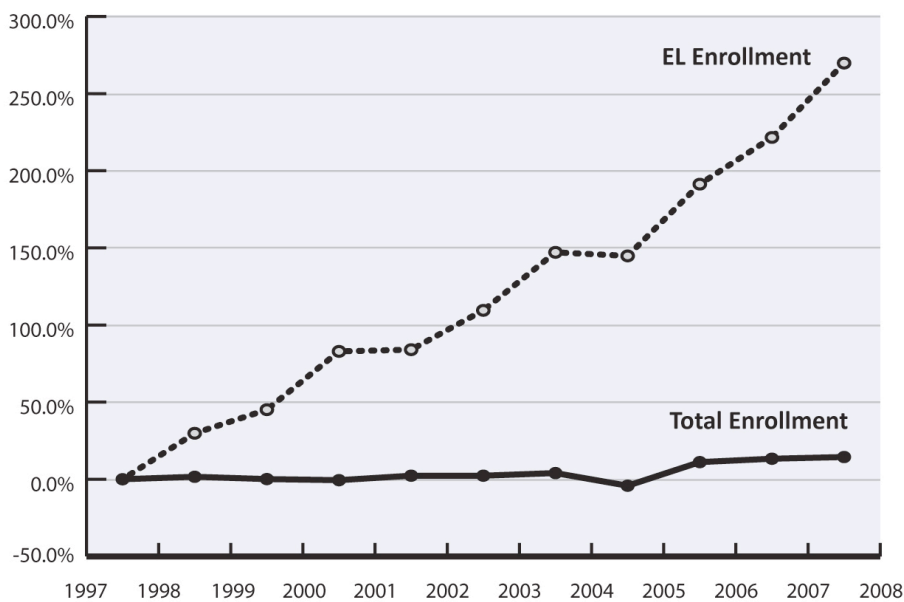
Reaching ALL of North Carolina's English Language Learners (ELLs)

English language learners (ELLs) are the fastest-growing population in U.S. Schools. In North Carolina from school year 1997-1998 to 2007-2008 the ELL population grew 269.8%. Today ELLs make up almost 7% of NC school students and speak more than 200 different languages.

NORTH CAROLINA Rate of EL Growth 1997/1998-2007/2008

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

	Total Enrollment	Growth from 1997-1998	EL Enrollment	Growth from 1997-1998
1997-1998	1,274,949	0.0%	28,709	0.0%
1998-1999	1,295,780	1.6%	37,251	29.8%
1999-2000	1,275,925	10.0%	41,667	45.1%
2000-2001	1,267,070	-0.6%	52,513	82.9%
2001-2002	1,303,928	2.3%	52,835	84.0%
2002-2003	1,303,707	2.3%	60,149	109.5%
2003-2004	1,325,344	4.0%	70,937	147.1%
2004-2005	1,221,062	-4.2%	70,288	144.8%
2005-2006	1,416,576	11.1%	83,627	191.3%
2006-2007	1,444,481	13.3%	92,316	221.6%
2007-2008	1,458,035	14.4%	106,180	269.8%



(North Carolina Department of Public Instruction October 1, 2010 Headcount of Limited English Proficient Students).

Diversity in ELLs

Besides diversity in native language, English learners differ in country of origin, culture, socio-economic status, level of English language development, past experiences, and prior formal education. They may be U.S. born, immigrants, refugees, long-term ELLs (LTELLs), or ELLs with severely interrupted formal education (SIFE).

ELLs are a heterogeneous and highly complex group of students. Long-term language learners are ELLs who have been in the U.S. seven or more years and are below grade level in reading/writing and other content areas. SIFEs are students with interrupted education who start school one or more years behind their grade-level peers. SIFEs may come from countries where poverty, disaster, and civil unrest affect the development of literacy and opportunities for education. They may also come from countries where persecution or strict rules about gender, social class, or ethnicity prevented them from attending school.

Abilities of ELLs

English language learners can be a resource and a challenge to schools. They bring multiculturalism and diversity, yet, although by definition they are not proficient in English, they must take the same high-stake assessments as all students. How can teachers meet this challenge? How can teachers deliver equitable instruction to students who don't speak English? How can content teachers teach literacy to secondary ELLs? For ELLs to be successful academically, administrators and teachers must address these challenges by focusing on the abilities these students bring to schools and their classes.

**Cognitively
Challenging,
Relevant, and
Engaging
Instruction**

ELLs have the same cognitive abilities as their native English-speaking peers, even though they have only a partial understanding of the English language. Local curricula and classroom instruction should recognize these abilities by being cognitively challenging, relevant, and engaging. In addition, teachers should set high expectations, address socio-cultural factors, know their students' English language proficiency levels, and use this information to explicitly integrate language development with the learning of content.

**Scaffolding and
Language Support**

Language is power — power to read to learn, power to access content. Scaffolding and language support must be provided so that ELLs can successfully engage in learning subject knowledge and developing skills in listening, speaking, reading and writing. Instruction that simultaneously

attends to language and content development is critical in meeting the needs of English language learners.

Scaffolding, instructional strategies or tools used to assist students in accessing the content, include modeling, giving feedback, activating prior knowledge, as well as sensory, graphic, or interactive supports. Examples of sensory supports for language arts might be environmental print or photographs; for mathematics, number lines or blocks; for science, physical models or illustrations of cycles, for social studies, maps or video clips. While scaffolding aids in making the content comprehensible language support provides students with the words and sentence structures needed to interact with the content and acquire it.

Language support includes word walls, sentence starters, and sentence frames. Students should be given ample opportunities to actively engage meaningfully with the language of the content. In addition, high frequency vocabulary words sometimes called “tier two” words should be explicitly taught. Words such as performed, indicate, issue, or factor are found across subjects and add specificity to language. They often frame the discipline-specific vocabulary and are needed to understand the content. The use of both scaffolding and language support are related to an ELL’s English language proficiency level. As language proficiency increases the use of scaffolds and support should be reduced.

By integrating the teaching of content with attention to the academic language of that content in all four language domains, listening, speaking, reading, and writing, educators unlock the mysteries of the content and empower ELLs with the keys to its language.

References

National Clearinghouse for English Language Acquisition. Frequently Asked Questions. (2010, July). *The growing numbers of limited English proficient student*. Retrieved from http://www.ncela.gwu.edu/files/uploads/20/North_Carolina_G_0708.pdf

SAMPLE TRANSITION PLAN

Improving state standards and assessments are essential steps toward transforming schools and classrooms. Developing the new K-12 *North Carolina Essential Standards* and adopting the *Common Core State Standards* in English Language Arts and Mathematics positions North Carolina to continue to be a leader in education with the outcome of improving student achievement. The impact of such sweeping improvements will depend primarily upon the beliefs, knowledge, and skills of educators who will use the standards and assessments to improve instruction.

This **sample** Transition Plan is structured to illustrate state implementation and transition processes aligned with recommended district-level actions, evidences of those actions, and potential timeframes that will be necessary to ensure an effective implementation. A clear district-level Transition Plan will ensure sustainability in programs, policies, and practices beyond 2014, when Race to the Top funds are to conclude.

State Implementation and Transition Process:

Build educator and stakeholder knowledge of the new *Common Core State Standards* and the *North Carolina Essential Standards*.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Determine who is providing the overall leadership within the organization and who makes up the implementation	Organizational Chart	Spring 2011
Determine specific job responsibilities for the administrative implementation team and how their work will be evaluated (such as the Central Office Evaluation Tool)	Written job responsibilities with corresponding employee evaluation document and improvement plan template (Human Resources)	Summer 2011
Determine what on-going support is needed for the administrative implementation team	Employee Improvement Plan submitted and monitored	Summer 2011
Determine the time line for support of the administrative team	Development and review of timeline	Summer 2011
Determine the philosophy and values that stakeholders must have in order to embrace the change	School Board driven discussion of the district's mission, vision, goals, and values	Summer 2011-Summer 2014

Determine when and how the philosophies and values are presented during training opportunities	Implementation Map	Summer 2011-Summer 2014
Review recruiting and selection criteria for all instructional staff to determine understanding of the new Common Core and Essential Standards	Data regarding teacher pass rates on PRAXIS, satisfactory performance task used to determine knowledge of the Common Core State and North Carolina Essential Standards; personality inventory to determine level of characteristics, such as willingness to learn, solve problems, and think creatively	Summer 2011-Summer 2014

State Implementation and Transition Process:

Develop a clear communication plan to build educator engagement.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Determine who will communicate that there are new standards and when they are to be implemented	Leader Credibility	Summer 2011-2014
Determine if a phase-in approach beginning with grades K-2 is feasible for the 2011-2012 school year and how this will be communicated	Implementation of new standards at selected grade levels	Spring- Summer 2011
Ensure all content areas and grades fully implement the new standards in 2012-2013 school year	Implementation of new Common Core and Essential Standards	Fall 2012-2014
Determine the frequency and purpose of the communication plan	Development and implementation of Communication Plan	Summer 2011-2014
Determine how the communication plan will inform varied audiences (parents, teachers, community members, businesses, etc.)	Development and implementation of Communication Plan	Summer 2011-2014
Determine the strategies and communication methods that will be used to work with external stakeholders	Request for Participation (RFP), external partners work plan and expectations	Summer 2011-2012

State Implementation and Transition Process:

Develop and disseminate instructional resources and tools to build educator understanding of the new standards.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Complete an inventory of current instructional resources and tools to determine if any support the new standards	Inventory of mandatory and optional resources provided (DPI and local district); re-align local curriculum, units, and annual instructional maps to new Common Core and Essential Standards	Spring-Summer 2011-2013

State Implementation and Transition Process:

Develop a variety of online modules to be used by local districts in their blended professional development.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Ensure all teachers have accessibility to and have completed the online modules; ensure all teachers have accessibility to the district PLC	Number of teachers completing modules; district structure to embed modules within local professional development; number of teachers receiving Certificate of Completion	Summer 2011-2014

State Implementation and Transition Process:

Begin instructional materials adoption process.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Re-examine current instructional materials to determine if supplemental materials are possible or if adoption is needed and possible	Instructional materials selection process	Winter 2011-2012

Determine how the new instructional resources and tools are made available to educators	District team use instructional tools and resources to begin alignment work; Level of accessibility and support provided to educators by administrators (school and district levels); Teachers use of instructional resources and tools	Spring-Summer 2011-2014
Determine who is in the best position to provide support to the classroom teacher in implementing the new standards and using instructional tools (administrators, mentors, instructional coaches, peer teachers, etc.)	Coaching criteria for administrators, mentors, instructional coaches, and peers	Spring 2011-2014
Determine plans for teachers to use Crosswalk and Unpacked Standards documents to begin alignment work	Professional Development Plan and Time line	Summer 2011-2013
Determine who will be selected to serve on the curriculum development team to align curricula to the new Common Core and Essential Standards (units, materials, annual instructional map, etc.)	Leadership credibility, teacher leadership qualities, selection by Race to the Top Coordinator	Spring 2011-2013
Determine the external partners needed to sustain and support the implementation of the new standards Determine the level of support (financial, organizational, and/or human) that can be provided by external partners	Request for Participation (RFP), external partners work plan and expectations; comprehensive list of community and private partners	Summer 2011-2013
Determine the “connector” between the external partners and the district/school	External partner work plan completed and monitored	Summer 2011-2013
Determine what will be asked of the external partners and to what degree	External partner work plan completed and monitored	Summer 2011-2013

Determine consistent practices that will be used by all coaches to assess the use of instructional resources and tools	Cognitive and Instructional Coaching training; Coaching Logs, Classroom Walk-Through and Classroom Visits	Summer 2011-2013
Determine to what degree additional support on the Common Core and Essential Standards instructional tools and resources are needed by DST regional leads, ERD leads, or curriculum experts	Teacher, school, and district need	Summer 2011-2013
Create a process by which teachers provide feedback on their level of support and quality of Common Core and Essential Standards Instructional resources and tools	District PLC, teacher survey	Summer 2011-2013

State Implementation and Transition Process:

Provide professional development opportunities to ensure every teacher has a deep understanding of the standards and can implement them to improve student outcomes.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Select district team to attend Common Core and Essential Standards 2011 Summer Institute	Members of District-Level and Charter teams; registration and attendance at selected site	Spring 2011
Begin professional development to ensure all teachers understand the knowledge and skills contained within the new Common Core and Essential Standards	Develop Time Line for intensive Professional Development; ensure all teachers participate in the district professional development (blended approach)	Fall 2011-2014

State Implementation and Transition Process:

Provide regional support for districts on *Common Core State Standards*, *North Carolina Essential Standards*, and instructional practices.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Continue professional development efforts focused on Common Core and Essential Standards/instructional strategies/formative assessment, and data literacy	Ensure all teachers have the opportunity to attend state-level professional development offerings; intensive professional development efforts focused on Common Core and Essential Standards and instructional practices	Fall 2011-2014

State Implementation and Transition Process:

Make accessible NC FALCON and formative assessments exemplars.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Ensure that all teachers have participated in and completed the NC FALCON module and is using formative assessment effectively in the classroom	Teacher documentation; Certification of Completion from NC FALCON module;	2011-2014

State Implementation and Transition Process:

Communicate to LEAs information regarding online assessment by providing development of *Best Practices Guide for Online Assessments* and are making plans to move to a digital assessment environment.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Develop a plan to transition and implement online assessments in collaboration with Testing Coordinator and Technology Director	Transition and Implementation Plan	Summer 2011-2013
Determine what data will be collected to ensure the implementation of the Common Core and Essential Standards	EVAAS, EOG/EOC, Benchmark Assessment Data, Classroom Walk Through	Summer 2011-2014
Determine what process will be put in place to review and respond to the data	School developed process	Summer 2011-2014
Determine a time line for data review (every 6 weeks, monthly, etc.)	Adherence to a developed time line	Summer 2011-2014
Determine who will organize the data and how the data will be presented	Director of Accountability/ graphs and charts as needed	Summer 2011-2014
Determine whether or not the implementation of the Common Core and Essential Standards is successful based upon the data collected	Number of staff trained on Common Core and Essential Standards, increase in student achievement and outcome as evident by formative, benchmark, and summative assessments	Summer 2013-2015
Determine what data the administrative implementation team will use to inform their decisions and determine support		Summer 2011-2014

State Implementation and Transition Process:

All EOCs currently available online.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Determine which EOCs are to be accessible online	EOC online reporting	2011-2015

State Implementation and Transition Process:

NC moves to online assessments **only** through the IIS.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Provide all students accessibility to EOCs online	EOC online reporting	2014-beyond

State Implementation and Transition Process:

Ensure summative tests and summative test data are used effectively.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Districts administer summative tests to students	EOC online reporting	2012-beyond

RESOURCES

Arts Education

Consortium of National Arts Education Associations. (1994). *National standards for arts education*. Retrieved from <http://artsedge.kennedy-center.org/educators/standards.aspx>.

The National Standards for Arts Education, developed by the Consortium of National Arts Education Associations, outline what every K-12 student should know and be able to do in the arts.

Deasy, R., & Stevenson, I. (2005). *Third space: when learning matters*. Washington, DC: Arts Partnership.

The Arts Education Partnership provides case studies that focus on schools with significant low-income populations and showcases complex learning environments and pedagogy in a reader-friendly manner.

Educational Theatre Association (ETA). (2011). *Educational theatre association*. Retrieved from <http://schooltheatre.org/>.

The Educational Theatre Association is a professional organization for theatre educators. ETA operates the International Thespian Society, an honorary organization for high school and middle school theatre students and publishes *Dramatics*, a monthly magazine for students and teachers and *Teaching Theatre*, a quarterly journal for theatre education professionals.

Johns Hopkins School of Education. (2011). *New horizons for learning*. Retrieved from http://www.newhorizons.org/neuro/zull_2.htm.

New Horizons for Learning (NHFL) seeks to provide a forum where educators and researchers will be equal partners developing research questions, conducting research in classrooms, and driving innovation in education.

National Art Education Association (NAEA). (2011). *National art education association*. Retrieved from <http://www.arteducators.org>.

The National Art Education Association is a professional membership organization for visual arts educators. Members include elementary, middle and high school visual arts educators, college and university professors, researchers and scholars, teaching artists, administrators and supervisors, and art museum educators, as well as students who are members of the National Art Honor Society or are university students preparing to be art educators.

National Association for Music Education. (2011). *MENC-the national association for music education*. Retrieved from <http://www.menc.org/>.

MENC is an arts education organization that addresses all aspects of music education. MENC represents teaching levels, from preschool to graduate school.

National Dance Education Organization (NDEO). (2011). *National dance education organization*. Retrieved from <http://www.ndeo.org/>.

The National Dance Education Organization (NDEO) is a non-profit membership organization dedicated to the advancement and promotion of high quality education in the art of dance.

National Dance Education Organization (NDEO). (2011). *Standards: an overview*. Retrieved from <http://www.ndeo.org/>.

The standards are designed for use by all dance arts constituencies: private studios of dance, professional schools, PreK-12 schools, arts organizations, community cultural centers, teacher training programs, and higher education. The standards are used to develop curriculum, understand the breadth and scope of excellence in dance education, and assess if programs or individuals are achieving what students should know and be able to do in the art of dance.

Noblit, G., Corbett, H., Wilson, B., & McKinney, M. (2008). *Creating and sustaining arts-based school reform: the A+ schools program*. New York, NY: Routledge.

This book explores how the incorporation of the arts into a school can be key to its resilience. Based on the A+ School Program, an arts-based school reform effort, this landmark study is a comprehensive, longitudinal analysis of arts in education initiatives that examines the political, fiscal, and curricular implications inherent in the arts.

North Carolina Alliance for Athletics, Health, Physical Education and Dance (NCAAHPERD). (2011). *Dance: dance association for north carolina educators*. Retrieved from <http://www.ncaahperd.org/dance/dance.html>.

The Dance Association for North Carolina educators provides leadership, continuing education training and opportunities for education professionals within North Carolina.

North Carolina Art Education Association. (2001). Retrieved from <http://www.ncaea.org> .

NCAEA is an active advocate for promoting visual arts education in public and private schools K-12, higher education, museums, arts centers, arts councils, and across the state. It includes membership categories for arts educators in the following areas: elementary, middle level, secondary, supervision/administration, higher education, student, museum, and retired art educators.

North Carolina Dance Alliance. (2001). Retrieved from <http://www.ncdancealliance.org/> .

The North Carolina Dance Alliance is the statewide service organization for dance who represent professional dance companies, artists, presenters, educators, students, institutions, individuals and other organizations statewide.

North Carolina Department of Public Instruction. (2002). *Arts education*. Retrieved from <http://www.ncpublicschools.org/curriculum/artsed/> .

A description of the Department of Education Arts Education program, standards, and content are linked to this home page.

North Carolina Department of Public Instruction. (2011). *Arts education*. Retrieved from <http://arts.ncwiseowl.org/> .

This website is a resource for arts educators, administrators, institutions of higher education, and other interested parties maintained by NCDPI Arts Education Consultants Christie Lynch Ebert and Myron Carter..

North Carolina Music Educators Association (NCMEA). (2001). *Welcome to the north carolina music educators association*. Retrieved from <http://www.ncmea.net/> .

The mission of NCMEA is to promote music as a fundamental component of education and to provide opportunities for lifelong learning by supporting teachers, students, and communities in developing and fostering excellence in music.

North Carolina Theatre Arts Educators (NCTAE). (2011). *North Carolina theatre arts educators*. Retrieved from <http://www.nctae.org/> .

NC TAE is a professional organization dedicated to the support of theatre arts educators K–12 in the state of North Carolina, a 501c(3) non-profit organization founded by and for teachers. Work is dispersed across five star point teams: Professional Enrichment, Playworks Project, Membership Communication, Development and Advocacy.

North Carolina Theatre Conference (NETC) . (2011). *North carolina theatre conference*. Retrieved from <http://www.nctc.org/> .

North Carolina Theatre Conference is a service, leadership and advocacy organization for theatre dedicated to improving and enhancing the environment for theatre.

Posner, M., & Patoine, B. (2009, September 14). *How arts training improves attention and cognition*. Retrieved from <http://www.dana.org/news/cerebrum/detail.aspx?id=23206> .

Michael Posner contends that when children find an art form that sustains their interest, the subsequent strengthening of their brains' attention networks can improve cognition more broadly.

Psilos, P. (2002, May 1). *The impact of arts education on workforce preparation*. Retrieved from <http://www.nga.org/cda/files/050102ARTSED.pdf> .

Diverse arts education programs—in and out of school curricula—have proven to be valuable options for states seeking to develop advanced workforce skills for general, at-risk, and incarcerated students. With the help of the arts, governors can ensure that skills are developed effectively, completely, and to the best advantage of the states and their constituencies.

Sousa. (2006). *How the arts develop the young brain: neuroscience research is revealing the impressive impact of arts instruction on students' cognitive, social and emotional development*. School Administrator. Retrieved from <http://www.thefreelibrary.com/How+the+arts+develop+the+young+brain:+neuroscience+research+is..-a0156417562> .

Report of research from neuroscience that reveals the impressive impact that the arts have on the young brain's cognitive, social and emotional development.

The Kennedy Center. (2010). *Arts edge*. Retrieved from <http://artsedge.kennedy-center.org/educators.aspx> .

The Kennedy Center instituted ARTSEDGE as its educational media arm, reaching out to schools, communities, individuals and families with printed materials, classroom support and Internet technologies. ARTSEDGE is a content partner with Thinkfinity.

Resources

Developing Local Curriculum

Downey, C.J., Steffy, B.E., Poston, Jr, W.K., & English, F.W. (2009). *50 ways to close the achievement gap*. Thousand Oaks, CA: Corwin Press.

50 Ways to Close the Achievement Gap provides 50 research-based strategies for developing high-performing schools and fostering educational equity for all students.

English, F.W., & Steffy, B.E. (2001). *Deep curriculum alignment: creating a level playing field for all children on high-stakes tests of educational accountability*. Lanham, MD: Scarecrow Education.

Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability provides guidance in the development of deeply aligned curriculum to produces academic results and a level playing field. Each chapter covers principles of testing and curriculum building, and concludes with a summary of the key concepts presented. The authors present a step-by-step guide to pedagogical parallelism and alignment.

RESOURCES

ELA Resources

Draft publisher's criteria for the common core state standards in ela & literacy, grades 4-12.

(n.d.). Retrieved from <http://www.ode.state.or.us/wma/teachlearn/commoncore/ela-publishers-criteria.pdf>.

A resource to guide selection of materials and resources around the Common Core State Standards.

Fewer, clearer, higher: moving forward with consistent, rigorous standards for all students.

(2010). Retrieved from <http://www.gatesfoundation.org/highschools/Documents/fewer-clearer-higher-standards.pdf>.

An article by the Bill & Melinda Gates Foundation in support of the Common Core State Standards.

Gallagher, K. (2004). *Deeper reading: comprehending challenging texts, 4-12*. Portland, ME: Stenhouse Publishers.

Provides effective strategies for teaching students how to read challenging texts with deeper levels of comprehension.

North Carolina Department of Public Instruction. (2011). *English language arts crosswalks*.

Retrieved from <http://www.ncpublicschools.org/acre/standards/>.

Documents that compare the Common Core State Standards (CCSS, 2010) for English Language Arts and the North Carolina Standard Course of Study (NCSCS, 2004) for English Language Arts.

North Carolina Department of Public Instruction. (2011). *English language arts unpacking documents*. Retrieved from <http://www.ncpublicschools.org/acre/standards/>.

Documents designed to help North Carolina educators teach the English Language Arts Common Core State Standards.

The common core curriculum mapping project. (2011). Retrieved from

<http://www.commoncore.org/>.

Curriculum maps with excellent examples of integrated English Language Arts units incorporating the Common Core State Standards funded by the Gates Foundation.

RESOURCES

ESL and Success for All

Calderón, M. (2007). *Teaching reading to English Language Learners, grades 6-12*. Thousand Oaks, CA: Corwin Press.

Teaching Reading to English Language Learners, Grades 6-12 provides a framework for improving achievement in content classes.

Calderón, M. (2011). *Teaching reading and comprehension to English learners, K-5*. Bloomington, IN: Solution Tree.

Teaching Reading and Comprehension to English Learners, K-5. addresses the language, literacy, and content instructional needs of ELLs and frames quality instruction within effective schooling structures and the implementation of RTI.

Carolina Teachers of English to Speakers of Other Languages (Carolina TESOL). (2011). Retrieved from <http://carolinalesol.shuttlepod.org/>.

North Carolina's statewide professional association for teachers of English to speakers of other languages provides information, resources, and professional development.

Colorín colorado. (2011). Retrieved from <http://www.colorincolorado.org/>.

Colorín colorado is a bilingual web site for educators and families of English Language Learners.

Echevarría, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners the SIOP model*. New York, NY: Pearson and Allyn and Bacon.

Making Content Comprehensible for English Learners: the SIOP Model explains the Sheltered Instruction Observation Protocol framework for raising academic achievement of English learners.

Gibbons, P. (2009). *English learners academic literacy and thinking*. Portsmouth, NH: Heinemann.

English Learners Academic Literacy and Thinking describes an action-oriented approach for providing English learners high-level support to meet high expectations.

North Carolina Department of Public Instruction. (2008, June 5). *English language proficiency standards*. Retrieved from <http://www.ncpublicschools.org/curriculum/esl/scos/>.

The *English Language Development Standard Course of Study* is the North Carolina Standard Course of Study for English Language Learners. These standards are also the World-Class Instructional Design and Assessment (WIDA) Consortium's English Language Proficiency Standards.

North Carolina Department of Public Instruction. (2010). *English as a second language (esl) web site*. Retrieved from <http://esl.ncwiseowl.org/>.

The English as a Second Language website at NCDPI provides staff information and resources.

North Carolina Department of Public Instruction. (n.d.). *Instructional support tools*. Retrieved from <http://www.ncpublicschools.org/acre/standards/support-tools/#unesl>.

Instructional Support Tools provide teachers with strategies to align their instruction and classroom assessments to the state's standards for English language learners.

Teachers of English to Speakers of Other Languages, Inc. (TESOL). (n.d.). Retrieved from http://www.tesol.org/s_tesol/index.asp.

Teachers of English to Speakers of Other Languages, Inc. (TESOL) is the professional organization for those involved in English language teaching and learning for speakers of other languages worldwide.

United States Department of Education. (n.d.) National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA). Retrieved from <http://www.ncela.gwu.edu/>.

NCELA provides research and resources to support high quality education for English Language Learners.

United States Department of Education, Institute of Education Sciences. (n.d.). What Works Clearinghouse. Retrieved from <http://ies.ed.gov/ncee/wwc/reports/topicarea.aspx?tid=10>.

This website provides research on curricula and instructional strategies for English language learners. These curricula and instructional strategies focus on students in grades K–6 and are intended to increase skills in reading achievement, mathematics achievement, and English language development.

World-Class Instructional Design and Assessment (WIDA) Consortium. (2007). Retrieved from <http://www.wida.us/>.

Website of the World-Class Instructional Design and Assessment Consortium, a group of states of which North Carolina is a member, dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners.

World-Class Instructional Design and Assessment (WIDA) Consortium. (2007.) *The WIDA English Language Proficiency Standards*. Retrieved from <http://www.wida.us/>.

The WIDA Standards have been recognized worldwide for their innovative approach to measuring academic language development in English. North Carolina is part of the WIDA Consortium and the WIDA Standards are the North Carolina English Language Development Standards.

RESOURCES

Healthful Living

American Association for Health Education (AAHE). (2011). Retrieved from <http://www.aahperd.org/aahe/>.

American Association for Health Education (AAHE) is a professional organization that advances the profession by serving health educators and others who strive to promote the health of all people through education and other systematic strategies.

American Association for Health Education. (2008). *NCATE health education teacher preparation standards*. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=J37euHlcN3E%3d&tabid=676>.

2008 NCATE Health Education Teacher Preparation Standards published by the American Association for Health Education (AAHE).

American Cancer Society. (2007). *National health education standards*. Retrieved from <http://www.cancer.org/Healthy/MoreWaysACSHelpsYouStayWell/SchoolHealth/national-health-education-standards-2007>.

The National Health Education Standards (NHES) are the framework for health instruction in schools. The standards were developed and revised by a coalition of health education organizations and professionals from across the US.

American Cancer Society, American Diabetes Association, & American Heart Association. (n.d.). *Health education in schools: the importance of establishing healthy behaviors in our nation's youth*. Retrieved from <http://www.cancer.org/acs/groups/content/@nho/documents/document/healtheducationpdf.pdf>.

This statement from the American Cancer Society, American Diabetes Association, and American Heart Association explains the importance of health education programs and the vital role they play in establishing healthy behavior patterns in young people.

American Cancer Society, American Diabetes Association, & American Heart Association. (2009). *Learning for life: health education in schools*. Retrieved from <http://www.cancer.org/acs/groups/content/@nho/documents/document/healthyedlearningforlifefactsh.pdf>.

Learning for Life: Health Education in Schools provides a quick overview of health and academic problems and how to effect changes through school health programs.

American School Health Association. (2011). *Journal of school health*. Retrieved from <http://www.ashaweb.org/i4a/pages/index.cfm?pageid=3341>.

Journal of School Health is a publication for health educators who work as school, public, and private health educators.

Ballard, K, Caldwell D, Dunn C, Hardison A, Newkirk, J, Sanderson M, Thaxton Vodicka S, Thomas C. (2005) *Is it physical education or physical activity?* Retrieved from <http://www.aahperd.org/naspe/publications/teachingTools/PAvsPE.cfm>.

Is it Physical Education or Physical Activity? provides an explanation of the difference between physical education and physical activity and recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year.

Centers for Disease Control and Prevention. (2007, October 15). *National health education standards*. Retrieved from <http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>.

The National Health Education Standards (NHES) are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education.

Centers for Disease Control and Prevention (2008). *School health education resources*. Retrieved from <http://apps.nccd.cdc.gov/sher/>.

CDC's School Health Education Resources (SHER) provides user-friendly access to school health education offerings available from the U.S. Department of Health and Human Services' Centers for Disease Control and Prevention (CDC).

Centers for Disease Control and Prevention. (2010, October 19). *Student health and academic achievement*. Retrieved from http://www.cdc.gov/HealthyYouth/health_and_academics/.

Using data from the Youth Risk Behavior Surveillance System (YRBSS), the CDC Division of Adolescent and School Health provides research supporting the link between health and academic achievement.

Eisen, M., Pallitto, C., Bradner, C., & Bolshun, N. (2000, October 03). *Teen risk-taking: promising prevention programs and approaches*. Retrieved from <http://www.urban.org/url.cfm?ID=310293>.

Teen Risk-Taking: Promising Prevention Programs and Approaches is a guidebook based on research funded by the RWJ Foundation in support of Making The Grade: State and Local Partnerships to Strengthen School-Based Health Centers and a subcontract from Making The Grade at George Washington University.

National Association for Sport and Physical Education. (2004). *Moving into the future: national standards for physical education, 2nd edition*. Retrieved from <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>.

The purpose of the National Standards document is to provide the framework for a quality physical education. The use of the physical education national standards in programs are used to develop physically-educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

National Association for Sports and Physical Education. (2011). *NASPE position statements*. Retrieved from <http://www.aahperd.org/naspe/standards/positionStatements.cfm>.

National Association for Sport and Physical Education (NASPE) develops position statements about key topics in physical education and sport. Position statements are written by content experts to produce the most accurate, valuable information available.

National Association for Sport and Physical Education. (2011). Retrieved from www.aahperd.org/naspe.

The National Association for Sport and Physical Education's (NASPE) mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

National Association for Sport and Physical Education. (2011). *PEmetrics*. Retrieved from <http://www.aahperd.org/naspe/publications/products/pemetrics.cfm>.

PE•Metrics™ is the standards-based, cognitive and motor skill assessment package from NASPE —the national authority on physical education — that uses valid and reliable evaluation tools to measure student progress toward achieving all six National Standards for Physical Education.

North Carolina Alliance for Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD). (2010). Retrieved from <http://www.ncaahperd.org>.

NCAAHPERD provides unity, leadership, and career development through assortment of member services, including advocacy, professional development, scholarly research opportunities, scholarships, and more.

Taras H, Duncan P, Luckenbill D, Robinson J, Wheeler L, Wooley S: *Health, mental health and safety guidelines for schools*. (2004). Retrieved from <http://www.nationalguidelines.org/>.

The purpose of Health, Mental Health and Safety Guidelines for Schools is to help those who influence the health and safety of students and school staff while they are in school, on school grounds, on their way to or from school, and involved in school-sponsored activities.

RESOURCES

Information and Technology

American Association of School Librarians (AASL). (2007). *Standards for the 21st century learner*. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>.

Standards for teaching and learning that describe library programs and serve as a tool for school librarians to use to shape the learning of students in the school.

American Association of School Librarians. (2011). Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/index.cfm>.

The American Association of School Librarians (AASL) is a national association dedicated to advocating excellence, facilitating change, and developing leaders in the school library field.

Integrating technology into the classroom using instructional strategies. (n.d.). Retrieved from www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html.

Based on Robert Marzano's research on effective teaching strategies that impact student learning, this site offers technology resources and strategies for implementing Marzano strategies using technology.

Intel. (2011). *Empowering teachers for change for k-12 education*. Retrieved from <http://www.intel.com/about/corporateresponsibility/education/k12/index.htm>.

Intel® Education enables 21st Century teaching and learning through free professional development, tools, and resources that help K–12 teachers engage students with effective use of technology.

International Association for Technology in Education (ISTE). (2011). Retrieved from <http://www.iste.org/>.

The International Association for Technology in Education (ISTE) is an association for education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK-12 and teacher education.

International Society for Technology in Education. (2011). *Standards for global learning in the digital age*. Retrieved from <http://www.iste.org/standards.aspx>.

The National Educational Technology Standards (NETS) integrate educational technology standards across all educational curricula. While most educational standards apply to a specific content area, the NETS are not subject-matter specific, but rather a compendium of skills required for students to be competitive and successful in a global and digital world.

Katchel, D.E., & Graduate Students of LSC 5530 School Library Advocacy, Spring 2011. (2011). *School library research summarized: a graduate class project*. Informally published manuscript, School Library & Information Technologies Department, Mansfield University, Mansfield, PA. Retrieved from libweb.mansfield.edu/upload/kachel/ImpactStudy.pdf.

A summary and index of findings from school library impact studies in 22 states and 1 Canadian province, showing the relationship between robust school library programs and student achievement.

North Carolina Department of Public Instruction. (2009). *NC WiseOwl*. Retrieved from <http://www.ncwiseowl.org/>.

NC WiseOwl (NC Online Windows for Learning) provides free online instructional resources to K-12 public and charter schools. Resources include encyclopedias, databases, selected websites, and other resources for North Carolina teachers and students.

North Carolina Department of Public Instruction. (2011). *Instructional technology division*. Retrieved from <http://it.ncwiseowl.org/>.

Homepage of the NCDPI Instructional Technology Division. Includes links to the Model Training Plan on ITES, instructional support tools, information and technology resources, and best practices.

North Carolina Department of Public Instruction. (2011). *itunes u*. Retrieved from <http://www.ncpublicschools.org/itunesu/>.

A new multimedia resource for teachers, students, and parents. Includes presentations, professional development videos, curriculum materials and more.

North Carolina Department of Public Instruction. (2011). *Resources for implementing the information & technology essential standards*. Retrieved from http://it.ncwiseowl.org/curriculum_instruction/eStandards/.

The Essential Standards page of the Instructional Technology website includes resources that support the implementation of the Information and Technology Essential Standards, including links to download standards, sample alignments, and professional development planning form. Supporting videos are also posted.

North Carolina School Library Media Association (NCSLMA). (2011, April 13). Retrieved from <http://www.ncslma.org/>.

The North Carolina School Library Media Association (NCSLMA) is North Carolina's statewide organization for school library media professionals and others committed to the mission and goals of effective school library media programs.

North Carolina Technology in Education Society (NCTIES). (2009). Retrieved from <http://www.ncties.org/>.

The North Carolina Technology in Education Society (NCTIES) is North Carolina's statewide organization providing leadership in educational communications and technology and its application to the learning process.

Palzak, D., & Walls, R.T. (2009). *Teachers' beliefs and technology practices: a mixed-methods approach*. Journal of Research on Technology in Education, 41(4). Retrieved from <http://www.mendeley.com/research/teachers-beliefs-and-technology-practices-a-mixedmethods-approach/ doi: 10.1007/s10639-009-9101-4>.

Despite a technology-rich environment, teachers use technology in ways that support their already existing teacher-centered instructional practices. Indicates a need for future professional development that focuses on integration of technology into curriculum via student-centered pedagogy.

Partnership for 21st Century Skills. (2009). *Framework for 21st century learning*. Retrieved from http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119.

A holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

School libraries work!, third edition. (2008). Retrieved from http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf.

This Scholastic Research Foundation paper compiles position statements from a variety of organizations and findings from empirical studies that cite the measurable impact school libraries and library media specialists have on student achievement.

Verizon Foundation. (2011). *Thinkfinity*. Retrieved from <http://www.thinkfinity.org/>.

Thinkfinity is a web portal of standards-based lesson plans, learning objects and reviewed websites aligned with state content standards and the Common Core State Standards.

White, M., Parker-Moore, J., Miracola, F., & McCarthy, C. (2010, August 19). *The 21 things: 21 things for the 21st century educator*. Retrieved from <http://www.21things4teachers.net/index.html>.

This site provides "Just in Time" training through an online interface for K-12 educators based on the National Educational Technology Standards for Teachers (ISTE-NETS), the basic technology skills every educator should possess.

RESOURCES

Mathematics

Common Core State Standards Initiative. (2010). *The standards - mathematics*. Retrieved from <http://www.corestandards.org/the-standards/mathematics> .

The Common Core State Standards for Mathematics website contains the Common Core State Standards and provides a consistent, clear understanding of what students are expected to learn.

Inside mathematics. (n.d.). Retrieved from <http://www.insidemathematics.org/> .

Inside Mathematics is a professional resource for educators supporting implementation of the Common Core State Standards. This site includes classroom examples of innovative teaching methods, rich mathematical tasks, and reflective videos.

National Council of Teachers of Mathematics. (n.d.). *Illuminations*. Retrieved from <http://illuminations.nctm.org/> .

Illuminations is designed to provide Standards-based resources that improve the teaching and learning of mathematics for all students.

National Council of Teachers of Mathematics. (2011). Retrieved from <http://www.nctm.org/> .

The National Council of Teachers of Mathematics is a public voice of mathematics education supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development and research.

National library of virtual manipulatives. (n.d.). Retrieved from <http://nlvm.usu.edu/en/nav/vlibrary.html> .

The National Library of Virtual Manipulatives is an NSF supported project that began in 1999 to develop a library of uniquely interactive, web-based virtual manipulatives or concept tutorials, mostly in the form of Java applets, for mathematics instruction (K-12 emphasis). mathematics

North Carolina Department of Public Instruction. (2011) *Crosswalks - math*. Retrieved from <http://dpi.state.nc.us/acre/standards/support-tools/#crmath> .

Crosswalks for Math, part of the Instructional Toolkit, is designed to assist local curriculum developers in aligning local curriculum resources.

North Carolina Department of Public Instruction. (2011). *Unpacking standards - math*. Retrieved from <http://dpi.state.nc.us/acre/standards/support-tools/#unmath>.

Unpacking Standards for Math provide a process for aligning instruction and classroom student assessments to the Common Core State Standards.

North Carolina Council of Teachers of Mathematics. (n.d.). Retrieved from <http://www.ncctm.org/>.

The North Carolina Council of Teachers of Mathematics is the professional organization in North Carolina of all persons responsible for the teaching of mathematics.

RESOURCES

Preparing All Students for Success

An introduction to instructional accommodations. (n.d.). Retrieved from <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=instruction&subsection=ia/main>.

An Introduction to Instructional Accommodations is an article from the Special Connections web page published by the University of Kansas. This website is devoted to helping teachers collaborate and deliver the most effective instruction to special needs learners.

Center for Applied Special Technology (CAST). (2011). *What is universal design for learning?*. Retrieved from <http://www.cast.org/udl/index.html>.

The Center for Applied Special Technology is a nonprofit research organization that seeks to improve educational opportunities for all students, especially those with learning disabilities, through Universal Design for Learning.

Council for Exceptional Children. (2011). *Teaching math to students with disabilities*. Retrieved from <http://www.cec.sped.org/AM/Template.cfm?Section=Home&CONTENTID=7015&TEMP LATE=/CM/ContentDisplay.cfm>.

This article, published within the Council for Exceptional Children's website, discusses best practices for teaching math to students with disabilities. The article references the NCTM principles and discusses the latest, most effective trends in teaching mathematics.

Disabilities, Opportunities, Internetworking and Technology Center (DO-IT). (n.d.). *Learning disabilities*. (n.d.). Retrieved from <http://www.washington.edu/doit/Faculty/Strategies/Disability/LD/>.

The Disabilities, Opportunities, Internetworking and Technology Center (DO-IT) through the University of Washington promotes the use of technology to assist individuals with disabilities in achieving success in education. This article on the DO-IT webpage defines specific types of learning disabilities and provides suggested accommodations for the general education classroom.

National Center for Education Statistics. (2009, April 21). Table a-6-2. percentage distribution of students ages 6–21 served under the individuals with disabilities education act, part b, by educational environment and type of disability: selected school years, 1989–90 through fall 2007. Retrieved from http://nces.ed.gov/programs/digest/d09/tables/dt09_051.asp .

A table reflecting the percentages and types of students with disabilities receiving instruction within the general education classroom. It also shows the average amount of time each day students with disabilities are spending in general education classes. These statistics provide rationale for educators to understand how to effectively plan instruction for diverse groups of learners.

National Dissemination Center for Children with Disabilities. (2010, September). *Supports, modifications, and accommodations for students*. Retrieved from <http://nichcy.org/schoolage/accommodations> .

The National Dissemination Center for Children with Disabilities is a clearinghouse of information regarding children with disabilities. The NICHCY website has a wealth of information on types of disabilities, the education process and national and state laws. Included is a lot of information on supports, modifications and accommodations for students with disabilities.

North Carolina Department of Public Instruction. (2008, July). *Strategies and resources for including students with disabilities in science curriculum units*. Retrieved from <http://www.dpi.state.nc.us/curriculum/science/units/> .

Strategies and Resources for Including Students with Disabilities in Science Curriculum Units contains information about students with disabilities and how to best make accommodations for them within general education science classes. An overview of federal and state policies regarding the inclusion of students with disabilities in the North Carolina Standard Course of Study is also included.

RESOURCES

Professional Development

Conzemius, A. & O'Neill, J. (2002). *The handbook for SMART school teams*. Bloomington, IN: Solution Tree.

The Handbook for SMART School Teams provides guidance for collaboration and teamwork through using focus, reflection, collaboration, and leadership tools and practices. This is a comprehensive “guide on the side” resource supports work with teams at every level of the organization.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Evaluating Professional Development is a practical guide to evaluating professional development programs at five increasing levels of sophistication: participants' reaction to professional development; how much participants learned; evaluating organizational support and change; how participants use their new knowledge and skills; and improvements in student learning. professional development

Guskey, T.R. (2002). *Redesigning professional development. does it make a difference? evaluating professional development*. Educational Leadership, 59(6), Retrieved from <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx>.

Redesigning Professional Development provides a brief overview of Guskey's five levels of evaluation for professional development.

Hassel, E. (1999). *Professional development: learning from the best [NCREL]*. Retrieved from <http://www.learningpt.org/pdfs/pd/lftb.pdf>.

Professional Development: Learning from the Best is a comprehensive toolkit based on the experiences of award winning sites of the U.S. Department of Education's National Awards Program for Model Professional Development. It provides schools and districts with a step-by-step guide to implementing strong, sustainable professional development positively impacting students' learning goals.

Lambert, R., Rowland, B., Taylor, H, & Wheeler, C. (2010). *Resource manual for administrators and principals supervising and evaluating teachers of young children*. Retrieved from http://www.earlylearning.nc.gov/_pdf/SUPPteachereval_Color_April2011.pdf.

A supplementary manual to support the evaluation of teachers of young children, specifically PreK and Kindergarten teachers who are required to hold and maintain a North Carolina Teaching License while teaching in public or nonpublic schools.

Schlechty, P.C. (2002). *Working on the work. An action plan for teachers, principals, and superintendents*. San Francisco, CA: Jossey-Bass.

Phillip Schlechty believes that the key to improving education is to improve the quality of student work. He calls this "Working the Work" (WOW), and he's developed a framework that allows educators to put the WOW principles into practice.

RESOURCES

Revised Bloom's Taxonomy (RBT)

Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J. & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of education objectives*. New York: Longman.

Bloom's Revised Taxonomy was used by the NCDPI Essential Standards Writing Teams to focus, provide depth and clarity to the standards in order to define what students are expected know, understand, and do. Revised Bloom's Taxonomy ensures that the what students are to know and do are measurable and can be assessed by formative, interim, and summative assessments.

RESOURCES

Science

American Association for the Advancement of Science. (1993). *Benchmarks for science literacy*. New York, NY: Oxford University Press

Created in close consultation with a cross-section of American teachers, administrators, and scientists, Benchmarks elaborates on the recommendations to provide guidelines for what all students should know and be able to do in science, mathematics, and technology by the end of grades 2, 5, 8, and 12.

American Association for the Advancement of Science. (2009). *Benchmarks online-project 2061*. Retrieved from <http://www.project2061.org/publications/bsl/online/>.

Project 2061 Benchmarks Online enable users to browse the full text of Benchmarks by chapter or use keywords to search the entire document. Hypertext links direct the user to cognitive research and bibliographic references.

Association for the Advancement of Science. (2011). *Science netlinks*. Retrieved from <http://www.sciencenetlinks.com>.

Providing a wealth of resources for K-12 science educators, Science NetLinks is your guide to meaningful standards-based Internet experiences for students. Science NetLinks is part of Thinkfinity, a partnership between the Verizon Foundation.

Center for Science, Mathematics, and Engineering Education (CSMEE). (1996). *National science education standards*. Washington, DC: National Academy Press.

The Standards offers a coherent vision of what it means to be scientifically literate, describing what all students should understand and be able to do in science. The volume reflects the principles that learning science is an inquiry-based process, that science in schools should reflect the intellectual traditions of contemporary science, and that all Americans have a role in science education reform.

Centers for Disease Control and Prevention. (2006, October). *School chemistry laboratory safety guide*. Retrieved from <http://www.cdc.gov/niosh/docs/2007-107/pdfs/2007-107.pdf>.

CDC guidelines for addressing safety and safety regulations and laws in the science classroom and laboratory.

Conceptual framework for new science education standards. (2011, March 7). Retrieved from http://www7.nationalacademies.org/bose/Standards_Framework_Homepage.html.

The Framework describes the major ideas and practices in the natural sciences and engineering that all students should be familiar with by the end of high school. The Framework is designed to help realize a vision for education in the natural sciences in which students actively engage in science practices in order to deepen their understanding of core ideas in science over multiple years of school.

Council of State Science Supervisors. (n.d.). *Science & safety making the connection*. Retrieved from <http://www.csss-science.org/downloads/scisafe.pdf>.

The goal of this document is to provide a concise reference for science teachers, primarily at the secondary (9-12) level. They can refer to it for information and resources on some of the most commonly asked questions that concern science teachers.

Council of State Science Supervisors. (n.d.). *Science and safety: it's elementary!*. Retrieved from http://www.csss-science.org/downloads/scisaf_cal.pdf.

Science and Safety: It's Elementary! is a handbook for safety in elementary science education classrooms.

National Assessment of Educational Progress (NAEP). (2008, September). *Science framework for the 2009 national assessment of educational progress*. Retrieved from <http://www.nagb.org/publications/frameworks/science-09.pdf>.

The framework describes the science content and science practices that form the basis for the 2009 NAEP Science Assessment. It also discusses item distribution and types of items, as well as draft achievement levels. Finally, it recommends several small-scale, special studies to be considered in conjunction with the 2009 or future science assessments.

National Research Council. (2010). *State assessment systems: exploring best practices and innovations: summary of two workshops*. Washington, DC: The National Academies Press.

This book summarizes two workshops convened to collect information and perspectives on assessment in order to help state officials and others as they review current assessment practices and consider improvements.

National Science Teachers Association (NSTA). (2011, April). *NSTA: next generation science education standards*. Retrieved from <http://www.nsta.org/about/standardsupdate.aspx>.

The Next Generation of Science Education Standards provides an update on this project.

National Science Teachers Association (NSTA). (2011). Retrieved from <http://www.nsta.org/>.

A professional association committed to promoting excellence and innovation in science teaching and learning for all, NSTA's membership includes science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in and committed to science education.

North Carolina Department of Labor. (2005). *A guide to school safety and health*. Retrieved from <http://www.nclabor.com/osh/etta/indguide/ig21.pdf>.

A Guide to School Safety and Health can be viewed as a primer regarding hazards in three broad areas within schools: laboratories, fires, and automobile and woodworking shops. The guide seeks to heighten awareness of some of the most prominent hazards in those areas and to inform the reader of several key safety and health standards.

North Carolina Department of Public Instruction. (2010, April). *School science facilities planner*. Retrieved from <http://www.schoolclearinghouse.org/pubs/SCIENCE.PDF>.

This publication describes science programs and facilities and is a supplement to the North Carolina Public School Facilities Guidelines. It is a resource that can assist design professionals to plan facilities that effectively meet the evolving needs of public schools in North Carolina.

North Carolina Science Leadership Association. (2011). Retrieved from <http://ncsla.net/>.

NCSLA provides opportunities for science educators at all levels to exchange ideas and information, promote the cause of quality science instruction, and influence the creation of policies and legislation.

North Carolina Science Teachers Association (NCSTA). (2011). Retrieved from <http://www.ncsta.org/>.

The North Carolina Science Teachers Association (NCSTA) was formed in 1969 with the mission of promoting excellence in science teaching and learning in North Carolina.

Pratt, H. (2011, May 2011). *Anticipating the conceptual framework for science education*. Retrieved from http://www.nsta.org/pdfs/Pratt_AnticipatingTheFramework.pdf.

The first in a series of articles by NSTA that explore the development, role, content, and implications of the soon-to-be-released Conceptual Framework for Science Education.

RESOURCES

Social Studies

Center for Civic Education. (1994). *National standards for civics and government*. California: Center for Civic Education.

National Standards for Civics and Government, developed by the Center for Civic Education with support from the U.S. Department of Education and The Pew Charitable Trusts, identify what students should know and be able to do in the fields of civics & government when they complete grades 4, 8, & 12.

Center for Civic Education. (2009). *National standards for civics and government*. Retrieved from http://www.civiced.org/index.php?page=stds_preface.

National Standards used in the creation of the 2010 North Carolina Social Studies Essential Standards.

Council for Economic Education. (1997). *Voluntary national content standards in economics*. New York: Council for Economic Education.

The purpose of the Voluntary National Content Standards in Economics is to help raise the quality of economic education in America's schools. Standards in economics are for students entering a complex global economy, so that they may fully and effectively participate in it.

Council for Economic Education. (2010). *Voluntary national content standards in economics*. New York: Council for Economic Education.

The revised Voluntary National Content Standards in Economics are a tool for educators, specifying what students, Kindergarten through grade 12, should learn about basic economics and the economy as they go through school, so that they will be better-informed workers, consumers and producers, savers and investors, and most important, citizens.

Council for Economic Education, (2010). *Voluntary national content standards in economics, 2nd edition*. Retrieved from <http://www.councilforeconed.org/ea/standards/standards.pdf>.

National Standards used in the creation of the 2010 North Carolina Social Studies Essential Standards.

Geography for life: the national geography standards. (1994). Washington D.C.: National Geographic Society Committee on Research and Exploration.

The Geography Standards Framework are developed around six essential elements and eighteen national standards.

Jago, C. (2009, March). *A history of naep assessment frameworks*. Retrieved from <http://www.nagb.org/who-we-are/20-anniversary/jago-frameworks-formatted.pdf>.

A History of NAEP Assessment Frameworks is a paper commissioned for the 20th Anniversary of the National Assessment Governing Board 1988–2008.

Jumpstart Coalition for Personal Financial Literacy. (2007). *National standards in K-12 personal financial education*. Washington D.C.: Jumpstart Coalition for Personal Financial Literacy.

The National Standards in K–12 Personal Finance Education, created and maintained by the Jump\$Start Coalition® for Personal Financial Literacy and represent the framework of an ideal personal finance curriculum, portions of which might not be appropriate for individual instructors and students.

National Center for History in the Schools. (1996). *National history standards*. Los Angeles, California: National Center for History in the Schools.

The National Standards for History combines standards in both United States and World History for grades 5-12. This volume provides a rich resource that teachers, administrators, and curriculum specialists will wish to draw upon in designing both world and US history courses as well as state and local standards and guidelines.

National Center for History in the Schools, (n.d.). *Historical thinking standards*. Retrieved from <http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1>.

National Standards used in the creation of the 2010 North Carolina Social Studies Essential Standards.

National Council for Geographic Education, (n.d.). *National geography standards*. Retrieved from <http://www.ncge.org>.

National Standards used in the creation of the 2010 North Carolina Social Studies Essential Standards.

National Council for the Social Studies. (2010). *National curriculum standards for social studies: a framework for teaching, learning, and assessment*. Washington D.C.: National Council for the Social Studies.

The curriculum standards for social studies provide a framework for professional deliberation and planning about what should occur in a social studies program in grades pre-K through 12.

National Council for the Social Studies. (2010). *National council for the social studies national standards for social studies teachers*. Washington D.C.: National Council for the Social Studies.

This publication of National Council for the Social Studies describes and explains the council's national standards for social studies teachers-standards that were approved initially by the NCSS Board of Directors on April 27, 1997.

North Carolina Department of Public Instruction. (2010). *North Carolina social studies essential standards: meeting the needs of all students in the 21st century*. Retrieved from <http://www.dpi.state.nc.us/docs/acre/standards/new-standards/social-studies/meeting-needs.pdf>.

This document includes the Rationale for Change and a description of the new structure and content in K-12 Social Studies. There is a brief description of the skills and content that students are expected to master at each grade level.

Partnership for 21st Century Skills. *Framework for 21st century learning*. (2009, December). Retrieved from http://www.p21.org/documents/P21_Framework.pdf.

The vision for student success in the new global economy outlined and described by the Partnership for 21st Century Skills.

RESOURCES

World Languages

American Classical League, American Philological Association, & Regional Classical Associations. (1997). *Standards for classical language learning*. Retrieved from http://www.aclassics.org/uploads/assets/files/Standards_Classical_Learning.pdf.

The goals and standards in Standards for Foreign Language Learning describe a K-12 foreign language program in a core curriculum for all students and languages. While broad goals establish the framework for the language program, content standards describe what students need to know and do in a language.

American Council on the Teaching of Foreign Languages (ACTFL). (1997). *Standards for foreign language learning, preparing for the 21st century*. Retrieved from http://actfl.org/files/public/StandardsforFLExecsumm_rev.pdf.

The standards suggest the types of curricular experiences needed to enable students to achieve the standards, and support the ideal of extended sequences of study that begin in the elementary grades and continue through high school and beyond. They are to be used in conjunction with state and local standards and curriculum frameworks to determine the best approaches and reasonable expectations for the students in individual districts and schools.

American Council on the Teaching of Foreign Languages. (1999). *ACTFL proficiency guidelines c speaking*. Retrieved from <http://actfl.org/files/public/Guidelinespeak.pdf>.

The ACTFL Proficiency Guidelines C Speaking (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels.

American Council on the Teaching of Foreign Languages. (2001). *Preliminary ACTFL proficiency guidelines-writing*. Retrieved from <http://actfl.org/files/public/writingguidelines.pdf>.

The ACTFL Proficiency Guidelines are global characterizations of integrated performance in each of four language skills: speaking, writing, reading, and listening.

American Council on the Teaching of Foreign Languages. (n.d.). *ACTFL performance guidelines for k-12 learners*. Retrieved from <http://actfl.org/i4a/pages/index.cfm?pageid=3327>.

Standards for Foreign Language Learning have answered the question of 'what' should be taught in American foreign language classrooms.

National Council of State Supervisors for Language. (2001). *LinguaFolio training modules*. Retrieved from <http://www.learnnc.org/lp/editions/linguafolio/>.

A series of free online training modules for LinguaFolio have been published through LEARN NC, University of North Carolina at Chapel Hill as part of a collaborative project between the North Carolina Department of Public Instruction (NCDPI) and the National Council of State Supervisors for Languages (NCSSFL).

National Council of State Supervisors of Languages. (2011). *LinguaFolio*. Retrieved from http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index.

LinguaFolio is a portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. It includes Biography, Dossier, and Passport along with a summary of self-assessments that describe competency with different languages.