



SBE Review

NCAE CTL

December 2, 2010

We hope that your Christmas and Holiday Celebrations will be full of laughter, joy, peace and time for rest.



We wish you a wonderful New Year!

Social Studies Curriculum Approved!

The State Board of Education approved the new K-12 Social Studies Essential Standards. The K-12 Curriculum and Instruction Division, at the direction of the State Board of Education, developed the new standards using current research on global issues, national and international standards, along with business and labor market standards. Writing teams composed of teachers, business community members, DPI curriculum staff, assessment staff, social studies organizations, LEA curriculum consultants, and exceptional children's consultants were involved in a collaborative writing process that involved face-to-face and virtual meetings. Multiple feedback cycles were used to obtain input from individuals across the state and collective feedback from LEAs. The new document can be found at <http://www.ncpublicschools.org/acre/standards/phase2/>.

When you review the essential standards for the first time you will note that the objectives and sequence of core areas are divided into by: **H**—History, **G**—Geography and Environmental Literacy, **E**—Economic and Financial Literacy, **C&G**—Civics and Governance, **C**—Culture.

These new standards create other changes within this core subject. New assessments will be created with the high school assessment in US History EOCT becoming a Document Based Assessment, not a multiple choice item test. SBE Policy GCS-N-004 and GCS-M-001 were approved for the Freshman Class of 2012-13 to reflect an increase in Social Studies graduation requirements from three credits to four credits. Approval of this recommendation will increase Future Ready Core graduation requirements from twenty-one to twenty-two units.

Other Globally Competitive Student Issues

1. Approved the amended Credit Recovery Policy. Credit recovery will be used to refer to a block of instruction that is less than the entirety of the Standard Course of Study for that course. Credit recovery specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. The length of credit recovery courses shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript. Students "Repeating a course for credit" will receive a grade and take the associated End

Globally Competitive Students Continued

of- Course assessment. Those students who have already made a Level III or IV on the associated End-of-Course (EOC) assessment may elect to either retake the EOC or use the previous passing EOC score as 25% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.

2. Accepted the S66 Arts Education Task Force Report containing recommendations on how to strengthen the arts curriculum. The report had six categories of recommendations: **A: Basic Education Program (BEP), B : High School Graduation Requirement, C : A+ Schools Program, D: Arts Integration, and E: Arts Exposure.** The SBE had a few concerns over the recommendations due to budget issues during these tight budget times. The entire report can be found at <http://www.ncpublicschools.org/docs/stateboard/meetings/2010/12/gcs/12gcs02.pdf>.
3. Discussed the Adult High School Programs under the auspice of the Community Colleges. Currently there are 41 of the 58 CC providing Adult High School courses. Students who complete this program earn a NC Diploma. There will be six CC pilot programs this spring implementing the Future Ready Core EOCTs.



Healthy Students

Study on Issues Related to Sports Injuries at Middle School and High School Levels

The SBE discussed the reports recommendations on improving the quality of safety issues for student athletes. The nine recommendations cover a wide range of issues including, all schools having a certified athletic trainer employed at the school, to a no return policy following a concussion without the release of a physician. The report can be found at <http://www.ncpublicschools.org/docs/stateboard/meetings/2010/12/hrs/12hrs01.pdf>. If you have concerns or issues and would like to share your thoughts; contact Paula Collins at NC DPI. Her e/mail is PCollins@dpi.state.nc.us.



21st Century Professionals

1. Approved the following Alternative Principal Leadership Academies, Piedmont Triad LA, and the Sandhills LA. The first LA, was the Northeast Leadership Academy (NELA), in NC's northeast region connected to a MSA program designed by NCSU to serve a cluster of low-achieving rural schools. Leadership Academies must have partnerships that will be able to focus on skills needed to train new principals. In the application process for this year there were four applications and these two were approved.

The Piedmont Triad Leadership Academy brings together a strong collaboration among **4 piedmont school districts**, Alamance Burlington School System (ABSS), Asheboro City Schools (ACS), Guilford County Schools (GCS), & Winston-Salem Forsyth County Schools (WSFCS) in partnership with Piedmont Triad Education Consortium (PTEC) & the University of North Carolina at Greensboro (UNCG).

Sandhills Leadership Academy seeks to meet the needs of its regional consortia members through the development of strong administrators to serve in the **10 participating districts** of the Sandhills Region. The Sandhills Education Consortium (SREC) anticipates that 50% or more of the principals in member LEAs will retire over the next four years. In response, the following LEAs have collaboratively proposed this project to provide educators with an alternative route to earn administrative certification: Anson Co. Schools, Cumberland Co. Schools, Harnett Co. Schools, Hoke Co. Schools, Lee Co. Schools, Montgomery Co. Schools, Moore Co. Schools, Richmond Co. Schools, Public Schools of Robeson County, and Scotland Co. Schools. Partners in the project are Fayetteville State University (FSU), UNC-Pembroke (UNC-P), and the North Carolina Center for the Advancement of Teaching (NCCAT).

2. Approved the Re-visioned Teacher Education Programs for many IHEs.
3. Discussed the proposed new Praxis II exam for Elementary Education. The proposal calls for moving to **one exam** instead of the current two exams. The proposed Praxis II exam is 0015.

DHHS Transition Plan for Residential Schools

The report presented to the SBE last month based on legislation requiring a plan as to how to adjust the three residential schools had two major options; of which one was to close two schools and combine the School for the Blind and Deaf into one residential school. Advocates, NCAE being one, raised issues and concerns regarding the draft plan submitted to the SBE in November. The report that is now going to the Education Oversight Committee calls for; establishing the three residential schools as an entity that operates similar to a LEA, creating a School Board consisting of representatives from the geographical regions the schools serve, adding additional staff at NC DPI to assist with functions and to reinstate principals at each of the three schools. Research shows that the residential schools need an instructional leader to focus on



the academic needs and best practices in the classroom. A search committee has been formed to find a Superintendent for these three schools. The report proposed that each school create a Human Rights Commission to address grievances. NCAE staff and leaders met with members from the three schools to assist in providing feedback to the SBE regarding issues of the report. The full report can be found at <http://www.ncpublicschools.org/docs/stateboard/meetings/2010/12/tcs/12tcs02.pdf>



Other Hot News!

Leadership For Innovation

The SBE Committee heard an update on the proposed regional Agri/Science/Biotech High School. The proposed project is being supported by NCSU and the school is to be located in a geographic region that serves several LEAs with an economy that connects to the theme. This will not be a mega high school; and will serve no more than 300 students. The task force working on this project has visited similar schools in Ohio and New York. The proposed plan suggests a Board of Directors that would have a Local Superintendent representative, parents from the community, a student, representatives from the university and the local Community College. Funding will be a combination of many resources and the hope is that an endowment can be created to sustain this type of regional school. The red flag raised for NCAE is that the concept is that teachers will be hired and placed on a contract. If the teacher is tenured in an LEA, the tenure would not matter once hired by this school. Very similar to teachers who work in Charter Schools. A full report is expected in February.

Update on RT3/Career College Ready Set Go!

The SBE was provided an update on RT3 activities for the month of November. NC DPI staff and Friday Institute staff reviewed and approved Local Detailed Scopes of Work (DSW) plans. 115 LEAs submitted plans and 33 Charter Schools submitted plans. The plans can be found at <http://www.ncpublicschools.org/rttt/>

NC DPI staff are assisting with the Governor's Education Transformation Commission; which NCAE President Sheri Strickland has a voting seat.

Areas where technical assistance is needed: Research on use of student growth measures as an indicator of teacher and principal effectiveness (particularly in "non-tested" subjects). There is a **NC Teacher Effectiveness Committee** and **NCAE President Sheri Strickland and Pitt NCAE President Mary Robinson** have voting seats. On the **NEA Teacher Effectiveness Committee**, NCAE member **Jim Brooks of Wilkes** County is representing NC.

Congratulations to **NCAE/GCAE member Kim James**, a special education resource teacher at Triangle Lake Montessori Elementary School for being selected as North Carolina's 2010 Milken Family Foundation National Educator recipient; \$25,000.