

# OKLAHOMA'S SUBJECT MATTER STANDARDS

2014

College and Career Readiness

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# Oklahoma's Subject Matter Standards

## COLLEGE AND CAREER READINESS

### INTRODUCTION

On June 5, 2014, Governor Mary Fallin signed House Bill 3399 into law. The measure significantly revises the process by which the State Board of Education must review and revise state subject matter standards. First and foremost, the law requires that the State Board of Education implement subject matter standards for English Language Arts and Mathematics that were in place prior to the revisions adopted by the Board in 2010. This means all school districts will be required to implement PASS standards until new standards are written and adopted by the Board.

To this end, provisions of HB 3399 require that by August 1, 2016, the State Board of Education, in consultation with the Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce, shall adopt subject matter standards in English Language Arts and Mathematics that are considered college- and career-ready. To be considered as such, the standards shall be evaluated by the Oklahoma State Department of Education, the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce and determined to:

1. Address the goals of reducing the need for remedial coursework at the postsecondary level; and
2. Increase successful completion of postsecondary education.

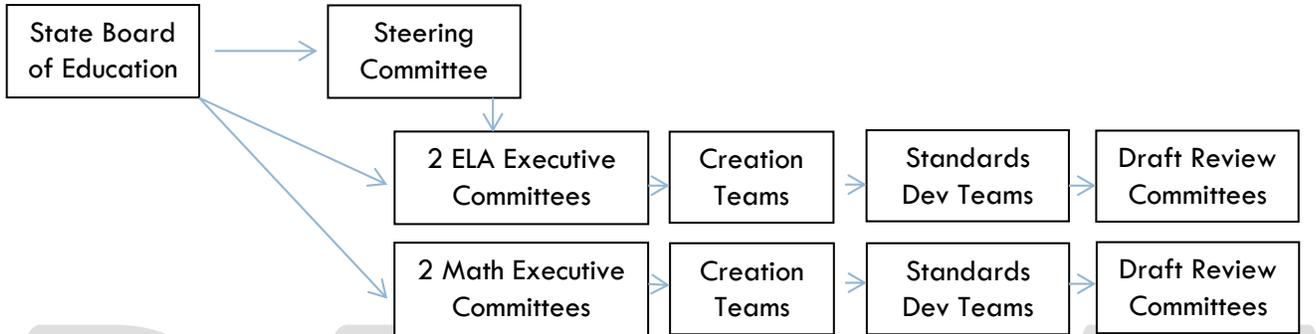
HB 3399 requires the State Board of Education to utilize an inclusive process to rewrite English Language Arts and Mathematics subject matter standards. The law requires the Board to provide reasonable opportunity for public comment on the revision of the standards from students, parents, educators, organizations representing students with disabilities and English language learners, higher education representatives, career technology education representatives, subject matter experts, community-based organizations, Native American tribal representatives and business community representatives. To meet the intent of the law, the Department's recommendation is for these entities to be involved throughout the entirety of the standards revision process.

Upon the adoption of new English Language Arts and Mathematics standards, HB 3399 requires the Board to compare the standards with the English Language Arts and Mathematics standards adopted by the Board in June of 2010. To complete this process, the Board is to use best practices, evidence and research in the evaluation of both standards. The law sets out 10 criteria which the Board shall include in the comparison. Upon completion of this process, the State Board shall submit a report detailing the results of the comparison to the Governor, the Speaker of the House, the President Tempore of the Senate, the Minority Leader of the House and the Minority Leader of the Senate.

The purpose of this document is to provide information relating to the process the State Board of Education will utilize to fulfill the requirements of HB 3399 specifically with regard to the adoption of revised English Language Arts and Mathematics subject matter standards.

## OVERALL PROCESS FOR STANDARDS REVISION | 1.0

The overall process of revision and adoption will require the work of numerous Oklahomans. The following Committees will play an integral role in the overall revision process. A detailed description of the standards revision process is outlined in the attached chart, "Oklahoma Standards Timeline." A brief overview of the drafting process is detailed below:



For additional information outlining the entire revision process, please consult the chart referenced above.

### Steering Committee

HB 3399 requires that the State Department of Education, the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce evaluate the new standards adopted by the State Board of Education to determine whether the new standards are college and career ready. To facilitate this certification, the leaders of each of the aforementioned entities will serve on a Steering Committee, which will advise and consult the State Board of Education on all issues relating to revision and adoption of new subject matter standards. The Steering Committee shall consist of:

- The Executive Director of the State Board of Career and Technology, or a Designee
- The Chancellor of Higher Education, or a Designee
- The State Superintendent of Public Instruction, or a Designee
- Secretary/Executive Director of the Department of Commerce, or a Designee
- State Board of Education Members (2)

The Steering Committee shall provide oversight to the standards revision process by ensuring that each step in the process is implemented in a manner that will ensure the final result of college- and career-ready standards. The Steering Committee shall provide periodic updates to the State Board of Education on the progression of the standards revision process.

### Executive Committees

For both English Language Arts and Mathematics, an Executive Committee shall be appointed to oversee the development of content area for each subject matter, respectively. Four Executive Committees will be appointed by the State Board of Education, through the Steering Committee: English Language Arts for Prekindergarten through grade five; English Language Arts for grades six through twelve; Mathematics for Prekindergarten through grade five; and Mathematics for grades six through twelve.

The purpose of the Executive Committees will be to provide general oversight to the overall drafting process. The Executive Committee will advise the State Department of Education on all matters related to the standards adoption/revision process. It is recommended that each Executive Committee have between 12-20

members and at least one member of the Oklahoma legislature. Executive Committee members are expected to participate throughout the entirety of the drafting process, including providing input on possible edits, reviewing draft assessment boundaries, assisting with Regional Advisory Meetings as outlined below, and responding to public comment. The Executive Committees will also recommend the use of various resources, including existing standards and standards guidance documents to the Standards Creation Teams for consideration during the initial drafting process. The committee will oversee the vertical alignment of standards until final standards are submitted for approval to the State Board of Education.

The Executive Committees will select the individuals who will serve on the Standards Creation Teams and the Draft Review Committees. Executive Committee members will play an active role in the work of the Standards Creation Teams. The Executive Committee members will be expected to assist and/or intervene in providing direction to Standards Creation Teams and assist members in reaching a consensus on matters related to the content of the subject matter standards.

Any individual representing the following interests may apply to serve on the Executive Committee: students, parents, educators, organizations representing students with disabilities and English language learners, higher education representatives, career tech representatives, subject matter experts, community based organizations, Native American tribal representatives and business community representatives.

### Standards Creation Teams

The Standards Creation Teams should consist of at least 12 individuals for each grade level. The Committees should have equal representation amongst socioeconomic, geographic, urban/suburban/rural educators, and community-based membership, and shall include the individuals detailed in the previous section. (Students, parents, educators, organizations representing students with disabilities and English language learners, higher education representatives, career tech representatives, subject matter experts, community based organizations, Native American tribal representatives and business community representatives.) The committee also should consist of representation from all grade levels and subject areas within the content area of the standards. Standards Creation Teams will meet in-person and virtually to research, write, review, and edit all standards within the content area for each subject and grade level.

Each Executive Committee will develop an application (evaluation) rubric, evaluate applications, and appoint one Standards Creation Team for each grade level by evaluating submitted applications. Standards Creation Teams shall be formed to evaluate existing standards from various states, evaluate other resources recommended by the Executive Committee, gather input from interested parties, and primarily draft the subject matter standards. Any individual may apply to serve on the Standards Creation Teams, although a majority of the representation on the Team shall consist of classroom teachers and content-matter experts.

Standards Creation Teams shall produce drafts of grade-level subject matter standards. Standards Creation Teams may meet in person, or virtually, as described below. Additionally, Standards Creation Teams from differing grade levels may meet to ensure appropriate alignment of standards. Ultimately, each Standards Creation Team shall produce draft subject matter standards to the Standards Development Team for final alignment. Standards Creation Teams and the Standards Development Team may work together to finalize the draft standards prior to submission to Draft Review Committees.

The primary goal of the Standards Creation Teams shall be to produce draft standards which shall be submitted to the Draft Review Committee, the public, the Oklahoma State Department of Education, the State Regents for Higher Education, the State Board of Career and Technology Education, the Oklahoma Department of Commerce, and ultimately the State Board of Education.

In addition to drafting subject matter standards, the Standards Creation Teams will draft assessment boundaries, which will be used to assist classroom teachers in determining what subject matter should be considered for inclusion in state assessments. Prior to submission to the Draft Review Committee, the Executive Committee shall provide input on the draft subject matter standards and the proposed assessment boundaries. As part of the revision process, members of the Standards Creation Teams will assist the Executive Committee in reviewing and responding to public comments.

Each Standards Creation Teams will elect two members to serve on the Standards Development Team. The purpose of the Standards Development Team will be to compile and align the grade-level subject matter standards authored by the Standards Creation Teams. The Standards Development Team will ensure that the subject matter standards are aligned from Prekindergarten through grade 12. The Standards Development Team members will continue to work with the Standards Creation Teams they represent to make any necessary adjustments in the standards.

### Standards Development Team

The Standards Development Team will consist of two members elected from each Standards Creation Team from ELA and Math at each grade level. The Standards Development Team will be to compile and align the grade-level subject matter standards authored by the Standards Creation Teams and evaluate assessment boundaries. The Standards Development Team will ensure that the subject matter standards are aligned from Prekindergarten through grade 12. The Standards Development Team members will continue to work with the Standards Creation Teams they represent to make any necessary adjustments in the standards

There will be 28 members from ELA and 28 members from Math of the grade-level Standards Creation Teams consisting of two (2) from each grade level, Prekindergarten through 12. The Standards Development Team will review draft standards and assessment boundaries and review the drafts for alignment and consistency.

The Standards Development Team will engage in an iterative process with Standards Creation Teams members, to work together throughout the drafting process to finalize standards and assessment boundaries.

The Standards Development Team will submit draft subject matter standards to the Executive Committee for feedback. The Standards Development Team ultimately will submit draft standards to each Draft Review Committee.

### Draft Review Committee

For both English Language Arts and Mathematics, Draft Review Committees will be formed to review draft standards and provide comments and suggestions to the Standards Creation Teams prior to public release and/or the designated public comment period. Any individual may serve on the Draft Review Committee and multiple Draft Review Committees may be formed. The Standards Creation Teams, in coordination with the Executive Committees, will implement any changes that need to be made to the draft standards.

The Draft Review Committees consist of individuals who apply or are chosen to take part in reviewing the draft subject matter standards during the initial phase of the editing process. The Draft Review Committees generally will not meet "in person." The establishment of the Draft Review Committees will be authorized by the Executive Committees, as needed. The Draft Review Committees shall consist of students, parents, educators, classroom teachers, organizations representing students with disabilities and English language learners, higher education representatives, Career Tech representatives, subject matter experts, community-based organizations, Native American tribal representatives and business community representatives. Draft

Review Committees may be organized by interest group and/or focus of the membership, and will consist of membership representative of the twelve regions of the state.

### Assessment Design Committee

An important part of the draft review process shall be the review (and possible revision) of assessment boundaries drafted by the Standards Creation Teams. To focus on this aspect, Assessment Design Committees will be formed to evaluate proposed assessment boundaries during the draft review process. The Assessment Design Committees will consist of classroom teachers and individuals with experience in assessment design and delivery, including psychometricians. The State Board of Education will appoint 20 individuals to serve on the Assessment Design Committee. The following membership shall be represented on the Committee:

- 4 members selected from each Standards Develop Committee;
- 2 members selected from the Commission on Educational Quality and Assurance.

### SDE Content Area Directors

Content Area Directors from the State Department of Education will facilitate the work of the Executive Committees on matters including but not limited to appointment of the Standards Creation Team members, appointment of the Draft Review Committee members, organization of the Standards Development Team, content area review, coordination and review of public comment, and coordination of Regional Advisory Meetings.

Content Area Directors from the Oklahoma State Department of Education will coordinate the work of the Standards Creation Teams, Standards Development Teams, Draft Review Committees and the Assessment Design Committee. Directors will serve as coordinator, facilitator, subject matter expert, and they will receive feedback and/or edits to the draft subject matter standards. Directors will:

- Facilitate the writing of standards by the committee;
- Coordinate the editing process (maintain drafts and revisions throughout the writing process);
- Coordinate meetings both in-person and virtually (as needed);
- Serve as subject matter experts;
- Recruit expert reviewers and editors;
- Compile public comments for submission to the Executive and Steering Committees; and
- Coordinate responses to public comment (assist members of the Executive Committee in responding to public comments).

Additionally, Content Area Directors will review standards at all stages to ensure the draft standards contain literacy integration consisting of: 1) Reading; 2) Writing; 3) Speaking; and 4) Listening.

## EDITING AND PUBLIC COMMENT PERIOD | 3.0

### **Initial Editing: Draft Review Committees**

Once the first draft of all standards have been reviewed by Standards Development Teams, initial editing will occur based on the recommendations of the Draft Review Committee. Incorporating changes to the draft standards will be the responsibility of the Standards Creation Teams and the Executive Committee(s). OSDE Content Area Directors will be responsible for monitoring and managing all edits.

Draft subject matter standards will be reviewed by the Standards Creation Teams, the Draft Review Committee(s), and the Executive Committee.

Expert Reviewers selected by the Steering Committee and the Executive Committees, who were not part of the Standards Creation Teams, may be asked to participate in an independent review of the standards for additional input.

### **Regional Advisory Meetings**

During the initial review conducted by the Draft Review Committees, members of these committees, with the assistance of Executive Committee members, will hold Regional Advisory Meetings in the twelve regions identified by the State Department of Education. The purpose of the meetings will be to present the draft subject matter standards to members of the public, community groups, local business owners, local educators and any other interested parties. Draft Review Committee members from the identified regions, respectively, will have the opportunity to explain the revision process and provide input on the ways in which the individuals have contributed to the overall adoption process.

### **Secondary Editing: Outside Groups (If Necessary)**

Upon review by the Draft Review Committee, a secondary review may be deemed necessary by the Steering Committee members. This may consist of a specific and focused review by the following groups:

- Focus groups from PK-12, Higher Education, Career-Tech, Department of Commerce, etc.
- Feedback at regional trainings for educators
- Feedback at regional meetings or summits
- Other feedback as needed

After these revisions and edits are made, the standards will be sent for graphic design and layout. If at any point, it is determined necessary to repeat these steps to conduct a third and/or a fourth editing, the Executive Committee, with guidance from the Steering Committee, will continue the process until the draft standards are deemed ready for public review.

### **Public Comment Period**

Following the initial editing, Regional Advisory Meetings and the secondary editing, the final phase of editing will be a 45-day public comment period. This public review of the standards will be open to all Oklahomans. The public comment period shall conclude with a public hearing to be held at the State Capitol building. The public hearing will be an opportunity for students, parents, educators, organizations representing special education students and English language learners, higher education representatives, Career Tech representatives, subject matter experts, community-based organizations, Native American tribal representatives and business community representatives to provide final comments on the draft standards.

Following the initial 45-day public comment period, all public comments will be compiled by SDE Content Area Directors. The Executive Committees, in consultation with the Standards Writing Teams, shall review each public comment received during the public comment period to determine whether changes to the draft standards should be made. If the Executive Committee determines that the draft standards changed significantly enough to merit a second public comment period, an additional public comment period may be offered utilizing the same process detailed in this section.

During the 45-day public comment period, the Department will host regional meetings throughout the 12 regions of the state. The Department shall schedule no less than 12 public hearings/town hall meetings across the 12 SDE regions. The State Board of Education may deem additional hearings to be necessary to address questions and concerns posed by members of the public.

The purpose of these meetings will be to solicit input from the public on the proposed standards, answer any questions relating to the adoption process, and provide copies of draft standards to citizens of Oklahoma. Members of the Executive Committees, Standards Creation Team, and Draft Review Committees will be invited to attend.

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## CERTIFICATION OF COLLEGE- AND CAREER-READINESS | 4.0

### Certification of Revised Draft Standards

#### College- and Career-Ready Standards

HB 3399 requires that the subject matter standards adopted by the State Board of Education be certified as college- and career-ready standards. To meet this requirement, the Oklahoma State Department of Education, the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce must evaluate the standards and determine that the draft standards will:

- 1) Address the goals of reducing the need for remedial coursework at the postsecondary level; and
- 2) Increase successful completion of postsecondary education.

The State Department of Education will obtain documentation from each named entity that the draft standards are college- and career-ready, as defined above. If any entity is unable to make this certification, the Executive Committee and members of the Steering Committee, if necessary, shall meet with representatives from the entity, respectively, to determine how any identified deficiencies may be remedied. If any of the entities named above requires the Department to make additional changes to the draft standards, information relating the changes will be released with the most current draft document.

## ADDITIONAL PUBLIC/LEGISLATIVE INPUT | 4.0

### Initial Legislative Review/Input

Following certification, and prior to adoption by the State Board of Education, the State Superintendent of Public Instruction shall request a legislative hearing through legislative leadership to review the process by which the state subject matter standards were drafted and to answer any questions relating to the draft standards. Legislators in attendance will be provided information relating to the individuals who served on each of the committees, and information relating to the public comment period, including details relating to the public comments received by the Board. The Department will request the opportunity to allow students, parents, educators, organizations representing students with disabilities and English language learners, higher education representatives, career technology education representatives, subject matter experts, community-based organizations, Native American tribal representatives and business community representatives who participated in the drafting process provide testimony to legislators.

## FINAL ADOPTION BY THE STATE BOARD OF EDUCATION | 5.0

### Final Adoption

Following the presentation to members of the public and to legislators as detailed in the previous sections, the State Board of Education will consider and take action to approve the final draft of the English Language Arts and Mathematics standards drafted by students, parents, educators, organizations representing students with disabilities and English language learners, higher education representatives, career technology education representatives, subject matter experts, community-based organizations, Native American tribal representatives and business community representatives.

The Department of Education shall provide written documentation to the State Board of Education that the Oklahoma State Department of Education, the Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce have certified the final standards as being college and career-ready, as defined in HB 3399.

The Board shall consider the standards in a regularly scheduled or special meeting, conducted in accordance with the requirements of the Oklahoma Open Meetings Act.

Upon adoption by the State Board of Education, the standards shall be submitted to the Legislature and the Governor for review and approval.

## SELECTION PROCESSES | 6.0

### Standards Creation Teams Selection Process

#### Application Process

An online application will be developed and posted on a page of the Oklahoma State Department of Education's website specifically dedicated to standards revision. Any individual wishing to serve on any of the committees/teams outlined in this document may submit an application to participate in the standards revision process. The application process will be public and open to all. The application will be advertised and available to all interested parties statewide. It is the responsibility of the Oklahoma State Department of Education to advertise the application process. Notification should occur primarily through the OSDE website. Further, the Department will create a Standards Revision Listserv by which any individual may sign up to receive weekly/monthly notifications and updates on the standards revision process. The application rubric will be selected by the Executive Committee members through the State Board of Education.

The online application may consist of the following details:

- Role of the applicant (i.e. teacher, parent, community member, etc.)
- Specification of teaching experience
- Grade level /subject taught
- Geographic location
- Recommendation letters (optional)
- Nominations (optional)
- Indication of committee/team preference (which committee/team the individual desires to serve)

#### Selection Process

The Executive Committee, with input from the Steering Committee and the assistance/coordination of the OSDE Content Area Directors, will review all submitted applications for each committee/team. In order to select members for the aforementioned committees/teams, members of the Executive Committee shall determine:

- application and selection parameters
- the number of committee members
- other necessary decisions and recommendations regarding the selection process

Once approved, individuals selected to serve on committees/teams will be notified in writing by the OSDE Content Area Director. Individuals selected to participate must complete the following paperwork: formal notification of participation on the committee; supervisory approval, where applicable; and a non-disclosure/privacy or confidentiality agreement.

After completion of all required paperwork, all members of the Standards Creation Teams will be notified of all meetings and activities of the group. Sub-committees within the committees/teams may be formed, as needed.

## MEETINGS AND COLLABORATIONS | 7.0

### Meetings for Writing and Editing

Meetings and collaborations for writing and editing should take place between members of the Standards Creation Teams during the standards writing process.

#### **In-Person Meetings**

It is recommended that no more than 12 in-person meetings be held for each standards topic area. In-person meetings will consist of members of the Standards Creation Teams and sub-committees therein.

Sub-committees may be formed as needed and may consist of grade level and/or subject area subgroups that meet as needed.

#### **Virtual Collaborations**

Virtual collaborations may occur throughout the writing process. SDE Content Directors will work with Standards Creation Team members to determine when this option may be appropriate.

Virtual collaborations may be used to further collaborate, revise, edit and write when in-person meetings are not possible and in addition to in-person meetings

A budget will be provided by the OSDE to accommodate allowable expenses for approved in-person meetings.

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## WRITING AND LAYOUT | 8.0

### Best Practices for Writing

The writing of the standards is a process that must be adapted to best fit each content area. The following best practices are recommended to be utilized as needed:

- Set the vision/goals for the standards at the beginning of the writing process
- Share successes and review/reflect at the close of each meeting
- Conduct research into other states' standards and other standards in the content area
- Research best practices within the content area for pedagogy, content, skills, literacy, domain specific vocabulary/terms, etc.
- Review the formal reviews of standards from national and private sources (i.e. Fordham Institute, Teaching Tolerance, etc.)
- Document sources used and consulted
- Document resources reviewed
- Consult experts at the request of the committee(s)
- Consistent and ongoing communication with the committee(s)
- Use of sub-committee(s) to target specific grade levels or subject areas
- Consistent focus on alignment and progression throughout grade levels and subject areas
- Utilize digital and virtual environments to collaborate

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## OUTLINE/LAYOUT | 9.0

### Best Practices for Outline/Layout

The outline and layout of standards will enhance the ability of the standards to be utilized effectively. The following best practices are recommended for outline and layout:

- All standards throughout the document:
  - Consistent numbering and lettering for all sections, sub-sections and standards
  - Clarification statements with each standard
  - Resources for each standard
  - Assessment boundaries for each standard
  - Cross-connections across curricula, where applicable
- Introduction/Opening:
  - Purpose/vision for the standards
  - Standards Creation Teams members
  - Methods
  - Research
  - Other pertinent information
- Appendices:
  - Resources
  - Recommendations for building academic vocabulary
  - Sources
  - Other pertinent information