

GUIDING ASSUMPTIONS FOR THE PROPOSED PROCESS	DETAILS	ISSUES/FURTHER INFORMATION
Legislative mandates of HB 3399 will be fully met	<ul style="list-style-type: none"> <li>-Implementation by fall of 2016</li> <li>-Proposed standards approved by the SBE in adequate time to allow for legislative approval and professional development of teachers</li> <li>-Public feedback pertaining to the new standards will be sought and considered</li> <li>-The SBE, OSRHE, State Board of Career and Technology Education and the Oklahoma Department of Commerce will be formally involved with the creation and adoption of the new standards (Meets definitions prescribed in HB3399, Section 3.B.1.)</li> <li>-The new standards will be college and career ready</li> <li>-The new standards will be designed to reduce the need for post-secondary remediation</li> </ul>	Abbreviated timeline
Characteristics and Outcomes of the new Standards	<ul style="list-style-type: none"> <li>- College ready, career ready</li> <li>-Preparation for success in a college general education mathematics course</li> <li>-Preparation for student success in English language and mathematics</li> <li>-All standard will be clear, concise, objective, measurable, and grade-level appropriate</li> <li>-Standards will not require a specific teaching methodology or curriculum</li> <li>-All Standards must demonstrate vertical alignment from one grade level to the next and horizontal alignment to make sure the standard is a fit for the grade level</li> <li>-Process begins with input from teachers and</li> </ul>	

	experts and then invites input and comment from the public at the proper time	
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PROCESS STEP	DETAILS	ISSUES/FURTHER INFORMATION
What is college and career ready?	<ul style="list-style-type: none"> <li>-Type of post-secondary institution</li> <li>-Content knowledge to allow critical thinking</li> <li>-Multiple pathways for success</li> <li>-Don't close doors by standards that are set</li> <li>-Prepare those who may not pursue continued formal education</li> </ul>	
What criteria determine a high-quality standard?	<ul style="list-style-type: none"> <li>-Rigor</li> <li>-Horizontal and vertical connections</li> <li>-Concise and/or complete</li> <li>-Readily assessable</li> <li>-Appropriate to the grade</li> <li>-Consideration of depth of knowledge levels included</li> <li>-Cognitive rigor + depth knowledge</li> <li>-Readiness standard (non-negotiable standards group) - grade bands</li> <li>-Easily identifiable goal and what is required to achieve that</li> <li>-Authenticity (Giving content real-life purpose. Why are students learning?)</li> <li>-User friendly; end-user must be able to break down and use in classroom</li> <li>-Resources available</li> </ul>	
Composition of the Writing Teams (Standards Development Committees)	<ul style="list-style-type: none"> <li>-Co-chairs reporting to Steering Committee</li> <li>-K-12 teachers</li> <li>-K-12 administrators</li> <li>-Grade level content experts</li> <li>-Post-secondary content experts</li> <li>-Post secondary andragogy experts</li> <li>-Assessment expert</li> <li>-Test makers?</li> <li>-Consultants (embedded or after the second</li> </ul>	<ul style="list-style-type: none"> <li>-Co-chairs, one from k-12 one from higher ed.</li> <li>-Regular updates during process from team leads/co-chairs back to committee</li> <li>-Identify top two experts as co-chairs and allow them flexibility within guidance provided from committee</li> <li>-Co-chairs set their process but meet outcomes and timeline prescribed by the Steering Committee</li> </ul>

	<p>draft?)          -Scribes</p>	<ul style="list-style-type: none"> <li>-Members encompass geographic diversity</li> <li>-Charged with reviewing PASS Standards as well as others</li> <li>-Representing specific categories is essential to achieve teacher buy-in</li> <li>-Subject matter experts from SDE serve as consultants to writing team</li> <li>-Give flexibility to those who know best to decide what is needed for selection of teachers/subject matter experts to advise</li> <li>-Have defined categories that the committee will determine at the March 25 meeting</li> </ul>
<p>Number of Writing Teams</p>	<p>K-2, 3-5, 6-8, 9-12</p>	<p>-The number of individuals on the writing team for each band will vary. For example, while 3-5 members may be enough for K-2, 3-5 and 6-8, the high school band may require more members (12-15).</p>

<b>PROCESS STEP</b>	<b>DETAILS</b>	<b>ISSUES/QUESTIONS</b>
Composition of First-Draft Review Committee	-Those not selected to be on the Writing Teams, input is recorded by scribes and sent to Writing Teams -Higher education/Career Tech/Commerce included	Consultants involved? -Scribes record, collate and carry to the Writing Teams?
Composition of Second Draft Review	-Primarily higher education and special interest groups (develop list), input is recorded by scribes and sent to the Writing Teams	-Scribes record, collate and carry to the Writing Teams?
Input from other stakeholders	-Website -Town hall meetings -The SBE, OSRHE, State Board of Career and Technology Education and the Oklahoma Department of Commerce	-Scribes record, collate and carry to the Writing Teams?
External Evaluation	-Evaluators selected by the Steering Committee -Expert consultants included in all steps of process	-Two for each subject area?