

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 experts and then invites input and comment from the public at the proper time</li> </ul>	<ul style="list-style-type: none"> <li>-State Assessments will align to the new standards</li> <li>-Where appropriate, the standards will reflect critical thinking, reasoning, and evidence of thinking through discourse.</li> <li>-Where appropriate, literacy will be embedded across the content areas</li> </ul>

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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 students to enter the workforce</li> </ul>	<p>-The term critical thinking should be overarching in all content areas, with a clear understanding of what the term means to those on the committees. Students should be able to use logical reasoning, objective viewpoints, and evidence to synthesize their thinking. Critical thinking should be seen in both discussion and writing.</p>
What criteria determine a high-quality standard?	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>-High-Quality Standards are standards which reflect what students need and require after graduating from the K-12 process enabling them to be thinkers, communicators, and prepared successful citizens to participate and contribute to a democracy</li> <li>-Include separate process standards in addition to content standards</li> </ul>

PROCESS STEP	DETAILS	ISSUES/QUESTIONS
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</li> <li>-Scribes</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> <li>-Members encompass geographic diversity</li> <li>- Consider curriculum directors in larger districts that have diversified districts (rural, affluent, etc...) to fill some of the co-chair positions</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> <li>-Most importantly all grades/content areas must be represented. There are many teachers/experts in their field that have taught more than one grade in elementary. It may not be necessary to have more than one teacher represent both Kindergarten and 1<sup>st</sup> for example. There may be one teacher that represents both 2<sup>nd</sup> and 3<sup>rd</sup> if that is what that teacher has taught with expertise.</li> <li>- The representation should be broad; taking</li> </ul>

		<p>in different perspectives regarding best teaching practices for the grade levels.</p> <ul style="list-style-type: none"> <li>-Each teacher brings her/his own pedagogy to the grade/content area</li> <li>-Consider asking the Superintendents from Districts where past State Teacher of the Year finalists and winners were to suggest committee members along with recommendations from Chairs and Steering Committee</li> <li>-For continuity and simplicity consider having the co-chairs serve as scribes</li> </ul>
Number of Writing Teams	Pk-1, 2-4, 5-8 & 9-12	-The number of individuals on the writing team for each band will vary. For example, while 2-4 members may be enough for pK-1, 2-4 and 5-8, the high school band may require more members (12-15).
Composition of First-Draft Review Committee	<ul style="list-style-type: none"> <li>-Those not selected to be on the Writing Teams, input is recorded by scribes and sent to Writing Teams</li> <li>-Special education teachers, experts or consultants</li> <li>-Higher education/Career Tech/Commerce included</li> </ul>	<p>Consultants involved?</p> <ul style="list-style-type: none"> <li>-Scribes record, collate and carry to the Writing Teams?</li> </ul>
Composition of Second Draft Review	-Primarily higher education and special interest groups (lists), input is recorded by scribes and sent to the Writing Teams	-Scribes record, collate and carry to the Writing Teams?
Input from other stakeholders	<ul style="list-style-type: none"> <li>-Website</li> <li>-Town hall meetings</li> <li>-The SBE, OSRHE, State Board of Career and Technology Education and the Oklahoma Department of Commerce</li> </ul>	-Scribes record, collate and carry to the Writing Teams?
	<ul style="list-style-type: none"> <li>-Evaluators selected by the Steering Committee</li> <li>-Expert consultants included in all steps</li> </ul>	-Two for each subject area?