

n o r t h c a r o l i n a

Report to the
Joint Legislative Education
Oversight Committee on the
*Student Accountability
Implementation Plan Progress Report*

July 2000



Public Schools of North Carolina
State Board of Education . Department of Public Instruction
Office of Instructional and Accountability Services

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Contents

| | |
|---|----|
| Executive Summary: Report to the Joint Legislative Education Oversight Committee On the Statewide Student Accountability Standards | i |
| Overview of Student Accountability Implementation Plan | 1 |
| Implementation Plan Progress Report -- April 1, 2000 through June 30, 2000..... | 5 |
| Student Accountability Implementation Plan (Revised May 22, 2000) | 13 |
| Financial Expenditures..... | 27 |
| Appendices..... | 31 |
| Relevant Competencies from the Standards for the new Master's Degree Program ... | 33 |
| Relevant Competencies from the Performance-Based Licensure Component B: Unique Learner Needs..... | 37 |
| Survey on Implementation of the Student Accountability Standards | 41 |
| Summary of Survey Results on Implementation of the Student Accountability Standards Implementation | 47 |
| Survey Results on Implementation of the Student Accountability Standards | 51 |

Report to the Joint Legislative Education Oversight Committee On the Statewide Student Accountability Standards

Executive Summary

Senate Bill 942, Section 1, requires that the State Board of Education develop plans for implementing the Statewide Student Accountability Standards. Included in the plans shall be an identification and quantification of federal, state, and local governmental resources to ensure appropriate early and ongoing assistance for students who need that assistance. Information in this report includes implementation activities between April 1, 2000 through June 30, 2000.

- Overview of Student Accountability Implementation Plan Summary;
- Implementation Plan Progress Report -- April 1, 2000 through June 30, 2000;
- Student Accountability Implementation Plan (Revised May 22, 2000);
- Student Accountability Standards Communication Plan Report;
- Financial Expenditures; and
- Appendices.
 - Relevant Competencies from the Standards for the new Master's Degree Program,
 - Relevant Competencies from the Performance-Based Licensure Component B: Unique Learner Needs,
 - Survey on Implementation of the Student Accountability Standards, and
 - Survey Results on Implementation of the Student Accountability Standards.

Overview:
Student Accountability Implementation Plan

DPI
Overview of Student Accountability Implementation Plan
May 1, 1999 - June 30, 2003

Strategic Priority

High Student Achievement

Goals

- Help educators, parents, students, and other stakeholders understand the student accountability standards policy.
- Assist schools in attaining high student achievement for all students.

Major Objectives

A communication plan is developed and implemented.

All teachers can diagnose student learning.

All teachers implement effective intervention strategies.

All LEAs effectively use financial resources to provide focused intervention for developing high school achievement.

All LEA personnel strengthen community relationships to promote high student achievement.

Exit exam and interim diagnostic assessment reflect skills needed at the next education level and requirements of the workplace.

A system for LEAs to report student promotion data is provided.

**Student Accountability Implementation Plan
Progress Report
April 2000 - July 2000**

Student Accountability Implementation Plan Progress Report

April 2000 - July 2000

Objective 1: A plan is implemented to communicate information about the student accountability standards with major stakeholders of public schools (teachers, administrators, parents, and others).

Tasks Completed:

1. Added communications ideas from local school systems to the Student Accountability web site.
2. Planned the distribution of 100,000 copies of the "Making the Grade" tabloid provided to the Department by Time Warner Cable. Note: The Charlotte Observer distributed approximately 350,000 copies of the tabloid.
3. Included article on the Exit Exam in the May issue of *Especiallly for Principals*.
4. Included articles on the Student Accountability Standards in the Spring issue of *Just for Teachers*.
5. Included articles on the Student Accountability Standards in the Spring issue of *Business Link*.
6. Distributed op-ed article from Phil Kirk and Mike Ward on testing.
7. Prepared and distributed packet on End-of-Grade and End-of-Course testing to all principals, superintendents, testing coordinators, state assistance team members, public information officers, and staff in the Division of School Improvement.
8. Provided materials on the Student Accountability Standards for Summer Workshop of Student Newspaper Editors.
9. Provided brochures and other materials for various school and public groups.
10. Continued making presentations on the standards for parents and school personnel.
11. Maintained a weekly update of activities related to implementing the Student Accountability Standards in the Superintendent's Weekly Update to LEA superintendents.
12. Finalized and distributed *Implementing the Student Accountability Standards: Phase II* to all school principals and superintendents. Posted the document on the Student Accountability Standards web site.
13. Prepared a brochure on personalized education plans (PEPs) to be distributed at the Summer Leadership Conference, mailed to schools, and posted on the Student Accountability Standards web site in camera-ready format for downloading and distribution.
14. Distributed information on the Student Accountability Standards to personnel from the Institutions of Higher Education (IHEs) through the Office of Teacher Education at DPI.
15. Reiterated the need to prepare teachers who understand the standards and can help students achieve them at meeting with deans/directors of independent colleges (June 2) and deans of public institutions (June 14).

16. Requested that deans/directors of independent and public institutions provide information on ways they are assisting schools with implementing the Student Accountability Standards.
17. Began preparing text and video clips for 20-, 30-, and 60-second public service announcements (PSAs) on the Student Accountability Standards.
18. Conducted survey of superintendents and directors of instruction to determine their satisfaction with services and information provided relative to the Standards and their implementation. The survey also asked LEAs to identify their needs for materials and professional development. Most questions asked respondents to suggest how we could improve publications and service delivery. See page 43 for a copy of the survey.
19. Developed communications plan for 2000-2001 to include brochures, news articles, posters, articles for students' and parents' handbooks, and public service announcements for radio stations statewide.
20. Developed and implemented a process to maintain current "frequently asked questions" regarding the Standards on the web site.
21. Developed a process for sharing effective intervention strategies via the Superintendent's Weekly Update.
22. Planned follow-up Information Highway broadcast for September 2000 as a continuation of the spring 2000 workshops about changing graduation requirements and exit exam.
23. Included information about the exit exam in area newsletters and Instructional Services Division newsletter.
24. Assisted in developing informational brochure about the exit exam.

Objective 2: All teachers can diagnose student learning on an ongoing basis.

Tasks Completed:

1. Began revising standards, competencies, and guidelines for IHE program approval to address prescriptive strategies. Note: Standards are currently being circulated among stakeholders for review. Standards were developed with consideration given to the *North Carolina Standard Course of Study* as well as content area standards developed by national professional organizations such as the National Council of Teachers of English, National Council of Teachers of Mathematics, and National Science Teachers Association. Early fall is the anticipated date for these standards to go to the State Board of Education.
2. Included prescriptive strategies in the competencies for the new master's degree programs. Note: These standards will be in place no later than September 1. See page 35 for a listing of relevant competencies.
3. Discussed issues of diversity and meeting the needs of diverse learners when reviewing temporary authorization for programs.
4. Address prescriptive strategies in products beginning teachers will be required to develop as part of Performance-Based Licensure.

5. Conducted second series of workshops for developing classroom assessment item banks to be used in diagnosing students' strengths and needed improvements. Over 175 teachers and 30 facilitators participated.
6. Placed online the first series of classroom assessment item banks for validation by teachers. Online classroom assessment item banks will be available to teachers in August 2000. Banks will be will available for grades 3, 5, and 8, and required courses for graduation and some elective courses.
7. Developed, distributed, and placed on the DPI web page a booklet about how to improve and assess writing.
8. Placed online the Classroom Assessment Modules for use in teacher professional development.
9. Developed the first series of classroom assessment item banks aligned to the exit exam.

Objective 3: All teachers must implement effective intervention strategies.

1. Began revising standards, competencies, and guidelines for IHE program approval to address intervention strategies. Note: Standards are currently being circulated among stakeholders for review. Early fall is the anticipated date for these standards to go to the State Board of Education.
2. Included intervention strategies in the competencies for the new master's degree programs. Note: These standards will be in place no later than September 1. See page 35 for a listing of relevant competencies.
3. Address intervention strategies in products beginning teachers will be required to develop as part of Performance-Based Licensure. See page 39 for a listing of relevant competencies.
4. Planned the professional development process for developing integrated curriculum units aligned with the exit exam and the *North Carolina Standard Course of Study*. Development begins in August 2000.
5. Developed a series of curriculum support documents that help teachers improve delivery of instruction.
6. Completed data analysis of school performance data and visited selected schools. Results were shared at the Closing the Achievement Gap conference in April 2000.

Objective 4: All LEAs effectively use financial resources to provide focused intervention for developing high student achievement.

1. Maintained ongoing evaluation of materials used to improve students' proficiency in reading, writing, and mathematics.
2. Provided grant writing workshops related to selected available grants.

Objective 5: All LEA personnel strengthen community relationships to promote high student achievement.

1. Conducted the Parent Involvement statewide conference to provide opportunities for parents and educators to gain a better understanding of the Student Accountability

Standards, the importance of parental involvement, and how parents and schools can work together to improve student achievement. Evaluations were extremely positive.

| Statement | SA | A | D | SD |
|---|-----|-----|----|----|
| 1. The purpose(s)/objective(s) of the conference were clear. | 69% | 29% | | 2% |
| 2. The activity increased my knowledge of parent involvement. | 63% | 29% | 6% | 2% |
| 3. The activity was effectively organized. | 69% | 26% | 2% | 1% |
| 4. Questions were allowed and encouraged. | 60% | 35% | 4% | 1% |

2. Added Strong Family, Community, and Business Support as the fourth Strategic Priority for the State Board of Education and Department of Public Instruction to ensure
 - State education priorities responsive to the needs of the family, community, and business customers; and
 - a comprehensive and aligned system of support for the academic success and general well-being of all children that promotes:
 - meaningful involvement in schools,
 - interagency collaboration for health, nutrition, and social services,
 - state and local partnerships, and
 - a system to build the capacity of local districts to create, respond to, and sustain meaningful partnerships.
3. Included parent resource page in every edition of InfoTech to inform parents about available resources.
4. Planned NC WISE component for parents on how to help their children in school and to use the Internet.

Objective 6: Exit exam and interim diagnostic assessments reflect skills needed at the next education level and the requirements of the work place.

1. Developed the exit exam specifications in collaboration with the Testing Section in the Accountability Services Division.
2. Surveyed and verified objectives by using input from parents, business/industry, institutions of higher education, teachers, administrators, and research.
3. Developed a series of matrices showing the relationship of the exit exam specifications and course objectives in the *North Carolina Standard Course of Study*. Matrices will be distributed in August 2000.
4. Provided ongoing collaboration and directions to the testing company developing the exit exam. Assistance included face-to-face meetings, review of potential test item examples, frequent telephone conversations, and guiding principles.

Objective 7: A system for LEAs to report student promotion data is provided.

1. Met periodically with DPI staff designing NC WISE to discuss data needs.

2. Began developing the NC WISE grade reporting system for classroom teachers. Collaborated with the Instructional Services Division to ensure the program specifications met the needs of teachers.
3. Began planning the Technology Literacy Challenge Grants for Community Technology Learning Centers that will have a strong component for parent and community involvement. The RFP will be completed in the early fall 2000.

Student Accountability Implementation Plan
May 1, 1999 - June 30, 2003

DPI
Student Accountability Implementation Plan
May 1, 1999 - June 30, 2003

Strategic Priority: High Student Achievement

Goals:

- Help educators, parents, students, and other stakeholders understand the student accountability standards policy.
- Assist schools in attaining high student achievement for all students.

COMMUNICATION

| Objectives | Strategies | Responsibility/ Completion Date |
|--|---|---|
| 1. A plan is implemented to communicate information about the student accountability standards with major stakeholders of public schools (teachers, administrators, parents, and others) | 1.1 Conduct seminar and information sessions for local boards of education, LEA central office staff, DPI staff, principals, parents, teachers, and other stakeholders. | Kay Williams 5/1/99 - 7/31/00 |
| | 1.2 Prepare publications to be used in communicating the standards. | Kay Williams 5/1/99 - 4/1/00 |
| | 1.3 Use the electronic media (Internet, video, television, e-mail, etc.) to communicate the standards. | Kay Williams 5/1/99 - 10/99 |
| | 1.4 Develop procedures manual for implementing Student Accountability Standards. | Elsie Leak, June Atkinson, Lou Fabrizio 7/1/00 |
| | 1.5 Conduct statewide faculty meeting. | Henry Johnson 8/12/99 |

STUDENT ASSESSMENT

| Objectives | Strategies | Responsibility/ Completion Date |
|--|--|---|
| 2. All teachers can diagnose student learning on an ongoing basis. | 2.1 Conduct workshops for principals and curriculum leaders about classroom assessment. Request that similar sessions be conducted at local schools. | June Atkinson Lou Fabrizio Lowell Harris 1/1/00 |
| | 2.2 Develop Web-based professional development about classroom assessment, data analysis, and curriculum alignment. Use already-developed classroom assessment manual and workshop materials. | June Atkinson Lowell Harris Lou Fabrizio Kay Williams Frances Bradburn Benny Hendrix 7/1/00 |
| | 2.3 Collaborate with the Center for School Leadership Development Teacher Academy to provide professional development that enhances the knowledge, skills, and attitudes of educators in working with students performing at Levels I and II. All activities will include on-site coaching and follow-up. | June Atkinson Elsie Leak Henry Johnson Lowell Harris 7/1/00 |
| | 2.4 Develop assessment items aligned with competencies and objectives in grades 3, 5, and 8 and courses required for graduation at the high school level. The assessment items will become a part of an electronic data bank that teachers can use for diagnosis and redirection of teaching for ongoing classroom assessment. | June Atkinson Lou Fabrizio Kay Williams Kathy Sullivan Frances Bradburn Bennie Hendrix Lowell Harris 7/01/00 |

| Objectives | Strategies | Responsibility/ Completion Date |
|--|--|---|
| 2. All teachers can diagnose student learning on an ongoing basis. (continued) | 2.5 Develop a program that offers stipends/salaries and/or other incentives to teachers who are willing to become trainers in their districts and regions. | June Atkinson Jennifer Bennett Budget item for Biennial Budget 12/01/00 |

EFFECTIVE INTERVENTION

| Objectives | Strategies | Responsibility/ Completion Date |
|--|---|---|
| <p>3. All teachers must implement effective intervention strategies.</p> | <p>3.1. Develop an implementation manual about creating the mindset for change and intervention/scheduling strategies for all students, including students with disabilities and limited English proficient students.</p> <p>3.2 Offer regional training sessions to enhance the knowledge, skills, and attitudes of K-12 teachers in reading, writing, and mathematics that focuses on designing and implementing intervention strategies (with attention to student diversity) for students who have not met state promotion standards. All sessions must include follow-up and on-site coaching.</p> <p>3.3 Offer regional training sessions to enhance the knowledge, skills, and attitudes of K-12 teachers in designing, implementing, and monitoring PEPs for students who have not met the student accountability standards. All sessions must include follow-up and on-site coaching.</p> <p>3.4 Sponsor a follow-up statewide broadcast for all K-12 educators on strategies and programs developed by historically minority colleges and universities for closing the achievement gap through contract with DPI.</p> | <p>Elsie Leak June Atkinson Lowell Harris 12/1/99</p> <p>Henry Johnson Elsie Leak June Atkinson Lowell Harris 6/30/00</p> <p>Henry Johnson Elsie Leak June Atkinson Lowell Harris Fall 2000</p> <p>Henry Johnson HMCUs 12/30/00</p> |

| Objectives | Strategies | Responsibility/ Completion Date |
|---|---|--|
| 3. All teachers must implement effective intervention strategies. (continued) | 3.5 Include a minimum of two articles to support implementation of the Student Accountability Standards in each publication, "Just for Teachers" and "Especially for Principals." | Henry Johnson 12/30/00 |
| | 3.6 Analyze data for LEAs and schools where minority student gains significantly exceed State average gains and/or that significantly reduces the black-white achievement gap. Conduct selected visits and report on observed practices that seem related to the gains. | Lou Fabrizio Elsie Leak June Atkinson 6/30/00 |
| | 3.7 Extend DPI Web page to include sections about curriculum alignment, effective intervention strategies, and development of personalized education plans. | Kay Williams Elsie Leak Lowell Harris 11/1/99 |
| | 3.8 Work with professional education organizations to solicit their support and commitment to include assessment, intervention, and personalized education plans. | Marvin Pittman Kay Williams 12/01/99 |
| | 3.9 Revise program approval guidelines and competencies to reflect increased emphasis on diagnosis of student learning and intervention strategies. | Kathy Sullivan Elsie Leak 8/2000 |

FINANCIAL RESOURCES

| Objectives | Strategies | Responsibility/ Completion Date |
|---|--|--|
| 4 All LEAs effectively use financial resources to provide focused intervention for developing high student achievement. | 4.1 Develop publication highlighting local effective practices about aligning financial resources. | Hank Hurd Kay Williams 12/1/99 |
| | 4.2 Conduct workshops about effective use of financial resources to improve student achievement that includes accessing business/industry resources and aligning existing school resources to improve achievement. | Hank Hurd Roger Schurrer Elsie Leak 3/1/00 |
| | 4.3 Develop criteria for evaluating instructional materials designed to improve reading, writing, and mathematics achievement. | Frances Bradburn June Atkinson Ongoing |
| | 4.4 Develop manual about creative alignment of resources to improve student achievement. Use ideas from LEAs, and then coordinate workshops for all principals. | Hank Hurd Elsie Leak June Atkinson 3/1/00 |
| | 4.5 Design and conduct a grant writing workshop that will highlight methods for writing effective grants in both the public and private sector. | Frances Bradburn Judy White Elsie Leak June Atkinson Hank Hurd Vicky Mikow-Porto 10/1/00 |

COMMUNITY RESOURCES

| Objectives | Strategies | Responsibility/ Completion Date |
|--|--|--|
| 5. All LEA personnel strengthen community relationships to promote high student achievement. | 5.1 Provide materials for preparing mentors to work with students. | Marvin Pittman Frances Bradburn Elsie Leak 01/01/00 |
| | 5.2 Use parental materials to conduct workshops about effective involvement of parents. Collaborate with external groups in delivering materials and workshops. | Elsie Leak June Atkinson Lowell Harris Frances Bradburn 6/1/00 |
| | 5.3 Collaborate with NCSU and NCCU to share information with LEAs on "Community Based Programming Model" to enhance total community involvement for supporting high student achievement. | June Atkinson 6/1/00 |
| | 5.4 Collaborate with historically minority colleges and universities to develop and implement research-based strategies and programs for closing the achievement gap. | Henry Johnson 7/1/00 |

TEST DEVELOPMENT

| Objectives | Strategies | Responsibility/ Completion Date |
|---|--|---|
| <p>6. Exit exam and interim diagnostic assessments reflect skills needed at the next level of education and the requirements of the work place.</p> | <p>6.1 Develop exit exam specifications.</p> <ul style="list-style-type: none"> Determine exam content based on high school exit exam initial specifications from the competencies of the original Standards and Accountability Commission: communication; using numbers; problem solving (applications); processing information; English/ reading/ grammar; mathematics (through Algebra I); science (through Biology); and social studies (including ELPS and History). Use research, business/industry, national, and state studies input to develop specifications. Determine time limits for students taking the exit exam. Determine if exam will be a total battery score with sub-score for each of the content areas and competencies or if each content area and the competencies will be separate stand alone components of the exam. Determine test administration month (April is recommended -- same time as the tenth grade comprehensive exam). Develop blueprint for exam content. <ul style="list-style-type: none"> Identify content competencies. Determine weight for competencies. Identify grade level or course where competency is generally taught. Determine level of specificity of multiple choice items. | <p>Lou Fabrizio Elsie Leak Mike Muirhead Lowell Harris Frances Bradburn June Atkinson 8/30/99</p> |

| Objectives | Strategies | Responsibility/ Completion Date |
|--|--|---|
| 6. Exit exam and interim diagnostic assessments reflect skills needed at the next level of education and the requirements of the work place. (continued) | <p>6.7 Develop supporting materials and professional development for exit exam.</p> <ul style="list-style-type: none"> • Issue measured objectives to all high schools. • Develop student handbook for exit exam. • Develop teacher handbook for exit exam. • Develop and implement staff development that stresses continuity and linkage among assessments including eighth grade End-of-Grade test, Comprehensive Exam, Algebra I End-of-Course (EOC) test, English I and II EOCs, Biology, ELPS, U.S. History and other existing assessments, if appropriate. <p>6.8 Develop plan for retesting students who do not meet the standard.</p> <p>6.9 Develop and conduct field test of exit exam.</p> <ul style="list-style-type: none"> • Develop field test from test specifications. • Conduct and analyze field test data. <p>6.10 Set performance standards.</p> | <p>June Atkinson Elsie Leak Lou Fabrizio Lowell Harris 9/30/00</p> <p>Lou Fabrizio June Atkinson 12/30/01</p> <p>Lou Fabrizio June Atkinson 6/30/01</p> <p>Lou Fabrizio June Atkinson 7/31/01</p> |

| Objectives | Strategies | Responsibility/ Completion Date |
|--|--|--|
| 6. Exit exam and interim diagnostic assessments reflect skills needed at the next level of education and the requirements of the work place. (continued) | 6.11 Develop appropriate assessment accommodations for students with disabilities and limited English proficient students. | Lou Fabrizio Elsie Leak Frances Bradburn Mike Muirhead Lowell Harris Bennie Hendrix 11/30/00 |
| | 6.12 Administer exit exam statewide. | Lou Fabrizio June Atkinson 4/30/02 |
| | 6.13 Score exit exam, and provide reports to schools, parents, and students. | Lou Fabrizio June Atkinson 5/30/02 |
| | 6.14 Administer retest for students who do not meet the standard. | Lou Fabrizio June Atkinson 7/30/02 |
| | 6.15 Provide ongoing monitoring of contract to produce exit exam. | Lou Fabrizio June Atkinson 1/28/00 - 6/30/02 |
| | | |

INFORMATION SYSTEMS

| Objectives | Strategies | Responsibility/ Completion Date |
|--|--|---|
| 7. A system for LEAs to report student promotion data is provided. | <p>7.1 Identify data needs for a collection system to meet new standards.</p> <ul style="list-style-type: none"> • Passing rates for each test administration or retesting opportunities, etc. • Subsequent test data for students who are retained. <p>7.2 Work with Information Technology staff to develop specifications and implement new system.</p> <p>7.3 Produce reports for the State Board of Education</p> <ul style="list-style-type: none"> • percentage of students promoted without meeting Student Accountability Standards • percentage of students performing at or above grade level | <p>Lou Fabrizio Elsie Leak Mike Muirhead Lisa Gurganus Lowell Harris Frances Bradburn June Atkinson 12/31/00</p> <p>Lou Fabrizio Elsie Leak Frances Bradburn Lisa Gurganus Mike Muirhead Lowell Harris Bennie Hendrix 12/31/00</p> <p>Lou Fabrizio Lisa Gurganus 10/30/02 Annually thereafter</p> |

Financial Expenditures

Financial Expenditures

The North Carolina General Assembly appropriated \$31,072,694.00 for the Student Accountability Standards. Based on expenditures through May 2000, \$19,727,406.70 had been expended. Those expenditures are as follows:

| Expenditure Description | Percent of Expenditures to Date |
|------------------------------------|---------------------------------|
| Teachers | 20.76% |
| Teacher Assistants | 4.73% |
| Instructional Support | .58% |
| Other - Salary Related | |
| Substitute Pay | .79% |
| Overtime Pay | .10% |
| Tutor | 21.11% |
| Technical, other assignments | 4.18% |
| Matching benefits | 8.22% |
| Instructional Supplies | 19.87% |
| Supplies and Materials | .08% |
| Computer Software and Supplies | 5.42% |
| Textbooks | .53% |
| Library Books and Periodicals | 1.02% |
| Audio-visual Supplies | .06% |
| Instructional Equipment | 1.12% |
| NonCap Equipment/Computer Hardware | 1.45% |
| Computer Equipment | 3.84% |
| Contracted services | 4.07% |
| Staff development | 1.30% |
| Other | .77% ¹ |
| TOTAL | 100% |

¹ Staff development includes all expenses coded to the purpose codes 5930 and 6930 except pay for substitutes. Substitute pay for staff development is \$44,270.28 and is included in substitute pay.

Appendices

**Relevant Competencies from the Standards
For the New Master's Degree Programs**

Relevant Competencies from the Standards for New Master's Degree Programs

B. Knowledge of Learners

Incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning. Plans, implements, and evaluates instruction that is responsive to wide variations in students' learning needs and learning styles.

- Designs and modifies instruction that is responsive to differences among learners that are influenced by development, exceptionalities, and diversity;
- Seeks actively to increase understanding of and respect for differences in students' development, exceptionalities, and diversity;
- Creates a classroom environment in which all learners feel welcome and can be successful; and
- Reflects on, diagnoses, and prescribes instruction that fosters student learning.

C. Research Expertise

Understands and employs methods of research to examine and improve instructional effectiveness and student achievement.

- Investigates and solves educational problems through data-gathering, action research, and evaluation of student learning, classroom processes, and school practices;
- Modifies instruction and learning environments based on assessment of student learning problems and successes;
- Monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.

D. Connecting Subject Matter and Learners

Understands and links subject matter and students' developmental and diverse needs in the context of school settings. Plans, implements, and evaluates instruction that reflects intellectual rigor and depth of knowledge in both subject matter disciplines and students' diverse learning needs.

- Uses technology to create learning environments that support students' learning;
- Seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting; and
- Understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

**Relevant Competencies from
Performance-Based Licensure Component B:
Unique Learner Needs**

Relevant Competencies from PBL Component B: Unique Learner Needs

In the context of the unit you selected for your product, in Component B you will focus on the needs of an individual learner. You will be expected to demonstrate your ability to

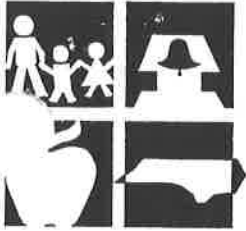
- assess unique learner needs,
- adjust instruction to meet these needs,
- create partnerships to support the unique learner, and
- foster a community that respects unique learner needs.

In this Component, you will demonstrate that you:

- 2.1 evaluate student performance to design instruction appropriate for social, cognitive, and emotional development.
- 3.1 design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- 3.2 select approaches that provide opportunities for different performance modes.
- 3.3 access appropriate services or resources to meet exceptional learning needs.
- 3.4 adjust instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, and communication and response modes).
- 3.5 use knowledge of different cultural contexts within the community (socio-economic, ethnic, and/or cultural) and connect with the learner through types of interaction and assignments.
- 3.6 create a learning community that respects individual differences.
- 7.1 plan lessons and activities to address variations in learning styles, performance modes, multiple developmental levels of diverse learners, problem solving, and exploration.
- 8.5 maintain useful records of student work and performance and communicate student progress knowledgeably and responsibly.
- 8.6 solicit information about students' experiences, learning behaviors, needs, and progress from parents, other colleagues, and students.

- 9.3 consult with colleagues within the school and other professional arenas as support for reflection, problem solving and new ideas, actively sharing experiences and seeking and giving feedback.
- 10.2 link with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well being.

Survey
Student Accountability Standards Implementation



Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

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

Department of Public Instruction
Michael E. Ward, State Superintendent

May 30, 2000

TO: Superintendents
Directors of Instruction

FROM: Dr. Henry L. Johnson
Associate State Superintendent
Instructional and Accountability Services

RE: Survey, Student Accountability Standards Implementation

Throughout this year, we have offered support to local school systems in implementing the new Student Accountability Standards in a variety of ways. As we carry out our Department's implementation plan, we want your feedback on what's working, what other needs you have and how we can help you implement the standards. Please complete the following survey and fax it to 919/715-1021 by June 16. The survey should take less than 10 minutes to complete. Call Kay Williams at 919/715-1251 if you have questions about the survey. Thank you for your hard work.

A. Overall Performance

Please rate the overall performance of DPI's implementation of the new Student Accountability Standards' (Overall Support, Communication, Professional Development, and Documentation). (Check one)

_____ 1. Excellent

_____ 2. Good

_____ 3. Average

_____ 4. Fair

_____ 5. Poor

OIAS 422

301 N. Wilmington Street, Raleigh, North Carolina 27601-2825

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B. Overall Support

How satisfied are you: (Please put the number of your response in the box beside each item. See numbers at bottom of page.)

- ☐ • with communications from the Department about the standards
- ☐ • with all professional development offered on the standards overall
- ☐ • with materials published on the web about the student standards
- ☐ • with materials about effective use of financial resources
- ☐ • with materials on closing the achievement gap
- ☐ • with information on the development of the exit exam

Please tell us what we should do to improve the quality of support we provide to you or your organization:

C. Communication

How satisfied are you: (Please put the number of your response in the box beside each item. See numbers at bottom of page.)

- ☐ • with the Reaching Higher Standards video, Statewide Faculty Meeting and Parent Program on UNC-TV and other electronic communications used to communicate the standards
- ☐ • with the Student Standards brochures, flyers and other printed materials used to communicate the standards
- ☐ • with the ideas provided to help LEAs communicate the standards
- ☐ • with the presentations by DPI personnel on the standards at conferences and other meetings

Please tell us what we should do to improve the quality of our communications on the standards:

1. Very satisfied 2. Satisfied 3. Neutral/not sure 4. Dissatisfied 5. Very dissatisfied

D. Professional development

How satisfied are you: (Please put the number of your response in the box beside each item. See numbers at bottom of page.)

- ☐ with professional development about classroom assessment
- ☐ with professional development about intervention strategies
- ☐ with professional development about effective use of financial resources
- ☐ with professional development about effective parent involvement
- ☐ with professional development on closing the achievement gap
- ☐ with the quality of DPI-sponsored professional development on the standards
- ☐ with the quality of RESA-sponsored professional development on the standards
- ☐ with the quality of association and other group-sponsored professional development on the standards

Please tell us what DPI should do to improve the quality of professional development offered on the standards:

Please tell us what additional topics should be covered through professional development related to the standards:

What is your preferred method of delivery for this professional development:

- ☐ electronic (web, TV, etc.)
- ☐ print
- ☐ regional meetings
 - ☐ by DPI
 - ☐ by RESAs
- ☐ community colleges/universities
- ☐ statewide conference
- ☐ other — Please specify. _____

1. Very satisfied 2. Satisfied 3. Neutral/not sure 4. Dissatisfied 5. Very dissatisfied

E. Documentation (includes the Implementation Guide and other printed materials)

How satisfied are you: (Please put the number of your response in the box beside each item. See numbers at bottom of page.)

- ☐ with the appropriateness of the documentation to your needs
- ☐ with the quality of the documentation
- ☐ with the usability of the documentation provided

Please tell us what DPI should do to improve the quality of the documentation:

What actions has DPI taken to implement the standards that you particularly want us to continue:

The following information is needed to analyze the responses on this survey.

Your location by region:

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Northeast | <input type="checkbox"/> Northwest |
| <input type="checkbox"/> Southeast | <input type="checkbox"/> Southwest |
| <input type="checkbox"/> Central | <input type="checkbox"/> Western |
| <input type="checkbox"/> Piedmont | <input type="checkbox"/> Other -- Please specify. _____ |

What best describes your role in your organization?

- ☐ 1. Superintendent
- ☐ 2. Director of Instruction
- ☐ 3. Other -- Please specify. _____

Optional Information:

Contact Information:

Name:

Organization:

Phone:

Thank you for taking the time to complete this survey.

1. Very satisfied 2. Satisfied 3. Neutral/not sure 4. Dissatisfied 5. Very dissatisfied

Survey Results

Student Accountability Standards Implementation

Summary of Results
Student Accountability Standards Implementation Survey
June 2000

Dr. Henry Johnson
Associate State Superintendent for Instructional and Accountability Services
North Carolina Department of Public Instruction

(Note: The survey was sent to all superintendents and directors of instruction for local school systems May 30, 2000. Some numbers may not add up due to the ways surveys were completed by respondents.)

Overall Performance

- A total of 25 individuals gave the overall performance (described as Overall Support, Communication, Professional Development, and Documentation) a rating of excellent.
- Half the respondents gave the overall performance a rating of Good or Average.

Overall Support

- 70 percent of those responding were Satisfied or Very Satisfied with the Overall Support for student standards' implementation from the Department.
- The highest satisfaction ratings (Satisfied or Very Satisfied) were for communications and materials published on the web about the standards.
- The lowest overall rating was for information on the development of the exit exam (only 7 percent were Satisfied or Very Satisfied).

Communication

- 82 percent of those responding were Satisfied or Very Satisfied with communication about the standards.
- The highest satisfaction rating was for materials (brochures, flyers, etc.) produced on the standards and the lowest rating was for the video and television presentations.

Professional Development

- 64 percent were Satisfied or Very Satisfied with professional development related to the standards' implementation.
- The highest rating was for DPI-sponsored professional development and the lowest rating was for association-sponsored professional development.
- Preferred method of delivery for professional development was listed as regional meetings sponsored by DPI. Delivery by community colleges/universities was the lowest rated preferred method.

Documentation

- The highest satisfaction rating of all the results was for Documentation (described as the Implementation Guide and other printed materials) with 92 percent of those responding saying that they were Satisfied or Very Satisfied with these materials.

Location by Region

- All regions were represented in the results and representation was fairly evenly spread throughout the state.

Positions

- Most respondents were Directors of Instruction or Assistant Superintendents of Instruction.
- A total of 79 individuals responded to the survey.

Comments

Respondents asked most frequently for the following: 1) for DPI staff to be consistent in responding to questions, 2) for more strategies on closing the achievement gap, 3) for more information on the exit exam, and 4) for ideas for implementation strategies.

**Student Accountability Standards Implementation Survey
June 2000**

Overall Performance

| | Total of Each | Percent of Total |
|--------------------|----------------------|-------------------------|
| Excellent | 23 | 32.0 |
| Good | 43 | 56.0 |
| Average | 8 | 11.0 |
| Fair | 1 | 1.0 |
| Poor | 0 | 0 |
| Grand Total | 77 | 100.0 |

Overall Support

| How satisfied are you: | Very Satisfied | Satisfied | Neutral/ Not Sure | Dissatisfied | Very Dissatisfied |
|--|-----------------------|------------------|--------------------------|---------------------|--------------------------|
| With communications from the Department about the standards | 33 | 36 | 6 | 1 | 0 |
| With all professional development offered on the standards overall | 15 | 41 | 15 | 4 | 1 |
| With materials published on the web about the student standards | 30 | 34 | 7 | 3 | 0 |
| With materials about effective use of financial resources | 9 | 38 | 22 | 6 | 2 |
| With materials on closing the achievement gap | 12 | 39 | 18 | 5 | 1 |

Overall Support - continued

| How satisfied are you: | Very Satisfied | Satisfied | Neutral/ Not Sure | Dissatisfied | Very Dissatisfied |
|--|-----------------------|------------------|--------------------------|---------------------|--------------------------|
| With information on the development of the exit exam | 5 | 26 | 24 | 15 | 4 |
| Total of Each | 104 | 214 | 92 | 34 | 8 |
| Percent of Total | 23.0 | 47.0 | 20.0 | 8.0 | 2.0 |

Comments from "Overall Support"

- Specifics for instructional strategies for closing the gap are needed.
- Please communicate to the central office when materials and information is sent to principals so that we may provide support.
- Continue to make regional presentations.

Communication

| How satisfied are you: | Very Satisfied | Satisfied | Neutral/ Not Sure | Dissatisfied | Very Dissatisfied |
|---|-----------------------|------------------|--------------------------|---------------------|--------------------------|
| With the Reaching Higher Standards video, Statewide Facult Meeting and Parent Program on UNC-TV and other electronic communications used to communicate the standards | 16 | 35 | 20 | 4 | 0 |

Communication - continued

| How satisfied are you: | Very Satisfied | Satisfied | Neutral/ Not Sure | Dissatisfied | Very Dissatisfied |
|---|-----------------------|------------------|--------------------------|---------------------|--------------------------|
| With the Student Standards brochures, flyers, and other printed materials used to communicate the standards | 40 | 30 | 6 | 0 | 0 |
| With the ideas provided to help LEAs communicate the standards | 24 | 37 | 14 | 1 | 0 |
| With the presentations by DPI personnel on the standards at conferences and other meetings | 21 | 43 | 5 | 5 | 0 |
| Total of Each | 101 | 145 | 45 | 10 | 0 |
| Percent of Total | 34.0 | 48.0 | 15.0 | 3.0 | 0.0 |

Comments regarding "Communication"

- Even though we should all be more technologically competent, items that can only be found through the computer are not easily accessed at every school/building.
- Please work to ensure all staff communicate the same information.
- More accurate, timely information.
- (K-2) Teachers want ways to incorporate assessment strategies so they don't feel assessment is "one more thing to do."
- Collect issues that school districts are still struggling with and provide a document that clearly indicates procedures that must be followed exactly and those that are open to local interpretation.
- We have been able to modify to reflect our local policy.
- Allow as much flexibility at the district level as possible, but make sure we know where the lines of discretion are drawn.
- Sample parent letters from schools about fourth and seventh grade writing.

Professional Development

| How satisfied are you: | Very Satisfied | Satisfied | Neutral/ Not Sure | Dissatisfied | Very Dissatisfied |
|--|-----------------------|------------------|--------------------------|---------------------|--------------------------|
| With professional development about classroom assessment | 17 | 28 | 19 | 6 | 0 |
| With professional development about intervention strategies | 6 | 40 | 15 | 10 | 0 |
| With professional development about effective use of financial resources | 6 | 37 | 32 | 7 | 1 |
| With professional development about effective parent involvement parent involvement | 9 | 40 | 15 | 11 | 0 |
| With professional development on closing the achievement gap | 12 | 34 | 16 | 9 | 1 |

Professional Development - continued

| How satisfied are you: | Very Satisfied | Satisfied | Neutral/ Not Sure | Dissatisfied | Very Dissatisfied |
|---|-----------------------|------------------|--------------------------|---------------------|--------------------------|
| With the quality of DPI-sponsored professional development on the standards | 19 | 38 | 11 | 6 | 0 |
| With the quality of RESA-sponsored professional development on the standards | 18 | 31 | 19 | 4 | 1 |
| With the quality of association and other group-sponsored professional development on the standards | 8 | 31 | 29 | 3 | 0 |
| Total of Each | 95 | 279 | 156 | 56 | 3 |
| Percent of Each | 16.0 | 48.0 | 26.0 | 9.5 | .5 |

Comments from "Professional Development"

- Realistic implementation; asking high school students to save their notes until the next exam
- Training review team. Early intervention, retention. Why is it not a good idea?
- Grade level criteria. New ideas on intervention strategies, more specifications
- Developing PEPs
- More workshops on specifics for closing the gap and working with ESL students
- More information from successful programs
- Effectively communicate to offer DPI-sponsored professional development

Preferred Method of Delivery for Professional Development

| | Total of Each | Percent of Total |
|---|----------------------|-------------------------|
| Electronic | 20 | 9.0 |
| Print | 40 | 18.0 |
| Regional meetings | 62 | 27.0 |
| DPI | 46 | 20.0 |
| RESA | 29 | 13.0 |
| Comm colleges/University | 5 | 2.0 |
| Statewide conference | 22 | 9.0 |
| Other-combo/media blitz | 1 | .5 |
| LEA meetings | 1 | .5 |
| Other-NC ASCD/Piedmont Triad Consortium | 2 | 1.0 |
| Grand Total | 228 | 100.0 |

Comments on "Preferred Method of Delivery for Professional Development"

- Make timely announcements so LEAs can plan to attend.
- Give us definite answers, especially early in the process. We had many unanswered questions.
- More info on closing the gap such as computerized reports of test data, test analysis, pilot schools?
- Need statewide video like the one shown on Charlotte/Mecklenburg news stations
- Offer closing the gap staff development again. We missed it.

Documentation

| How satisfied are you: | Very Satisfied | Satisfied | Neutral/ Not Sure | Dissatisfied | Very Dissatisfied |
|---|-----------------------|------------------|--------------------------|---------------------|--------------------------|
| With the appropriateness of the documentation to your needs | 32 | 38 | 4 | 2 | 0 |
| With the quality of the documentation | 36 | 35 | 4 | 1 | 0 |
| With the usability of the documentation you received | 29 | 40 | 5 | 2 | 0 |
| Total of Each | 97 | 113 | 13 | 5 | 0 |
| Percent of Total | 42.0 | 50.0 | 6.0 | 2.0 | 0 |

Comments on "Documentation"

- Keep communicating. There is never enough.
- More copies.
- Forms on website to download and customize.
- Excellent materials.
- Keep us informed about successful intervention strategies.

Location by Region

| Region | Total of Each | Percent of Total |
|--------------------|---------------|------------------|
| Northeast | 11 | 14.0 |
| Southeast | 15 | 20.0 |
| Central | 8 | 11.0 |
| Piedmont | 11 | 14.0 |
| Northwest | 14 | 19.0 |
| Southwest | 10 | 13.0 |
| Western | 7 | 9.0 |
| Other | 0 | 0 |
| Grand Total | 76 | 100.0 |

Role in the Organization

| | Total of Each | Percent of Total |
|---|---------------|------------------|
| Superintendent | 13 | 17.0 |
| Director of Instruction | 49 | 62.0 |
| Other-Asst. Superintendent | 13 | 16.0 |
| Other-Chairman of Student Accountability Services | 2 | 2.5 |
| Other-Principal | 2 | 2.5 |
| Grand Total | 79 | 100.0 |

Comments

- How to improve writing, getting from a "2" to a "3" at fourth grade.
- Effective school-based strategies for ongoing remediation
- Point out schools across the state that already have made great success with Black student achievement. Have them hold staff development meetings in their schools for others in their geographic areas.
- More explanation is needed on the standard for writing. If, after intervention, the student doesn't improve on a writing test, should he be promoted?
- Parts of the November sessions were not very well presented, especially the intervention section.

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- Point out schools across the state that already have made great success with Black student achievement. Have them hold staff development meetings in their schools for others in their geographic areas.
- More explanation is needed on the standard for writing. If, after intervention, the student doesn't improve on a writing test, should he be promoted?
- Parts of the November sessions were not very well presented, especially the intervention section.

- Waiver procedures?
- Statewide examples should be developed. If consistency in assessment is to be attained, DPI must provide a package for classroom assessment.
- More information on closing the gap. Frequent references, but not much help. Need recommendations, suggestions, and strategies.
- Need to revisit classroom assessment and intervention strategies. What are the schools of distinction doing?
- Information related to the fourth and seventh grade writing standards has been frustrating and confusing because mixed messages were sent by the Department.
- Parents who really need the information will not get it unless LEAs provide it and that gives added expense to the LEA.
- What is grade level work? Specific examples of Levels I, II, III, and IV.
- More quickly available.
- We need information, specific information, related to the high school exit exam.
- What regional testing consultant shared at RESA Council meeting differed from information shared at June 1 ELA meeting.
- The development of a pool of individuals who represent successful performance of subgroups (exceptional children, minorities, low socio-economic status) to help LEAs that have been less successful with these subgroups would be a next step.
- I think DPI's efforts to support implementation of the standards have been commendable. All the materials we've received have been practical, well-researched, and professionally presented. I don't think any LEA could say that information has been withheld or that DPI has left us ill-prepared for implementing the standards.
- Please give us some idea on what to expect, question-wise, with the exit exam. Will it look more like the Comprehensive test or the Willard Daggett wrapping paper question?
- More depth
- More in-depth training using proven programs and practices (fewer "what we did that somehow worked" sessions)
- In-depth seminars on improving performance in reading, mathematics, and writing rather than a one-hour overview
- More regional sessions on different intervention strategies
- Sequence of communication
- Send a copy of materials to the Office of Curriculum and Instruction before sending it to the schools. Some of our schools confused state policy with our revised local policy. Send more guidelines.
- More on flexibility of financial resources
- How to motivate reluctant learners and tenured teachers struggling with change!
- More on improving writing scores
- DPI staff need to be saying and doing the same. You get two different people, you get two different answers
- More workshops offering emphasis on "best practice intervention strategies" for low achievers in mathematics, reading, and writing. As best practices are identified, provide information meetings and written supplements to student accountability

materials, noting all of the above with more frequency -- possibly through combining neighboring LEAs.

- Great orientation of central office and principals to the standards. Focus on standards has been maintained by DPI! Do not advocate for the lowering of standards.
- Information for parents was helpful. Standard Error of Measurement information should have been explained earlier.
- Smaller groups
- More on best practices which have helped children reach the standards
- Work to ensure all documentation is accurate. Continue to upgrade and update
- The notebooks were excellent. Thank you
- Various methods of delivery of materials are needed
- Offer more ideas on intervention strategies
- Many systems are going above and beyond state gateways
- We need standard error of measurement in grades three through eight
- We need tests for retesting at the end of school and after summer academy
- More information needed on how to close the achievement gap
- Principals and school improvement team chairs need to be involved more
- Be specific with instructional input and provide documentation for later reference
- The at-risk conference did offer some excellent sessions
- Keep the information on the web
- Listen to the feedback and adjust accordingly
- Come out to the LEAs more often
- Get information out to us quicker
- DPI is responsive to questions about student accountability, and the staff has been proactive in this area.
- Keep communicating in a variety of formats.
- Use television information for parents
- Sessions conducted at the State Accountability Conference. More in depth

