

Draft Timeline Through June 2015

	January	February	March	April	May	June
	<ul style="list-style-type: none"> <li>Present individual workstream summaries and timelines; simplification, flexibility, sequencings</li> </ul>	<ul style="list-style-type: none"> <li>Finalize consolidated timeline</li> </ul>	<ul style="list-style-type: none"> <li>Begin Drafting New Standards</li> <li>Begin drafting implementation recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Begin gathering stakeholder input; online, panels</li> </ul>	<ul style="list-style-type: none"> <li>Refine work items</li> </ul>	<ul style="list-style-type: none"> <li>Finalize interim report to key stakeholders; GA, State Board, community at large.</li> </ul>
<b>ASRC Data Presentations</b>		<ul style="list-style-type: none"> <li>Dr. Koschnick – Developmental Specialist</li> <li>Dir Rebecca Blessing – State of Kentucky</li> <li>Dr. Oxendine – Testing and Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Milgram – Input to math standards</li> <li>Dr. Stotsky – Input to ELA standards</li> <li>TBD – State of Massachusetts</li> <li>TBD – Finland</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of current benchmarks</li> <li>Parent Input</li> <li>Teacher Input</li> <li>Business Input</li> <li>State of <i>TBD</i> Input</li> </ul>	<ul style="list-style-type: none"> <li>Update – Testing and Accountability</li> <li>Stakeholder feedback</li> </ul>	<ul style="list-style-type: none"> <li>Readouts from ELA and Math streams</li> <li>Readouts from Advisory Boards</li> <li>Present results of write-in feedback</li> </ul>
<b>ELA</b>		<ul style="list-style-type: none"> <li>Construct and solicit participation in ELA advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>Investigate post-secondary remediation</li> <li>Work on new k-3 recommendations</li> <li>Launch ELA advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>Work on new 4-8 recommendations</li> <li>Engage appropriate expertise as required</li> </ul>	<ul style="list-style-type: none"> <li>Work on new 9-12 recommendations</li> <li>Engage appropriate expertise as required</li> </ul>	<ul style="list-style-type: none"> <li>Finalize and gain consensus on new ELA standards recommendation</li> </ul>
<b>Mathematics</b>		<ul style="list-style-type: none"> <li>Construct and solicit participation in Math advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>Investigate post-secondary remediation</li> <li>Work on new k-3 recommendations</li> <li>Launch math Advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>Work on new 4-8 recommendations</li> <li>Engage appropriate expertise as required</li> </ul>	<ul style="list-style-type: none"> <li>Work on new 9-12 recommendations</li> <li>Engage appropriate expertise as required</li> </ul>	<ul style="list-style-type: none"> <li>Finalize and gain consensus on new math standards recommendation</li> </ul>
<b>Stakeholders</b>			<ul style="list-style-type: none"> <li>Launch Parent Advisory Board</li> <li>Launch Teacher Advisory Board</li> </ul>	<ul style="list-style-type: none"> <li>Launch online feedback mechanism</li> </ul>	<ul style="list-style-type: none"> <li>Continue to collect stakeholder feedback</li> </ul>	<ul style="list-style-type: none"> <li>Readouts from Advisory Boards</li> <li>Close out this round of stakeholder feedback</li> </ul>

Note: Throughout this time frame, online feedback and focus groups should be conducted across NC in the eight regions to allow parents, educational leaders, and stakeholders to share their opinions on the pros, cons, and suggested changes.

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Key Questions and tasks to be engaged by the ELA and Math workgroups:

- Choose the preferred baseline for each standard. This would be the standard that any edits or changes should be built upon.
- To accomplish a reduction in standards to enable further simplification, investigate and determine which standards should be removed from the core standards.
- If it is determined that we should start with a core set of standards and then introduce others over time, choose how the introduction should be staged...what's essential on day one and what should come next.
- Identify the specific standards that require re-sequencing...should be shifted to another grade level.
- Review each of the standards to ensure that they enable flexibility in implementation while maintaining its intended rigor.
- Review each standard to ensure that it does not prescribe any teaching methods or approaches. Curriculum related actions should be left to the teacher and LEA.
- Review the standards to ensure testing alignment. With an objective of minimizing standardized and high stakes testing, please assess and recommend when and how the standard might be evaluated.
- Review each standard for clarity (here, we need to agree on a common view of what constitutes "clarity".)

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