



Nebraska State Board of Education

Report of The Nebraska State Board of Education

Ad Hoc Committee: Standard's Process, Policy and Procedures Implementation

January 28, 2022

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Purpose

The Ad Hoc Committee on Standards Formations and Processes (“Committee”) was formed at the November State Board Meeting in response to a board member request to review the Nebraska Department of Education (“NDE”) standards processes. The Committee was created by State Board of Education President, Maureen Nickels. Robin Stevens, Patti Gubbels, and Jacquelyn Morrison were appointed to the Committee. Jacquelyn Morrison was chosen to chair the Committee. The Committee was asked to report on the work of the committee at the February 2022 State Board of Education Meeting. This report has been prepared pursuant to that request.

Committee Members

Jacquelyn Morrison – Chair
Patti Gubbels
Robin Stevens

Committee Meetings

The Committee met on the following dates:

11/9/21
11/17/21
12/1/21
12/3/21
1/7/21
1/19/21
1/23/21

Overview of the Committee Work

The Committee was formed at the November meeting of the Nebraska State Board of Education (“Board”) and began meeting shortly afterward. The first meeting of the Committee was 11/9/21. At the 11/9/21 and 11/17/21 Committee meetings, the Committee compiled responses received from Board Members at the November meeting. The responses encompassed the concerns of Board Members with the Health Standards Process. After reviewing the information in the responses, the Committee drafted recommendations to the Policy Committee. The recommendations, which centered around the composition of standing committees, are incorporated into Recommendation Number One of this report.

During the meetings, the Committee also drafted questions to submit to the Nebraska Department of Education (“NDE”) to gain clarity about NDE’s current standards processes. On 11/30/21, the Committee sent the drafted questions to NDE. A list of the questions sent are incorporated into this report as Attachment A. On 01/04/21, NDE staff sent responses to the Committee with answers to the questions. The responses are incorporated into this report as Attachment B.

At the 12/3/21 meeting, the Committee met with Board President Maureen Nickels to request permission to make early recommendations to the Policy Committee regarding the formation and make up of committees. Permission was granted, and recommendations were made to the Policy Committee at the first Policy Committee meeting following the request. The Committee also gave an update to the Board President and sought clarification on the length and purpose of the Committee.

On 01/06/22, the Committee requested permission from the Commissioner to utilize Ryan Foor to do additional research for the Committee. The Committee specifically requested more information about the participation and role of other state boards in their respective standards development processes. The Commissioner granted permission to the Committee and the Committee met with Ryan Foor on 01/07/22, to outline their requests. The compiled materials are incorporated into this report as Attachment C.

On January 19, 2022, the Committee met to review the responses provided by NDE. The Committee discussed the responses and potential next steps for the Committee and NDE. The

Committee created a list of recommendations to include in this report and subsequently met on January 23, 2022, to finalize this report. This report concludes the work of the Committee.

Recommendations:

After reviewing all information presented to the Committee, the Committee has five recommendations to the State Board of Education and NDE. The recommendations are as follows:

Recommendation #1: The Board improve the makeup and operation of Standing Committees.

Rationale: The State Board should have well defined and transparent committees that align with the Board's duties and vision.

Action Item:

1. The Board make improvements to the makeup and operation of standing committees to allow for more transparency, accountability, and preparation among board members. Suggested changes include but are not limited to:
 - a. Create a committee structure that enables more overlap with board members
 - b. Create a transparent structure wherein all board members have:
 - i. Advance notice of critical decisions
 - ii. Detailed committee reports to the full board
 - iii. Detailed committee notes from committee meetings
 - c. Improve the administration of standing committees by:
 - i. More specifically outlining the role of the committee chair
 - ii. Allowing members to define the goals and priorities of the committee
 - iii. Delineating the role of staff versus board members in committee meetings
 - iv. Enforcing timelines for when information must be provided to the committee
 - v. Rotating committee members and chairs
 - vi. Aligning board statements and priorities with committee priorities
 - vii. Having committees that are equally weighted in responsibility

Recommendation #2: The Board define the role of the Board in the Standards Processes.

Rationale: The State Board needs to have a definite written understanding of their role in the development of subject area standards and standards revision.

Action Item:

2. The Executive Committee create a policy that defines the role of the Nebraska State Board of Education in the development of subject area standards and standards revision with the target completion date end of Standards Year 2022.

Recommendation #3: The Board continue to work on the standards development process through the Planning and Evaluation Committee.

Rationale: The Planning and Evaluation Committee, responsible for matters related to content area standards, is the appropriate committee to guide revision of the NDE Standards Development/Revision process.

Action Item:

3. The Planning and Evaluation Committee assume responsibility for guiding development, monitoring progress, and affirming revision of the NDE Office of Teaching, Learning, and Assessment content standards development process with the target completion date end of Standards Year 2023.

Recommendation #4: NDE enlist the services of a consultant.

Rationale: A consultant with expertise in content standards development will help the Office of Teaching, Learning, and Assessment evaluate objectively the current standards development practices and procedures, provide research-based advice, and suggest revisions to enhance and assure quality of the content area standards development and implementation processes and procedures

Action Item:

4. Commissioner Blomstedt enlist the services of an external consultant to review and make recommendations to the Office of Teaching, Learning, and Assessment to improve the NDE standards development process. In addition to a general external review, the Ad Hoc Committee suggests special consideration be given to the following topics as part of the review process:

- i. State and national content standards resource selection, organization and use by writing/revision teams
- ii. Subject matter expert qualifications, selection criteria, and role clarification
- iii. Public engagement in content standards development process
 - 1. Purpose of the public input survey and use of survey results
 - 2. Opportunities for and timing of school personnel draft input/review
- iv. Final standards review and consensus process by writing/revision team
- v. Bias/Equity tools selection criteria, process consistency, and use of results
- vi. Coherent and comprehensive content standards implementation processes and resources including high-quality instructional materials, aligned and balanced assessments, and educator professional learning opportunities

Recommendation #5: The Board approve content standards for all subject matter areas.

Rationale: By approving content standards for all subject matter areas, the State Board will set the requisite standards for all Nebraska schools and students.

Action Item:

- 5. The Executive Committee create a policy that requires the State Board of Education to approve content standards for all subject matter areas.

Conclusion

At the January meeting of the State Board of Education, the Board elected new officers and reorganized its standing committee structure. After further discussion, the Ad Hoc Committee believes that the newly formed standing committees are well positioned to continue the work of the Ad Hoc Committee. Therefore the Ad Hoc Committee recommends that the Board approve the recommendations of the Ad Hoc Committee and continue the work of the Committee as outlined in its recommendations. The Ad Hoc Committee further recommends that the board review the progress made on each action item at the January 2023 meeting of the State Board of Education.

Attachment A

- 1) Please outline the process and procedures generally used in the development of standards?
 - 1a) If a certain standard has required a deviation from the standard process, please explain where the deviation was needed and why it was necessary.
 - 1b) Please describe how the development of the health standards deviated from any prior standards development processes.
- 2) Please provide the general timeline used in the development of standards.
 - 2a) Who are the participants in each part of the timeline? What has been the role of each participant in the timeline?
 - 2b) What was the timeline for the development of health standards?
- 3) Please describe each layer of oversight in the standards development process. (Oversight includes those layers within NDE and outside of NDE)
 - 3a) Please provide a Flow chart which shows decision points in the process and potential outcomes at each decision point.
- 4) What has been the role of each of the following groups in the standards process? (This includes but is not limited to the development, writing, approval, and review of the standards) If there are written descriptions for the role of any group, please provide them.
 - NDE Staff
 - NDE Leadership
 - Commissioner

- State Board of Education
- Parents
- Community
- School Districts
- Writing Committee
- Advisory Committee
- Subject Matter Experts
- Policy Committee
- Teaching and Learning Committee
- Any other stakeholder not listed

- 5) Is the standards development process reviewed and revised on a regular basis? If so, how/when does that occur?
- 6) Are there any recent best practices in content standards development processes you believe could be incorporated to improve our process?
- 7) What resources do you believe you will need to align the standards development process with new research-based best practices?

Nebraska's Content Area Standards Standards: ProBcess Overview
Prepared by the NDE's Office of Teaching, Learning, & Assessment (1/2022)

The following information is presented in response to questions posed by the Nebraska State Board of Education's ad hoc committee as it seeks to clarify the processes of developing and revising content area standards.

NOTE: The information below reflects the knowledge of staff hired since 2011. It does not reflect a holistic history of content area standards in Nebraska. Also, the information reflects processes related to content area standards. It does not reflect the processes used to develop and/or revise other standards including the [Nebraska Career Readiness Standards](#), [Nebraska Teacher and Principal Performance Standards](#), [Nebraska's Birth to Five Learning and Development Standards](#), or the [Nebraska English Language Proficiency Standards](#).

Introduction:

The Nebraska State Board of Education is required to “adopt measurable academic content standards for at least the grade levels required for statewide assessment” (Academic Content Standards, 2015) per Revised Statute 79--760.01. The statute specifies that those standards cover the subject areas of reading, writing, mathematics, science, and social studies and that the State Board of Education develops a plan to review and update standards for those subject areas every seven years. Although not required by law, the Nebraska Department of Education (NDE) developed (or has planned to develop) content area standards for Fine Arts, Physical Education, Health Education, and World Languages, as well as course-based content standards for Career and Technical Education (CTE). The standards provide schools a framework for ensuring quality teaching and learning for all content areas offered in Nebraska schools.

The work of developing and/or revising content area standards is guided by the following beliefs:

- Rigorous **content area standards** serve as the foundation for instruction that meets college and career readiness expectations.
- High-quality **instructional materials** are strongly aligned to content area standards and reflect the instructional shifts within college and career-ready standards.

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Prepared by the NDE's Office of Teaching, Learning, & Assessment (1/2022)

- High-quality assessments are included within a **balanced assessment system**, reflect the instructional shifts of college and career-ready standards, and provide educators with useable and timely data to inform instruction.
- A continuum of high-quality **professional learning** improves educators' content knowledge, content pedagogy knowledge, and connects content area standards, instructional materials, and assessments.
- To be **culturally sustaining**, content area standards, instructional materials, assessments, and professional learning must reflect and respect the backgrounds, histories, and narratives of all students, allowing students to understand and maintain their own unique cultural identity.

Question 1: Please outline the process and procedures generally used in the development of standards?

The Office of Teaching, Learning, and Assessment has oversight for the development and/or revision of content area standards for English Language Arts, Mathematics, Science, Social Studies, Fine Arts, Physical Education, Health Education, and World Languages. The Office of Career, Technical, and Adult Education oversees the development and/or revision of Programs of Study and course-based standards for Career & Technical Education. The processes and procedures used to develop and/or revise content area standards can be organized into the following phases:

Planning Phase: In this phase, research and resources are gathered by NDE staff, including national standards and content area standards from other states. This phase includes the development of the revision team, including the selection of Nebraska educators to assist in the development and/or revision process. It also includes the engagement of subject matter experts and an initial public input survey. The planning phase includes notice to the State Board of Education that the development and/or revision process has begun, and it includes communication to school superintendents and curriculum directors. Also in this phase, NDE content area specialists develop a tentative development and/or revision timeline guided by the targeted approval date.

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Writing and/or Revision Phase: In this phase, the bulk of the work occurs. It includes in-person and/or virtual meetings for the revision team. The revision team is provided and reviews data from initial public input, and they also review research and resources provided by NDE staff and subject matter experts. The format, frequency, and number of meetings are determined by NDE content area specialist in consultation with the Office Administrator of Teaching, Learning, and Assessment. In this phase, updates are provided to the State Board of Education Teaching & Learning (T&L) Committee and the Full State Board, upon request by the T&L Committee members.

Public Input and Editing Phase: Upon the public release of Draft #1, the transition to the next phase begins. In this phase, public input on Draft #1 is collected, reviewed, and incorporated (as determined by the revision team). This includes input from the general public, and it also includes input and feedback from subject matter experts, postsecondary education faculty, and business and industry representatives. The phase leads to subsequent drafts leading up to the approval date. The number of drafts developed prior to the approval date is dependent upon the size and scope of edits needed. Updates are provided to the State Board of Education T&L Committee and the full State Board, upon request by the T&L Committee members.

Approval and Dissemination Phase: Once public input has been incorporated, the "approval draft" is presented. The State Board T&L Committee makes the recommendation to bring the approval draft to the Full Board for approval. Following State Board approval, the process of dissemination begins. The final, approved draft is made available to the public via the main NDE website and a press release is prepared by the Office of Public Information & Communications. Soon thereafter, the Office Administrator of Teaching, Learning, and Assessment notifies Superintendents, Non-Public School Administrators, District Assessment Contacts, and District Curriculum Contacts, of the approval. Other notifications are sent by NDE content area specialists in accordance with the channels of communication for the given content area. This may include state-level organizations, postsecondary faculty groups, and teacher listservs. The communications include a link to the standards as well as other content-specific resources that support implementation. For example, several content areas have developed

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an Instructional Shifts document describing the major shifts between legacy and revised standards and their implications for instruction.

Transition to Implementation: Upon final approval, the focus shifts to supporting the implementation of revised content area standards. This phase includes four stages: (1) **Exploration**: the opportunity to explore the newly revised content area standards and assess readiness to implement, (2) **Initial Implementation**: the focus is on analyzing content area standards at a deeper level and developing resources to support the implementation, (3) **Scale Up**: the implementation of content area standards while attending to student learning gaps resulting from the transition between legacy to revised standards, and (4) **Deep Implementation and Sustainability**: the seamless integration of curriculum, instruction, and assessments with a focus on cross-curricular planning. To support this transition, the NDE has developed a [Content Area Standards Implementation Framework](#) which is then customized for the newly approved content area standards.

Question 1A. If a certain standard has required a deviation from the standard process, please explain where the deviation was needed and why it was necessary.

In 2016, the Office of Teaching, Learning, and Assessment began the process to develop a transparent timeline for the development and/or revision of content area standards. The [Standards Revision Timeline](#) was finalized in 2016 and revised in 2018. Additionally, a [Content Area Standards Reference Guide](#) and [Content Area Standards Implementation Framework](#) were developed. These resources did not exist before 2015 and are updated periodically.

The most current iterations of content area standards and year of approval are noted below:

- Fine Arts (2014)*
- Mathematics (2015)
- Physical Education (2016)*
- Science (2017)
- Social Studies (2019)
- World Languages (2019)*
- English Language Arts (2021)
- Career & Technical Education (2016, 2017, 2018)*

**Denotes the first time these standards were approved by the State Board*

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Each revision process provides an opportunity to reflect on previous practices and identify areas for improvement which may lead to changes in processes. Notable improvements and the rationale are included below:

- Statewide public input meetings were held for English Language Arts (2014) and Mathematics (2015). These meetings were held in the morning and evening at seven sites across the state. This practice was discontinued after 2015.

RATIONALE: Across seven sites (Lincoln, Wakefield, Omaha, Kearney, Scottsbluff, North Platte, and Ainsworth) fewer than 10 individuals provided public comment. As a result, the State Board asked the NDE to identify ways to increase public comment. The recommendation from NDE's Office of Data, Research, and Evaluation (DRE) was to focus efforts on increasing comment through electronic surveys. Following this, NDE's DRE provided consultation on all survey designs including survey dissemination and data analysis. The public input surveys, regardless of content area, use a consistent format and elicit feedback related to the content and rigor of both the legacy and draft versions. Some aspects of the survey are customized to the respective content area, for example, the survey questions for English Language Arts were organized into 9-10 and 11-12 grade bands.

A notable improvement in the survey process began with the 2021 ELA revision and continues with the mathematics revision currently in process. Each survey included a parent/caregiver section with a brief description of the major work of the grade along with a set of open-ended questions.

- The designation of standards as "college and career ready" by Nebraska's postsecondary systems (community colleges, state colleges, private and independent institutions, and the university system) first occurred with the 2014 English Language Arts standards. This practice continued with mathematics (2015), science (2017), and revised ELA standards (2021).

RATIONALE: It is critical that K-12 standards provide an opportunity for a seamless transition to postsecondary education.

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As such, the standards, when mastered, should provide the opportunity for students to succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation. With that in mind, representatives from Nebraska's postsecondary systems are involved in the process to revise standards, and postsecondary administration provides a "sign-off" that the standards meet the expectations for "college and career readiness." This has only been done for ELA, mathematics, and science as those are the three areas assessed by the summative assessment.

- In 2014, a group of employers provided feedback on the proposed revisions to the English Language Arts standards. This practice, engagement of business and industry, has occurred in each standard revision. Additionally, futuring panels included industry representatives helping to identify the knowledge and skills needed in a given industry (e.g. agriculture, computer science, health science, etc.).

RATIONALE: As "college and career ready" standards were being developed, it was important to ensure that employers had the opportunity to weigh in on the skills and knowledge needed in their particular industry. For example, "What reading, writing, speaking, and listening skills are needed in the manufacturing industry?" Employer engagement helps ensure education is preparing our students for Nebraska's workforce, anticipating the emerging workforce landscape, and the future needs of employers.

- An application was created to determine members of the revision team for the science standards (2017). This was the first time an application was used. Previous processes required extensive recruitment in order to fill the revision team. An application process was used to select members of the revision team for world languages (2019), social studies (2019), health education (2020), and mathematics (2021).

RATIONALE: Previous standard revisions relied on NDE's content area specialists to recruit members to participate on the revision team. An application was created to ensure all educators had access to participate on the science standards revision team and to recruit a broader group of educators to the table.

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- A bias review was included in the process to revise the Social Studies standards (2019). Using a tool from the Midwest Plains and Equity Assistance Center, "[Assessing Bias in Standards and Curricular Materials](#)," a subset of the revision team reviewed Draft #1 of the social studies standards to determine if bias was minimized. A bias or equity review was included in the standards development process for health education and the standards revision process for ELA.

RATIONALE: The perspectives, histories, and contributions of non-white, non-male, non-disabled, or non-cisgender people are generally minimized, misrepresented, or often omitted altogether from content area standards (Coomer, Skelton, Kyser, Warren, C., and Thorius, 2017). It is imperative that content area standards reflect the diverse backgrounds, histories, and narratives of all students in Nebraska's schools. This aligns with the State Board's Equity Lens and the NDE's Commitment to Equity.

Question 1b. Please describe how the development of the health standards deviated from any prior standards development processes.

The process to develop the Nebraska Health Education Standards followed the process used to develop other content area standards. The most notable deviation is that the process began pre-pandemic (i.e. in-person meetings, etc.) and continued during the pandemic (i.e. remote meetings, etc). Also, NDE's Health Education Specialist was on maternity leave from November 2020 to January 2021 and limited work was completed during that time. Other deviations include:

- Because Nebraska had not developed Health Education standards previously, this process was a **development** versus a **revision**. Previous processes have been revisions of the current content area standards. Additionally, subject matter experts were utilized in the process to develop the Nebraska Health Education standards. ~~But~~ because this was a development process, the subject matter experts were consulted prior to the official process beginning. The input provided by the subject matter experts guided the development of the strands in the proposed Health Education standards.
- At the request of a State Board member, non-educators were invited to

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apply to participate as writing team members. These individuals were not selected to be part of the writing team but were utilized as subject matter experts. No similar requests have been made in previous standards revision and/or development processes.

- Non-public schools are not required to utilize content area standards approved by the State Board of Education. Even so, non-public school educators are included as members of the writing/revision team. In September 2020, outreach was made by the Associate Director of Education Policy for the Nebraska Catholic Conference. This was the first time the Nebraska Catholic Conference inquired specifically about the involvement of Catholic school educators and other professionals participating on the writing team.
- The training, "*Centering Equity within Health Education Standards*," occurred at the beginning of the process. Previously, an equity (or bias) review was completed after Draft #1 was available. This was done so that educational equity, as described [here](#), would be considered throughout the entire process rather than once at the end.
- The Methodology and Evaluation Research Core (MERC) at the University of Nebraska- Lincoln (UNL) was contracted to analyze the qualitative data provided in feedback via the NDE's Health Education Standards Public Input Survey, as well as general email responses. This independent analysis was completed because of the number of responses and emails received and a desire for third-party analysis. Previously, this work was completed by the NDE's Office of Data, Research, and Evaluation.
- After the release of Draft #1 of the Nebraska Health Education Standards, NDE staff met with State Board members outside of scheduled State Board meetings. This included opportunities for informal discussion with NDE staff (which occurred in March 2021) and additional Teaching & Learning Committee meetings.

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Question 2: Please provide the general timeline used in the development of standards.

The [Content Area Standards timeline](#) denotes a 1.5-year process to develop and/or revise each content area. The process typically begins in the Spring of one academic year with final approval occurring the Fall of the next academic year. A longer period of time may be necessary when developing new standards. NDE content area specialists develop a general timeline as the process begins. This timeline is shared publicly via the NDE website as well as groups directly involved with the revision. A **sample timeline** is included below:

Phase	Activities
Planning December/ January	Collection and organization of research and resources; preparation and distribution of public input survey; development of application and selection process for writing team members; drafting of revision timeline
Planning February/ March	Distribution and review of writing/revision team member applications, notification of applicants; initial analysis of public input survey data; publication of revision timeline; identification of subject matter experts; initial planning of review for bias; provide updates to T & L Committee
Writing and/or Revision April/May	Onboarding of writing/revision team members by NDE staff, selection of team facilitators (if utilized), ongoing writing/revision team meetings; initial consultations with subject matter experts; finalize planning of bias review training; provide updates to T & L Committee
Writing and/or Revision June	Ongoing collaboration with writing/revision team and consultation with subject matter experts; preparation of public input survey for Draft 1 of revised standards; provide updates to T & L Committee
Public Input and Editing July	Collection, review, and incorporation of input from survey, subject matter experts, education faculty, bias review, and business and industry representatives; development and presentation of subsequent draft(s)

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Approval and Dissemination August/ September	Presentation of "approved" draft to Board; publication to NDE main and content area websites; broad distribution of final document, instructional shifts, and supporting resources
Transition to Implementation Ongoing	Development of implementation tools and supports, design and delivery of statewide professional learning; ongoing needs assessment related to standards implementation

Question 2A: Who are the participants in each part of the timeline? What has been the role of each participant in the timeline?

The participants and roles are described in Question 4.

Question 2B: What was the timeline for the development of health standards?

The comprehensive timeline for the development of the Nebraska Health Education Standards is linked [here](#).

Question 3: Please describe each layer of oversight in the standards development process. (Oversight includes those layers within NDE and outside of NDE)

The layers of oversight are described in the explanation of roles (Question 4).

Question 3A: Please provide a flow chart that shows decision points in the process and potential outcomes at each decision point.

Decision points in content area standards development and/or revision are not linear or sequential. Rather than developing a flowchart, key decision points are listed within the phases described above:

Planning Phase:

- Collection of Public Input: The NDE Content Area Specialist(s) determines the initial approach to collecting public input before the process begins. In partnership with the NDE Office of Data, Research, and Evaluation, a customized survey and email address are created and disseminated to gather input.
- Identification of Research and Resources: The NDE Content Area

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Specialist(s) determines the research and resources that may be used in the development and/or revision process. This includes national standards, exemplar standards from other states, and current research related to teaching and learning in the content area.

- Selection of Revision Team: Using a rubric, NDE staff select the members of the revision team from the applications submitted. The criteria for selection include curriculum development experience, standards writing experience, content area teaching experience/knowledge, and representation {(e.g. geographic location (urban, suburban, or rural), grade level experience (elementary, middle, high, or postsecondary), type of school (public or non-public, content area/strand experience, and ESU region)}.
- Organization of Revision Team: In the planning phase, NDE Content Area Specialists determine the organization of the revision team. This includes determining if subgroups will be organized by grade band (K-2, 3-5, 6-8, 9-12) or by content area strand (e.g. topical organization).
- Engagement of Subject Matter Experts: NDE Content Area Specialists identify subject matter experts and then determine a strategy to engage the experts in this phase. These individuals often have experience in working in educational settings (formal or non-formal), worked with the NDE previously (e.g. DHHS staff, university faculty, etc.), and have experience in the development of curriculum and/or educational resources.
- Communication with State Board of Education: The Administrator for the Office of Teaching, Learning, and Assessment works with the Commissioner of Education and the State Board Relations Officer to determine the timing of updates to the State Board.

Writing and/or Revision Phase:

- Content Included: The writing/revision team uses the resources and input from the planning phase to make decisions related to the content included in the standards. Decisions may be made as a whole group (e.g. middle school grade banded standards vs. middle school grade-level standards) or in smaller subgroups (e.g. K-3 subgroup, strand subgroup, etc.). In addition to the content included, the writing/revision team uses resources and

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subject matter expertise to determine appropriate learning progressions, grade-level placement of content, and the team ensures the standards meet the criteria for quality.

- Structure/Format of Standards: In this phase, the writing/revision team makes decisions regarding the structure or format of the standards. These decisions are made as a whole group. Examples may include the number and/or naming of strands, the format of middle school and/or high school standards, or decisions made regarding key content to be included.
- Engagement of Subject Matter Experts: NDE Content Area Specialist(s) determine the need to engage subject matter experts in this phase. This could include collecting additional resources from the subject matter experts, consultation on content decisions, etc.
- Communication with State Board of Education: The Administrator for the Office of Teaching, Learning, and Assessment works with the Commissioner of Education and the State Board Relations Officer to determine the timing of updates to the State Board.

Public Input and Editing Phase:

- Edits to Drafts: A smaller group of volunteers from the writing/revision team (e.g. editing group) is used to make edits after each draft is released. The editing group, led by the NDE Content Area Specialist(s), reviews public input received via electronic survey and via the NDE Standards Input Email and makes the determination of the input/feedback incorporated into a new draft. Those decisions are made as a whole group and subject matter experts are consulted when needed. This process continues until there is an "approval draft."
- Communication with State Board of Education: The Administrator for the Office of Teaching, Learning, and Assessment works with the Commissioner of Education and the State Board Relations Officer to determine the timing of updates, including drafts of the standards, to the State Board.

Approval and Dissemination Phase:

- Approval Draft: The approval draft is presented to the State Board Teaching & Learning Committee as the recommendations for the standards in a given content area. The Teaching &

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Learning Committee determines if the approval draft will move forward to the full State Board for discussion and approval. Approval of content area standards requires a majority vote of the State Board of Education.

Transition to Implementation:

- Implementation Timeline and Resources: The NDE Content Area Specialist, in consultation with the Administrator for the Office of Teaching, Learning, and Assessment, determines the timeline for implementing the revised content area standards using the NDE Content Area Standards Implementation Framework. This includes the identification of resources needed to support implementation.

Question 4: What has been the role of each of the following groups in the standards process? (This includes but is not limited to the development, writing, approval, and review of the standards). If there are written descriptions for the role of any group, please provide them.

State Board of Education: [79-760.01](#) requires the State Board of Education to "adopt measurable academic content standards for at least the grade levels required for statewide assessment pursuant to section 79-760.03. The standards shall cover the subject areas of reading, writing, mathematics, science, and social studies." Additionally, the State Board of Education has approved non-statutorily required content area standards. This precedent was established in 2014 when the State Board of Education approved the Nebraska Fine Arts Standards. **As such, the role of the State Board of Education has been to approve content area standards.**

State Board of Education - Teaching and Learning Committee: The State Board's Teaching and Learning Committee is the first "touch-point" of standards with the State Board of Education. The committee receives updates on the process to develop and/or revise content area standards before and throughout the revision/development process. Also, the committee is the first to receive drafts of proposed standards, and at that point, will determine how the draft moves forward. **The role of the committee is to provide input and feedback throughout the processes, provide updates to the full board through committee reports and/or full board discussions, and recommend when staff presentations are necessary for the full board. The committee also makes the**

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final recommendation to the full board for approval of content area standards.

State Board of Education - Policy Committee: **The State Board's Policy Committee has not had a formal role in content area standards revision and/or development.** The Policy Committee is generally tasked with board policy matters.

Commissioner of Education: The Commissioner of Education identifies staff to provide oversight on the development and/or revision of content area standards. **Drafts brought forward to the State Board of Education reflect the Commissioner's recommendations for standards for a given content area.**

NDE Leadership, including administration for the Office of Teaching, Learning, and Assessment: The Office of Teaching, Learning, and Assessment provides oversight for the development and/or revision of content area standards for English Language Arts, Mathematics, Science, Social Studies, Fine Arts, Physical Education, Health Education, and World Languages. **The Administrator and Assistant Administrator for the Office of Teaching, Learning, and Assessment provide input and recommendations on the process, work to ensure standards are consistent across all content areas, meet expectations for quality, and are the primary contact to the State Board of Education.**

NDE Staff: Working with the Administrator and Assistant Administrator for the Office of Teaching, Learning, and Assessment, **the role of NDE Content Area Specialists is to design and facilitate the process to revise and/or develop content area standards. Additional NDE staff may participate in the process as subject matter experts (e.g. staff from Special Education, English Learners, Statewide Assessment, etc.).** The content area specialist is the point of contact for the standards revision/development process.

Writing/Revision Committee: The writing or revision committee (or team) includes the Nebraska educators selected to write (or revise) content area standards. **Their role is to collaboratively write or revise content area standards utilizing current resources, best practices, research, and public input.**

Advisory Committee: See Subject Matter Experts

Subject Matter Experts: Subject Matter Experts (SMEs) have specialized education, knowledge, and expertise related to the content area. SMEs possess an understanding of the research base needed for teaching and

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learning in a given content area. SMEs may include PK-12 educators, postsecondary educators, business/industry representatives, and other state or national experts. **The role of SMEs is to provide input and/or recommendations that are considered by members of the revision team.**

School Districts: School districts provide input on revisions to content area standards in a number of ways and at different points in the process. This may include completing public input surveys, identifying educators to participate on the revision team, or providing feedback directly to NDE staff. School district staff play an integral role during the approval/dissemination stage by sharing out communications about drafts, final approval, and facilitating district-wide exploration activities. **Per 79-760.02, school districts “shall adopt measurable quality academic content standards in the subject areas of reading, writing, mathematics, science, and social studies. The standards may be the same as, or maybe equal to or exceed in rigor, the measurable academic content standards adopted by the state board and shall cover at least the same grade levels.”** School districts are not required to adopt the state-approved standards for non-statutorily required standards.

Community Stakeholders, including Parents: **The role of community stakeholders, including parents, is to provide input on the content and rigor of content area standards.** This input is collected through electronic surveys, via the standards input email, or by sending input directly to NDE staff. Community stakeholders may also provide public comments at State Board of Education meetings.

Question 5: Is the standards development process reviewed and revised on a regular basis? If so, how/when does that occur?

To date, a third-party review of standards development and/or revision processes has not been completed. Process improvements are informally noted by content area specialists and implemented as appropriate.

Since 2014, there has not been a year when there are no content area standards being revised; SY 2022-2023 offers a year where no standards are being revised or developed. A third-party review is recommended. Organizations that have completed reviews of state standards processes include [the Center for Standards, Assessment, and Accountability](#) and [American Institutes for Research](#).

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Question 6: Are there any recent best practices in content standards development processes you believe could be incorporated to improve our process?

Nebraska's process for developing and/or revising content area standards follows the same general procedures that arose from the creation of national content area standards. Best practices included in developing national standards have been consistently applied to Nebraska's process including:

- Classroom teachers play a critical role in the development of content area standards.
- State and local leaders and other subject matter experts guide the process of development and/or revision.
- Educators involved in the process are informed by research related to the content area and resources such as exemplars of high-quality standards from other states.
- Partner organizations, both nationally and locally, provide input as appropriate. Examples include the National Council of Teachers of Mathematics (NCTM), the Nebraska Association of Teachers of Mathematics (NATM), the National Council of Teachers of English (NCTE), and the Nebraska State Literacy Association (NSLA).
- Stakeholders, including members of the public, business and industry, and post-secondary representatives, provide specific, constructive feedback on drafts of standards.

While the importance of content area standards is well documented, limited research has expanded the literature base on standards development processes. Rather, researchers have focused their efforts on standards implementation, implementation of high-quality instructional materials, and assessment of student learning. For example, the RAND Corporation's report (2016) [*Creating a Coherent System to Support Instruction Aligned with State Standards*](#), examines the practices of the Louisiana Department of Education. More recently, Dr. Morgan Polikoff released [*Beyond Standards: The Fragmentation of Education Governance and the Promise of Curriculum Reform*](#) (2021). This work highlights the structural conditions that have undermined the success of the standards movement and identifies curriculum reform as a high-leverage strategy for making meaningful progress at scale and emphasizes that states need to play a greater role in evaluating and recommending high-quality instructional materials (Polikoff, 2021).

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Question 7: What resources do you believe you will need to align the standards development process with new research-based best practices?

Though there have not been significant developments in the research base for the standards development process, each process requires certain resources that are unique to the content area and that inform educators who comprise writing and subject matter expert teams. These include current research directly related to a field of study.

In addition, there are needs for resources related to effective implementation of standards and instructional materials, instructional practices, and assessing student learning. During the process of creating or revising content area standards, Nebraska educators draw on a number of resources from organizations such as The American Institutes for Research, the RAND Organization, Student Achievement Partners, the Association for Supervision and Curriculum Development, EdReports, and the National Center for Assessment are organizations that support state-level content standards implementation.

The content area specialists involved with their respective processes have recognized the need to develop broader, system-wide coherence around the implementation of standards. This includes supporting educators in understanding the standards and instructional shifts, properly mapping and sequencing the standards, implementing and supplementing high-quality instructional materials, and differentiating implementation. The identified areas of need are as follows:

- Research has demonstrated that teachers need specific guidance in the interpretation of standards and indicators so that there is a common understanding of what standards are asking students to do (RAND, Corporation, 2018);
- the same research indicates that district leaders rarely provide specific, standards-aligned professional learning opportunities;
- few state standards documents provide guidance on the organization of a large number of standards and indicators into a year's instruction; and,
- American Teacher Panel data (2019) suggests remarkably low adoption or implementation of standards-aligned core materials in any content area.

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As such, to support the improvement of teaching and learning at scale, additional policy should be considered closer to the classroom: expanding access to high-quality instructional materials, assessments, and interventions while ensuring teachers receive high-quality professional learning to successfully implement those resources. Content area standards are a foundation from which we can build, but the focus on improving instruction requires a more holistic view.

References:

- Coomer, M. N., Skelton, S. M., Kyser, T. S., Warren, C., & Thorius, K. A. K. (2017). Assessing bias in standards and curricular materials. *Equity Tool*. Indianapolis, IN: Great Lakes Equity Center.
- Kaufman, J., Thompson, L., and Opfer, V. (2016) *Creating a coherent system to support instruction aligned with state standards: Promising practices of the Louisiana Department of Education*. Retrieved January 04, 2022: https://www.rand.org/pubs/research_reports/RR1613.html
- Polikoff, M. (2021). *Beyond standards: The fragmentation of education governance and the promise of curriculum reform*. Harvard Education Press.

Attachment C

Utah Board Revision Process: <https://www.schools.utah.gov/file/c580f8a1-8cc5-4a47-9a1a-2ed5948ad9f4>

Utah Board Revision Policy: <https://www.schools.utah.gov/file/6b0123c9-f8bd-46d7-98a4-ad3bfe1df0fe>

Utah Revision Timeline: <https://www.schools.utah.gov/file/620b6e97-0a1c-4751-b991-8a4951c06550>

Ohio's Standards Learning Process: [Ohio's Learning Standards and Model Curriculum Review Process](#)

Ohio Revised Code: <https://codes.ohio.gov/ohio-revised-code/section-3301.079>

Education Commission of the States: [State-Information-Request Processes-for-Creating-and-Evaluating-State-Education-Standards-1.pdf \(ecs.org\)](#)

UTAH STATE BOARD OF EDUCATION POLICY	
Policy Number:	3002
Policy Name:	Core Standards Revision Process
Date Last Approved:	September 5, 2019

By this policy, the Utah State Board of Education, “the Board,” establishes the following internal rules and procedures for fulfilling the Board’s responsibilities under Section 53E-4-202.

1. Core Standards Rubric:
 - a. As part of determining if the Board should recommend a set of core standards for revision outside of the Board’s established timeline for revision, the Superintendent shall submit to the Board the results of an annual analysis of each of the core standards rubric results.
 - b. The Board will then consider the results of the annual analysis described in Subsection (1)(a) to determine if standards need to be cued for revision.
2. Revision Warranted:
 - a. If a core standards revision is warranted, by either the Board-established timeline or the revision rubric, the Board shall instruct the Superintendent to commence the standards review process.
3. Standards Review Committees:
 - a. If the Board determines that a set of core standards warrant revision, the Board shall direct the Superintendent to establish a standards review committee (“Committee”) to review the core standards and make recommendations to the Board for revisions.
 - b. Membership:

- i. The Superintendent shall ensure that a standards review committee described in Subsection (3)(a) includes individuals as set forth in Section 53E-4-203(5).
- ii. The Superintendent shall facilitate the appointments described in Subsections 53E-4-203(5)(b) and (c) with the Speaker of the Utah House of Representatives and President of the Utah State Senate.
- iii. The Superintendent shall recommend candidates to the Board Chair for appointment as described in Subsection 53E-4-203(5) taking into consideration:
 - A. recommendations of content-area specialists; and
 - B. expertise in the content-area under review.

4. Standards Review Committee Process:

- a. A standards review committee, established as described in Subsection (3), shall meet twice within a three month timeframe after the committee's establishment.
 - i. At the first meeting, the committee shall review existing core standards and relevant research and data.
 - ii. At the second meeting, the committee shall make recommendations to the Board for revisions to the existing core standards, taking into consideration the criteria set forth in Subsection 53E-4-2-3(8).
- b. A standards review committee shall make written recommendations to the Board, which may include recommendations to:
 - i. consider particular research, data, or professional documents;
 - ii. add or eliminate content;
 - iii. amend the format; or

- iv. provide clarity.
 - c. A standards review committee shall be disbanded after submitting the committee's written recommendations to the Board.
- 5. The Superintendent shall:
 - a. provide logistical support for scheduling, conducting, and staffing committee meetings;
 - b. provide relevant materials to a committee;
 - c. assist a committee in preparing written recommendations to the Board;
and
 - d. present a committee's recommendations to the Board no more than two months after the committee's second meeting.

Utah State Board of Education Standards Revision Process

Approved July 9, 2020

Purpose: As described in 53E-4-202, the Utah State Board of Education shall establish the core standards for Utah public schools that:

- Identify the basic knowledge, skills, and competencies each student is expected to acquire or master as the student advances through the public education system.
- Increase in depth and complexity from year to year and focus on consistent and continual progress within and between grade levels and courses.

Governing Documents:

Statute	Board Policy
53E-4-202 Core standards for Utah public schools 53E-4-203 Standards review committee	Board Policy 3002 – Standards Review Committee

Step	Step Description	Required By	Sample Timeline
1. Review Triggered	Using the Board-adopted standards revision timeline, revision checklist, or due to a legislative mandate, the need for a standards review is triggered.	Board Policy 3002	Month 1
2. Board Approval for Standards Review	Staff submits an action item requesting the full Board's approval to: <ul style="list-style-type: none">• Start the Standards Review Process.• Organize the standards review committee.		Month 2 Full Board
3. Standards Review Committee Membership Identification	Staff submits a written request to the State Board Chair to appoint member to the standards review committee consisting of: (a) seven individuals, with expertise in the subject being reviewed, including teachers, business representatives, faculty of higher education institutions in Utah and others as determined by the State Board Chair. Staff submits a written request to the Superintendent to assist with identifying membership for the standards review committee consisting of: (b) five parents of public education students appointed by the speaker of the House of Representatives; and	53E-4-203(6)	Month 2

Step	Step Description	Required By	Sample Timeline
	(c) five parents of public education students appointed by the president of the Senate.		
4. Standards Review Committee Work	<p>Staff organizes the standards review committee based on received appointments. At least two meetings are convened to review the standards and make initial recommendations. Initial comments and recommendations may include research updates, suggestions for adding/eliminating content, format amendments, suggestions for clarity, alignment to the Portrait of a Graduate, connection to other areas (e.g. civic and character education, financial literacy) and insights based on the standards revision rubric.</p> <p><u>Notes:</u> Meetings must be held within three months of the initial meeting; a member of the standards review committee may not receive compensation or benefits for the member's service on the committee.</p>	53E-4-203 Board Policy 3002	Months 3-4
5a. Report of Standards Review Committee Comments and Recommendations	The standards review committee will present a summary of the committee's comments and recommendations to the full Board.	53E-4-203	Month 5 Full Board
If the Board determines that a revision is not warranted, the process ends here. If there is cause for a revision, then the following steps would be executed.			
6. Writing Committee Organization and Work	<p>Staff organizes a writing committee comprised of multiple stakeholders with advanced knowledge and expertise in the content area.</p> <p>The writing committee meets to review the comments and recommendations and uses those to revise the standards.</p>	53E-4-203 Board Policy 3002	Months 6-12
7a. Draft Standards Presented for Public Release	Staff submits a draft of the standards and a proposal for public review to the Standards and Assessment Committee. The Committee will forward a recommendation to the Board concerning releasing the draft.	53E-4-202(4)	Month 13 Standards and Assessment Committee

Step	Step Description	Required By	Sample Timeline
<u>7b. Board Approval of Public Release</u>	<p>The Board will determine whether to release the standards for public input.</p> <p>Upon approval of the draft release, staff will ensure to publicize the release on the USBE website and social media outlets, the Public Notice Website, and to any other applicable advisory committees.</p>		Month 14 Full Board
8. 90-day Public Review	<ul style="list-style-type: none"> • Staff posts the approved draft for at least a 90-day public review period. • Staff plans and facilitates three public hearings in different regions of the state. • Staff provides monthly updates to the Board on the location, numbers of attendees, and the modes of delivery of the public hearings. • Staff will hold ongoing meetings with the writing committee to incorporate public feedback as appropriate into the draft. 	53E-4-202(4)	Months 14-17 Monthly Consent Calendar Information Item
9. Revised Draft of Standards Submitted	<p>Staff submits to the Standards and Assessment Committee an amended version of the publicly-released draft standards that incorporates the comments from the public.</p> <p>The Committee determines whether to forward the revised draft standards to Board Members for a 30-day review</p>		Month 18 Standards and Assessment Committee
10. Full Board Opportunity for Review and Feedback	<p>Each Board Member is afforded the opportunity to review the revised draft and provide specific feedback for additional consideration and revision.</p> <p>Board Members will track their changes/suggestions in an editable format and submit to staff within 30 days of receipt.</p>		Month 18 Board Member review
11. Committee Review and Determination of Path	<p>The Standards and Assessment Committee will be presented with one comprehensive document of Board Member changes/suggestions. Some initial changes will be crafted by staff for consideration by the Standards and Assessment Committee.</p> <p>Each suggestion or change will be reviewed and amended, as determined by the Committee, to create a final version for full Board approval.</p>		Month 19 Standards and Assessment Committee

Step	Step Description		Required By	Sample Timeline
	The Committee will determine a path for moving the standards forward.			
Path 1		Path 2		
12.a. Final Draft Review and Approval by Full Board in Regular Meeting	Month 20 Full Board	12.b. Final Draft Review and Approval by Full Board in Special Session	Month 20 Full Board	
<p>The updated draft with the Standards and Assessment Committee revisions from the prior month will be submitted to the Board in a regular meeting. During the meeting, the full Board will discuss the changes/suggestions and finalize the draft.</p> <p>Writing committee members will be invited to be present for consultation.</p> <p>The Board will consider approval of the final draft.</p>		<p>The updated draft with the Standards and Assessment Committee revisions from the prior month will be submitted to the Board in a special session. During the special standards session, the full Board will discuss the changes/suggestions and finalize the draft.</p> <p>Writing committee members will be invited to be present for consultation.</p> <p>The Board will consider approval of the final draft.</p>		
13. Report Implementation Plan and Provide Updates	<p>Staff provides a written plan.</p> <p>An update is included in the Superintendent's Annual Report.</p>		53E-402-203	Month 21 Information item on Consent Calendar

Table 1. Utah Core Standards Revision Timeline

Content Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Social Studies (K-6) 2010	Review/Revise Standards	Adopt & Introduce	Implement							
ELA (K-12) 2013		Review/Revise Standards	Adopt & Introduce	Implement	Assess					Review/Revise Standards
World Languages 2015			Review/Revise Standards	Adopt & Introduce	Implement					
Library Media (K-12) 2015			Review/Revise Standards	Adopt & Introduce	Implement					
Fine Arts (K-12) 2016				Review/Revise Standards	Adopt & Introduce	Implement				
Mathematics (K-12) 2016					Review/Revise Standards	Adopt & Introduce	Implement	Assess		
Physical Education (K-12) 2016						Review/Revise Standards	Adopt & Introduce	Implement		
Social Studies (K-12) 2016								Review/Revise Standards	Adopt & Introduce	Implement
Driver Education 2018							Review/Revise Standards	Adopt & Introduce	Implement	
Health 2019							Review/Revise Standards	Adopt & Introduce	Implement	Assess
Science (K-12) 2019						Review/Revise Standards	Adopt & Introduce	Implement	Assess	
Pre-School 2019**								Review/Revise Standards	Adopt & Introduce	Implement

****Expected**

Blue: Required Standards to be reviewed by a Standards Review Committee

Note: As required by 53E-4-202(8)

Ohio's Learning Standards Review Process

The development and review process of Ohio's learning standards and model curriculum are a key component of Ohio's Strategic Plan, *Each Child, Our Future*:

Strategy 4: “Ohio has had standards focused on the foundational knowledge and skills and well-rounded content learning domains. In these two learning domains, the state engages a mix of Ohio-based educators and experts to review and revise the standards.”

“State-level steps should be taken to engage educators, employers and experts in the development of standards and guidelines for what students should be able to demonstrate in the learning domains of leadership and reasoning and social-emotional learning.”

- Ohio's learning standards outline what students should know and be able to do in each subject and grade to be on track for success in college and/or careers once they graduate. The focus of the standards is on knowledge and skills a child should gain.
- Standards are different from curriculum. In Ohio, local school districts select the curriculum to utilize in the classroom. The district's local curriculum outlines *how* schools teach and *what* materials they use.
- It's important for Ohio to review the standards every few years to ensure they:
 - are still suitable for specific grade levels;
 - continue to provide critical knowledge in the subject;
 - still lead to higher student achievement; and
 - still call for teaching the skills that colleges and employers tell us are most important.
- Educator input is critical for periodic updates and revision of the standards and model curriculum.

IDENTIFICATION OF STAKEHOLDER GROUPS

- Two groups manage the actual development of standards: **Advisory Groups** and **Working Groups**.

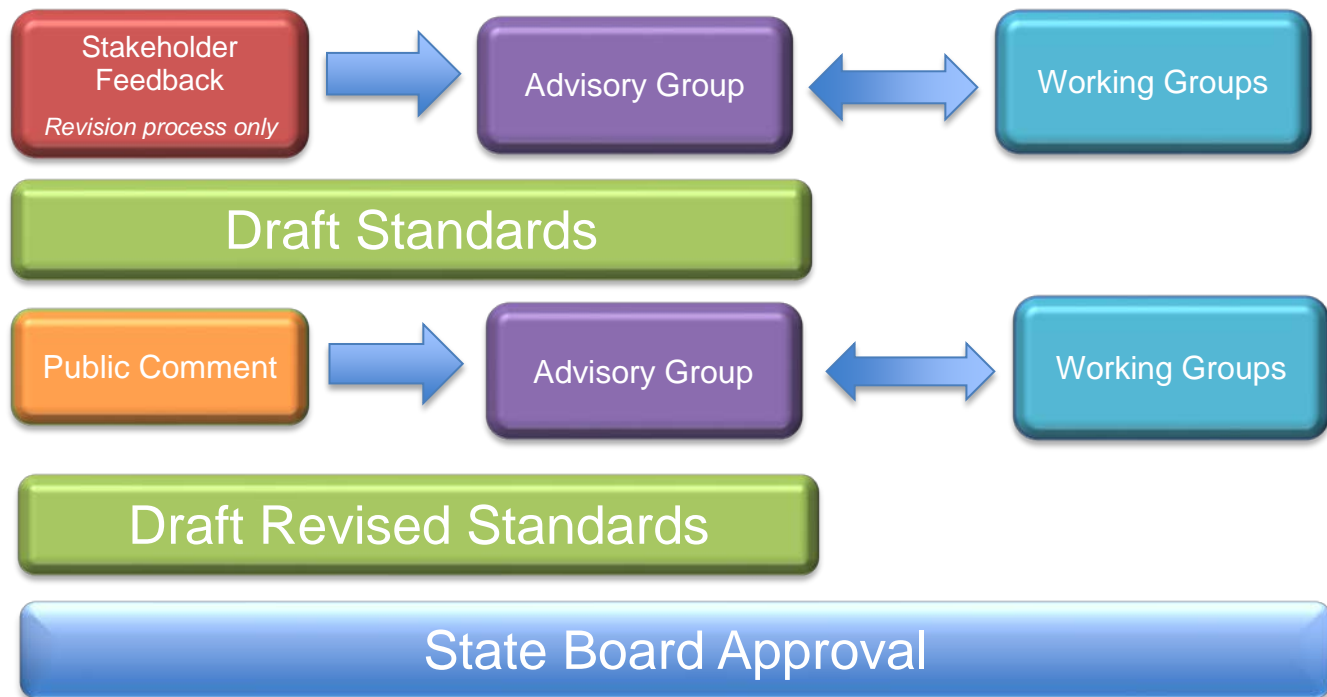
Advisory Group:

- Advisory group membership is by invitation from the department. It is made up of selected members of state level, professional educator organizations in Ohio.
- The advisory group:
 - provides guidance for the scope of work assigned to the working groups;
 - identifies and recommends resources for the working groups to consider;
 - identifies documents including other state, national or international standards to guide the development or revision of standards; and
 - reviews and approves edits to Ohio's Learning Standards in response to the comments and suggestions from the public comment period.
- The advisory group reviews public comments to determine where to focus revision work. Recommendations are made to the working groups and oversees their efforts.

Working Groups:

- The department accepts nominations for Ohio educators to serve on working groups. Individuals may nominate themselves – or a colleague or supervisor may nominate an individual. These groups are made up of experts in their subject areas from throughout the state who have taught at some level from kindergarten through college.
- The working groups write and edit the standards in the development/revision process.
- The working groups propose revisions to the standards based on comments received during the public feedback period.

The following graphic provides a visual for the standards development/review process:

**COLLECTION OF PUBLIC COMMENTS DURING INITIAL DEVELOPMENT PROCESS**

- In the development process, a single public comment period is conducted to collect feedback on the draft standards. The draft standards are revised based on comments received from the public and a review by the advisory group.

COLLECTION OF PUBLIC COMMENTS DURING REVIEW AND REVISION PROCESS

- To begin the periodic review and revision process, the Department creates an initial survey to collect public comments on the standards from educators, parents and community members. The Department heavily promotes the opportunity to give feedback to teachers and school curriculum directors who use the standards for planning and teaching.
- Once the standards are revised, the Department conducts a second survey of the proposed standards revisions. The feedback is carefully reviewed by the advisory and/or working groups to incorporate suggested edits/changes.

Ohio's Model Curriculum Development and Review Process

The process of development and review of Ohio's model curricula is very similar to the process for the development and review of Ohio's learning standards.

Advisory Group:

- The advisory group from the standards revision will also provide guidance and support of the model curriculum.

Working Groups:

- The working groups are comprised of a combination of participants from the standards revision working groups as well as new members. This allows for greater continuity but also provides additional input to the development and/or revision of the model curriculum.

The following graphic provides an overview of the model curriculum development:



Your Question:

You asked about the process used in other states to develop education standards, including processes for gathering public input, the content areas and number of standards found within those content areas in other states, and examples of states currently working to develop interdisciplinary standards.

Our Response:

Education Commission of the States tracks legislation related to standards, and standards revision specifically, in our State Education [Policy Tracking tool](#). This includes 45 enacted bills related to standards since 2017. General themes of this legislation include adding or amending standards for various topics (i.e., civics, physical education, health education, financial literacy, arts, computer science, literacy intervention, college and career readiness, social-emotional learning); aligning standards with curriculum and assessments; reviewing standards using schedules; creating study committees/work groups; and making changes to the states' use of Common Core.

[When Common Core first emerged](#), 45 states and D.C. adopted the standards for both English language arts and math. Minnesota adopted common core for ELA only. Four states (Alaska, Nebraska, Texas and Virginia) never adopted Common Core standards. Since 2010, eight of the original adopting states have replaced the Common Core standards with state-developed standards, and two states are currently reviewing the Common Core standards in an effort to replace them.

One common theme among the states that have revised or replaced the Common Core standards is the stakeholder engagement leveraged to review and replace the standards. Several of the states in the below chart formed committees or task forces to review the standards, gain public input, and recommend new standards to the appropriate authority. For more on the process used to amend and set state standards, see ECS' 2014 brief, [State standard-setting processes in brief](#).

Resources

- Center for Standards, Assessment & Accountability, [State of the States](#): This resource has high-level information on state standards across the country, including the information in the first table.
- Education Commission of the States, [State standard-setting process in brief](#), 2014: This resource has information on standard-setting processes across the country, along with several state examples. The states included here are also included in the second table with updated information.
- Education Commission of the States, [State Information Request: Common Core Standards and Assessments](#), 2020: This resource looks at adoption and revision of Common Core State Standards from 2010 through 2020.

Standards Overview

The Center for Standards, Assessment & Accountability's [State of the States](#) tool includes information on state standards for English language arts, math, science and social studies. The maps show whether states have adopted national standards, including Common Core or [Next Generation Science](#) standards, or state-developed standards in each domain. That resource also includes more detailed information about recent changes to standards and links to state standards webpages and additional information.

Below is a table detailing the information from CSAA.

State	English Language Arts	Mathematics	Science	Social Studies
Alabama	Common Core	Common Core	State-developed	State-developed
Alaska	State-developed	State-developed	State-developed	State-developed
Arizona	State-developed	State-developed	State-developed	State-developed
Arkansas	State-developed	State-developed	Next Generation	State-developed
California	Common Core	Common Core	Next Generation	State-developed
Colorado	State-Developed	State-developed	State-developed	State-developed
Connecticut	Common Core	Common Core	Next Generation	State-developed
Delaware	Common Core	Common Core	Next Generation	State-developed
District of Columbia	Common Core	Common Core	Next Generation	State-developed
Florida	State-developed	State-developed	State-developed	State-developed
Georgia	Common Core	Common Core	State-developed	State-developed
Hawaii	Common Core	Common Core	Next Generation	State-developed
Idaho	Common Core	Common Core	State-developed	State-developed
Illinois	Common Core	Common Core	Next Generation	State-developed
Indiana	State-developed	State-developed	State-developed	State-developed
Iowa	Common Core	Common Core	Next Generation	State-developed
Kansas	Common Core	Common Core	Next Generation	State-developed
Kentucky	State-developed	State-developed	Next Generation	State-developed
Louisiana	Common Core	Common Core	State-developed	State-developed
Maine	Common Core	Common Core	Next Generation	State-developed
Maryland	Common Core	Common Core	Next Generation	State-developed
Massachusetts	Common Core	Common Core	Next Generation	State-developed
Michigan	Common Core	Common Core	Next Generation	State-developed
Minnesota	Common Core	State-developed	State-developed	State-developed
Mississippi	Common Core	Common Core	State-developed	State-developed
Missouri	State-developed	State-developed	State-developed	State-developed
Montana	Common Core	Common Core	State-developed	State-developed
Nebraska	State-developed	State-developed	State-developed	State-developed
Nevada	Common Core	Common Core	Next Generation	State-developed
New Hampshire	Common Core	Common Core	Next Generation	State-developed
New Jersey	State-developed	State-developed	Next Generation	State-developed
New Mexico	Common Core	Common Core	Next Generation	State-developed
New York	Common Core	Common Core	State-developed	State-developed
North Carolina	Common Core	Common Core	State-developed	State-developed
North Dakota	State-developed	State-developed	State-developed	State-developed
Ohio	State-developed	State-developed	State-developed	State-developed
Oklahoma	State-developed	State-developed	State-developed	State-developed
Oregon	Common Core	Common Core	Next Generation	State-developed
Pennsylvania	Common Core	Common Core	State-developed	State-developed
Rhode Island	Common Core	Common Core	Next Generation	State-developed
South Carolina	State-developed	State-developed	State-developed	State-developed
South Dakota	State-developed	State-developed	State-developed	State-developed
Tennessee	State-developed	State-developed	State-developed	State-developed
Texas	State-developed	State-developed	State-developed	State-developed
Utah	State-developed	State-developed	State-developed	State-developed

Vermont	Common Core	Common Core	Next Generation	State-developed
Virginia	State-developed	State-developed	State-developed	State-developed
Washington	Common Core	Common Core	Next Generation	State-developed
West Virginia	State-developed	State-developed	Next Generation	State-developed
Wisconsin	Common Core	Common Core	State-developed	State-developed
Wyoming	Common Core	Common Core	State-developed	State-developed
	State-developed: 20 Common Core: 31 (D.C.)	State-developed: 21 Common core: 30 (D.C.)	State-developed: 28 Next Generation: 23 (D.C.)	State-developed: 51

Standards Domains and Review Process by State

The standards domains adopted by each state vary significantly, as do the number of standards per domain and across grades/grade bands.

- **Domains:** Most, if not all states include arts, English language arts, math, science, health/physical education, social studies and world languages in their standard domains. Fewer states include domains such as driver's education, social and emotional learning, personal finance and library sciences.
- **Number of Standards:** In the few states reviewed, the number of standards per domain ranged from 9-45 depending on grade. **Missouri** statute (see below) limits the number of standards that may be established to 75.
- **Grades/Grade Bands:** The majority of standards apply to K-12 grades. Some group grade bands (e.g., grades 1-2, 3-5, or 9-12) and others, including driver safety, only apply to high school or grades 10-12.

Below is a look at each state's standards domains and examples of standards review processes from several states. The review processes vary by state, though several do include process flowcharts that detail each step and timelines for upcoming reviews. The majority of the review processes below include public input or parent engagement on committees or workgroups to develop or revise standards. We did not look at validation of standards by the state or third parties in the scope of this request, but the [State standard-setting processes in brief](#) details those approaches.

Interdisciplinary standards were not specifically called out below. However, there are some potential examples from Iowa, Oklahoma and Wisconsin. **Iowa** includes several literacy and employability skills in their 21st Century Skills standards. **Oklahoma** adopted ISTE's Education Technology standards that it indicates are integrated. **Wisconsin** has literacy in all subject standards that indicate literacy as a potential interdisciplinary element.

State	Domains	Review Process and Public Input
Alabama	Arts Education (2017)	<p>Alabama standards for English language arts, mathematics and science have recently been reviewed by Task Forces established by the State Board. More details about these committees can be found on the content standard website.</p> <ul style="list-style-type: none"> • 2020-2021 Alabama English Language Arts Course of Study Committee and Task Force • 2019 Alabama Mathematics Course of Study Committee and Task Force • 2012-2015 Alabama State Science Course of Study Committee and Task Force
	Career Tech (2009)	
	Digital Literacy & Computer Science (2018)	
	Driver Safety (2007)	
	English Language Arts (2021)	
	Foreign Language (2017)	
	Health Education (2019)	
	Mathematics (2019)	
	Other Courses of Study: Character Education & Counseling and Guidance	
	Physical Education (2019)	
	Science (2015)	
	Social Studies (2010)	
Alaska	Arts (2016)	<p>Alaska Department of Education & Early Development, Standards Revision Schedule: details recent and upcoming standards reviews.</p>
	Computer Science (2019)	
	Cultural (2016)	
	Digital Literacy (2019)	
	Employability (2016)	
	English Language Arts (2012)	
	English Language Proficiency (WIDA)	
	Geography (2016)	
	Government and Citizenship (2016)	
	History (2016)	
	Library (2016)	
	Mathematics (2012)	
	Physical Education	
	Science (2019)	
	Skills for a Healthy Life (2016)	
	World Languages (2016)	
Arizona	Arts Education (2015)	<p>Arizona's Educational Technology standards are currently under review. Public feedback is open until Oct. 15, 2021</p>
	Computer Science (2018)	
	Educational Technology (2010)	
	English Language Arts (2016)	
	Mathematics (2016)	

	Health Education (2010)	
	Physical Education (2015)	
	Science (2018)	
	Social Emotional Competencies (2021)	
	Social Studies (2018)	
	World & Native Languages (2015)	
	Other Standards <ul style="list-style-type: none"> • Early Learning Standards • Career and Technical Education • English Language Proficiency Standards • History and Literature of the Biblical Era 	
Arkansas	Computer Science	<p>Ark. Code Ann. § 6-15-2906: requires the Division of Elementary and Secondary Education to establish academic standards that define what students shall know and be able to demonstrate in each content area. Requires the division to establish a schedule for periodic review and revision of academic standards. Requires the review to include input from educators and community members with professional experience related to academic standards.</p> <p>Ark. Code Ann. § 6-15-1502: requires the State Board of Education to develop a comprehensive plan to review and revise the Arkansas Academic Content Standards and Curriculum Frameworks process.</p> <p>Ark. Code Ann. § 6-15-1504: requires the Division of Elementary and Secondary Education to review the Arkansas Academic Content Standards and Curriculum Framework process plan on its State Board of Education-approved revision cycle and report to the State Board of Education annually.</p>
	Drivers Education (2018)	
	English Language Arts (2016)	
	Fine Arts (2020)	
	Health & PE (2018)	
	Library Media (2019)	
	Mathematics (2016)	
	Science (2016)	
	Social Studies (Currently Under Review)	
	World Languages (2019)	
California	Arts Education (2019)	
	Career Technical Education (2013)	
	Computer Science (2018)	
	English Language Arts (2013)	
	English Language Development (2012)	
	Health Education (2008)	
	History-Social Science (1998)	
	Mathematics (2013)	
	Model School Library (2010)	
	Physical Education (2005)	
	Science (2013)	
	World Languages (2019)	
Colorado	Comprehensive Health (2020)	

	Computer Science (2018)	Academic standards in social studies, dance, drama/theatre arts, music, and visual arts are being revised in 2021-2022 , as a result of a new standards revision schedule required under House Bill 20-1032 (section C.R.S. 22-7-1005(6)) passed during the 2020 legislative session. The guiding principles for standards review and revision include transparency with the public and inclusivity of public comment.
	Financial Literacy (2020)	
	Mathematics (2020)	
	Physical Education (2020)	
	Reading, Writing and Communicating (2020)	
	Science (2020)	
	Social Studies	
	Visual and Performing Arts	
	World Languages	
Connecticut	Common Core State Standards (2010)	
Delaware	English & Language Arts	
	English Learners	
	Financial Literacy (2018)	
	Health and Physical Education	
	Math	
	Science	
	Social Studies	
	Visual and Performing Arts (2016)	
	World Languages & Dual Language Immersion	
District of Columbia	Common Core State Standards (2010)	
Florida	CTE (in various domains)	
	Dance	
	English Language Arts (B.E.S.T. effective 2021-22)	
	English Language Development	
	Gifted	
	Health Education	
	Mathematics (B.E.S.T. effective 2022-23)	
	Music	
	Physical Education	
	Science (includes computer science)	
	Social Studies	
	Special Skills	
	Theatre	
	Visual Art	
	World Languages	

Georgia	Computer Science	
	English Language Arts (2015-16)	
	Fine Arts (2018-19)	
	Health Education (2021)	
	Mathematics	
	Physical Education (2018)	
	Science (2017-18)	
	Social Studies	
	World Languages (2019)	
Hawaii	Career and Technical Education	
	Computer Science (by 2022)	
	English Language Arts (Hawaii Common Core)	
	Fine Arts	
	Health Education	
	Mathematics (Hawaii Common Core)	
	Physical Education	
	Science (Next Gen) (2019-20)	
	Social Studies (2018)	
Idaho	Arts and Humanities	The 2020-2021 review of English Language Arts/Literacy, Math and Science will make final recommendations to the legislature in 2022. The public was encouraged to follow the process and provide feedback along the way. The intended review timeline detailed each step along the way.
	Computer Science	
	English Language Arts/Literacy, Handwriting, and Speech	
	Health Education	
	Information and Communication Technology	
	Mathematics	
	Physical Education	
	Science	
	Social Studies	
Illinois	SEL/PE/Health Learning	
	English Language Arts	
	English Language Learning	
	Mathematics	
	Science	
	Social Science	
	Fine Arts	
Indiana	CTE (in various domains)	

	Employability Skills	<p>Ind. Code Ann. § 20-31-3-1 et. seq. requires the state board to adopt state academic standards for English language arts, mathematics, social studies and science.</p> <p>Ind. Code Ann. § 20-31-3-4 requires the secretary of education to appoint an academic standards committee composed of subject area teachers, higher education representatives with subject matter expertise, and parents during the period of revision.</p> <p>Ind. Code An. § 20-31-3-3 requires the Department to revise and update academic standards at least once every six years.</p>
	English/Language Arts (2020)	
	Financial Literacy	
	Fine Arts: Dance, Music, Theatre, Visual Arts (2017)	
	Guidance	
	Health and Wellness (2017)	
	Mathematics (2020)	
	Physical Education (2017)	
	Science & Computer Science (2016)	
	Social Studies (2020)	
	World Languages and International Education (2019)	
Iowa	21 st Century Skills <ul style="list-style-type: none"> • Civic Literacy • Employability Skills • Financial Literacy • Health Literacy • Technology Literacy 	
	Literacy	
	Mathematics	
	Science	
	Social Studies	
Kansas	English Language Arts (2017)	<p>According to the State Department of Education’s webpage, the department reviews its curricular standards at least every seven years. Those standards are approved and adopted by the State Board of Education.</p>
	Mathematics (2017)	
	History-Government and Social Studies (2020)	
	Science (2018)	
	English Language Proficient (2018)	
	Computer Science (2019)	
	Counseling (2015)	
	Dance (2017)	
	Early Learning (2020)	
	Handwriting (2020)	
	Health Education (2017)	
	Library Media Technology (2017)	
	Music (2015)	
	Physical Education (2017)	
	Social, Emotional and Character Development (2018)	

	Theater Arts (2020)	
	Visual Arts (2015)	
	World Languages (2017)	
Kentucky	Career Studies and Financial Literacy	<p>Kentucky Academic Standards Revision Process: Ky. Rev. Stat. § 158.6453 (2019 S.B. 175) “calls for the Kentucky Department of Education (KDE) to implement a process for reviewing all academic standards and aligned assessments beginning in the 2017-18 school year. The current schedule calls for one or two content areas to be reviewed each year and every six years thereafter on a rotating basis. The rotation schedule began in the summer of 2017 by soliciting feedback on English/language arts, mathematics and health/physical education standards.”</p> <p>The Standards and Assessments Review Committee must review public comments and feedback. The Standards and Assessments Process Review Committee must include two parents of public school students.</p>
	Computer Science	
	Health Education and Physical Education	
	Library Media	
	Mathematics	
	Reading & Writing	
	Science	
	Social Studies	
	Technology	
	Visual and Performing Arts	
	World Language	
Louisiana	Arts	
	Early Education – Birth to Five	
	English Language Arts	
	Health	
	Math	
	Physical education	
	Science	
	Social Studies	
	World Languages and Immersion	
Maine	Early Learning	
	English Language Arts	
	Health Education	
	Life and Career ready	
	Mathematics	
	Physical Education	
	Science and Engineering	
	Social Studies	
	Visual and Performing Arts	
	World Languages	
Maryland	College and Career Ready Standards	
	<ul style="list-style-type: none"> English Language Arts Mathematics 	

	<ul style="list-style-type: none"> • Literacy in History/Social Studies • Literacy in Science & Technical Subjects 	
	Content Standards <ul style="list-style-type: none"> • English Language • Arts/Literacy • Mathematics • Science • Social Studies • Disciplinary Literacy • English for Speakers of Other Languages • Environmental Education • Fine Arts • Health • Personal Financial • Literacy Education • Physical Education School Library Media • STEM • Technology Education • Technology Literacy for Students • World Languages 	
Massachusetts	Arts Comprehensive Health Digital Literacy and Computer Science English Language Arts and Literacy English Language Development Foreign Languages History and Social Science Framework Mathematics Science and Technology Engineering Vocational Technical Education World Languages	
Michigan	Arts Career and College Ready Skills Computer Science English Language Arts English Language Development	

	Health	
	Mathematics	
	Physical Education	
	Science	
	Social Studies	
	Technology	
	World Languages	
Minnesota	Arts	Minn. Stat. Ann. § 120B.021 , Subds. 2-4. <ul style="list-style-type: none"> The commissioner of education develops standards and must consider advice from a defined set of stakeholders in developing statewide rigorous core academic standards in language arts, mathematics, science, social studies, including history, geography, economics, government and citizenship, and the arts. The commissioner must implement a ten-year cycle to review and revise academic standards. Learn more about the Minnesota K-12 Academic Standards Development Process.
	Computer Science	
	English Language Arts	
	Health Education	
	Mathematics	
	Physical Education	
	Science	
	Social Studies	
	STEM	
	World Languages	
Mississippi	Arts (2017)	
	Business & Technology (2014)	
	Career and Technical Education (2021)	
	Computer Science (2018)	
	English Language Arts (2016)	
	Early Childhood (2018)	
	Health (2012)	
	Mathematics (2016)	
	Physical Education (2013)	
	Science (2018)	
	Social Emotional Learning	
	Social Studies (2018)	
Missouri	Computer Science (2019)	Mo. Rev. Stat. Ann. § 160.514 The state board has authority to formulate and approve state standards but may not adopt any more than 75 academic standards. Whenever the state board of education develops, evaluates, modifies, or revises academic performance standards or learning standards, it shall convene work groups composed of education professionals to develop and recommend such
	English Language Arts (2016)	
	Fine Arts	
	Health/Physical education	
	Math (2016)	
	Personal Finance (2017)	
	School Counseling	

	Science (2017-18)	academic performance standards or learning standards. The workgroups must include four parents of children currently enrolled in K-12.
	Social Studies (2016)	
	World Languages	
		The state board of education shall hold at least three public hearings whenever it develops, evaluates, modifies, or revises academic performance standards or learning standards.
Montana	Arts	
	Career & Technical Education	
	Computer Science	
	English Language Arts & Literacy	
	Health Enhancement	
	Library Media	
	Mathematics	
	Science	
	Social Studies	
	Technology Integration	
	World Languages	
Nebraska	Career education Programs of Study (2017-18)	Neb. Rev. Stat. § 79-760.01 Requires the Nebraska State Board of Education to “adopt measurable academic content standards for at least the grade levels required for statewide assessment.” The State Board of Education shall develop a plan to review and update standards for those subject areas every seven years. A Content Area Standards Revision Timeline has been developed and includes a tentative timeline for the review and revision of all content area standards.
	English Language Arts (2021)	
	English Language Proficiency (2013)	
	Fine Arts (2014)	
	Mathematics (2015)	
	Physical Education (2016)	
	Science (2017)	
	Social Studies (2019)	
	World Languages (2019)	
Nevada	Computer Science	
	English Language Arts	
	Fine Arts	
	Health/Physical Education	
	Mathematics	
	Science	
	Social Studies	
	World Language	
New Hampshire	Arts Education	New Hampshire has also created Model College and Career Readiness Competencies that align with some of the standards detailed here.
	Computer Science	

	English Language Arts	
	English as a Second Language	
	Health Education	
	Mathematics	
	Physical Education	
	Science	
	Social Studies	
	World Languages	
New Jersey	21 st Century Life and Careers	N.J. Admin. Code § 6A:8-.1 The State Board must review and readopt the New Jersey Student Learning Standards (NJSLS) every five years. The Commissioner must convene and advisory panel and must present to the State Board for consideration at a public meeting. The process will be open to public comment and public hearings.
	Comprehensive Health and Physical Education	
	English Language Arts	
	Mathematics	
	Science	
	Social Studies	
	Technology	
	Visual and Performing Arts	
	World Languages	
New Mexico	Career and Technical Education	
	English Language Arts & Spanish Language Arts	
	English Language Development & Spanish Language Development	
	Health Education	
	Mathematics	
	Physical Education	
	Science	
	Social Studies	
	Visual and Performing Arts	
	World-Readiness Standards for Learning Languages	
New York	Arts	
	Career Development and Occupational Studies	
	Computer Science and Digital Fluency	
	English Language Arts	
	Family and Consumer Sciences	
	Health	
	Mathematics	
	Physical Education	

	Science	
	Social Studies	
	Technology Education	
	World Languages	
North Carolina	Arts Education	<p>N.C. Gen. Stat. § 115C-12 (9c): The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics. The Board shall involve and survey a representative sample of parents, teachers, and the public to help determine academic content standard priorities and usefulness of the content standards.</p> <p>The NC State Board of Education policy, SCOS-012, requires that each content area's standards be reviewed every five-to-seven years to ensure the NCSCOS consists of clear, relevant standards and objectives.</p>
	CTE and Career Pathways	
	Computer Science	
	English Language Arts	
	English Language Development	
	Guidance	
	Healthful Living	
	Information and Technology	
	Mathematics	
	Science	
	Social Studies	
	World Languages	
North Dakota	Computer Science and Cybersecurity (2019)	<p>Standards Development Committee reviews and revises standards. The Committee meets monthly.</p> <p>Applications are accepted for selection to the Content Standards Review Committee and public comment is also requested.</p>
	Dance (2019)	
	Early Learning (2018)	
	English Language Arts/Literacy (2017)	
	Foreign Language (2001)	
	Health Education (2018)	
	Library and Technology (2012)	
	Mathematics (2017)	
	Media Arts (2019)	
	Music (2019)	
	Physical Education (2015)	
	Science (2019)	
	Social Studies (2019)	
	Theatre (2019)	
	Visual Arts (2019)	
Ohio	Career-Technical Education	<p>Ohio has a detailed standards review process that includes two groups: an advisory group and a working group. Members are chosen or nominated to participate. The State Board of Education approves the new or revised standards following public comment.</p>
	Computer Science (2018)	
	Early Learning	
	English Language Arts (2017)	
	English Learners	

	Financial Literacy (2018)	
	Fine Arts	
	Health Education	
	Mathematics	
	Physical Education (2017)	
	Science (2018)	
	Social and Emotional (2019)	
	Social Studies	
	STEM	
	Technology (2017)	
	World Languages and Cultures (2020)	
Oklahoma	Computer Science (2018)	Okla. Stat. Ann. tit. 70, § 11-103.6a Beginning with the 2014-15 school year, each area of subject matter standards, except for standards for career and technology education adopted pursuant to Section 14-103 of this title, shall be adopted by the State Board of Education and shall be subject to legislative review and approval as provided for in Section 4 of this act. The subject matter standards shall be implemented statewide by every public school district in this state. The subject matter standards shall be thoroughly reviewed by the State Board every six (6) years according to and in coordination with the existing subject area textbook adoption cycle.
	Education Technology (Integrated) (2016)	
	English Language Arts (2021)	
	Fine Arts (2020)	
	Health/Safety (2016)	
	Mathematics (2016)	
	Personal Financial Literacy (2019)	
	Physical Education (2016)	
	Science (2020)	
	Social Studies (2019)	
	World Languages (2015)	
Oregon	Arts	
	English Language Arts	
	Health	
	Library and Media Education	
	Mathematics	
	Physical Education	
	Science	
	Social Sciences	
	STEM	
	World Languages	
Pennsylvania	Arts and Humanities	
	Business, Computer and Information Technology	
	Career Education and Work	
	Computer Science	

	Driver's Education	
	Early Learning	
	English Language Arts	
	Environment and Ecology (Agriculture)	
	Family and Consumer Sciences	
	Health, Safety and Physical Education	
	Mathematics	
	Reading and Writing in Science and Technical Subjects	
	Reading and Writing in History and Social Studies	
	Science and Technology and Engineering	
	Social Studies	
	World Languages	
Rhode Island	Arts	Content Standards Review and Revision Process; R.I. Gen. Laws § 16-22-30(f) RIDE engages in a review and revision process for the content standards for mathematics, English language arts, science and technology, history and social studies, world languages, and the arts on a four-year cycle. RIDE solicited public comment and drew on the content expertise of review committees composed of Rhode Island educators.
	English Language Arts (2021)	
	History and Social Studies	
	Mathematics (2021)	
	Science and Technology	
	World Languages	
South Carolina	Computer Science	
	English Language Arts	
	Health Education	
	Mathematics	
	Physical Education	
	Science	
	Social Studies	
	STEM (ISTE standards adopted)	
	Visual and Performing Arts	
	World Languages	
South Dakota	Career & Technical Education	S.D. Codified Laws § 13-3-48 requires the Department of Education to prepare and submit for approval of the South Dakota Board of Education Standards a standards revision cycle and content standards for K-12. The review process involves a series of four public hearings, held over a period of at least six months, and allows key stakeholders to thoughtfully review and analyze the state's content standards to pave the way for students to receive current and relevant learning experiences.
	Educational Technology	
	English Language Arts	
	Fine Arts	
	Health Education	
	Mathematics	
	Oceti Sakowin Essential Understandings and Standards	
	Personal Finance	

	Physical Education	Standards Revision Timeline Standards Revision Process
	School Library	
	Science	
	Social Studies	
	World Languages	
Tennessee	Arts Education	<p>State Board Policy 3.209 requires that the Board review all sets of academic standards at a minimum of every six years.</p> <p>The state board's standards review webpage includes more details, including a standards review process flowchart and review cycle document.</p>
	Career Clusters	
	Computer Science	
	Counseling and Career Guidance	
	Early Learning Development	
	English as a Second Language	
	English Language Arts	
	Health Education and Lifetime Wellness	
	Mathematics	
	Personal Finance	
	Physical Education	
	Science	
	Social Studies	
	STEM	
	World Language	
	Writing Rubrics	
Texas	Career and Technical Education	<p>Tex. Educ. Code Ann. § 28.002(c): (c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter 31 and addressed on the assessment instruments required under Subchapter B, Chapter 39.</p> <p>The Texas Essential Knowledge and Skills (TEKS) Review and Revision webpage includes a review flowchart. Public feedback and comments are included in the review process.</p>
	Career Development	
	English Language Arts and Reading	
	Fine Arts	
	Health Education	
	Languages Other Than English	
	Mathematics	
	Physical Education	
	Science	
	Social Studies	
	Spanish Language Arts and English as a Second Language	
	Technology Applications	
Utah	Driver Education	
	Early Learning	
	English Language Arts	

	Financial Literacy	
	Fine Arts	
	Health Education	
	Computer Science	
	Library Media	
	Mathematics	
	Physical Education	
	Science	
	Social Studies	
	World Languages	
	English Learners	
Vermont	Digital Learning	
	Driver Education	
	English Language Arts	
	Financial Literacy	
	Global Citizenship	
	Health Education	
	Mathematics	
	Physical Education	
	Science	
	Visual and Performing Arts	
Virginia	Computer Science	Va. Code Ann. § 22.1-253.13:1
	Digital Learning Integration	The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program. The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning.
	Driver Education	
	Economics & Personal Finance	
	English	
	Family Life	
	Fine Arts	
	Health	
	History & Social Science	
	Mathematics	
	Physical Education	
	Science	
	World Languages	
Washington	Arts (2017)	
	Computer Science (2018)	

	Early Learning (birth through 3 rd grade): guidelines, not standards Education Technology (2018) English Language Arts (2011) English Language Proficiency (2013) Environment and Sustainability (2009) Financial Education (2016) Health and Physical Education (2016) Mathematics (2011) Science (2013) Social Emotional Learning (2019) Social Studies (2018) World Languages (2015)	
West Virginia	Arts Career and Technical Education Drivers Education English Language Arts Health and Wellness Mathematics Pre-K Science Social Studies Student Success Technology and Computer Science World Language	
Wisconsin	Agriculture, Food and Natural Resources Art & Design Education (2019) Business and Information Technology Computer Science (2017) Dance (2019) Early Learning English Language Arts (2020) English Language Development (2020) Environmental Literacy & Sustainability (2018) Family and Consumer Sciences Health Education	The Wisconsin Department of Public Instruction details the revision process on their webpage and includes several documents, including a process flowchart , a checklist to determine if review is needed, a member list for the State Superintendent's Academic Standards Review Council that includes parents, and timelines for upcoming reviews.

	Health Science	
	Information and Technology Literacy (2017)	
	Literacy in All Subjects (integrated)	
	Marketing, Management, and Entrepreneurship	
	Mathematics (2021)	
	Music (2017)	
	Nutrition	
	Personal Financial Literacy (2020)	
	Physical Education (2020)	
	Reading (2020)	
	Science (2017)	
	Social Studies (2018)	
	Technology and Engineering	
	Theatre Education (2018)	
	World Languages (2019)	
Wyoming	Career/Vocational Education	Wyo. Stat. Ann. § 21-2-304 requires the State Board of Education to review the education program standards and student content and performance standards every nine years. The process must include feedback from parents, teachers, school and district administrators and the public at large.
	Computer Science	
	Fine Arts and Performing Arts	
	Foreign Cultures and Languages	
	Government and Civics	
	Health and Safety	
	Humanities	
	Mathematics	
	Physical Education	
	Reading/language arts	
	Science	
	Social Studies	