

Things To Consider In Developing The Local Education Agency (LEA) Honors Course Implementation and Portfolio Review Process

*The purpose of this document is to provide guidance to local education agencies for effective implementation of honors level courses. The areas within this document are points to consider in the development or revision of the local process in compliance with the **Honors Implementation Guide**, which is the framework for developing and locally reviewing honors level courses.*

Communication

- What is your process for communicating the revision requirements to teachers teaching honors courses in your LEA?
- How do you ensure that teachers have access to the Honors Course Implementation Guide and Rubric?
- How do you provide teachers with ways to collaborate and reach consensus on expectations of the Honors Course Implementation Guide and Rubric and your LEA's local process of reviewing and approving honors portfolios?
 - Consider having a series of PLC or collaborative sessions which will allow teachers to come together to work on developing any components of the portfolio the LEA determines should be common and standard across a course, i.e., the rationale for Section I, the Curriculum Content, any pacing calendars or guides that might be a part of the course.
 - Consider having a series of peer review sessions for individual components of the teachers' portfolio.
**The idea here is that teachers can work together on the areas that are common and then they can work on individual components with peer review. This would specifically pertain to the sample lessons, teacher choices of materials and instructional methods, assessment practices and choices, and student work.*

Timeline

- Have you established a timeline for the local review process in your LEA?
 - Have you ensured that the deadlines for your local portfolio submission will afford you the necessary time to review, give feedback, ask for revisions and give final local approval in time to meet the State Submission Deadline?
 - Does your timeline provide for benchmarks that allow for portfolios to be reviewed in stages, i.e., by portfolio/rubric sections?

Support System

- Have you planned for which staff members will provide support and guidance to teachers?
 - How will that support be organized?
 - Who is going to need to be a part of your support system for professional development? (*Professional development for advanced learning and rigor, pedagogical strategies and choices for advanced learning, content/course specific needs, etc.*)
 - Is your AIG coordinator a part of your local implementation and review process?

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- Are your curriculum specialists or lead teachers and instructional coaches a part of your local process?
- What role will each support member play in the review process?
- Are your reviewers for a course expert in the content area and in the course being reviewed?
- Have you planned for next steps when a teacher's portfolio does not meet the rubric requirements and not approved by the LEA?
 - Will the course continue to be offered, but taught by another teacher?
 - Will additional support be provided for the teacher to meet the course requirements?

Local Submission System

- How are teachers going to submit their final portfolios to the LEA for local review? (*Though shared folders in a local network or other electronic platforms?*)
- Are teachers following the state review guidelines for the Honors Portfolio Template/Rubric, file naming conventions, and section component requirements which are content area specific?
- Do you have a centralized area or electronic platform for storing portfolios in your LEA?

State Submission System

- Is your current Assurance Form uploaded to the NC Education Honors Moodle?
 - Have you updated your Assurance Form after receiving feedback from the initial winter submission or through changes made to strengthen and make your process more efficient and effective?
 - Does your final Assurance Form provide an explanation for submissions to the NC Education Moodle that conflict with PowerSchool data for the 2014-2015 school year?
- Are all portfolios submitted in the Honors Portfolio Template/Rubric with appropriate file naming conventions and section component requirements, which are content area specific?
- Have you used the Quick Reference Guide to ensure that required evidences have been uploaded as indicated, either within the main portfolio template/rubric or as attachments with the appropriate file naming convention?
- Have you designated the individual(s) who will be responsible for uploading portfolios to NC Education Honors Moodle?