

Indiana Content Connector Project

Final Report

March 2024

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Project Overview

In June of 2018, the Indiana State Board of Education (SBOE) adopted the 2018 Content Connectors (CCs) for English/Language Arts (ELA), Mathematics, Science, and Social Studies as alternate academic standards to measure the knowledge and skills of students with significant cognitive disabilities. The Indiana Department of Education (IDOE) initiated the development of new CCs for all four core content areas to ensure alignment with the newly streamlined 2023 Indiana Academic Standards (IAS) and newly developed Integrated STEM for kindergarten through grade 12 (K-12) to ensure students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

Background

IDOE released a request for proposal (RFP) and edCount, LLC (edCount) was awarded the contract. edCount, LLC is a woman-owned, small business founded in 2003 by Ellen Forte, Ph.D. edCount has a strong track record assisting states in developing and evaluating standards-aligned instructional and assessment systems for the general student population as well as students with significant cognitive disabilities. edCount staff are deeply familiar with the Standards for Educational and Psychological Testing (Standards; AERA, APA, & NCME, 2014), and have experience implementing the Standards to assist state education agencies in meeting federal peer review requirements. edCount's experience developing content connectors encompasses work for several state departments of education.

IDOE contracted with edCount to provide program management support, draft new CCs for ELA, Mathematics, Science, Social Studies, and Integrated STEM, facilitate educator committee reviews of all draft CCS, and create final documents for IDOE to present to SBOE.

Purpose of this Project

The purpose of this project was to facilitate the development of Indiana's CCs for ELA, Mathematics, Science, Social Studies, and Integrated STEM, and to create final, field-facing documents for IDOE to recommend to SBOE for statewide adoption in Spring 2024.

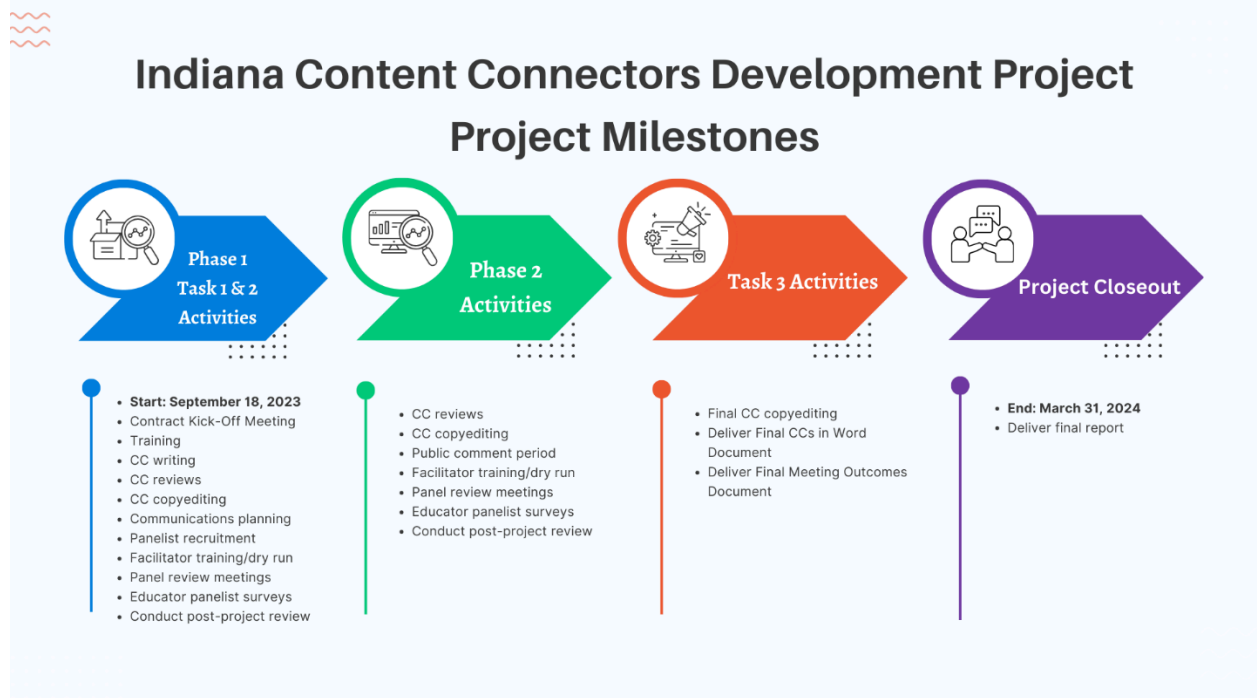
High-Level Scope of Work (SOW)

The SOW included activities for the tasks listed below. While noted separately in the SOW, Tasks 1 and 2 happened concurrently.

- Task 1: Plan, facilitate, and manage the development of new CCs for ELA, Mathematics, Science, and Social Studies based on the newly adopted grade-level Indiana Academic Standards.
- Task 2: Plan, facilitate, and manage the development of grade-level Integrated STEM CCs based on IDOE's newly developed K-12 grade-level Integrated STEM standards.
- Task 3: Prepare final, field-facing documents for presentation to and adoption by the SBOE, and subsequent publication by IDOE.

Project Milestones

The figure below shows the project milestones and deliverables with a more detailed narrative describing each phase in the following section.



Phase 1

Project Kickoff

The Phase 1 project kickoff meeting was held on September 24, 2023. IDOE and edCount discussed the following during this meeting:

- Introduction of key stakeholders and identification of points of contact for the project;
- Communications guidelines and protocol;
- Project schedule review and discussion for Phase 1 and Phase 2 tasks and deliverables; and
- Project implementation details and expectations.

See **Appendix A:** [Project Kickoff Meeting Minutes](#).

Description of Activities and Milestones

The SOW for this project included program and project management focused on the three primary tasks (described below), which consisted of two phases. Phase 1 encompassed the development and review of all draft CCs and the review of all draft CCs by educator panels. Phase 2 included the revision of the draft CCs based on Phase 1 educator panel and IDOE recommendations, release of all draft CCs during IDOE's legislated three-week public comment period, followed by a second set of educator panel meetings during which to address any public comments, recommend "essential" CCs for mastery by the end of the grade level or course, and ensure vertical articulation. Phase 2 concluded with the preparation of final, field-facing documents for IDOE's presentation to SBOE for final approval and statewide adoption.

- **Task 1:** Plan, facilitate, and manage the development of new CCs for ELA, Mathematics, Science (including Computer Science), and Social Studies based on the newly adopted grade-level IAS.

- **Task 2:** While development of the Integrated STEM CCs was written as a separate task in the statement of work (SOW) and RFP, these CCs were developed, reviewed, and managed on the same timeline and following the same processes as those for other content areas referenced in Task 1.
- **Task 3:** Prepare final, public-facing documents for IDOE.

Phase 1 Milestone Dates and Activities:

Activities	Milestone Dates
edCount trains internal content experts to review, revise, and/or draft CCs aligned to the newly prioritized Indiana Academic Standards.	ELA, Mathematics, Science (including Computer Science), Social Studies: October 2, 2023 Integrated STEM: October 3 & 6, 2023
edCount writers finish drafting CCs. edCount prepares documents for Phase 1 educator panel reviews.	October 4, 2023 - November 10, 2023
IDOE approves draft CCs.	November 13-17, 2023
edCount trains facilitators to facilitate the Phase 1 educator panel review meetings.	November 16, 2023
edCount facilitates Phase 1 educator panels to review each set of draft CCs one panel each for ELA, Mathematics, Science, and Social Studies	November 27, 2023 – December 12, 2023
edCount facilitates Phase 1 educator panels to review draft CCs for integrated STEM.	December 4, 2023 – December 12, 2023
IDOE and edCount review and revise CCs based on educator panel recommendations (all content areas).	December 15, 2023 – January 19, 2024

Development of the Content Connectors

Content Connector Writers

edCount content experts developed all CCs in conjunction with DGC Education Consultants, Inc., facilitators and writers. edCount’s content experts have extensive expertise working with students with significant cognitive disabilities, alternate assessment development and implementation, and as classroom educators. The writers were experienced K-12 educators with deep subject matter knowledge and facilitation expertise.

The writers used a systematic, intentional approach to develop the CCs with IDOE. The approach has been used by a majority of U.S. states and edCount has replicated the approach with all National Center and State Collaborative (NCSC) states (24 states plus the Pacific entities) and four other states not part of the collaborative to create extended content standards for students with significant cognitive disabilities. The approach is based on best practices for curriculum, instruction, and assessment for students with significant cognitive disabilities and follows a logic model or theory of action that centers around the belief that assessments for students with significant cognitive disabilities should support the same goal as general assessments: to help ensure that students leave high school ready to meaningfully participate in college, careers, and their communities. The approach follows these high-level steps:

- Writers steeped in the content and understanding of the student population draft the extended standards;
- State content, assessment, and special education leads review the extended standards;
- Educators of students with significant cognitive disabilities and other stakeholders with content expertise review the extended standards and provide recommendations to the state and writers;
- Revisions are made and the extended standards are posted for public review or comment; and
- Revisions are made and a governing agency provides approval or adoption of the standards.

The philosophical foundation that undergirds the work is creating CCs that set high expectations for students based on evidence-based practices, research, and theory regarding how students acquire academic skills and knowledge. Writers leaned on learning progression frameworks across the content areas, their deep understanding of content and how it progresses (or spirals) across the K-12 grade levels, as well as initially drafted and available vertical articulation guides provided by IDOE to support the understanding of how typically developing students acquire knowledge and skills in the specific content areas.

Writer Training

Prior to writing the CCs, the experienced team of writers were trained in the processes and procedures to develop and review the CCs. The training was reviewed and approved by IDOE, and included the following elements: project background, overview of students, writing of content connectors, project security, and logistics and getting started. Writers were tasked with drafting CCs that were:

- **Achievable** for students with significant cognitive disabilities;
- **Appropriate** for the variety of students who receive instruction based on the CCs;
- **Aligned** with grade-level expectations for general education students (at reduced depth, breadth, and complexity);
- **Articulated** across grade levels for a natural flow of learning; and
- **Applicable** to real-life skills students need for future success.

Writers used their expertise in the assigned content area and student learning, along with the training provided by IDOE and edCount, to review the general education content standards and identify the most salient and appropriate content for students with significant cognitive disabilities. Writers were asked to consider skills within the general education standards important to building communication competence and social interaction skills, consider skills that students can use throughout their daily lives and build on academically from year to year, and ensure that each CC reflected content in a clear and concise manner.

In addition to edCount writers, the development of the new CCs reflects input and perspectives from IDOE content and special education staff, and other Indiana stakeholders, via a three-week public comment period.

See **Appendix B:** [Content Connector Writer Task 1 Training Materials](#).

See **Appendix C:** [Content Connector Writer Task 2 Training Materials](#).

Content Connector Review Process

edCount conducted a thorough review of all CCs. The process included the initial drafting of the CCs followed by an independent content reviewer with expertise in students with cognitive disabilities. After addressing any comments and conducting a copy edit review, edCount delivered the draft CCs to IDOE for two rounds of review.

See **Appendix D:** [Content Development Process Guide](#).

See **Appendix E:** [IDOE's Content Connector Review Process Guide](#).

Review of Content Connectors by Indiana Educators

Process for Review of Content Connectors and Vertical Articulation

edCount planned and facilitated a series of virtual educator panel meetings to review the CCs and complete vertical articulation. The process for the Phase 1 educator panel review meetings included:

- Educator panelist training;
- Educator panelists' asynchronous pre-meeting review of the draft CCs and Indiana Employability Skills Standards (ESS) Competencies;
- Facilitator-guided panelist conversations focused on the draft CCs, yielding consensus recommendations;
- K-12 vertical articulation of the CCs;
- Educator panel recommendations for ESS Competencies alignment; and
- Documentation of educator panel recommendations for CCs and ESS.

IDOE review and pre-approval of all processes and materials used with the Phase 1 Educator Panel Reviews.

Facilitator Qualifications

edCount partnered with DGC Education Consultants, Inc. (DGC) to obtain facilitators with expertise in the facilitation of content meetings. Since its founding in 2007, DGC has been providing experienced and high-quality K-12 and higher education consultants in assessment and curriculum to U.S. and international clients. They support the education, publishing, and content development markets by conducting workshops, presentations, training, committee facilitation, product development, and general consulting. Their core services include:

- Item and test development;
- Content and editorial review;
- Measurement and psychometrics;

- Committee facilitation;
- Administration, scoring and reporting;
- Standards review and alignment; and
- Account management.

The facilitators assigned to this project each have multiple years of experience in the classroom, deep subject matter knowledge in their content area, facilitation expertise guiding educator panel meetings (e.g., standards alignment, content reviews, bias reviews), as well as experience with large-scale assessment projects.

Facilitator Training

Panel meeting facilitators were trained prior to leading any educator panel meetings.

Facilitators met virtually to participate in a two-hour facilitator training on Thursday, November 16, 2023 (3 to 5 p.m. Eastern Time) to review the meeting agenda, materials, and facilitator responsibilities for the educator panel meetings.

See **Appendix F:** [Phase 1 Facilitator Process Guide](#).

Dry Run of Panel Meetings with IDOE

On Monday, November 13, 2023, edCount conducted the Phase 1 Dry Run of the panel review meetings with key IDOE stakeholders, using the Facilitator Process Guide and panelist training slide deck, demonstrating readiness for the educator panel meetings.

See **Appendix G:** [Phase 1 Facilitator Training Dry Run Slide Deck](#).

Educator Panel Review Meetings

Five Phase 1 educator panel meetings were structured by content area: English/Language Arts, Mathematics, Science (including Computer Science), Social Studies, and Integrated STEM. The educator panel review meetings were composed of up to eight educators, in addition to IDOE staff observers, a facilitator, and a notetaker. To maintain consistency, the same educators participated in six educator panel review meetings during Phase 1 and up to four meetings during Phase 2. IDOE recruited participants for this project based on the following criteria:

- Two to four general education teachers representing all grade ranges (one from K to grade two, grades three to five, grades six to eight, and high school);
- Three to six special educators of students with significant cognitive disabilities representing grades K-12 (including educators serving English learners (ELs), students with visual impairments, and students with hearing impairments);
- Educators representing a balance of geographical areas (i.e., urban, suburban, rural) and a variety of gender and race/ethnicities; and
- Educators who have at least three years of teaching experience.

Phase 1 Meeting Dates by Content Area:

Content Area	Phase 1 Meeting Dates Pre-Public Comment
ELA	November 27, 28, 30 December 4, 7, 12
Mathematics	November 27, 29, 30 December 4, 6, 11
Science	November 27, 28, 30 December 5, 7, 12
Social Studies	November 27, 29, 30 December 5, 7, 12
Integrated STEM	December 4, 6, 11, 12, 18, 20

Once recruited and confirmed, edCount tracked educator panelists' participation via a Panelist Tracking Sheet reflecting each educator's assigned content area, demographic information, school, current role, timesheet, and related project documentation (e.g., signed non-disclosure agreement).

Panelist Training

edCount granted access to all materials to all educator panelists prior to the first panel meeting for pre-work activities. edCount then trained educator panelists at the beginning of the first panel meeting.

The goal of the educator panel CC review training was to ensure educator panelists had the tools and information necessary to review the draft CCs for their specific content area. This included (a) receipt of security guidelines; (b) the purpose and use of the CCs for ELA, Mathematics, Science, Social Studies, and Integrated STEM; (c) an understanding of their role in reviewing the draft CCs and their role in reviewing Public Comment feedbacks; and (d) the guidelines for achieving consensus, whenever possible. A critical component of the CC review process was to keep the following list of Guiding Questions at the forefront as they reviewed and discussed each CC:

Guiding Questions: Is the draft content connector...

- Achievable for students with significant cognitive disabilities?
- Appropriate for the variety of students who will receive instruction?
- Aligned with grade-level expectations for general education students (at a reduced complexity, breadth, and depth)?
- Articulated across grade levels for a natural flow of learning?
- Applicable to real-life skills students will need for future success?
- Does this CC support achievement of ESS Competencies?

Facilitators guided the educator panelists through the process of evaluating the draft ELA, Mathematics, Science, Social Studies, and Integrated STEM CCs, making recommendations, and reaching consensus to ensure alignment with the corresponding IAS. Each educator panelist reviewed the CCs, discussed their suggestions, and confirmed CC text recommendations for panel consensus. Additionally, educator panels recommended one or more ESS Competencies that aligned with each draft CC (if applicable), after which they reviewed all draft CCs to ensure appropriate K-12 vertical articulation.

See **Appendix H:** [Phase 1 Panelist Training Slide Deck](#).

See **Appendix I:** [Meeting Outcomes Sheet- English/Language Arts](#).

See **Appendix J:** [Meeting Outcomes Sheet- Mathematics](#).

See **Appendix K:** [Meeting Outcomes Sheet- Science](#).

See **Appendix L:** [Meeting Outcomes Sheet- Computer Science](#).

See **Appendix M:** [Meeting Outcomes Sheet- Social Studies](#).

See **Appendix N:** [Meeting Outcomes Sheet- Integrated STEM](#).

Panelist Activities

As part of each educator panel review meeting, the educator panelists:

- Reviewed each IAS and each corresponding draft CC; and
- Used the Guiding Questions for each draft CC to determine whether a revision, if any, needed to be made.

After educator panelists reviewed the CCs alongside the Guiding Questions (see earlier section), noted recommendations, and achieved consensus, the educator panelists reviewed all K-12 draft CCs to ensure appropriate vertical articulation.

Communications with Key Stakeholders

edCount communicated with a wide range of stakeholders, including IDOE, edCount team members, educator panelists, and panel meeting facilitators. The communication plan included information about the project, descriptions for the educator recruitment process and panel review meetings, and a plan for stakeholder communications pertaining to the Phase 1 and 2 panel review meetings. The communication plan was approved by IDOE included a schedule for a series of emails, including:

- a welcome email to educator panelists;
- meeting invitations to facilitators/writers and content experts for CC development training;
- meeting invitations for all panel review meetings;
- meeting invitations for the dry run and facilitator training; and
- meeting invitations for a panelist “open house” virtual meeting to verify technology access and requirements of all educator panelists, facilitators prior to the first Phase 1 panel review meeting.

The communication plan was approved by IDOE.

See **Appendix O:** [Phase 1 and 2 Communications Plan](#).

Panelist Survey

At the end of the last Phase 1 panel review meeting for each content area, each facilitator placed a survey link in the meeting chat and asked panel members to complete the brief survey of their experiences with Phase 1 activities.

See **Appendix P:** [Phase 1 Panel Meeting Survey Results](#).

Lessons Learned Meeting and Outcomes

On Thursday, December 14, 2023, edCount conducted a Phase 1 Post-Project Review with IDOE stakeholders to review the results of the Phase 1 educator panel survey, discussing what went well during Phase 1 and what should be done differently for the Phase 2 panel review meetings.

See **Appendix Q:** [Phase 1 Lessons Learned Meeting Results](#).

Phase 2

Planning for Phase 2

Planning for Phase 2 occurred during the first regular status call in January 2024. IDOE and edCount met to review the following:

- Phase 2 Communications Guidelines and Protocols;
- Phase 2 Project Schedule Review;
- Phase 2 Project Requirements, Tasks, and Deliverables; and
- Phase 2 Project Implementation Details and Expectations.

Description of Phase 2 Activities/Milestones

The key tasks for Phase 2 included:

- Preparation of the draft CCs for public comment.
- Planning and facilitation of educator panel meetings to review the public comment feedback and determine which of the proposed CCs were “essential.”
- Preparation of final documents reflecting all newly developed and proposed CCs for ELA, Mathematics, Science (including Computer Science), and Social Studies, and the newly developed grade-level Integrated STEM CCs for final IDOE approval and submission to SBOE.

Phase 2 Milestone Dates and Activities:

Activities	Milestone Dates
edCount and IDOE conduct Phase 2 kick-off meeting.	January 4, 2024
edCount prepares CC documents for public comment.	December 27, 2023 – January 19, 2024
IDOE opens the legislated public comment window.	January 22 – February 9, 2024
edCount hosts Phase 2 facilitator training/dry run with IDOE.	February 12, 2024
IDOE synthesizes public comment feedback.	February 12 - 16, 2024
edCount facilitates Phase 2 educator panel review meetings.	February 20 - 29, 2024

Activities	Milestone Dates
edCount conducts Phase 2 Post-Project Review.	March 7, 2024
edCount prepares final public-facing documents.	March 4 - 8, 2024
IDOE reviews and approves all draft CCs documents.	March 11 - 27, 2024
IDOE approves edCount's final project report.	March 28, 2024

Public Comment Process

IDOE posted all five sets of draft CCs for public comment beginning Monday, January 22, 2024, through Friday, February 9, 2024.

IDOE invited the general public to review and submit comments regarding the draft CCs through an online Jot Form that collected detailed information from individual stakeholders about one or more draft CCs. Commenters were required to complete the entire online form for their comments to be submitted.

IDOE monitored public comment feedback as it was submitted throughout the duration of the three-week window. IDOE content staff compiled all comments and tagged any actionable feedback (e.g., specific edit, suggestion, and/or concern about alignment) for review by educator panelists during the Phase 2 panel meetings. Any comment not offering a specific edit or revision for a draft CC was considered inactionable (e.g., general observations, opinions) and not presented to educator panelists.

IDOE organized all public comment feedback by content area and grade level and provided the five files to edCount for facilitator awareness. edCount then prepared the Meeting Outcomes sheets with all additional public comment feedback to discuss with the educator panelists. No public comments were received for some draft CCs (i.e., science and Integrated STEM).

Review of Public Comments and Determination of Essential Standards by Indiana Educators

edCount planned and facilitated a series of virtual Phase 2 educator panel meetings to review Public Comment feedback, confirm vertical articulation, as needed, and to recommend to IDOE those CCs the panels deemed “essential” for this population to master by the end of the grade level or course. Prior to the opening of the Public Comment window, edCount invited educator panelists to participate in IDOE’s Public Comment process and, in anticipation of the Phase 2 panel meetings, asked educator panelists to asynchronously review their assigned set of draft CCs to determine which CCs should be designated as “essential” for mastery by the end of the grade level or course.

The process for the Phase 2 Panel meetings included these activities:

- edCount facilitators welcomed educator panelists and outlined their Phase 2 tasks;
- Educator panels discussed those draft CCs for which public comment feedback was available and finalized consensus recommendations;
- Educator panelists confirmed K-12 vertical articulation of the draft CCs, as needed; and
- Educator panelists formally recommended the draft CCs that should be designated as “essential” by the end of the grade level or course. Facilitators explained this designation was intended to help educators prioritize content for instruction and assessment. Educator panelists were asked to inform their recommendations based on their knowledge of the content, professional

judgment, and experiences with this student population. Facilitators documented educator panelists’ formal recommendations of “essential” CCs.

Facilitator Training and Dry Run with IDOE

Just as in Phase 1, facilitators were trained on the process for the Phase 2 Educator Panel Review Meetings. The training was reviewed and approved by IDOE, and a facilitator training/dry run was held on Monday, February 12, 2024, to walk through the facilitator process guide and panelist training slide deck to demonstrate readiness for the Phase 2 panel review meetings.

See **Appendix R:** [Phase 2 Facilitator Process Guide](#).

See **Appendix S:** [Phase 2 Panelist Training Slide Deck](#).

Educator Panel Meetings

The Phase 2 Educator Panel Review Meetings were structured in the same manner as those for Phase 1. The same facilitators and educators participated in each content area.

Phase 2 Meeting Dates by Content Area:

Content Area	Phase 2 Meeting Dates Post-Public Comment Window
ELA	February 20, 21, 26, 28
Mathematics	February 20, 22, 27, 29
Science	February 20, 21
Social Studies	February 20, 22, 27
Integrated STEM	February 20, 21

Panelist Training

Panel members were trained at the beginning of the first Phase 2 panel meeting. In addition, edCount provided all educator panelists access to all materials prior to the meeting for pre-work activities.

The goals of the Phase 2 educator panel training were to ensure committee panelists had the tools and information necessary to complete the work in the Phase 2 panel meetings. Training included:

- Actions since Phase 1 meetings;
- Project Security;
- Meeting Norms;
- Phase 2 Meeting Objectives;
- Public Comment Review Process; and
- Documenting Essential CC Recommendations.

All training and materials were pre-approved by IDOE.

Panelist Activities

As part of the Phase 2 educator panel review meetings, the educators:

- Reviewed each draft CC with a public comment and made consensus recommendations as to whether the draft CC should be edited based on the comment.
- The panelists used the Guiding Questions from Phase 1 for each draft CC to determine whether a revision, if any, needed to be made.

Guiding Questions: Is the draft content connector...

- **Achievable** for students with significant cognitive disabilities?
- **Appropriate** for the variety of students who will receive instruction?
- **Aligned** with grade-level expectations for general education students (at a reduced complexity, breadth, and depth)?
- **Articulated** across grade levels for a natural flow of learning?
- **Applicable** to real-life skills students will need for future success?

After the CCs with public comments were reviewed and consensus was achieved, the panelists reviewed vertical articulation across all grades if required and made consensus recommendations on the CCs they determined were “essential” for mastery at the end of each grade.

Panelist Survey

At the end of the last panel review meeting for each content area, a link to the survey was provided in the meeting chat and panel members were asked to complete a brief survey of their experiences with Phase 2 activities.

See **Appendix T:** [Phase 2 Panel Meeting Survey Results](#).

Focus Group Activity

IDOE stakeholders reviewed the “essential” CCs recommendations from the panel. IDOE prepared a presentation to share with internal stakeholders and key focus groups to review the “essential” CCs prior to SBOE review and approval. The key focus groups were provided with a checklist to confirm or provide additional recommendations to IDOE. Recommendations from the key focus groups were reviewed by IDOE stakeholders prior to finalizing and publishing the CCs.

See **Appendix U:** [Determining/Verifying “Essential” Content Connectors](#)

Lessons Learned Meeting and Outcomes

On Thursday, March 7, 2024, edCount conducted the Phase 2 Post-Project Review with IDOE stakeholders to review the results of the educator panel survey and to discuss what went well during Phase 2 and what could be done differently for future meetings of this type.

See **Appendix V:** [Phase 2 Lessons Learned Meeting Results](#).

Prepare Final, Public-Facing Documents for IDOE

Final Proposed Content Connectors for SBOE Approval

edCount prepared and delivered draft CC documents, including the final Meeting Outcomes documents for all content areas and the field-facing Word documents reflecting all IDOE-approved CC text organized by content area and grade level to IDOE for review. Due to unforeseen scheduling issues that necessitated IDOE stakeholders to engage in additional review rounds, IDOE finalized all field-facing documents in preparation for approval by SBOE.

See **Appendix W:** [Final Proposed CCs for SBOE Approval- English Language Arts](#).

See **Appendix X:** [Final Proposed CCs for SBOE Approval- Mathematics](#).

See **Appendix Y:** [Final Proposed CCs for SBOE Approval- Science](#).

See **Appendix Z:** [Final Proposed CCs for SBOE Approval- Computer Science](#).

See **Appendix AA:** [Final Proposed CCs for SBOE Approval- Social Studies](#).

See **Appendix BB:** [Final Proposed CCs for SBOE Approval- Integrated STEM](#).

Final Report

edCount developed this final report to close out the project and document the processes used to deliver the work required for this project.

All appendices referenced throughout this report (e.g., “Appendix A,” “Appendix B”) are available as individual PDFs.

Project Closeout

The Indiana Content Connector Project ended on March 31, 2024, and edCount submitted all final deliverables under the scope of work to IDOE.

List of Appendices (Available as Individual PDFs)

Appendix A: Project Kick-Off Meeting Minutes

Appendix B: Content Connector Task 1 Writer Training Materials

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