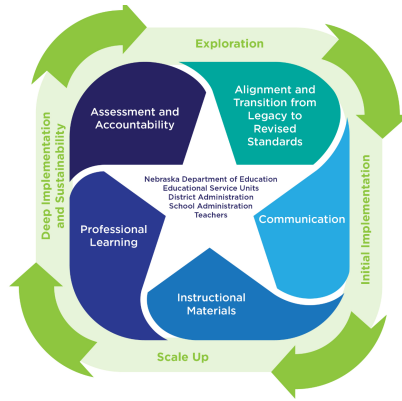


Nebraska's 2021 English Language Arts Standards Implementation Framework



Nebraska's *Content Area Standards Implementation Framework* provides a roadmap for successful implementation of content area standards. This resource outlines the stages of implementation, beginning with the *Exploration* stage, defines key areas of work, and describes the roles of educators in fulfilling Nebraska's vision for excellent literacy instruction.

The information provided in the following pages is customized to the **Exploration** stage of the revised [2021 College- and Career-Ready Standards for English Language Arts](#), which were approved by the State Board of Education on October 2, 2021. This information will be updated to reflect the forthcoming stages of implementation and will include input from key stakeholders. For the full document, please visit: [Content Area Standards – Nebraska Department of Education](#).

Categories of Work

Alignment and Transition from Legacy to Revised Standards. Successful implementation of content area standards requires a focus on internal and external alignment, connection and configuration of various systematic elements including people, practices, policies and structure. It includes alignment of policies and requirements, resources, goals and vision, professional learning, logistics, needs of school or district, and practices.

Assessment and Accountability. Successful implementation of content area standards includes the use of formative, interim, and summative assessments used to measure student mastery of content area standards. Moreover, assessments must accurately reflect accountability indicators.

Professional Learning. Successful implementation of content area standards requires professional learning that is a comprehensive, sustained, and intensive approach to improving teachers' and principals effectiveness in improving student learning. Professional learning must reflect the instructional shifts within revised content area standards and should be aligned with the instructional materials used within districts and schools.

Instructional Materials. Successful implementation of content area standards requires evidence-based instructional materials that are fully aligned to content area standards. The materials should support the instructional shifts of the revised content area standards and should promote curricula literacy and advance equity.

Communication. Successful implementation of content area standards requires a focus on communication, a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding. This includes communication with students, parents, and other interested external stakeholder groups.

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Exploration				
<p>After State Board approval, this stage, <i>Exploration</i>, is the opportunity to explore the newly revised College- and Career-Ready Standards for English Language Arts and assess readiness to implement. During this stage, time and activities focus on building understanding of the newly revised standards and the instructional shifts reflected within them.</p>				
NDE	ESUs	Districts	School Leaders	Teachers
<ul style="list-style-type: none"> ■ Customize implementation framework for state-level activities and recommendations for ESU, district, and school-level activities. ■ Provide crosswalk of legacy to revised ELA standards. ■ Revise as needed NDE policies and initiatives (e.g. Rule 10, Nebraska Reading Improvement Act) to ensure alignment. 	<ul style="list-style-type: none"> ■ Provide districts with customized content area standards implementation framework for ELA. ■ Coordinate with districts to review NDE and district policies along with the crosswalk between legacy content area standards and newly revised ELA standards. ■ Assist the NDE in development of instructional transition plan and content area standards exploration resources. 	<ul style="list-style-type: none"> ■ Review NDE policies/requirements, adjust district policies as needed to ensure alignment to state. ■ Collaborate with the ESU to develop a district-level and school-level implementation plan. ■ Provide district/school staff structured time to understanding difference between legacy standards and newly revised ELA standards, instructional shifts within the newly revised standards, and details of implementation plan. 	<ul style="list-style-type: none"> ■ Participate and collaborate with district on revision of district policies and procedures to ensure alignment with newly revised ELA standards. ■ Revise as needed school policies and procedures to ensure alignment with newly revised ELA standards. ■ Involve teachers and administrative staff in understanding key shifts between the legacy and newly revised ELA standards, as well as the implementation and instructional transition plan. 	<ul style="list-style-type: none"> ■ Deepen understanding between legacy and newly revised ELA standards (including instructional shifts), as well as the implementation and instructional transition plan. Crosswalk ■ Explore adaptations to lessons that provide opportunities for students to learn content from newly revised ELA standards.

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NDE	ESUs	Districts	School Leaders	Teachers
<ul style="list-style-type: none"> ■ Inform assessment vendors (e.g. NWEA, DRC, NebraskaREADS approved screener vendors) of State Board approval of newly revised ELA standards. ■ Develop a detailed timeline and plan for NSCAS Summative. ■ Determine assessment resources needed for content areas not assessed by NSCAS Summative. 	<ul style="list-style-type: none"> ■ Collaborate with NDE to identify potential changes to NSCAS Summative as a result of revised ELA standards. ■ Collaborate with the NDE to develop a detailed timeline and plan for NSCAS Summative. ■ Provide input on assessment resources needed for content areas not assessed by NSCAS Summative. 	<ul style="list-style-type: none"> ■ Maintain primary focus on district-wide assessment of legacy standards and review information from the NDE regarding NSCAS Summative changes and timeline. ■ Evaluate district assessment plan. ■ Determine assessment resources needed for content areas not assessed by NSCAS Summative. ■ Collaborate with the NDE and stakeholders to develop an assessment system vision that fulfills the goals of newly revised ELA standards. 	<ul style="list-style-type: none"> ■ Maintain primary focus on assessment of legacy standards and review information from the NDE regarding NSCAS Summative changes and timeline. ■ Engage in stakeholder meetings to develop an assessment system vision that fulfills the goals of newly revised ELA standards. <p>Communicate with students?</p>	<ul style="list-style-type: none"> ■ Maintain primary focus on assessment of legacy standards and review information from the NDE regarding NSCAS Summative changes and timeline. ■ Engage in stakeholder meetings to develop an assessment system vision that fulfills the goals of newly revised ELA standards. <p>Communicate with students?</p>

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After State Board approval, this stage, <i>Exploration</i> , is the opportunity to explore the newly revised English Language Arts standards and assess readiness to implement. During this stage, time and activities focus on building understanding of the newly revised standards and the instructional shifts reflected within them.				
NDE	ESUs	Districts	School Leaders	Teachers
<ul style="list-style-type: none"> ■ Determine professional learning needs of districts and schools (e.g. text complexity, SoR). ■ In collaboration with ESUs and districts, develop professional learning. ■ Ensure policies and procedures (e.g. teacher preparation, accreditation, etc.) include professional learning related to instructional shifts. 	<ul style="list-style-type: none"> ■ Collaborate with NDE to determine professional learning needs of districts and schools. ■ Collaborate with districts to develop a professional learning plan align with standards implementation timeline. ■ Provide professional learning for school and district staff related to newly revised ELA standards and instructional shifts. 	<ul style="list-style-type: none"> ■ Collaborate with ESU to determine the professional learning needs of schools. ■ Provide time and collaboration opportunities for teachers and administrators to create a professional learning plan. ■ Participate in professional learning related to the implementation of newly revised ELA standards and instructional shifts. 	<ul style="list-style-type: none"> ■ Provide input on district's professional learning plan. ■ Provide time and collaboration opportunities for teachers to participate in the creation of a multi-year professional learning plan based on newly revised ELA standards and instructional shifts. 	<ul style="list-style-type: none"> ■ Provide input on professional learning plan. ■ Participate in professional learning related to the implementation of revised ELA standards and instructional shifts.

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<p>After State Board approval, this stage, <i>Exploration</i>, is the opportunity to explore the newly revised English Language Arts standards and assess readiness to implement. During this stage, time and activities focus on building understanding of the newly revised standards and the instructional shifts reflected within them.</p>				
NDE	ESUs	Districts	School Leaders	Teachers
<ul style="list-style-type: none"> ■ Develop policies, procedures, and processes to ensure schools have access to high-quality, aligned instructional materials (including OER). ■ Collaborate with ESUs to determine statewide access to HQIMs. ■ Identify HQIMs aligned to newly revised ELA standards and instructional shifts. 	<ul style="list-style-type: none"> ■ Collaborate with NDE to develop policies, procedures, and processes to ensure schools have access to high-quality, aligned instructional materials (including OER). ■ Collaborate with NDE to determine the access schools and districts have to HQIMs. ■ Provide support to districts in identifying HQIMs that align to revised ELA standards and meet the needs of students. 	<ul style="list-style-type: none"> ■ Provide input on policies, procedures, and processes related to the selection and use of HQIMs (including OER) aligned to newly revised ELA standards. ■ Determine the access schools have to HQIMs. ■ Determine if gaps exist for instructional materials related to newly revised ELA standards. ■ Utilize NDE resources to ensure that instructional materials (including OER) are aligned to newly revised ELA standards. 	<ul style="list-style-type: none"> ■ Provide input on policies, procedures, and processes related to the selection and use of high-quality instructional materials (including OER) aligned to newly revised ELA standards. ■ Provide input on district plan to ensure that instructional materials (including OER) are aligned to newly revised ELA standards. 	<ul style="list-style-type: none"> ■ Examine current instructional materials and professional learning opportunities to determine alignment to newly revised ELA standards. ■ Provide input and communicate current status/current needs related to the selection or use of instructional materials (including OER) aligned to newly revised ELA standards to school/district administrators.

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NDE	ESUs	Districts	School Leaders	Teachers
<ul style="list-style-type: none"> ■ Publicly announce approval of 2021 revised ELA standards by the State Board of Education. ■ Post newly revised ELA standards on NDE website(s). ■ Maintain ongoing communication related to newly developed resources, key messaging, and related timelines. 	<ul style="list-style-type: none"> ■ Ensure communication clearly articulates high-level actions for each phase of the transition to stakeholders including: NSCAS ELA Summative timeline, key messages, and supporting resources using consistent language and messaging. ■ Communicate availability and use of supporting materials (student-friendly standards, timelines, etc.) connected to the crosswalk between legacy standards and revised ELA standards. 	<ul style="list-style-type: none"> ■ Distribute copies of newly revised ELA standards to educators and administrators. ■ Establish structures for reciprocal communication between NDE, ESUs, districts, and schools. ■ Seek input from school administrators and teachers regarding the district's implementation plan and timeline. ■ Collaborate with ESU and school staff to refine key messages for local school board and community regarding the "why" of newly revised ELA standards. 	<ul style="list-style-type: none"> ■ Establish communication to ensure all staff members receive information regarding the implementation plan and timeline for newly revised ELA standards. ■ Develop key messages for teachers to share with families and community stakeholders to introduce language of newly revised ELA standards and implementation timeline. 	<ul style="list-style-type: none"> ■ Provide input to school administrators regarding the newly revised ELA standards implementation plan and timeline. ■ Share key messages with families. <p>communicate with colleagues, joint planning?</p>