

**Nebraska Department of Education**

**2021 English Language Arts Content Area Standards Rollout**

**Session 4: Preparing to Implement**

 **Reflection and Planning Guide**

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| **Setting Implementation Priorities** |
| ***Scenario 1**** *Your district used Nebraska Instructional Materials Collaborative reports to select high-quality, standards-aligned materials three years ago. Implementation was difficult at first, but teachers and students rose to the challenge, and achievement is growing steadily.*
* *Teacher turnover is low, and most teachers know and implement the state’s 2014 ELA standards well.*
* *Collaboration between teachers on curriculum and instruction is minimal, and vertical content teams in particular rarely have dedicated time to work together.*
 | *What approaches or entry points to standards exploration do you suggest?* |
| *What aspects of standards exploration do you suggest* not *prioritizing?* |
| ***Scenario 2**** *Your district’s instructional materials are a mixed bag. Texts are appropriately complex and varied, but supports for explicit instruction are limited, leaving teachers to fill in a lot of gaps. Some units are organized in ways that build students’ knowledge of specific topics, but in many the texts are unrelated to one another.*
* *The teaching force is highly mobile, and many teachers are novices. Most are very eager to learn about and implement the new ELA content standards, and few have deep familiarity with the 2014 standards.*
 | *What approaches or entry points to standards exploration do you suggest?* |
| *What aspects of standards exploration do you suggest* not *prioritizing?* |
| ***Scenario 3**** *Your elementary school is a close-knit community with highly skilled and experienced teachers committed to balanced literacy instruction and an organic approach to foundational reading and writing development.*
* *Teachers mostly create or source their own instructional materials, and collaboration focuses on analysis of data from literacy screener and benchmark assessments.*
* *Families have expressed concern about the amount of time many students spend in intervention settings without making substantial progress toward proficiency.*
 | *What approaches or entry points to standards exploration do you suggest?* |
| *What aspects of standards exploration do you suggest* not *prioritizing?* |

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| **Applying Relevant Resources** |
| [*Nebraska Department of Education - ELA*](https://www.education.ne.gov/ela/)* [2021 Standards, Vertical Progressions, and Shifts (PDF)](https://cdn.education.ne.gov/wp-content/uploads/2021/10/ELA-Standards-Final-Draft-edited-10.6.21.pdf)
	+ [Grades K–12 Vertical Progressions (PDF p. 116)](https://cdn.education.ne.gov/wp-content/uploads/2021/10/ELA-Standards-Final-Draft-edited-10.6.21.pdf#page=116)
	+ [Appendix: Key Instructional Shifts (PDF p. 158)](https://cdn.education.ne.gov/wp-content/uploads/2021/10/ELA-Standards-Final-Draft-edited-10.6.21.pdf#page=158)
 | *How, specifically, might these resources be used to support implementation of the 2021 ELA content standards?* |
| [Nebraska Instructional Materials Collaborative](https://nematerialsmatter.org/)* [Navigating the ELA Instructional Materials Selection Process](https://nematerialsmatter.org/selection-process/)
	+ Bridge Document (2022 update) [link when available]
 | *How, specifically, might these resources be used to support implementation of the 2021 ELA content standards?* |
| [Nebraska Multi-tiered System of Support](https://nemtss.unl.edu/)* [NeMTSS Essential Elements](https://nemtss.unl.edu/essential-elements/)
	+ [Communication, Collaboration & Partnerships](https://nemtss.unl.edu/essential-elements/essential-element-2/)
	+ [Evidence-Based Practices: Curriculum, Instruction, Intervention & Assessment](https://nemtss.unl.edu/essential-elements/essential-element-3/)
	+ [Building Capacity & Infrastructure for Implementation](https://nemtss.unl.edu/essential-elements/essential-element-4/)
	+ [Layered Continuum of Supports](https://nemtss.unl.edu/essential-elements/essential-element-5/)
 | *How, specifically, might these resources be used to support implementation of the 2021 ELA content standards?* |

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| **Planning Next Steps** |
| Two quick notes before you dive in:* The scenarios here are just illustrative examples, cannot apply to every context, and not meant to prescribe. In many districts it will be unnecessary for every teacher to evaluate materials for alignment or for principals to select materials at the school level, for instance. Make a plan that suits your role, system, and community.
* In addition to the Nebraska resources linked above, you might find it helpful to explore:
	+ Instruction Partners’ Curriculum Support Guide: <https://curriculumsupport.org/>
	+ Rivet Education’s Professional Learning Partner Guide: <https://plpartnerguide.org/>
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| *What needs to happen within* ***three months****?**Sample: All ELA teachers need to articulate the four 2021 shifts and identify implications for their curricular design and instructional practice.* | *What will you do to make it happen?**Sample: As an instructional coach, I will support teachers to evaluate alignment of their current instructional materials to each of the shifts.*  | *How and when will you accomplish this? As part of your planning, consider who else you will need to involve and invest.**Sample:** *Confirm availability of biweekly subject team meeting time in May and June (check with all principals)*
* *Present on one shift at each meeting, adapting materials from ESU rollout sessions*
* *Establish a vision of excellent instruction*
* *Have grade-level teams evaluate materials using a provided rubric as follow-up*
* *Compile data and present to district leadership at July retreat with recommendations for next steps (e.g., PD to address misconceptions, new materials adoption)*
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| *What needs to happen within* ***six months****?**Sample: All schools have selected new instructional materials using Nebraska Instructional Materials Collaborative guidance.* | *What will you do to make it happen?**Sample: As the principal, I will catalyze and oversee an inclusive, transparent, efficient, and standards-aligned selection process.* | *How and when will you accomplish this? As part of your planning, consider who else you will need to involve and invest.**Sample:** *Identify the Selection Team and leader (summer/fall 2022)*
* *Determine how the final decision will be made (summer/fall 2022)*
* *Map the schedule of events, including next steps and a communications plan (summer/fall 2022)*
* *Launch at April leadership team meeting with focus on instructional vision and “the why” to build buy-in*
* *Develop the rubric and prepare for reviews (summer/fall 2022)*
* *Review, pilot, and decide (fall/winter 2022)*
* *Procure and distribute materials (spring/summer 2023)*
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| *What needs to happen within* ***twelve months****?**Sample: All K–2 teachers and reading specialists demonstrate understanding of evidence-based foundational reading instruction.* | *What will you do to make it happen?**Sample: As the supervisor of elementary education, I will ensure that all relevant educators participate and succeed in effective training.*  | *How and when will you accomplish this? As part of your planning, consider who else you will need to involve and invest.**Sample: (Propose rough plan to CAO at next week’s check-in)** *March - research potential providers and likely costs*
* *April - present budget request to district leadership*
* *July - release RFP (include summative assessment with proficiency determination as requirement for training)*
* *August - select partner and develop training plan*
* *All assessment results reported by January 31 (follow-up plan for failure to demonstrate proficiency? Discuss with HR and union if we get to that point)*
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