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Content Area Standards & Instruction: Updates and Information

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Session Goals:

- Provide an update on content area standards development and revision processes.
- Highlight new resources available through the Nebraska Instructional Materials Collaborative.
- Discuss strategies that support school renewal and learning acceleration.

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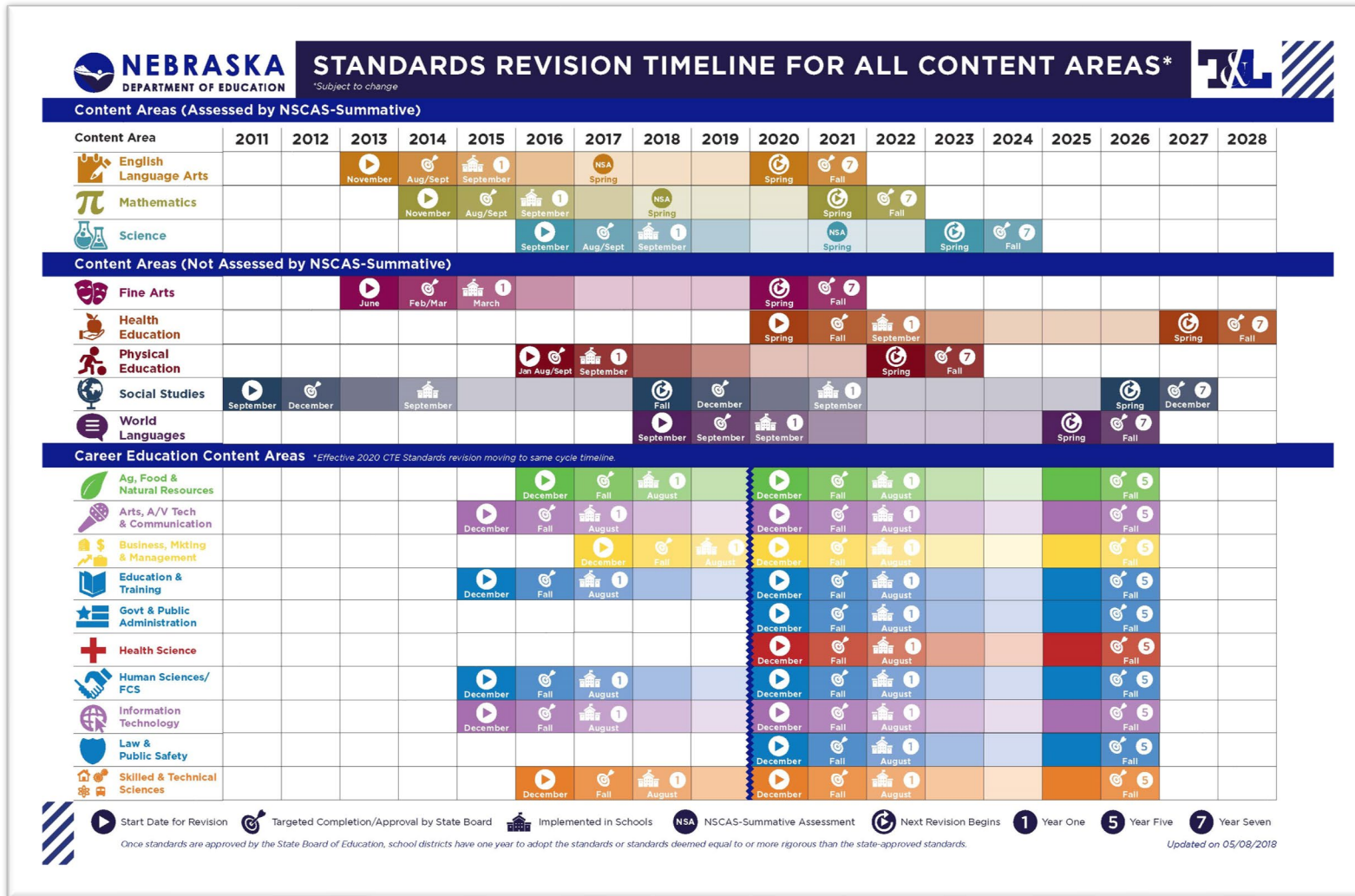


To lead and support the preparation of all Nebraskans for learning, earning, and living.

Content Area Standards: Nebraska's Process

- Utilize Nebraska educators
 - PK-16 Expertise
 - Writing team
 - Editing team
- Review and utilize nationally recognized resources, best practices, and subject matter experts.
- Designation from Nebraska's postsecondary institutions that the standards reflect postsecondary expectations.
- Engage employers to ensure standards reflect the skills needed for the workplace.
- Maintain on-going communication with State Board of Education
- Consider and incorporate public input and feedback, as appropriate.

Content Area Standards: Revision Timeline



- Developed in 2016; Revised in 2018.
- Key Updates:
 - Health Education: Fall 2021
 - ELA: Fall 2021
 - CTE Standards: Fall 2021
 - Fine Arts: Delayed
- Moving Forward:
 - Reflect seven-year cycle; five year for CTE
 - Mathematics: Anticipated approval Fall 2022

Content Area Standards: Reference Guide



Content Area Standards Reference Guide

What Are Content Area Standards?

Content area standards reflect the knowledge and skills students are expected to learn in a given content area. Because these standards create a framework for teaching and learning, they articulate a trajectory for knowledge acquisition across all grade levels so student learning builds on prior knowledge, becoming more in-depth over time. By setting clear benchmarks for learning, content area standards provide guidance to teachers as they develop learning experiences. Additionally, these standards allow teachers to highlight students' progress towards learning goals, rather than relying on predetermined time and schedule factors (Rubin & Spady, 1984).

How Did Content Standards Develop?

Standards-based education (also known as outcome-based education) has many roots, but the modern push to determine what all students should know and be able to do began in the U.S. during the 1970s. During this era, an agenda for "back-to-basics" and minimum competency tests reshaped education to define measurable learning targets required of all students (Raizen, 1994). These initial efforts to define content-specific expectations were led by teachers and local school districts. Eventually, national organizations dedicated to the teaching of specific content areas began to identify content area standards. The first notable set of national content area standards was published in 1989 by the National Council of Teachers of Mathematics. These standards emphasized conceptual understanding and mathematical sense-making and were developed as a backlash to the algorithmic focus of the "back-to-basics" movement. The publication of these national mathematics standards influenced the development of other K-12 content area standards by state-level departments of education, school districts, and other subject-specific organizations (Ferrini-Mundy, 1998).

For two decades, states and school districts across the U.S. have identified content area standards to guide teaching and learning, with nearly every state and local school district adopting a standards-based education system by the year 2000 (Marran 2001; Tucker and Coddling 1998). Content-specific teacher organizations, the National Science Foundation, and the National Governors Association have all published sets of standards that serve as guideposts for state departments of education and writers of local standards and curriculum. While content area standards have many names (e.g. benchmarks, outcomes, goals, expectations, indicators, etc.), all are designed to make clear what knowledge and skills are most important for students to learn in a given content area.

Appendix A

Checklist for Standards and Indicators

Measurable

- Do the standards and indicators start with an action verb at the appropriate level in the relevant learning domain (cognitive, affective, or psychomotor)?
- Can an assessment of learning be designed from the indicator?
- Do the standards/indicators emphasize what students will learn or demonstrate as opposed to how they will learn or demonstrate?

Appropriately Challenging

- Are the standards and indicators developmentally appropriate for the intended group of learners?
- Do the standards and indicators prepare students for higher levels of thinking, feeling, or doing?
- Are the standards and indicators written at the highest level of thinking, feeling, or doing for the intended group of learners?

Connected

- Are the standards and indicators connected to future learning?
- Have the Nebraska Career Readiness Standards been embedded, when appropriate?
- Do the standards and indicators allow for connections to other content areas (e.g. English Language Arts, Mathematics, etc.)?

Clearly Written

- Do the standards and indicators start with an action verb?
- Are the standards and indicators written concisely? Is consistent language used?
- Does the writing of the standards and indicators follow appropriate conventions of writing and grammar?
- Does each indicator include only one topic or thought?
- Has the use of multiple topics or thoughts in one indicator been avoided (e.g. double-barreled statements)?

Scaffolded

- Does the content in the standards and indicators reflect a content-based learning progression?
- Does the content in the standards and indicators build off of previously mastered content or concepts?
- Is the content in the standards and indicators a prerequisite for future learning?
- Is the learning progression free of gaps?
- Does the verb level the standard reflects the highest level of thinking, feeling, and doing (i.e. The verb level of the indicator should not supersede the verb level of the standard)?

Specific

- Do the indicators provide a benchmark for identifying student mastery of the standard?
- Can the standard/indicator be made less ambiguous or less obscure?
- Are the standards and indicators measurable?

BEING REVISED!

Content Area Standards



- Health Education:

- Draft #2:

- Public Release – Thursday, July 29th

- Public Input Survey #2

- Standards Input Email:

- nde.standardsinput@nebraska.gov

Content Area Standards



- English Language Arts:
 - Draft #2: Public Release Week of August 2nd
 - Anticipated Approval: September 2021
 - ELA Standards Input Email:
 - nde.elastandardsinput@nebraska.gov

As a result of Nebraska's College and Career Ready Standards, how has instruction changed?

Content Area Standards



- ELA Standards Rollout Resources:

- Tools, resources, and professional learning templates to ensure that educators can:
 - Articulate a statewide vision of excellent ELA/literacy instruction for all Nebraska students
 - Describe the major standards revisions and how they contribute to the instructional vision
 - Prepare to marshal resources for implementation of the standards and instructional vision

Ever hear the saying, “You can’t see the forest for the trees?”

“**The Standards**” = Shifts + Standards

Overarching messages around the changes in instructional materials, assessment, and practice necessary for students to master not only the CCR-aligned Standards, but to ultimately be prepared for success in college and careers



Nebraska Instructional Materials Collaborative

The screenshot shows the website's header with a green navigation bar containing links for ELA, MATH, SCIENCE, NEBRASKA RESOURCES, and ABOUT, along with a search icon. The main content area features a large image of a child's hands writing the word 'Have' on a worksheet. The text 'BECAUSE Materials matter for all Nebraska students' is overlaid on the image. At the bottom, there are three smaller images with text labels: 'English Language Arts Instructional Materials', 'Math Instructional Materials', and 'Science Instructional Materials'.

NEBRASKA INSTRUCTIONAL MATERIALS COLLABORATIVE

ELA ▾ MATH ▾ SCIENCE ▾ NEBRASKA RESOURCES ▾ ABOUT ▾ Q

BECAUSE
**Materials matter for all
Nebraska students**

**English
Language Arts
Instructional
Materials**

**Math
Instructional
Materials**

**Science
Instructional
Materials**

On a scale from 1-5, how familiar are you with this resource?

Turn to a neighbor and share how you have used the NIMC.

Includes...

- Linked reviews of instructional materials for English Language Arts, Foundational Skills, Mathematics, and Science, as provided by EdReports.
- Suggested steps and sample timelines for navigating the instructional materials selection process.
- Documents that bridge EdReport reviews and Nebraska's College and Career Ready Standards.
- A toolkit with resources, events, and research that supports instructional materials selection and implementation.

EdReports: Enhanced Reports

- EdReports provides enhances reports with key technological information including,

- Usability snapshot
- Technology Details:
 - Design
 - System Access
 - Technical Support
 - Compatibility
 - Accessibility

System Access

System access questions address how users access the digital materials and what kind of logins/passwords are accepted/supported/required.

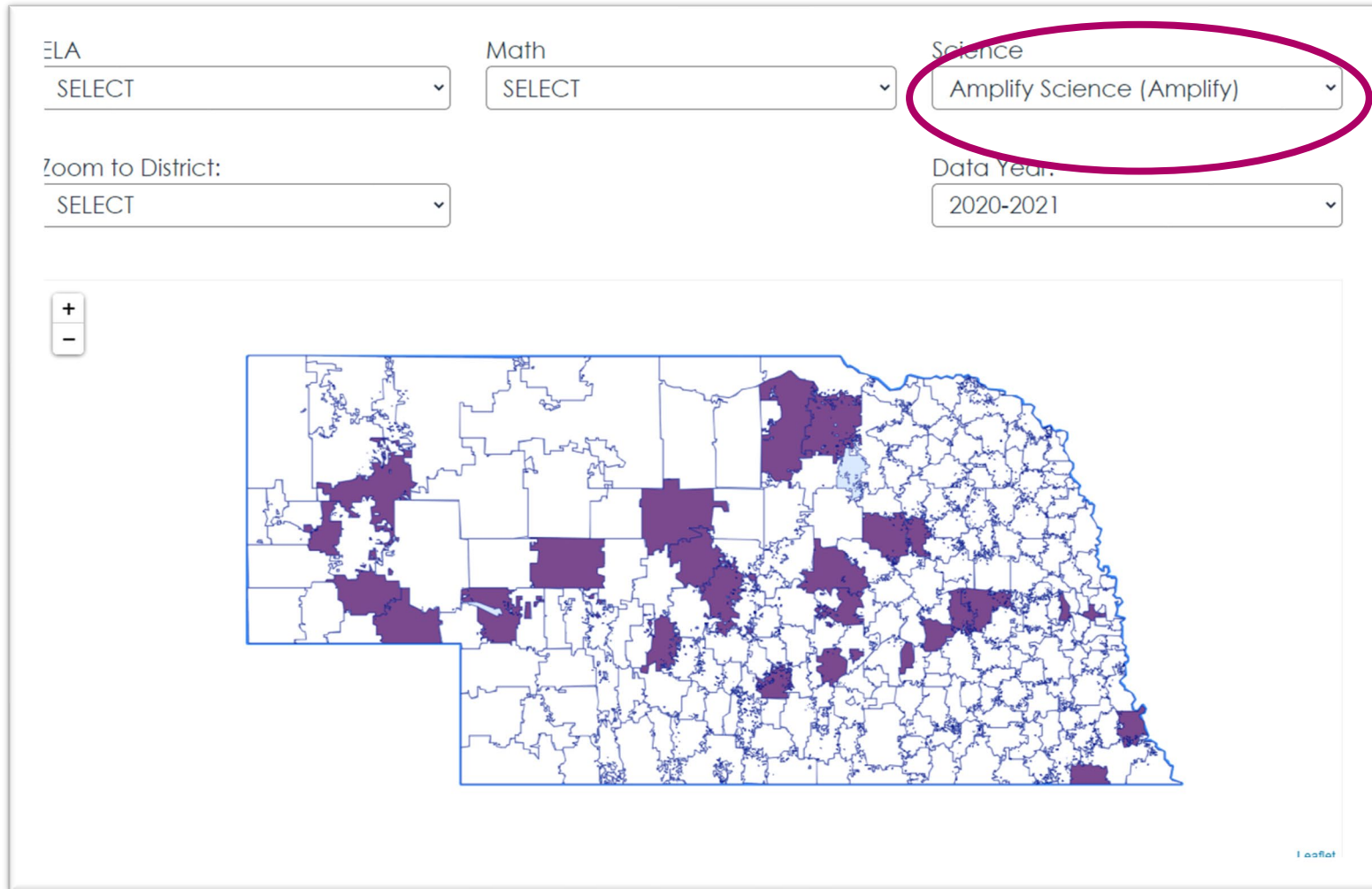
* Note:

"Yes with core product" below should be used to indicate functionality in the core materials as reviewed by EdReports that are available without LMS integration.

"Yes with dependencies" below refers to functionality in the materials reviewed by EdReports that are present or accessible only through working in a separate LMS, by utilizing other software as a plug-in, linking externally to sites outside the materials, or if functionality is dependent on a supplemental purchase.

Questions	Check Only One				Details
	Yes with core product	Yes with dependencies	No	Under Development	
Is single sign-on supported?	X				Zearn supports single sign-on (SSO) through Clever and Google. Clever integration is a feature only available only for paid accounts.
Can the platform manage staff assigned to multiple schools with a single sign-on?	X				
Can co-teachers be assigned to multiple classes?	X				Classroom sharing is a feature of a paid account.
Can students who move between teachers or schools using the same materials be re-assigned without losing their work/progress?	X				
Can the platform provide user accounts for staff members (principals and other admin) who are not assigned students?	X				Zearn provides Admin accounts to Principals and other administrators as part of a paid School Account.

Instructional Materials Map



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Leveraging ESSER Funds to Support Teaching & Learning

How will your district leverage ESSER III funds to support teaching and learning? How have you prioritized students most impacted by COVID-19?

Lessons from Race to the Top...

- Start with the vision and goals, not the budget.
- Get explicit about the guiding principles for the work, and make sure the planning and improvement processes reflect those principles.
- Choose a few big strategies aligned to the goals, not a lot of small ideas.
- Obsess about coherence and alignment, and stay vigilant about the ways that strategies may inadvertently work at cross purposes or send mixed messages.
- Acknowledge that no plan will be right out the gate. The plans that will lead to gains will be those that improve and evolve over time.

*Lessons from Race to the Top by Emily Freitag
Published by the Fordham Institute (April 2021)*


ESSER III & Instructional Materials

- If using ESSER III funds to purchase core instructional materials for ELA, mathematics, or science:
 - Materials with a rating of “Meets” from EdReports, meet the expectations for alignment and are **pre-approved** as an ESSER expenditure.
 - Materials with a “Does Not Meet” rating from EdReports, do not meet expectations for alignment and **will not be approved** as an ESSER expenditure.
 - Materials with a “Partially Meets” rating from EdReports or not listed **will be subject to additional review** by NDE staff prior to approval.


<https://www.education.ne.gov/esser/esser-iii-arp/faqs/>

ESSER III: Investment Examples

- Phase in high-quality instructional materials and professional learning to support implementation.
- Support year-long, sustained professional learning designed to support the implementation of high-quality instructional materials.
- Implement a high quality before school, afterschool and/or summer program.
- Use funds to provide professional learning to deepen educator knowledge of evidence-based early literacy practices grounded in the science of reading.
- Upskill teachers to obtain a Reading Specialist endorsement through a standard institute of higher education.
- Invest in a Whole Child coordinator (an individual who is tasked with specifically attending to students' physical, social-emotional and mental health needs).
- Recruit or train teachers to teach advanced courses, pay for teachers to become AP or IB certified, incentivize teachers to become properly certified to teach dual credit courses.



LAUNCH NEBRASKA



Zearn Math Summer Intensive Series

NEBRASKA'S FRAMEWORK for

**school
renewal &
acceleration**

- Zearn Math Summer Intensive Series:
 - The series leverages the essential math content students should master before starting grades 1-7.
 - Participating schools will have full access to Zearn materials for the 2021-2022 school year.
 - Includes Grades 6 & 7 for SY 2021-2022.
 - Professional Learning provided by SchoolKit, including support for:
 - Zearn as core math materials
 - Zearn as digital companion
 - <https://about.zearn.org/nebraska-zearn-math-support>

Coming Soon!

- Learning Acceleration Support for SY 21-22, SY 22-23, SY 23-24.
- Targeted Support for CSI Schools.
- Academic Diagnostic made available to TSI/ATSI Schools
- K-8 Mathematics Acceleration Support.

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Thank you!

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