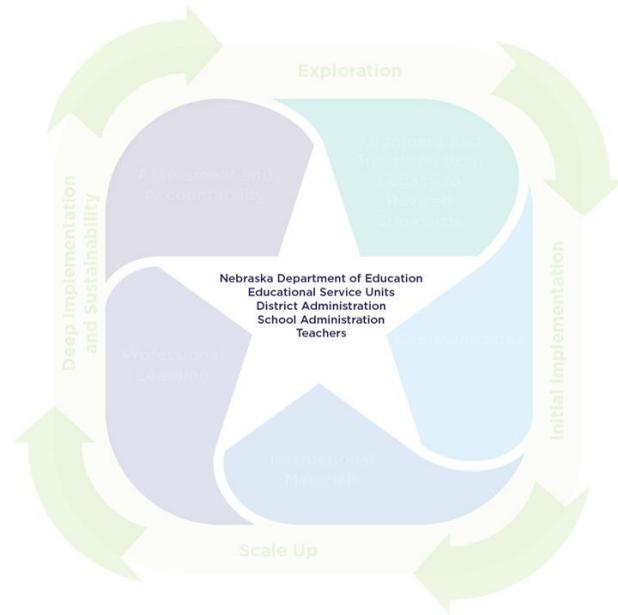## Stages of Implementation:

EXPLORATION: After State Board approval, this stage, *Exploration*, is the opportunity to explore the newly revised content area standards and assess readiness to implement. During this stage, time and activities focus on building understanding of the newly revised content area standards and the instructional shifts reflected within revised standards. This stage also includes communication strategies to build awareness and guide decision making related to implementation at the local level.

INITIAL IMPLEMENTATION: During *Initial Implementation*, the focus is on analyzing content area standards at a deeper level and developing resources to support implementation. At this stage, schools establish an infrastructure to support the implementation of the content area standards. This includes practices and policies designed to support student learning as reflected in the revised standards. During this stage, a needs assessment may be conducted to determine the additional supports (e.g. time, resources, materials, training, etc.) needed for successful implementation.

SCALE-UP: This stage, *Scale-Up*, is where staff begin to implement content area standards while recognizing and attending to student learning gaps resulting from the transition from legacy standards to new standards. During this stage, the focus is on blending and integrating revised content area standards into instruction and actively reflecting on and refining instructional practices to prepare students for full implementation. During this stage, there is monitoring of system supports to identify any needed improvements and adaptations to ensure continued benefits to students.

DEEP IMPLEMENTATION AND SUSTAINABILITY: During *Deep Implementation and Sustainability*, educators possess a deep understanding of content area standards and work towards implementation with fidelity. During this stage, the focus is on seamless integration of curriculum, instruction, and assessments. It also includes a focus on cross curricular planning and continued reflection and refinement of practice. In Deep Implementation and Sustainability, there is a focus on maintaining and refining systems for monitoring intentional alignment of practices, policies, supports, and programs. This stage includes structures that ensure when practitioners, administrators and leaders are new to the system, they develop the competencies to successfully implement content area standards.

Roles:

- State (NDE)
- Educational Service Units (ESU)
- District/Administration
- School/Administration
- Teacher
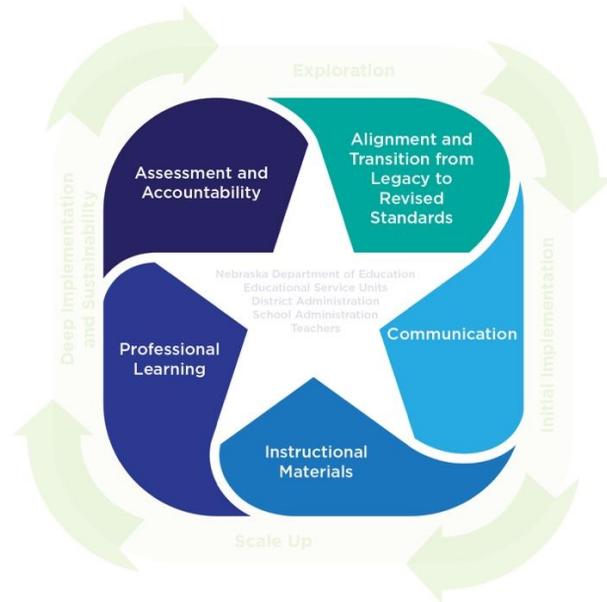
Categories of Work- Definition of Ideal

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.

		Exploration	Initial Implementation	Scale Up	Deep Implementation
Alignment & Transition from Legacy to Revised Standards	**State**	• Review (and revise as needed) NDE policies (e.g. Rule 10) to ensure alignment of policies with newly revised content area standards. • Complete crosswalk between legacy standards and newly revised standards, drawing attention to standards that were maintained, combined, added, and/or eliminated. • Customize content area standards implementation framework for state-level activities and recommendations for ESU-, district-, and school-level activities. • Develop instructional transition plan and standards exploration resources.	• Conduct independent end-of-phase study to 1) determine degree of alignment (written, taught, assessed) content area standards to identify gaps/duplication, and 2) evaluate impact of gaps in understanding at each grade-level. • Evaluate and revise implementation plan as needed based on independent study findings to address misalignment of content area standards, instruction, curriculum, and assessment.	• Monitor and revise content area implementation framework, as needed. • Monitor implementation across state in all content areas and grades to identify areas of potential misalignment among content area standards, instruction, curriculum, and assessment.	• Continue to monitor implementation across state in all content areas and grades to identify areas of potential misalignment among content area standards, instruction, curriculum, and assessment. • Continue to monitor implementation across state in all content areas and grades to identify areas of potential misalignment among content area standards, instruction, curriculum, and assessment.
	ESU	• Collaborate with NDE to customize the content area standards implementation plan, including recommendations for schools and districts. • Coordinate with districts to review NDE and district policies along with the crosswalk between legacy content area standards and newly revised content area standards. • Assist the NDE in development of instructional transition plan and content area standards exploration resources.	• Collaborate with NDE to revise content area implementation framework (as needed) based on independent study findings to address misalignment of content area standards, instruction, curriculum, and assessment.	• Support district and school implementation of content area standards implementation framework. • Share available resources related to content area standards implementation framework. • Monitor content area standards implementation across districts in all content areas and grades to identify areas of potential misalignment.	• Continue Monitor content area standards implementation across districts in all content areas and grades to identify areas of potential misalignment. • Facilitate vertical alignment of instruction to capitalize on connections between content areas. • Facilitate interdisciplinary planning of instruction to support connections between content areas.

District	• 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 content area standards, instructional shifts within the newly revised standards, and details of implementation plan.	• Ensure content area standards guide instruction in all classrooms. • Ensure instructional transition plan is implemented and gaps in student understanding are adequately addressed. • Facilitate and provide time for school staff (teachers and administrators) to meet/collaborate on problems of practice regularly throughout implementation.	• Ensure content area standards guide instruction in the classroom. • Ensure instructional transition plan is implemented and gaps in student understanding are adequately addressed. • Ensure teacher evaluations support implementation of content area standards. • Facilitate/provide time for school staff to: 1) collaborate to address problems of practice regularly and 2) develop detailed instructional plan aligned to content area standards.	• Continue to monitor implementation across all schools in all content areas and grades to identify areas of potential misalignment. • Provide time for teachers to incorporate new instructional materials into classroom instruction. •
School Administration	• Participate/collaborate with district on revision of district policies and procedures to ensure alignment with newly revised content area standards. • Revise (as needed) school policies and procedures to ensure alignment with newly revised content area standards. • Involve teachers and administrative staff in understanding the key differences between the legacy and newly revised content area standards, as well as the implementation and instructional transition plan.	• Prepare teachers for expectations of instructional shifts outlined in content area standards. • Involve teachers and other administrative staff in meetings/collaboration to address problems of practice related to content area standards.	• Involve teachers and administrative staff in meetings/collaboration to address problems of practice related to content area standards implementation regularly throughout the phase. • Involve teachers in development of detailed instructional plan, including phased transition of instructional materials.	• Continue to monitor implementation of content area standards across all content areas and grades to identify areas of potential misalignment and provide support to teachers where needed. • Monitor impact of change on teachers and support staff (e.g. paraeducators, etc.) to identify barriers to implementation and provide support and collaboration opportunities to teachers as needed.
Teacher	Deepen understanding between legacy and newly revised content area standards (including instructional shifts), as well as the implementation and instructional transition plan. • Explore adaptations to lessons that provide opportunities for students to learn content from newly revised content area standards.	• Design lesson plans and instructional experiences that align with content area standards. • Participate in meetings and collaborate with colleagues to address problems of practice related to content area standards implementation.	• Develop detailed pacing, curriculum, and instructional guides aligned to content area standards, including the phased transition for use of instructional materials. • Continue collaboration with colleagues to address problems of practice related to implementation of content area standards.	Modify (as needed) instructional materials and lesson plans aligned to content area standards. • Continue collaboration with colleagues to address problems of practice related to implementation of content area standards.

		Exploration	Initial Implementation	Scale Up	Deep Implementation
Assessment & Accountability	**State**	• Inform assessment vendors of NSCAS Summative of State Board approval of newly revised content area standards. • Determine the potential changes to NSCAS Summative as a result of newly revised content area standards. With assessment vendors, develop a detailed timeline and plan for NSCAS Summative. • Conduct stakeholder visioning meetings to gather information to guide the assessment system that fulfills the goals of newly revised content area standards. • Determine assessment resources needed for content areas not assessed by NSCAS Summative.	• In partnership assessment vendor, begin to implement the transition plan for NSCAS Summative. Modify transition plan, as needed. • Develop the assessment system as guided by stakeholder engagement. This may include interim and classroom-level formative assessments. • Identify and plan for potential changes that may occur within AQuESTT as result of NSCAS Summative and the assessment system. • Begin to develop assessment resources needed for content areas not assessed by NSCAS Summative.	• In partnership with assessment vendors, continue to implement the transition plan for NSCAS Summative. Modify transition plan, as needed. • Develop and pilot/field test non-summative assessment system components (e.g. interim, classroom formative assessments). • Develop and disseminate assessment resources needed for content area not assessed by NSCAS Summative.	• Begin full implementation of NSCAS Summative aligned to content area standards. • Begin full implementation of the assessment system components. Monitor the assessment system components and adjust as necessary. • Develop and disseminate assessment resources needed for content area not assessed by NSCAS Summative. • Continue to systemically monitor assessment resources and make adjustment, as necessary.
	ESU	Collaborate with NDE to identify potential changes to NSCAS Summative as a result of newly revised content area 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.	• Support districts in evaluating local assessments (including formative and interim) in order to ensure alignment with transition plan for NSCAS Summative. • Support districts as they implement NSCAS Summative Interim for content area standards. • Support districts in reviewing assessment data to determine instructional change needs. • Collaborate with the NDE to begin to develop assessment resources needed for content areas not assessed by NSCAS Summative.	• Support districts in revising districtwide assessments, easing out legacy standards and including additional focus on "gap standards." • Collaborate with the NDE to develop and disseminate assessment resources needed for content area not assessed by NSCAS Summative.	• Support districts to implement transition plan for assessments and accountability systems that are dependent on NSCAS Summative. • Support districts in analyzing district data to address instructional change needs.

District	• Maintain primary focus on districtwide assessment of legacy standards and review information from the NDE regarding NSCAS Summative changes and timeline. Evaluate district assessment plan. • Collaborate with the NDE and ESU on development of a transition plan for NSCAS Summative. • 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 content area standards.	• Evaluate district assessments (including formative and interim) in order to ensure alignment with transition plan for NSCAS Summative. • Provide time for teachers to participate activities related to the development of assessments (NSCAS Summative, formative, interim, etc.). • Develop and implement interim and formative assessments for content area standards. • Provide assessment resources needed for content areas not assessed by NSCAS Summative.	• Continue revising districtwide assessments to support transition, easing out legacy standards with additional focus on "gap standards" based on data. • Implement assessment resources needed for content areas not assessed by NSCAS Summative.	• Continue to implement transition plan for assessments and that are dependent on NSCAS Summative. • Implement and begin to evaluate assessment resources needed for content areas not assessed by NSCAS Summative. • Use data from the assessment system to identify and communicate necessary changes to instruction.
School Administration	• 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 content area standards.	• Provide staff with time to revise assessments and develop assessment transition plan that aligns with content area standards. • Provide time for teachers to participate activities related to the development of assessments (NSCAS Summative, formative, interim, etc.). • Implement assessment resources needed for content areas not assessed by NSCAS Summative.	• Provide staff with time to revise assessments and develop assessment transition plan that aligns with content area standards. • Provide time for teachers to participate activities related to the development of assessments (NSCAS Summative, formative, interim, etc.). • Implement assessment resources needed for content areas not assessed by NSCAS Summative.	• Continue to revise assessments (formative and interim) as needed to ensure full focus on content area standards and that gaps in standards instruction are avoided. Support teachers to use data from the assessment system to identify necessary changes to instruction. Implement assessment resources needed for content areas not assessed by NSCAS Summative.
Teacher	• 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 content area standards.	• Develop and implement assessments (formative and interim) that align with the content area standards. • Participate in activities related to the development of assessments (NSCAS Summative, formative, interim, etc.).	• Continue instruction, development and use of classroom assessments according to transition plan, with focus on "gap standards."	• Collaborate with other teachers to use data from NDE and district assessment to inform instruction. • Routinely use formative and other classroom assessments that align with content area standards.

		Exploration	Initial Implementation	Scale Up	Deep Implementation
Professional Learning	**NDE**	• Determine the professional learning needs of districts and schools related to the newly revised content area standards. • In collaboration with ESUs, districts, and other stakeholders, develop a framework for recommended professional learning for schools, districts, and ESUs in order to showcase significant shifts within newly revised content area standards. • Ensure policies and procedures (e.g. teacher preparation, accreditation, etc.) include professional learning related to newly revised content area standards.	• Collaborate with ESUs to implement professional learning related to the significant shifts within content area standards and implications for instruction. • Collaborate with ESUs in the development and delivery of professional learning related to NSCAS Summative (ELA, math, and science). • Communicate and plan with teacher preparation programs to ensure teacher candidates are knowledgeable of and prepared to implement content area standards. • Curate and collect vetted and high quality professional learning content for the Nebraska Open Educational Resources (OER) Commons Hub to use with teachers, administrators and other stakeholders.	• Continue to collaborate with ESUs to deliver professional learning to schools and districts to support the implementation of content area standards. • Continue to collaborate with ESUs in the development and delivery of professional learning related to NSCAS Summative (ELA, math, and science) of content area standards. • Develop and populate the Nebraska OER Commons Hub with vetted and high quality professional learning content for teachers, administrators and other stakeholders.	• Continue to collaborate with ESUs to deliver professional learning to schools and districts to support the implementation of content area standards. • Continue to collaborate with ESUs in the development and delivery of professional learning related to NSCAS Summative (ELA, math, and science) of content area standards. • Evaluate NSCAS Summative professional learning efforts to determine the effectiveness on implementation of content area standards. • Continue collaboration with teacher preparation programs to ensure teacher candidates are knowledgeable of and prepared to implement content area standards.
	ESU	• Collaborate with NDE to determine the professional learning needs of districts and schools related to the newly revised content area standards. • Collaborate with districts to develop a professional learning plan aligned with standards implementation timeline. • Provide professional learning for school and district staff related to newly revised content area standards.	• Collaborate with NDE to assess and determine professional learning needs of school and district staff. • Develop and deliver professional learning for district and school staff related to the implementation of content area standards, highlighting shifts from legacy standards. • Collaborate with NDE in development and delivery of professional learning related to NSCAS Summative (ELA, math, and science). • Collaborate with the NDE to curate and collect vetted and high quality professional learning content for the Nebraska OER Commons Hub to use with teachers, administrators and other stakeholders.	• Continue to collaborate with NDE to assess and determine professional learning needs of school and district staff. • Continue to collaborate with NDE to develop and deliver professional learning to schools and districts to support implementation of content area standards. • Continue to collaborate with NDE to develop and deliver professional learning related to NSCAS Summative (ELA, math, and science). • Collaborate with the NDE to develop and populate the Nebraska OER Commons Hub with vetted and high quality professional learning content for teachers, administrators and other stakeholders.	• Continue to collaborate with NDE to assess and determine professional learning needs of school and district staff. • Collaborate with NDE to develop an evaluation plan to determine the effectiveness of professional learning on implementation of content area standards. • Continue to collaborate with NDE to develop and deliver of professional learning related to NSCAS Summative (ELA, math, and science).

District	• Collaborate with ESU to determine the professional learning needs of schools related to the newly revised content area standards. • Provide time for teachers and administrators to create a professional learning plan based on newly revised content area standards. • Participate in professional learning related to the implementation of newly revised content area standards.	• Collaborate with ESU to develop professional learning opportunities related to the expectations and needs of district and schools on the implementation of content area standards. • Begin the implementation of the district's professional learning plan. • Provide teachers and administrators time for peer collaboration and participation in professional learning opportunities. • Collaborate with ESU to remix and refine NEBRASKA OER COMMONS HUB vetted professional learning content to meet individual learners' needs and improve content quality.	• Continue to collaborate with ESU to conduct professional learning for district and schools based on needs assessment. • Continue the implementation of the district's professional learning plan. Monitor and adjust as needed. • Continue to provide teachers and administrators time for peer collaboration and participation in professional learning opportunities. • With help from ESUs determine what gaps exist in the current OER professional learning collections and create and develop new content for inclusion into the OER Commons Hub.	• Continue to collaborate with ESU to conduct professional learning for district and schools based on needs assessment. • Continue the implementation of the district's professional learning plan. Monitor and adjust as needed. • Develop system to ensure new and experienced teachers and administrators are provided with professional learning relative to content area standards. • Evaluate professional learning efforts to determine the effectiveness on implementation of content area standards. • Continue to provide teachers and administrators time to collaborate across grade levels and content areas to integrate instruction and develop integrated instructional plans.
School Admin	• Provide input on district's professional learning plan based on newly revised content area standards. • Provide time for teachers to participate in the creation of a multi-year professional learning plan based on newly revised content area standards.	• Participate in and support teacher participation in professional learning opportunities provided by the NDE, district, and ESU as outlined in the district's professional learning plan. • Provide input on professional learning needs in support of the implementation of content area standards. • Provide professional learning opportunities and training to support OER curation and exploration.	• Continue to participate in and support teacher participation in professional learning opportunities provided by the NDE, district, and ESU as outlined in the district's professional learning plan. • Continue to provide input on professional learning needs in support of the implementation of content area standards. • Provide professional learning opportunities and training to support OER creation and development.	• Continue to participate in and support teacher participation in professional learning opportunities provided by the NDE, district, and ESU as outlined in the district's professional learning plan. • Support teacher collaboration across grade levels and content areas to integrate instruction and develop integrated instructional plans. • Provide input on professional learning based on results of student assessments and staff performance.
Teacher	• Provide input on professional learning plan based on newly revised content area standards. • Participate in professional learning related to the implementation of newly revised content area standards.	• Participate in professional learning opportunities related to the implementation of content area standards. • Request and seek professional learning opportunities as needed.	• Identify professional learning needs and seek opportunities for professional learning and peer collaboration.	• Continue to identify professional learning needs and seek opportunities for professional learning and peer collaboration across grade levels and content areas. • Continue to engage in professional learning based on needs and student learning outcomes. • Seek leadership opportunities within district and school professional learning communities (if applicable).

		Exploration	Initial Implementation	Scale Up	Deep Implementation
Instructional Materials	**State**	• Develop policies, procedures, and processes to ensure schools have access to high-quality instructional materials (including OER) aligned to newly revised content area standards. • Collaborate with ESUs to determine the access schools, districts, and ESUs have to high-quality instructional materials (including OER) aligned to newly revised content area standards. • Identify high-quality instructional materials (including OER) aligned to newly revised content area standards to be included within a resource repository for schools, districts, and ESUs. • Determine if gaps exist for instructional materials related to newly revised content area standards. Develop a process for developing or locating resources (including OER) that address the gaps.	• Review and modify policies, procedures, and processes related to identifying high-quality instructional materials (including OER) aligned to content area standards. • Develop and identify resources that help districts determine if current instructional materials are aligned to content area standards. • Provide resources that help districts utilize current instructional materials (including OER) to implement content area standards. • Maintain Nebraska OER Commons Hub and implement structure for sharing of resources among schools, districts, and ESUs.	• Continue to review and modify policies, procedures, and processes related to identifying high-quality instructional materials (including OER) aligned to content area standards. • Continue to provide guidance for districts related to the use of existing resources and the selection of new instructional materials (including OER). • Explore the possibility of securing statewide contracts for high-quality, standards aligned instructional materials. • Maintain and expand online resource repository (including OER) and structure for sharing of resources among schools, districts, and ESUs. • Collaborate with teacher preparation programs to ensure teacher candidates have access to online resource repository (including OER) and NDE's content area standards, policies, and procedures.	• Continue to review and modify policies, procedures, and processes related to identifying high-quality instructional materials (including OER) aligned to content area standards. • Continue to provide guidance for districts related to the use of existing resources and the procurement of new instructional materials (including OER). • Continue to maintain and refine online resource repository and structure for sharing of resources (including OER) among schools, districts, and ESUs. • Determine the usage (and success) of online resource repository (including OER) and structure for sharing of resources among schools, districts, and ESUs. Modify resource repository as needed. • Continue to collaborate with teacher preparation programs to ensure teacher candidates have access to online resource repository (including OER) and NDE's content area standards, policies, and procedures.
	ESU	• Collaborate with NDE to develop policies, procedures, and processes to ensure schools have access to high-quality instructional materials (including OER) aligned to newly revised content area standards. • Collaborate with NDE to determine the access schools, districts, and ESUs have to high-quality instructional materials (including OER) aligned to newly revised content area standards. • Identify high-quality instructional materials (including Open Educational Resources) aligned to newly revised content area standards.	• Collaborate with NDE on the development of resources to help districts utilize current instructional materials (including OER) to implement content area standards. • Collaborate with NDE to develop and maintain an online resource repository for high-quality instructional materials (including OER) aligned to content area standards. • Provide direction to districts and schools in the selection of high-quality instructional materials (including OER) aligned to content area standards.	• Support districts and schools as they utilize instructional materials (including OER) to implement content area standards. • Continue to provide direction to and support districts and schools in the selection of high-quality instructional materials (including OER) aligned to content area standards. • Continue to collaborate with NDE to develop and maintain an online resource repository for high-quality instructional materials (including OER) aligned to content area standards.	• Continue to support districts and schools in the use of existing instructional materials and the procurement of new materials (including OER) needed for implementing content area standards. • Continue to collaborate with NDE to maintain an online resource repository for high-quality instructional materials (Including OER) aligned to content area standards. • Develop structure for districts and schools to determine the effectiveness of instructional materials (including OER).

District	• Provide input on policies, procedures, and processes related to the selection and use of high-quality instructional materials (including OER) aligned to newly revised content area standards. • Determine the access schools have to high-quality instructional materials (including OER) aligned to newly revised content area standards. Determine if gaps exist for instructional materials related to newly revised content area standards. • Utilize NDE resources to ensure that instructional materials (including OER) are aligned to newly revised content area standards.	• As appropriate, utilize NDE policies, procedures, and processes to ensure alignment of current instructional materials (including OER) to content area standards. •Communicate with administrators and teachers how the district will ensure that instructional materials (including OER) are aligned to content area standards. •Utilize resources developed by the NDE to select high-quality instructional materials (including OER) aligned to content area standards. •Review district level policies to ensure that schools are utilizing high-quality instructional materials (including OER) aligned to content area standards. Modify as needed.	• Continue to utilize resources developed or identified (e.g. professional learning, tools, etc.) by the NDE to select high-quality instructional materials (including OER) aligned to content area standards. • Ensure that schools are utilizing high-quality instructional materials (including OER) aligned to content area standards. • Identify additional needs related to the use or identification of high-quality instructional materials (including OER) aligned to content area standards.	• Use student data to monitor changes in teaching and learning in order to anticipate instructional resource needs. • Communicate additional needs related to the use or identification of high-quality instructional materials (including OER) aligned to content area standards. Continue to Review district level policies to ensure that schools are utilizing high-quality instructional materials (including OER) aligned to content area standards. Modify as needed.
School Administration	• Provide input on policies, procedures, and processes related to the selection and use of high-quality instructional materials (including OER) aligned to newly revised content area standards. • Provide input on district plan to ensure that instructional materials (including OER) are aligned to newly revised content area standards.	•Ensure all staff follow NDE and district policies, procedures, and processes related to alignment of current instructional materials (including OER) to content area standards. •Communicate with teachers on how the district will ensure that instructional materials (including OER) are aligned to content area standards. •Utilize resources developed or identified by the NDE to help teachers select high-quality instructional materials (including OER) aligned to content area standards.	•Continue to ensure all staff follow NDE and district policies, procedures, and processes related to alignment of current instructional materials (including OER) to content area standards. •Ensure that teachers are utilizing high-quality instructional materials (including OER) aligned to content area standards. •Identify additional needs related to the use or identification of high-quality instructional materials (including OER) aligned to content area standards.	• Use student data to monitor changes in teaching and learning in order to anticipate instructional resource needs.

Teacher			
• Examine current instructional materials and professional learning opportunities to determine alignment to newly revised content area standards. • Provide input and communicate current status/current needs related to the selection or use of instructional materials (including OER) aligned to newly revised content area standards to school/district administrators.	• Follow NDE and district policies, procedures, and processes related to alignment of current instructional materials (including OER) to content area standards. • Utilize high-quality instructional materials aligned (including OER) to content area standards. • Monitor and communicate status/current needs related to the selection or use of instructional materials (including OER) aligned to content area standards to school/district administrators. • Collaborate with peers to review and vet OER content for use with content area standards.	• Continue to follow NDE and district policies, procedures, and processes related to alignment of current instructional materials to content area standards. • Continue to utilize high-quality instructional materials aligned to content area standards. • Continue to monitor and communicate status/current needs related to the selection or use of instructional materials aligned to content area standards to school/district administrators. • Routinely modify/adapt instructional materials to meet the needs of learners based on classroom assessments. • Collaborate with peers to create and develop OER content aligned to content area standards.	• Continue to follow NDE and district policies, procedures, and processes related to alignment of current instructional materials to content area standards. • Continue to utilize high-quality instructional materials aligned to content area standards. • Continue to modify/adapt instructional materials to meet the needs of learners based on classroom assessments. • Review student data to determine ongoing needs for additional instructional materials. • Continue to monitor and communicate status/current needs related to the selection or use of instructional materials aligned to content area standards to school/district administrators.

		Exploration	Initial Implementation	Scale Up	Deep Implementation
Communication	**State**	• Publicly announce approval of newly revised content area standards by the State Board of Education. • Distribute electronically newly revised content area standards via email, social media, and other appropriate channels. • Post newly revised content area standards on NDE website(s). • Develop a communication plan, utilizing ESU/district input, to ensure clear, consistent, and accurate messaging for all audiences focused on key information and timelines related to newly revised content area standards.	• Ensure communication clearly articulates high-level actions for each phase of the transition to stakeholders including: NSCAS Summative timeline, key messages, and FAQs using consistent language and messaging. • Provide clear messaging related to NSCAS Summative activities including an NSCAS Summative timeline, FAQs, and related information. • Develop supporting materials (FAQs, student friendly standards, timelines, etc.) connected to the crosswalk between legacy standards and content area standards.	• Update State Board of Education and other key stakeholders (parents, business/industry, postsecondary education, etc.) regarding implementation progress and successes related to implementation of content area standards. • Highlight areas of successful implementation and identify mitigation strategies for challenges associated with content area standards.	• Continue updating State Board of Education and other key stakeholders (parents, business/industry, postsecondary education, etc.) regarding implementation progress and successes related to implementation of content area standards. • Continue providing communication that highlights successes and that identifies mitigation strategies for challenges associated with content area standards. • Begin to showcase data related to the implementation of content area standards. • Ensure communication strands are continued across phases of implementation. • Describe data that articulates outcomes related to content area standards. Develop a communication plan, in partnership with ESUs and districts, regarding the upcoming revision process for content area including timelines for revision process, assessment timeline, etc.
	ESU	• Ensure that districts are aware of newly revised content area standards. Distribute electronic copies of newly revised content area standards (as needed). • Provide input and collect input from district and school administrators for the NDE's communication plan. • Collaborate with districts to refine high-level key messages that consider the local school board and community.	• Relay information from the NDE to districts and schools related to implementation of content area standards. • Continue to seek input from district/school administrators and teachers regarding the NDE's communication plan. • Collaborate with district to refine key messages tailored for local school board and communities.	• Ensure communication plan includes structure for two-way communication with districts and schools. • Collaborate with districts to develop communication that consider the local school board and community.	• Relay information from the NDE to districts and schools. • Seek input from district and school administrators and teachers regarding implementation. • Collaborate with district to collect data related to the implementation of content area standards. • Collaborate with district to describe data that helps to articulate the outcomes of transition to new standard to internal and external stakeholders. • Collaborate with NDE to develop a communication plan regarding the upcoming revision process for content area standards.

District	• Distribute copies of newly revised content area standards to educators and administrators. • Establish structure for two-way communication between NDE, ESUs, district 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 content area standards.	• Provide clear expectations and goals for each phase of the transition from legacy standards to newly content area standards. • Develop a district communication plan that describe impacts of adoption of content area standards on district programs. • Collaborate with school administrators to prepare FAQs for teachers to share with parents.	• Implement district communication plan including structure for two-way communication. • Communicate changes in expectations of school administrators and teachers. • Update messages and FAQs as necessary.	• Review, modify, and implement district communication plan related to implementation of content area standards. • Ensure communication plan addresses changes in expectations of school administrators and teachers. Review and modify as needed. • Update messages and FAQs as necessary. • Organize and showcase district level data related to the implementation of content area standards. • Communicate information related to the upcoming revision process to school administrators and teachers. • Showcase data related to the implementation of content area standards
School Admin	• Establish communication chain to ensure all staff members receive information regarding the implementation plan and timeline for newly revised content area standards. • Develop key messages for teachers to share with parents, and community stakeholders to introduce "language" of newly revised content area standards and timeline for implementation.	• Implement communication chain that ensures messaging to school staff is clear and consistent, with timelines, expectations, and other impacts regarding the implementation plan and timeline for content area standards. • Continue to develop/modify key messages for teachers to share with parents and community stakeholders, as needed.	• Implement communication chain that ensures messaging to school staff is clear and consistent, with timelines, expectations, and other impacts regarding the implementation plan for content area standards. • Continue to develop/modify key messages for teachers to share with parents and community stakeholders, as needed.	• Modify (as needed) and implement communication chain that ensures messaging to school staff is clear and consistent, with timelines, expectations, and other impacts. • Continue to develop key messages for teachers to share with parents/community stakeholders. • Organize and showcase building level data related to the implementation of content area standards. • Showcase data that illustrates the outcomes of content area standards to teachers. • Support teachers in the response to data. • Identify messages around data for teachers to share with parents and community stakeholders. • Communicate information related to the upcoming revision process to teachers.

Teacher			
• Provide input to school administrators regarding the newly revised content area standards implementation plan and timeline.	• Provide input to school administrators regarding the content area standards implementation plan and timeline.	• Provide input to school administrators, district, ESU related to progress on content area standards implementation.	• Provide input to school administrators, district, ESU related to progress on content area standards implementation.
• Share key messages with parents.	• Share key messages with parents that describe the impact of content area standards on classroom instruction.	• Share key messages with parents that describe performance shifts and expectations of performance related to implementation of content area standards.	• Understand and share key messages with parents that focus on performance shifts and expectations of performance related to implementation of content area standards.
			• Organize and showcase classroom level data related to the implementation of content area standards.
			• Share individual student data results with parents and administrators.
			• Become aware of the upcoming revision process for content area including timelines for revision process, assessment timeline, etc.