

Curriculum Leaders Meeting

January 31, 2025

Bishop Professional Development Center





Curriculum Leaders Meeting

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Bishop Professional
Development Center





Welcome

Dr. Randy Watson

Facilitated Small Groups

10:25 – 11:10

11:15 – 12:00

Sumner

Standards
Tool Kits

Monroe

- TNTP
- Quality Instruction
 - Curriculum Selection Process

Garfield

Accreditation
Action Plans

Monroe

Assessments
Systems





Supporting Quality Instruction

Curriculum Leaders Meeting | January 31, 2025



Kansas leads the world in the success of each student.

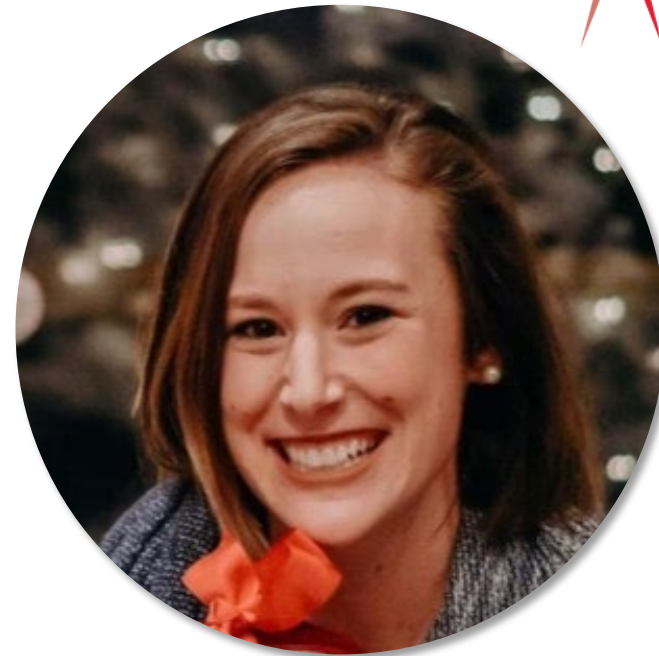
Introductions



Dr. Cory Epler
Partner



Caitlin Sharp
Partner



Kristin Hart
Director, Academics

About TNTP



Research



Policy



Consulting

TNTP believes all young people should be equipped to access multiple pathways to academic, economic, and social mobility and ultimately thrive in life and careers.

KSDE has partnered with TNTP to support establishing conditions that lead to Quality Instruction through coherent guidance, resources, and professional learning.



Objectives



By the end of this session, you'll have had the opportunity to:

- Preview guidance and artifacts KSDE is developing to support Quality Instruction, and
- Identify ways your district can engage in this work.

Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

Lead Indicators

(Actions that support implementation of the Fundamentals)

Measures of Progress

(How we know the action is being implemented effectively)

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

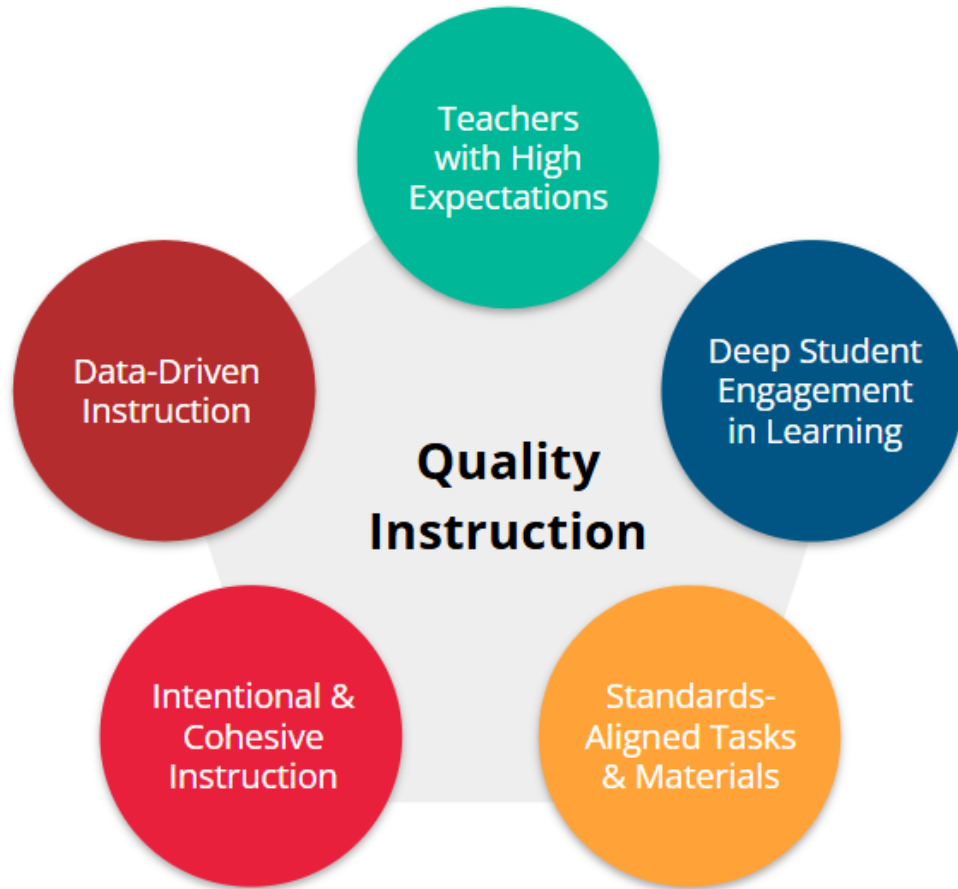
- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target



Vision for Quality Instruction



The KSDE believes that all Kansas students deserve consistent access to Quality Instruction.

Quality Instruction refers to the implementation of evidence-based lesson design that reflects high expectations, meaningful student engagement, and learning activities aligned to the Kansas Curricular Standards. A data-driven system of differentiated supports is necessary to help each student meet rigorous state standards.

Supporting Quality Instruction



- ✓ *Standards Alignment Toolkits*
- ✓ *Instructional Visions*

Standards & Vision

Understand what students should know and be able to do by the end of the year

- ✓ *IM Dashboard*
- ✓ *IM Selection Guidance*

Instructional Materials

Select materials that are aligned to the expectations of the standards and vision

- ✓ *IM Implementation Guidance*

Implementation

Establish and maintain conditions that enable teachers to use materials in service of the vision

- ✓ *Observation Tools*

Quality Instruction

Facilitate instruction that reflects high expectations and meaningfully engages all students with standards-aligned materials

Professional Learning for Teachers & Leaders

Folder



- <https://bit.ly/131qualityinstruction>

Content-Specific Instructional Visions



Vision for Quality Instruction Early Literacy

The Kansas State Department of Education supports and early literacy, working to ensure that ALL Kansas learners writers. Learners should be equipped and empowered to grade-level appropriate, complex texts independently and Through enriching literacy experiences across K-12, Kansas readers and writers who persevere in the face of challenge express themselves through language purposefully and clearly.

To that end, Kansas' youngest learners should have consistent access to strong structured literacy instruction aligned to the [Kansas Standards for English Language Arts](#). Structured literacy is an evidence-based approach to teaching students to read and write by developing both foundational skills (i.e. decoding, spelling, meaning-making skills (i.e. comprehension, written expression).

All Kansas learners deserve Early Literacy instruction characterized by:

- **Structured literacy principles:** explicit, sequential, interactive, and scaffolded
 - **Explicit** modeling or demonstration of new skills to apply the skill independently and receive corrective feedback.
 - **Sequential and cumulative** lessons design level and increase in complexity, as outline students' exposure to challenging, grade-level
 - **Multimodal** approaches that engage students' oral responses, written responses, use of gestures and fine and/or gross motor integration
 - **Data-driven** instruction, guided by ongoing assessment of students' understanding and skill mastery to inform adjustments to support each student's literacy development.
- **High-quality instructional materials (HIMs)** for English Language Arts as part of Tier 1 instruction - including a systematic and explicit foundational skills program and content-rich materials to support knowledge building - and, as needed, tiered and aligned interventions that accelerate learning from HIMs

Last updated November 2024



Vision for Quality Instruction in English Language Arts

Vision for Quality Instruction English Language Arts

The Kansas State Department of Education (KSDE) believes that all Kansas students deserve consistent access to Quality Instruction in English Language Arts that prepares them to make sense of the world around them through texts and communicate clearly and productively. Through enriching literacy experiences across K-12, Kansas learners will see themselves as readers and writers who persevere in the face of challenging work and who are empowered to express themselves through language purposefully and creatively.

To that end, Kansas' learners should have consistent access to strong structured literacy instruction and high-quality instructional materials aligned to the [Kansas Standards for English Language Arts](#). Structured literacy is an evidence-based approach to teaching students to read and write by developing both foundational skills (i.e. decoding, spelling, meaning-making skills (i.e. comprehension, written expression).

All Kansas learners deserve ELA instruction characterized by:

- **Foundational Skills:** Students use language conventions and decoding skills to and make meaning of grade-level texts, becoming increasingly fluent, proficient independent readers over time. Teachers employ a structured literacy approach instruction that includes explicit modeling of new skills/concepts and systematic progression in difficulty. They provide individualized support and coherent Tier 1 interventions to readers who are struggling with decoding and fluency when needed, enabling them to unlock the written code of English and make sense of content.
- **Complex Texts:** Students read a diverse range of texts that are at or above the quantitative and qualitative complexity level expected for the grade and time of Grade-level texts are worthy of students' time and attention and provide opportunities for students to learn how to navigate sophisticated ideas, language structures, and vocabulary. Teachers plan Tier 1 lessons at or above grade-level that challenge students' comprehension abilities and foster environments where they develop perseverance and independence when making meaning from complex texts.
- **Knowledge-Building:** Students deepen and expand their knowledge across varied topics and subjects through complex texts. They not only learn to read but also read to learn, constructing meaningful knowledge and making interdisciplinary connections. Teachers regularly expect students to read content-rich nonfiction and demonstrate their understanding and acquisition of new knowledge and vocabulary through writing.

Last updated November 2024



Vision for Quality Instruction in Mathematics

Vision for Quality Instruction Mathematics

The Kansas State Department of Education (KSDE) believes that all Kansas students deserve consistent access to Quality Instruction in Mathematics that engages them in meaningful learning experiences, both individually and collaboratively, to foster mathematical reasoning and understanding. To that end, Kansas' learners should have consistent access to strong mathematics instruction and high-quality instructional materials aligned to the [Kansas Mathematics Standards](#).

The vision articulated below is based on eight **Effective Mathematics Teaching Practices** defined in the book *Principles to Action: Ensuring Mathematical Success for All* (National Council of Teachers of Mathematics, 2014) as well as eight **Standards for Mathematical Practice** developed from the NCTM's process standards and the book *Adding It Up: Helping Children Learn Mathematics* (National Research Council, 2001). Together, these practices (also enumerated in the Kansas standards) guide the way mathematics is taught and learned.

Mathematics Teaching Practices	Standards for Mathematical Practice
1. Establish mathematics goals to focus learning.	1. Make sense of problems and persevere in solving them.
2. Implement tasks that promote reasoning and problem solving.	2. Reason abstractly and quantitatively.
3. Use and connect mathematical representations.	3. Construct viable arguments and critique the reasoning of others.
4. Facilitate meaningful mathematical discourse.	4. Model with mathematics.
5. Pose purposeful questions.	5. Use appropriate tools strategically.
6. Build procedural fluency from conceptual understanding.	6. Attend to precision.
7. Support productive struggle in learning mathematics.	7. Look for and make use of structure.
8. Elicit and use evidence of student thinking.	8. Look for and express regularity in repeated reasoning.

All Kansas learners deserve mathematics instruction characterized by:

- **Focus & Coherence:** Students experience focused and intentional math instruction rather than covering extensive content at a surface level. Teachers articulate clear goals for learning that are situated within learning progressions and build coherently on the foundations from prior grades. They target the major work of the grade as described in the standards, drawing on supporting standards to deepen students' engagement with the lesson's focus.

Last updated December 2024



Vision for Quality Instruction in Science

Vision for Quality Instruction Science

The Kansas State Department of Education (KSDE) believes that all Kansas students deserve high-quality science instruction that empowers them to make sense of the world through inquiry, investigation, and evidence-based reasoning. Kansas science experiences that are anchored in meaningful and relevant phenomena and drive students to ask and investigate questions, think critically, and develop solutions to authentic problems. Even when the teacher provides support and scaffolds, students still own the complex work of sensemaking.

To that end, Kansas' learners should have consistent access to strong science instruction and high-quality instructional materials aligned to the [Kansas Science Standards](#).

All Kansas learners deserve science instruction characterized by:

Students do the work of scientists, seeking to understand and explain how the world works the way it does. Teachers organize instruction in a way that asks students to ask and investigate question(s), develop knowledge through inquiry (rather than simply being given knowledge), communicate evidence-based reasoning, and develop solutions to authentic problems. Even when the teacher provides support and scaffolds, students still own the complex work of sensemaking.

Students explore natural phenomena to note observations, ask questions, and make predictions about how the world works. They identify real-world problems and phenomena. Teachers create opportunities for students to experience phenomena first-hand or through video, images, graphs, maps, etc.) and facilitate discussions to gather evidence to figure out how or why the phenomena occur.

Practical Instruction: Students engage with relevant science & engineering disciplinary core ideas, and cross-cutting concepts needed to explain how or why phenomena occurs. Teachers intentionally and coherently integrate the science & engineering practices, disciplinary core ideas, and cross-cutting concepts appropriate for the subject, scaffolding students' understanding so they can make sense of the big science ideas, and phenomena.

Collaboration: Students share ideas, build on and critique one another's thinking as new evidence emerges or compelling ideas are shared. Students' content, concepts or phenomenon. Teachers cultivate a community of learners where students feel comfortable taking intellectual risks among their peers.

Last updated November 2024



Vision for Quality Instruction in Social Studies

Vision for Quality Instruction Social Studies

The Kansas State Department of Education (KSDE) believes that all Kansas students deserve high-quality social studies instruction that makes space for them to grapple with multiple materials and perspectives to reason, draw conclusions. In an effective social studies classroom, teachers follow a clear process that allows students to inquire and investigate to develop and articulate their own perspectives; become academically independent citizens; and develop the skills to build consensus with open-mindedness and critical thinking.

To that end, Kansas' learners should have consistent access to strong social studies instruction and high-quality instructional materials aligned to the [Kansas Curriculum Framework for Social Studies \(HGSSE\)](#).

All Kansas learners deserve social studies instruction characterized by:

Students have opportunities to apply disciplinary knowledge, identify and act on problems, issues, or needs in their communities, and to their lives outside of the classroom. The cultural knowledge, skills, and thinking students bring with them are valued and incorporated into learning experiences wherever possible. Teachers strategically adapt and supplement instruction to address students' and local needs.

Students engage in sustained inquiry through compelling questions, and reflecting on their own questions. Teachers plan units of study that pose questions that provoke curiosity, encourage exploration, and prompt students to ask questions of social studies concepts and themes. Daily lessons explore questions that coherently and sequentially develop students' understanding of the unit's broader inquiry.

Perspectives: Students read, contextualize, and analyze a selection of primary and secondary sources that highlight multiple perspectives on a concept or topic. These documents can be from a selection of primary and secondary sources from a variety of media (text, visual, audio, or video).

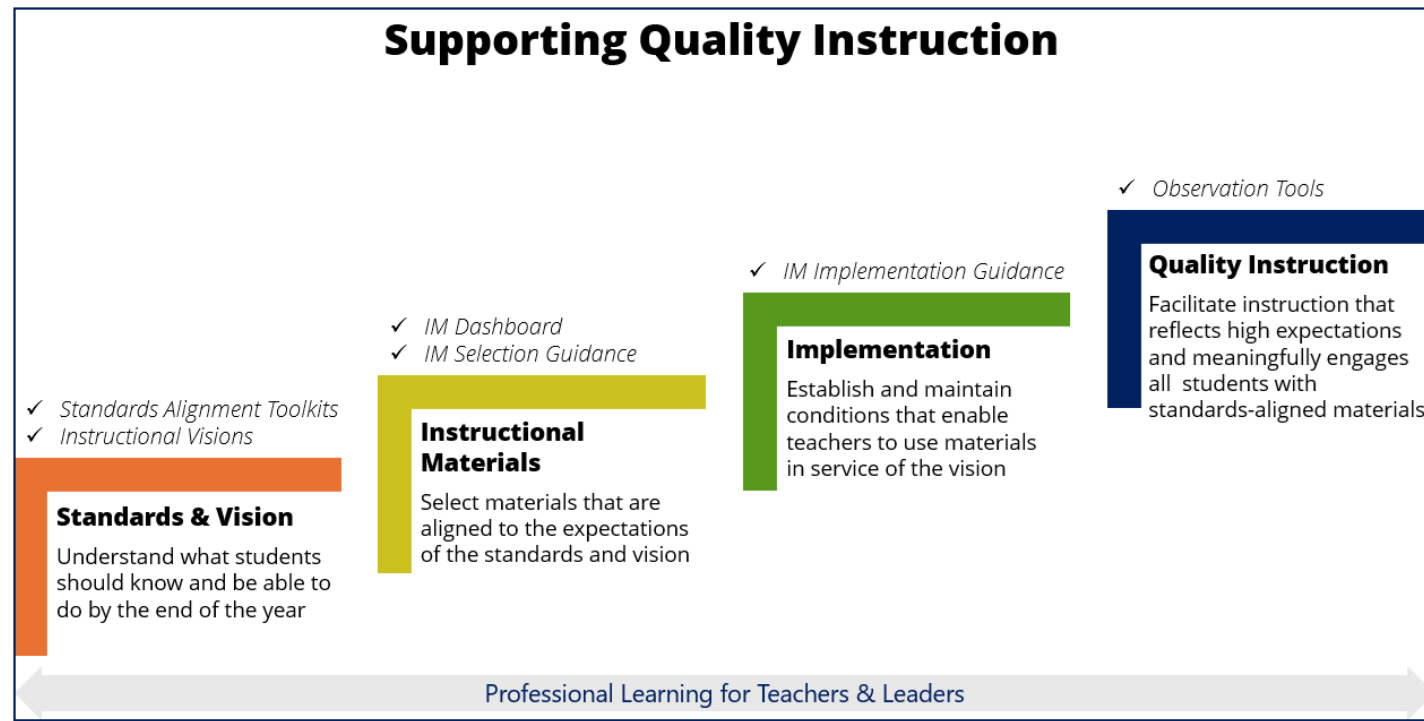
- **Reasoning & Argumentation:** Students do the work of scholars in social studies by engaging in reasoning about multiple sources and perspectives, evaluating and using selected evidence, and constructing grade-appropriate arguments in both writing and speaking.

Last updated November 2024

Explore & Discuss

Choose **one** of the content-specific instructional visions to skim. Then, discuss at your table:

- How does this guidance help support Quality Instruction for *all* Kansas students?
- How might you use KSDE's instructional visions in *your* role?



Why Focus on Instructional Materials?

Making HQIMs central to school improvement efforts allows teachers to focus on instruction versus curriculum design. HQIMs are a **starting point** for instructional improvement.

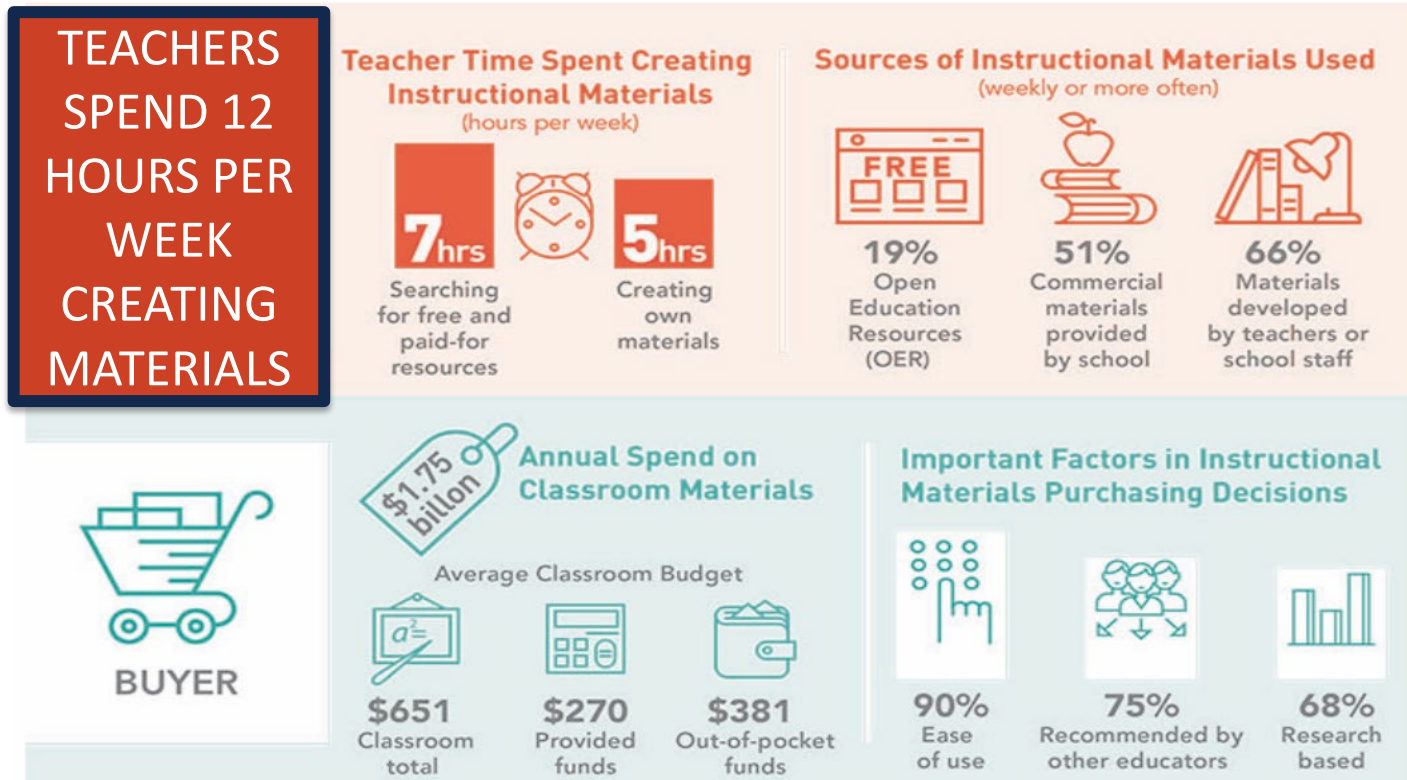
"If materials are an afterthought in our efforts to improve student outcomes, and we do not give sufficient professional development to properly implement those materials, we've made a hard job nearly impossible..."

"Spending hours on creating units and lessons from scratch is burdensome, may result in lessons of lower rigor and quality, and is almost certainly a less valuable use of teacher time than studying student work, giving feedback, developing subject matter expertise, and building relationships with students and their families."

The 74 (2024). 40 Years After 'A Nation At Risk,' Could Curriculum Reform Finally Move the Needle on Academic Improvement?



Why Focus on Instructional Materials?



Teachers are heading online to supplement or piece together curriculum.

-  97% Google
-  85% Pinterest
-  79% Teachers Pay Teachers



When students have consistent access to grade-appropriate assignments, they experience more academic growth in a single year.

The first step toward providing that consistent access is selecting and implementing **instructional materials**.

TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It.

IM Selection & Implementation Guidance



Guidance differentiated by content area
(English language arts, math, science)



Instructional Materials Selection Guidance

Instructional Materials Selection Guidance

Selecting instructional materials is one of the most critical decisions a district will make. Finding instructional materials that are aligned to the Kansas Curricular Standards and that meet the needs of your district can be overwhelming, particularly when examining a crowded marketplace. This guide aims to help teachers and administrators feel confident that their choices will positively impact students' academic experiences and achievement. **The Kansas Department of Education (KSDE) believes that both the materials and the process used to select those materials matter.**

KSDE believes that:

- The selection and implementation of high-quality instructional materials, supported by ongoing professional learning, is a transformative school improvement measure.
- Decisions regarding curriculum and instructional materials should be made at the local level, with support and resources provided by the KSDE. These decisions should prioritize the expertise of educators while incorporating the perspectives of students, families, and the community.
- Instructional materials should be aligned to the Kansas Curricular Standards, attend to the vision for Quality Instruction, and be based on research.

KSDE recommends the selection process occur across three phases:

PLAN	STUDY	ACT
Determine your process. Develop your lens. Build skill.	Know & narrow your choices. Investigate the materials.	Make a decision. Plan for implementation.

The guidance below is designed to assist districts with prioritizing time while maximizing choice and flexibility. While the guidelines and actions are not exhaustive, they can be customized to address local needs as your district moves through the stages of selecting, adopting, and implementing high-quality instructional materials. The actions include links to tools and resources that offer additional support to ensure the materials selection process is thoughtfully planned, transparent, and well-documented.

For content-specific guidance, see the KSDE Instructional Materials Selection Guidance for ELA, Math, Science, or Social Studies.

Last updated December 2024

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Guidance differentiated by role (district leaders, school leaders, teachers)



Instructional Materials Implementation Guidance

Instructional Materials Implementation Guidance

Selecting high-quality materials is the first step in providing equitable outcomes for all students - but adoption is just that: a first step. Materials must be integrated into a broader academic system that includes educator professional learning and coaching to build leader capacity and teacher knowledge to implement the materials with integrity. **Instructional materials will only have the desired impact on students' experiences and outcomes when paired with ongoing support for thoughtful implementation.**

Implementation of instructional materials involves establishing and monitoring the effectiveness of enabling conditions that include shifts in teacher practice, professional learning, systems, structures, and policies. Success of implementation hinges on how well a district's and school's leaders:

- navigate and understand the context and capacity of their system,
- support and manage critical stakeholders through organizational change, and
- display a willingness to transform all students' access to and success in high-quality academic experiences

The KSDE recommends the implementation process occur across four phases:



Each phase in the guidance that follows includes a high-level summary of its purpose, goals or measures of success, a shortlist of key responsibilities by role, and further key actions to support each of those role-specific responsibilities.

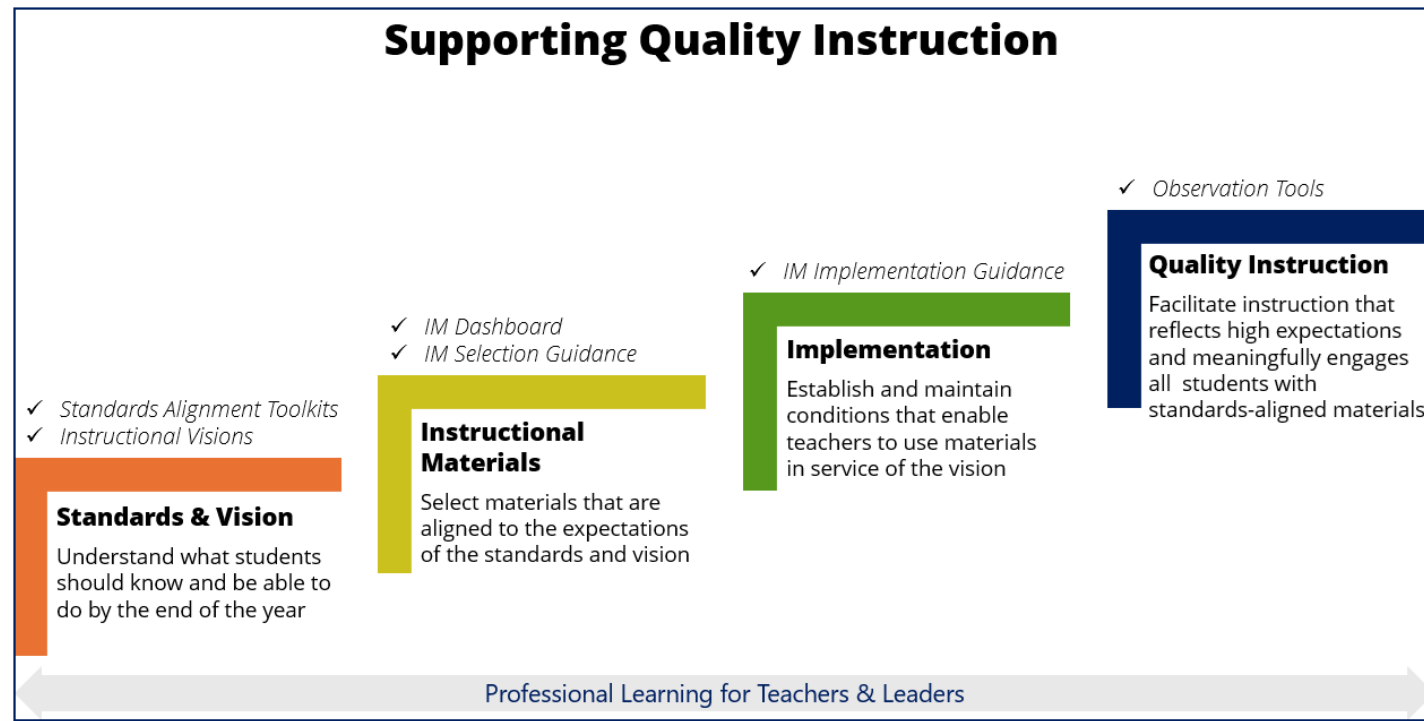
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Explore & Discuss

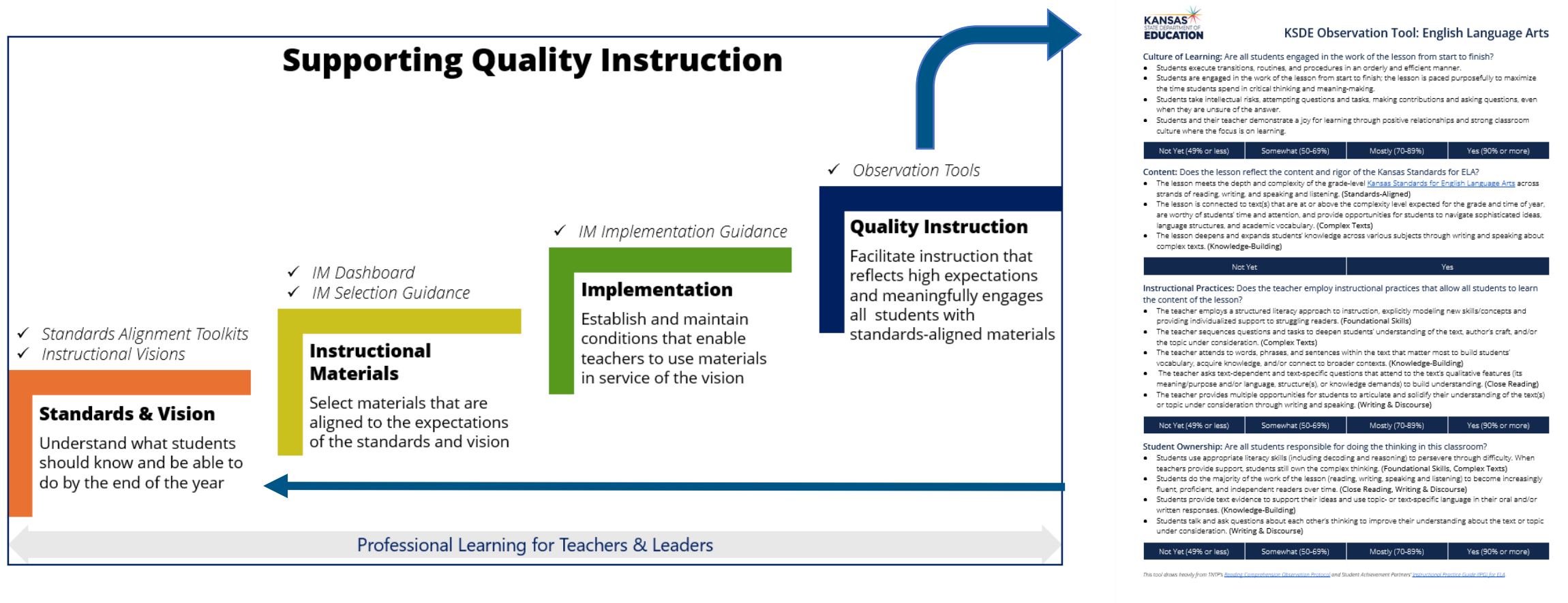


Choose **one** of the content-specific selection guidance documents to skim. Then, discuss at your table:

- How does this guidance help support Quality Instruction for *all* Kansas students?
- How might you use KSDE's IM selection guidance in *your* role?



Observation Tools



Where can I access these resources?



- Standards-Alignment Toolkits

Resources will be temporarily published to a Google Site by February 21

Vision for Quality Instruction
Content-Specific Instructional Visions
IM Selection Guidance
Content-Specific IM Selection Guidance

Coming soon!

IM Implementation Guidance
Content-Specific Observation Tools

Kansas School Improvement Model

Fundamentals	Structures	Lead Indicators	Measures of Progress
<i>(The foundation for school improvement in Kansas Schools)</i>	<i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	<i>(Actions that support implementation of the Fundamentals)</i>	<i>(How we know the action is being implemented effectively)</i>
Structured Literacy We provide literacy instruction in pre-K-12 aligned to the science of reading and assure	Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	<ul style="list-style-type: none">● Measure● 6 Month Target● 1 Year Target
Professional Learning		District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	
Professional Collaboration		Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	
Quality Instruction We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.	Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	<ul style="list-style-type: none">● Measure● 6 Month Target● 1 Year Target



How else can I engage with this work?



IM Implementation Network

Goal: Provide professional learning and support anchored in KSDE's IM Implementation Guidance to a group of districts using **CKLA in grades K-5** in the Greenbush Service Center

When: In-person kick-off in February 27 (6 hours) followed by 4-5 virtual sessions (90 min) through May (dates TBD)

IM Selection Network

Goal: Provide professional learning and support anchored in KSDE's IM Selection Guidance to a group of districts seeking to select **ELA materials for grades 9-12.**

When: 4-5 virtual sessions (90 min) this spring (dates TBD)

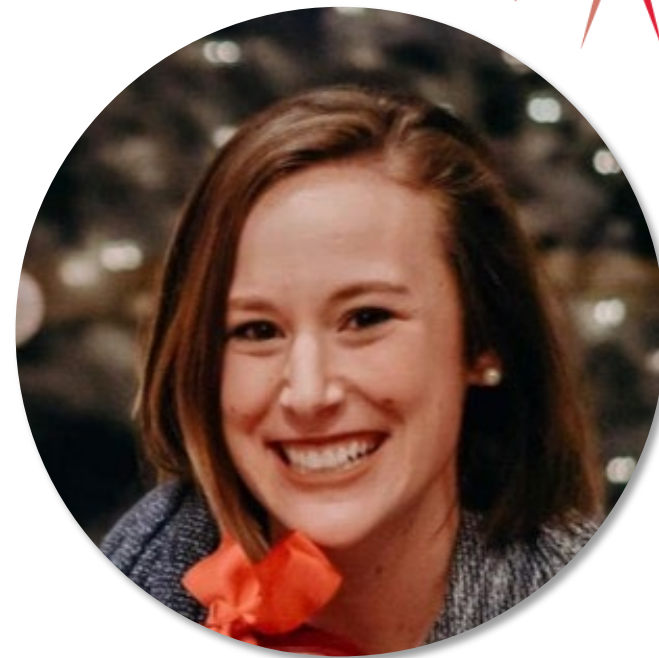
Thank You!



cory.epler@tntp.org
Partner



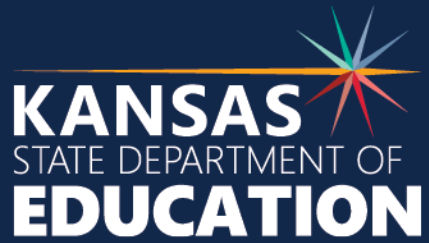
caitlin.sharp@tntp.org
Partner



kristin.hart@tntp.org
Director

Lunch





Quick Hitters



KSDE Program Managers

Service Center Collaboration





Sublette -
SW Plains

Hays -
Smoky Hill

Salina -
Smoky Hill

Lawrence -
Greenbush

Hutchinson
- ESSDACK

Girard -
Greenbush

Clearwater
- Orion

KSDE + Service Centers = Incredible Partnership





Mathematics

KSDE Math Team

- Jennifer Hamlet - Program Manager
- Jolene Goodheart Peterson - TLC
- Cherryl Delacruz - TLC
- Lara Staker - TLC
- Amber Boyington - TLC
- Todd Flory - TLC
- Amber Graham - FE
- Diane Kimsey - FE
- Julie Keithline - FE
- Shelly DeWeese - FE
- Luke Henke - FE
- Jennifer Walker - FE
- Samantha Wright - FE



Standards Alignment Toolkit and Unpacking the Kansas Math Standards (Days 1 and 2)



- Winter
- In this session, we'll cover:
 - Discover the toolkit's features, resources, and how it can support your lesson planning and standards alignment.
 - Unpack the Kansas Math Standards: Engage in collaborative analysis of the math standards to deepen understanding of key components, expectations, and application in various educational settings.

Building Strong Foundations: Strategies to Boost Math Fluency and Student Success! (Day 3)



- Spring
- In this session, we'll cover:
 - The Importance of Math Fluency: Enhancing problem-solving and conceptual understanding.
 - Research-Based Strategies: Techniques to master basic facts and improve computation speed.
 - Engaging Tools: Fun activities, games, and tech tools for effective practice.
 - Building a Positive Mindset: Encouraging confidence and perseverance in students.

Mastering Math Alignment: Connecting Standards to Classroom Success (Days 4 and 5)



- Summer, one elementary and one secondary
- In this session, we'll cover:
 - Evaluate curriculum and instructional plans for coherence and alignment across grade levels and learning goals.
 - Dive into instructional strategies and activities that foster student engagement and conceptual understanding.
 - Apply strategies to differentiate math instruction to meet diverse student needs while maintaining alignment with standards.

Greenbush - Lawrence

February 24th, 2025 (Day 2)

April 21st, 2025 (Day 3)

June 24th, 2025 (Day 4)

June 25th, 2025 (Day 5)

Greenbush - Girard

March 3rd, 2025 (Day 2)

May 2nd, 2025 (Day 3)

June 18th, 2025 (Day 4)

June 19th, 2025 (Day 5)

Smoky Hill - Salina

March 3rd, 2025 (Day 3)

SW Plains

February 21st, 2025 (Day 2)

April 4th, 2025 (Day 3)

June 13th, 2025 (Day 4)

July 9th, 2025 (Day 5)

Orion

February 10, 2025 (Day 2)

March 10, 2025 (Day 3)

ESSDACK

February 25th, 2025 (Day 2)

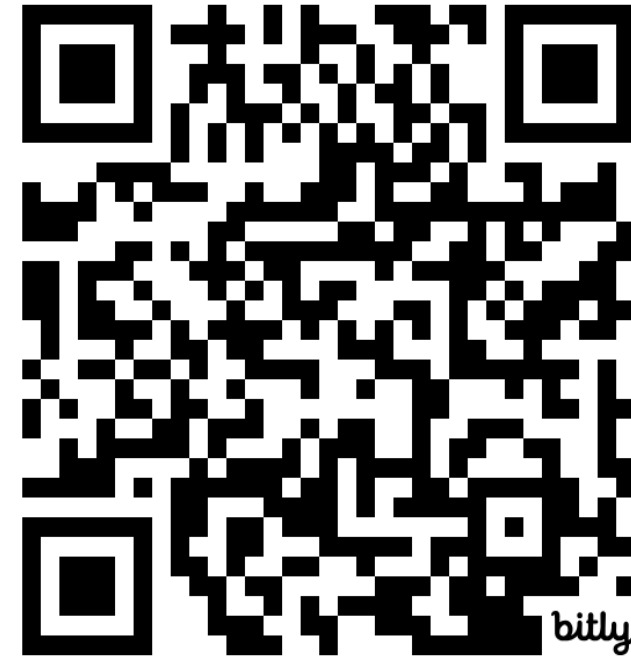
March 31st, 2025 (Day 3)

April 25, 2025 (Day 4)

May 7, 2025 (Day 5)



- KSDE Math Newsletter



KSDE Math Listserv:
jennifer.hamlet@ksde.gov

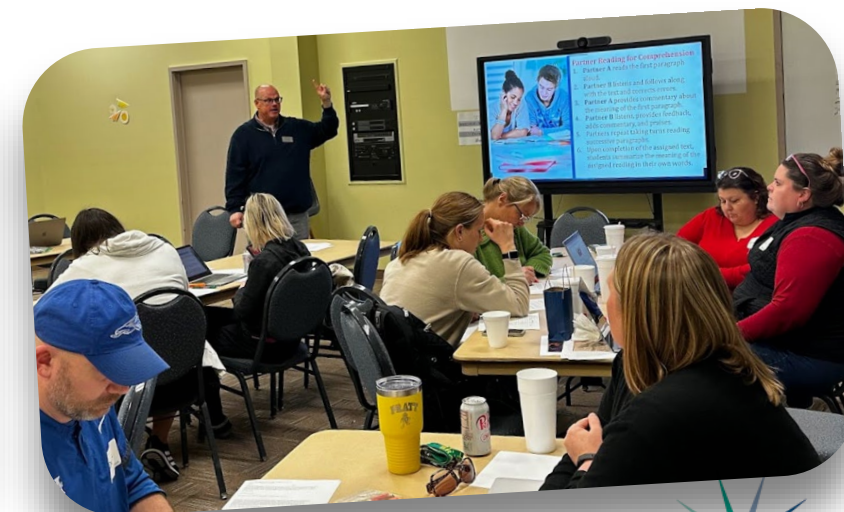
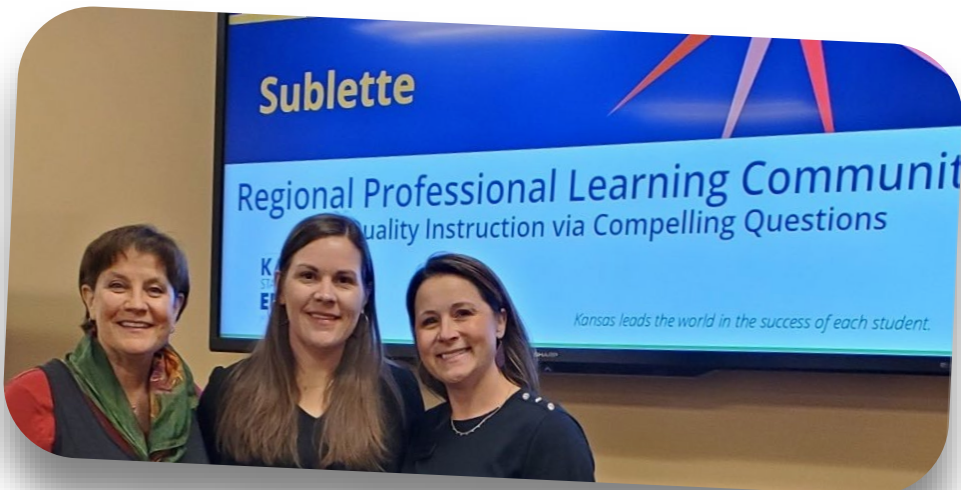




HGSS



HGSS Teacher Leader Team



Our Focus This Year



Standards Alignment

We clearly
communicate
what we want
our students to
know and be able
to do.
in Social
Studies.

HISTORY, GOVERNMENT AND SOCIAL STUDIES

Standards Alignment Toolkit



Kansas leads the world in the success of each student.

August 6, 2024



Professional Learning Cohort
for Kansas Teachers,
Grades 3-5



HISTORY FOR ALL:

ELEMENTARY SOCIAL STUDIES
AND STRUCTURED LITERACY

ncheteach.org/historyforall

Kansas elementary teachers: you are invited to apply for a unique (PAID) opportunity to learn alongside colleagues in your region of the state!

Cohorts of teachers (grades 3-5) in West, Central, and East Kansas will learn from historians, fellow elementary teachers, and nationally respected education leaders, building skills and confidence in teaching elementary social studies and structured literacy.

Participants are eligible for a stipend and other benefits (see below for details).

Offered through a collaboration of the Kansas State Department of Education and the National Council for History Education.

Dates and Locations:

Nov. 13: Fort Scott
Nov. 14: Wichita
Nov. 15: Scott City
Feb. 5: Lawrence
Feb. 6: Abilene
Feb. 7: Colby

Webinars: December
and April, dates TBD

NCHE conference:
St. Louis, March 20-22

Applications due October 13, 2024

Participants are eligible for:

- a \$500 stipend upon completion of the cohort programming
- a mileage stipend for attending in-person events
- registration fees and a travel stipend to attend the NCHE annual conference in St. Louis, Missouri (March 20-22, 2025)



Apply online:
bit.ly/KSDE2425



www.ksde.org | #KansansCan

NCHE

National Council for History Education

KSDE Partnership with the National Council for History Education

For Elementary Educators in grade 3-5



Kansas leads the world in the success of each student.

KU Indigenous Education Partnership



The University of Kansas, [Office of Sovereign Partnerships & Indigenous Initiatives](#) will offer a weeklong, graduate level, Indigenous Education summer seminar. This seminar will be open to Kansas teachers, K-12 and many expenses will be covered. More information including applications coming soon.



Service Center Partnerships

SW Plains Regional Service Center

Site-based learning for teachers in Western Kansas built around the Four Fundamentals



ESSDACK

3-Day Summer Symposiums for teachers built around the Four Fundamentals



Greenbush Education Service Center

Multiple Summer Training Opportunities for K-12 teachers built around the Four Fundamentals



**More opportunities
to come.
Don't miss out!**



**HGSS Update
Newsletter!!**

Nathan McAlister
Humanities Program Manager - HGSS
Career, Standards and Assessment Services
(785) 296-3892
nathan.mcalister@ksde.gov

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.





Science

Science Team Updates



New – Science/STEM Program Manager

Stephanie Alderman-Oler

salderman-oler@ksde.org

Teacher Leader Consultants

Sarah Evans (USD 233)

Stacey Hart-Townsley (USD 259)

Betsy Lawrence (USD 231)

2025 Science Professional Development



tinyurl.com/KSsciPD2025

bit.ly/KSsciPD2025

These all take you to information about Standards Alignment PD at service centers across the state!

We will also offer a **virtual** PD series in March-May on Reducing Barriers in Science through UDL – watch the listserv for information!



Updates on Toolkit



Science Standards Alignment Toolkit - in finalization

High School Unpacked Standards to support the toolkit – in finalization

Middle School Unpacked Standards to support the toolkit – in review

Elementary Unpacked Standards to support the toolkit – currently writing

PD Can Come to You!

Some Possible Topics

Four Fundamentals

- Overview of the 4 fundamentals
- Analyzing a unit of instruction for embedded 4 fundamentals

Quality Instruction

- Supporting Student Sensemaking
- **OpenSciEd** implementation support
- Phenomena-based instruction
- Talk moves and collaboration strategies
- Ambitious Science Teaching Practices

Balanced Assessment

- What is a “balanced” assessment system?
- Non-negotiables and priorities in quality assessments
- Evaluating 3D assessments
- How to create quality 3D assessment
- How to use mini-tests and interims
- Pre-Assessment Strategies (beyond multiple choice)

Standards Alignment

- What are the SEPs?
- Analyzing standards for vertical alignment
- How to use the standards alignment toolkit (coming soon)
- How do sensemaking practices support standards alignment?

Structured Literacy



KSDE Science Newsletter

PLC support

- Making sense of state assessment data
- Mapping standards in a scope and sequence
- Participating in curriculum adoption conversations





English Language Arts English Learners

English Language Arts/ English Learner Teacher Leader Consultants

Effie Conway

LuAnn Fox

Jennifer Hansen

Mary Lonker

Mary Williams

Denice Scott

Tonya Martinez



ELA Standards Alignment Toolkit



- Vertical alignment of standards
- Horizontal alignment of standards
- Text complexity guidance
- Grammar Scaffolding Guidance
- KAP ELA Assessment Support
- The Kansas Writing Tenets
- Directed Reading Thinking Protocol



Service Center Collaborative Efforts: English Language Arts Team

ELA Standards/ Interims & Mini Tests

- February 13, ESSDACK (Hutchinson)
- February 13, Greenbush (Lawrence)
- March 5, Orion (Clearwater)
- March 11, Greenbush (Girard)
- March 13, Southwest Plains (Sublette)
- April 15, Smoky Hill (Hays)



Service Center Collaborative Efforts: English Language Arts Team

Writing Tenets

- April 3, Southwest Plains (Sublette)
- April 10, Greenbush (Lawrence)
- April 15, ESSDACK (Hutchinson)
- April 17, Greenbush (Girard)
- April 24, Orion (Clearwater)
- May 6, Smoky Hill (Salina)



Service Center Collaborative Efforts: English Language Arts Team

- Incorporating vocabulary and morphology to provide standards-aligned instruction
- Utilizing a Directed Reading Thinking Activity model to engage in standards-based instruction
- Prioritizing standards-aligned grammar and writing techniques to enhance instruction
- Advanced examination of text complexity across all disciplines and using professional learning communities to sustain instructional coherence.





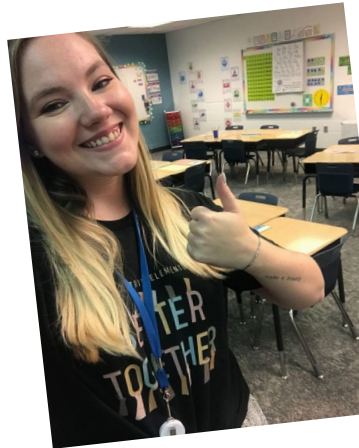
Structured Literacy

The Early Literacy/ Dyslexia Team

- Hailey Hawkinson
- Melissa Brunner
- Jeri Powers
- Amy Bybee
- Casey Peine



- Sam Cool
- Mary Larkin
- Katie Orr
- Taylor Fegan
- Deanna Frost



Service Center Collaborative Efforts: Early Literacy/ Dyslexia Team

Literacy Assessment for Impact

- February 4, Smoky Hill (Hays)
- February 19, Greenbush (Girard)
- February 26, Greenbush (Lawrence)
- February 28, Orion (Clearwater)
- March 10, ESSDACK (Hutchinson)
- April 2, Southwest Plains (Sublette)



Service Center Collaborative Efforts: Early Literacy/ Dyslexia Team

Cracking the Code for Literacy

- March 4, Smoky Hill (Salina)
- March 31, Greenbush (Girard)
- April 3, Orion (Clearwater)
- April 15, Greenbush (Lawrence)
- April 22, Southwest Plains (Sublette)
- April 24, ESSDACK (Hutchinson)



Service Center Collaborative Efforts: Early Literacy/ Dyslexia Team

- Differentiation of phonics instruction and management of small-group literacy instruction
- Evidence-based practices for fluency instruction to improve and assess reading comprehension
- Evidence-based school wide routines to build vocabulary to increase reading comprehension
- Developmental Language Disorder and how it affects reading acquisition and achievement





Educators remain updated via

- *KSDE Weekly*
- *Listserve (Early Literacy/ Dyslexia)*
- *KSDE Dyslexia Webpage*
 - ELitDyslexia@ksde.gov or
 - Laurie.Curtis@ksde.gov

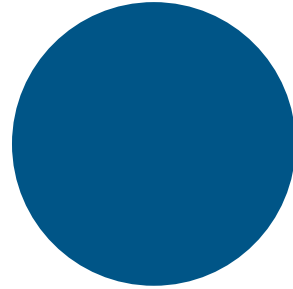




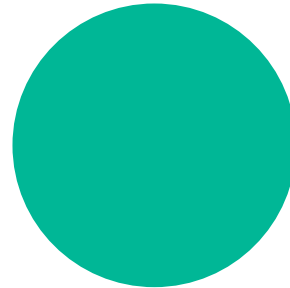
KSDE Assessment Conference

Julie Ewing

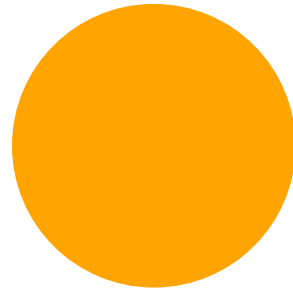
KSDE Assessment Conference



March 3-4, 2025



Hilton Garden Inn,
Manhattan, KS



Professional Development for
teachers and building and district
leadership teams.

Connecting
the Dots...
FOR Learning!



Teachers Wanted



- Interested in reviewing item specific Performance Level Descriptors?
- Math teachers- Junior High and High School
- Science teachers- all levels
- Email contact information to Julie.Ewing@ksde.gov

Great Ideas in Education Conference

- Audience: District Leadership Team Members (Workshop)
- Purpose: To support district leadership teams in developing and implementing system action plans and leveraging supports, resources, and collaborative partners to successfully kickoff the new school year.
- Dates: July 28-30, 2025
- Location: Wichita Hyatt Regency
- We will host our annual KESA Facilitator Trainings and our first Literacy Summit during the Annual Conference (more information to come soon).
- Registration: <https://events.ksde.gov/default.aspx?tabid=771>



The First 15

- Update from Dr. Watson



If we strengthen **coherence**
across Kansas through focusing
on a few **high-leverage**,
fundamental actions,

then our students will develop
more knowledge and skills
leading to greater opportunities
and fewer limitations.





KESA Action Plan

Mid-Year Data Review

Curriculum Leaders, January 2025

Special Thanks!



- School Improvement Workgroup
- Regional Executives
- School Improvement Day Facilitators
- Action Plan Review Team
 - Hayley Steinlage

Start with Why



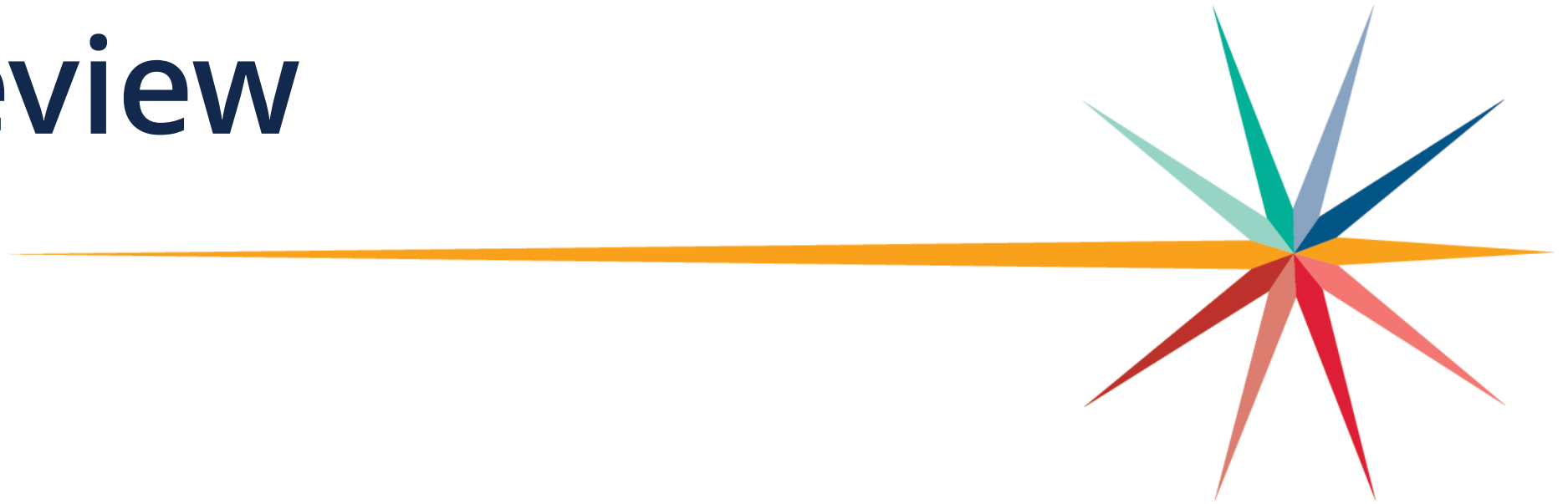
- Increase clarity
- Plan for consistency and sustainability
- Limit redundancy in reporting
- Seamless alignment of KESA and the Kansas School Improvement Model

Action Plan Review Team



- The team tasked with reviewing the initial Action Plan of each system, ensuring the plan has;
 - Clarity
 - Alignment
 - Data informed decision making
- Team consists of 8 members with expertise in curriculum and instruction, school improvement, and evaluation

Action Plan Review



Questions for System Self-Review	
Criteria	Self-Review Questions
Clarity of action plan	<ul style="list-style-type: none"> Does the action plan have clear descriptions of what the system is doing and how they will measure progress?
Alignment with the School Improvement Model	<ul style="list-style-type: none"> Do the actions described demonstrate alignment with the fundamental(s), structure(s) and lead indicator(s) selected? In other words, is there a logical flow from fundamental to anticipated next actions?
Evidence of data-informed decision making	<ul style="list-style-type: none"> Does the action plan include current data and evidence that informed the selection of the lead indicator and measures of progress that will inform the system of the progress towards the reported targets?



Clarity– System Example

Standards Alignment, Resource Allocation

The district will adopt a new ELA/Reading curriculum that better aligns with state standards and supports structured literacy. The curriculum committee will research curriculums and present two-three to all staff who teach ELA/Reading for a vote. The board of education will approve the curriculum and it will be included in the district budget.



Standards Alignment, Resource Allocation

WHAT: The district will adopt a new ELA/Reading curriculum that better aligns with state standards and support structured literacy.

HOW: The curriculum committee will research curriculums and present two-three to all staff who teach ELA/Reading for a vote. The board of education will approve the curriculum and it will be included in the district budget.

WHO: curriculum committee, all staff who teach ELA/Reading, board of education



Alignment with School Improvement Model

- Evidence of alignment is found throughout the action plan
- Systems that are illustrating alignment well...
 - Intentionally reflect on the descriptions of the fundamental AND the lead indicator for their selected structure
 - State explicitly how their actions will enhance the fundamental in their systems
 - Clearly describe the current state, with respect to the fundamental/structure, and why their actions are necessary



Data – informed decision making

- Measures of progress will effectively inform the system whether or not they are on track to meet the established targets
 - They do not select an option that fits best but use a “User-defined MOP” if the options available don’t apply to their action.
- When reporting the current data and evidence, they go beyond reporting KAP performance.

PD agendas, Professional Development Exit Surveys, walk through observation data showing use of stra

6 Month Target

In 6 months from 11/6/2024, the amount of time equivalent to 2 PD days will focus on effective instructional strategies.

1 Year Target

In one year from 11/6/2024, the amount of time equivalent to 4 PD days will focus on effective instructional strategies.





State Summary

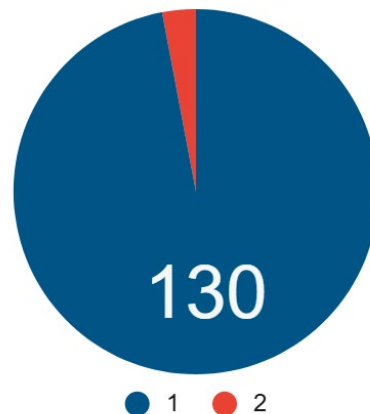
Summary of state level Action Plan data

Action Plan Characteristics

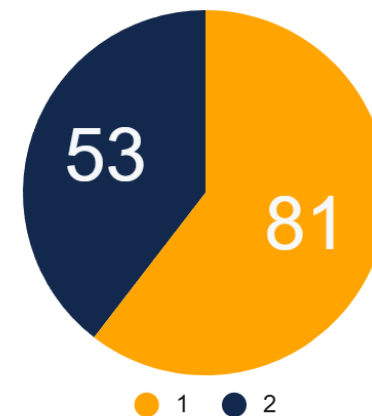
Number of systems submitted

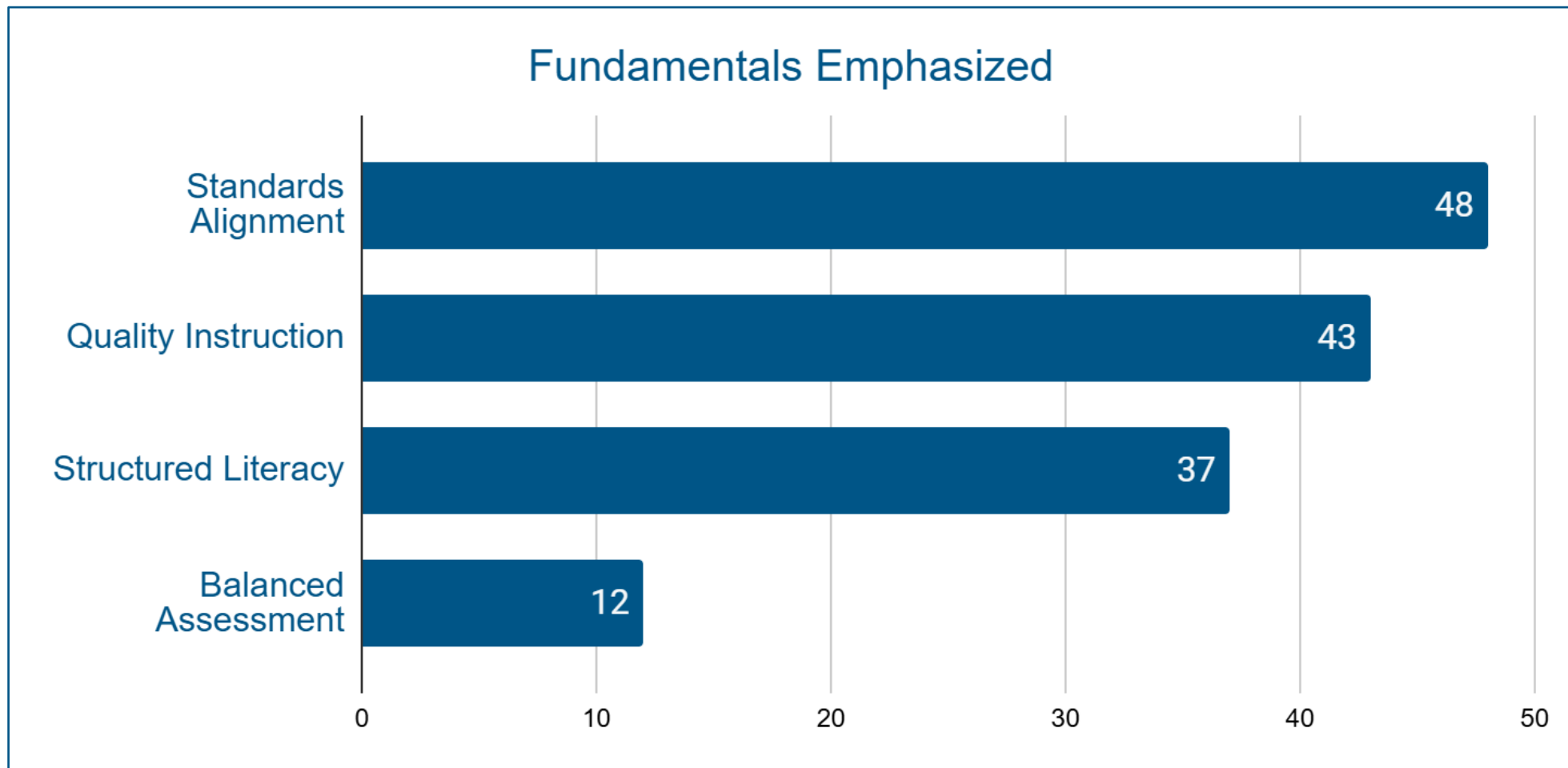


Number of Components



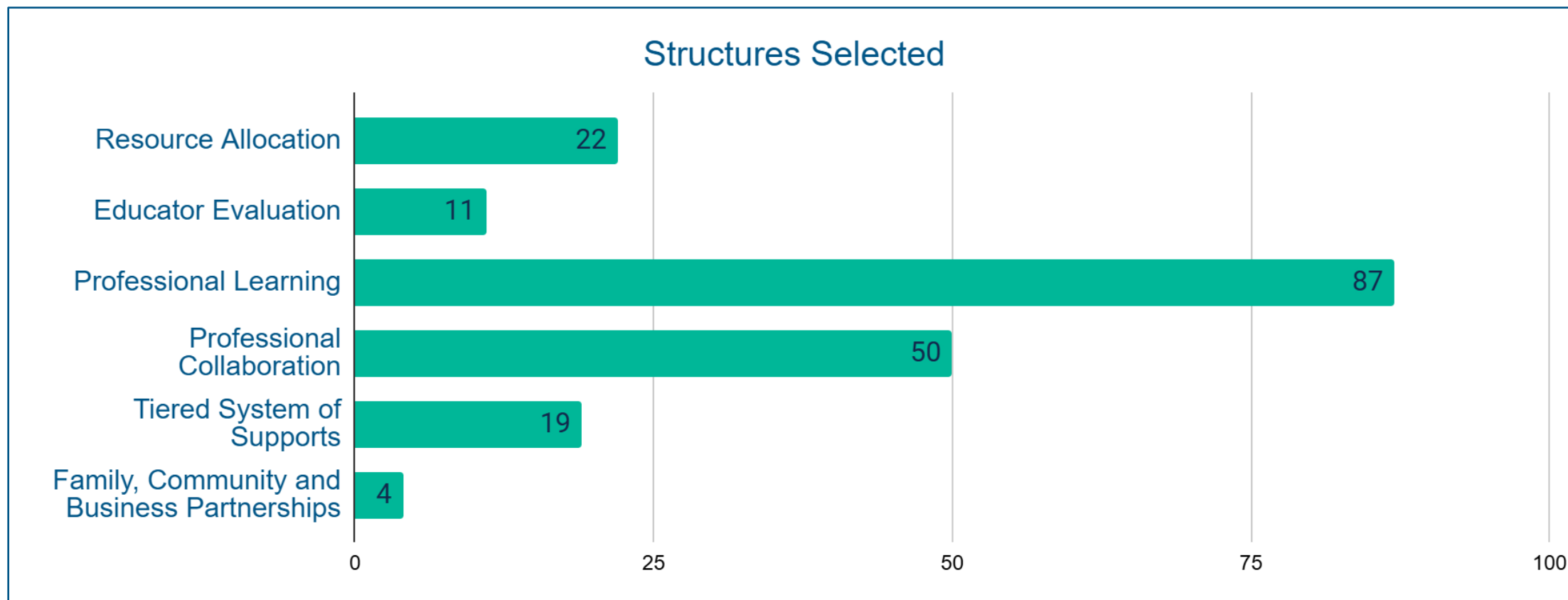
Number of Structures per Fundamental





Standards Alignment, Quality Instruction and Structured Literacy are most commonly selected fundamentals.





65% of systems are emphasizing their fundamental through **Professional Learning**.



Structure selected by Fundamental Emphasized

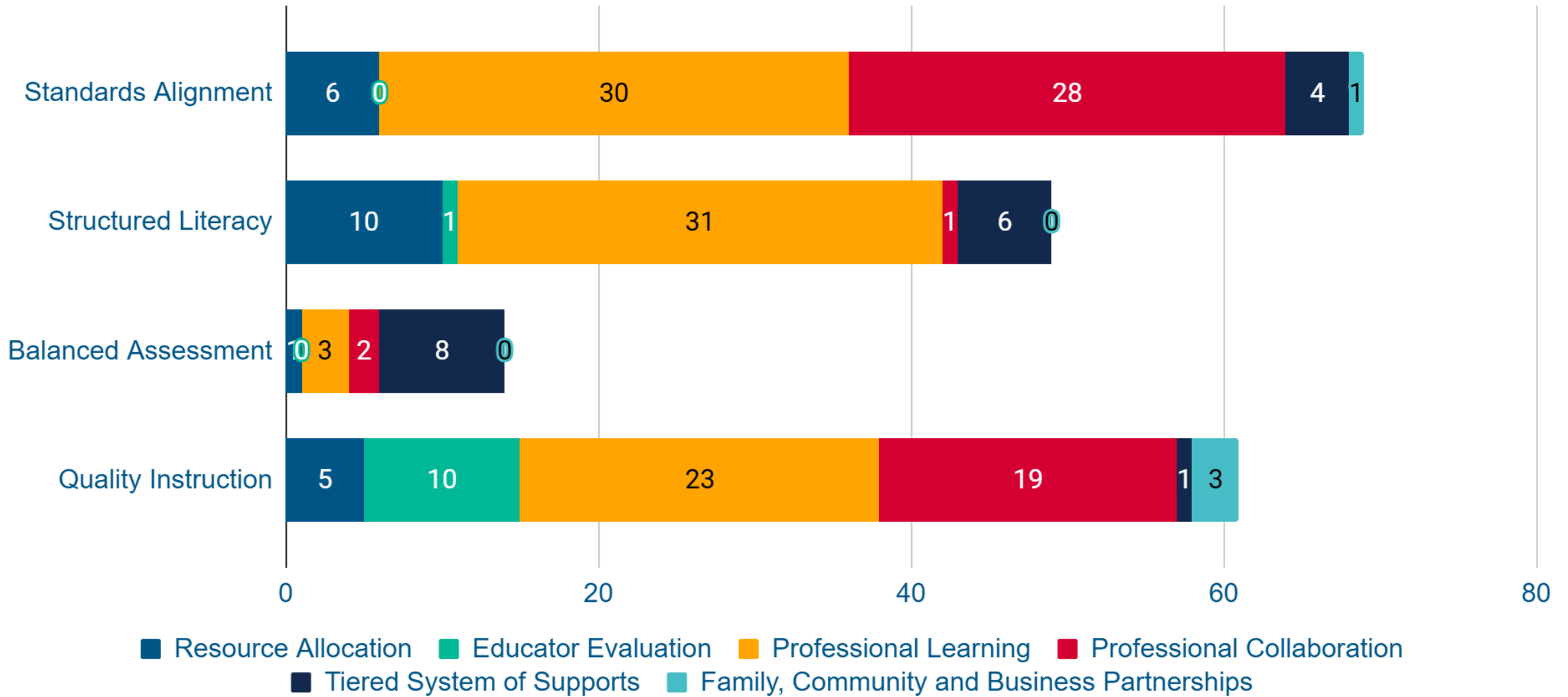


Table-Top Discussion

- Systems that have submitted an Action Plan
 - Describe your experience
 - What went well?
 - What were challenges?
- Systems that are yet to submit an Action Plan
 - What questions do you have around Action Plan development?



Words from the review team

- We have enjoyed getting this small glimpse into each system's work!
- Remember:
 - Receiving feedback for plan revisions does not mean "failure"
 - The review process is intended to support systems now and, in the future
- Technical KESA Application assistance
 - Contact Rue: Rue.Huereca-Retana@ksde.gov





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Final Thoughts and Questions

Survey

- [Google Survey](#)





Next Meeting

April 18, 2025

Maize Performing Arts and Aquatics Center



Kansas leads the world in the success of each student.