Curriculum Leaders Meeting

November 15, 2024

Bishop Professional Development Center

KANSAS STATE DEPARTMENT OF EDUCATION

www.ksde.org | #KansansCan

Kansas leads the world in the success of each student.

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.

Kansans CAN

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 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 though high-quality instructional materials.

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• 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.	• Measure • 6 Month Target • 1 Year Target
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.	• Measure • 6 Month Target • 1 Year Target
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.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

The New Teacher Project

Caitlyn Sharp

Lunch
12:00 – 12:45

KSDE Quick Hitters

KSDE Staff

Blueprint for Literacy

- Dr. Ben Proctor will provide the information you need to know.

Dates for 25-26 Curriculum Meetings

- September 26, 2025, Hays
- November 21, 2025, Tentative, Topeka
- January 30, 2026, Tentative, Topeka
- April 17, 2026, Maize

KSDE Great Ideas in Education Conference

Change is coming!

- New dates
- Refined Focus
- Attendees Focus

Specifics of Change

- Dates
  - July 27-30, 2025
  - July 26-29, 2026
  - July 25-28, 2027
- Focus
  - Learning and collaboration on the fundamentals
  - Time to work/plan with your teams
- Attendees
  - Leadership teams

Federal Programs Update

- Dean Zajic, Assistant Director of Special Education and Title Services

Math Course Pathways

Jennifer Hamlet / Jolene Goodheart Peterson

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Kansas leads the world in the success of each student.

Math Pathways: Overview of Components, Work Completed, & Next Steps

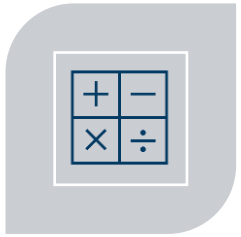
November 2024

Gateway Math Courses

Background

- Legislative Session 2020 – required Board to develop 3-, 5-, and 10-year plans for Higher Education
  - Board created Future of Higher Education Council (legislative, governor, and higher ed representation) – 14 recommendations (Nov. 2020)
    1. recommends the Kansas Board of Regents develop a plan to address implementing math pathways.
    1. The Council recommends the Kansas Board of Regents implement/incentivize systemwide co-remediation in math and English.
- In Fall 2022, the Kansas Board of Regents (KBOR) was awarded a technical assistance grant from the Dana Center at the University of Texas at Austin that covers three components of math reform:
  - Math Pathways
  - Math Corequisite Developmental Education
  - Systemwide Math Course Placement

Affordability, Access, & Success: Math Pathways



ACCESS & REDUCTION IN MATH ANXIETY

SUCCESSFUL COMPLETION OF MATH GATEWAY COURSES

HIGHER RETENTION RATES

INCREASED ON TIME GRADUATION

REDUCED COSTS

Background

1. College Algebra was created to prepare students for Calculus.

Who Needs It

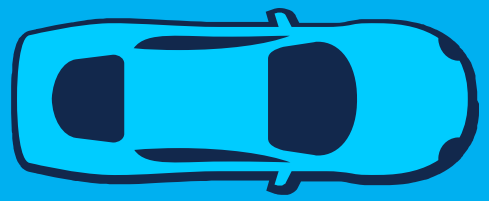
1. Today's Reality: Only 20% of Majors require calculus

Enrollment

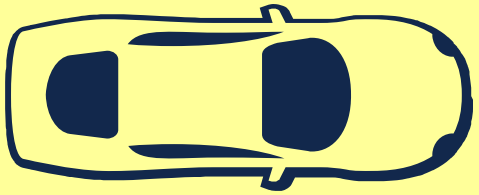
1. College Algebra is consistently among the top five highest-enrolled courses in the system.

Math Pathways

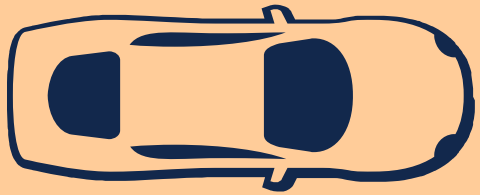
Elementary Statistics



Contemporary Math

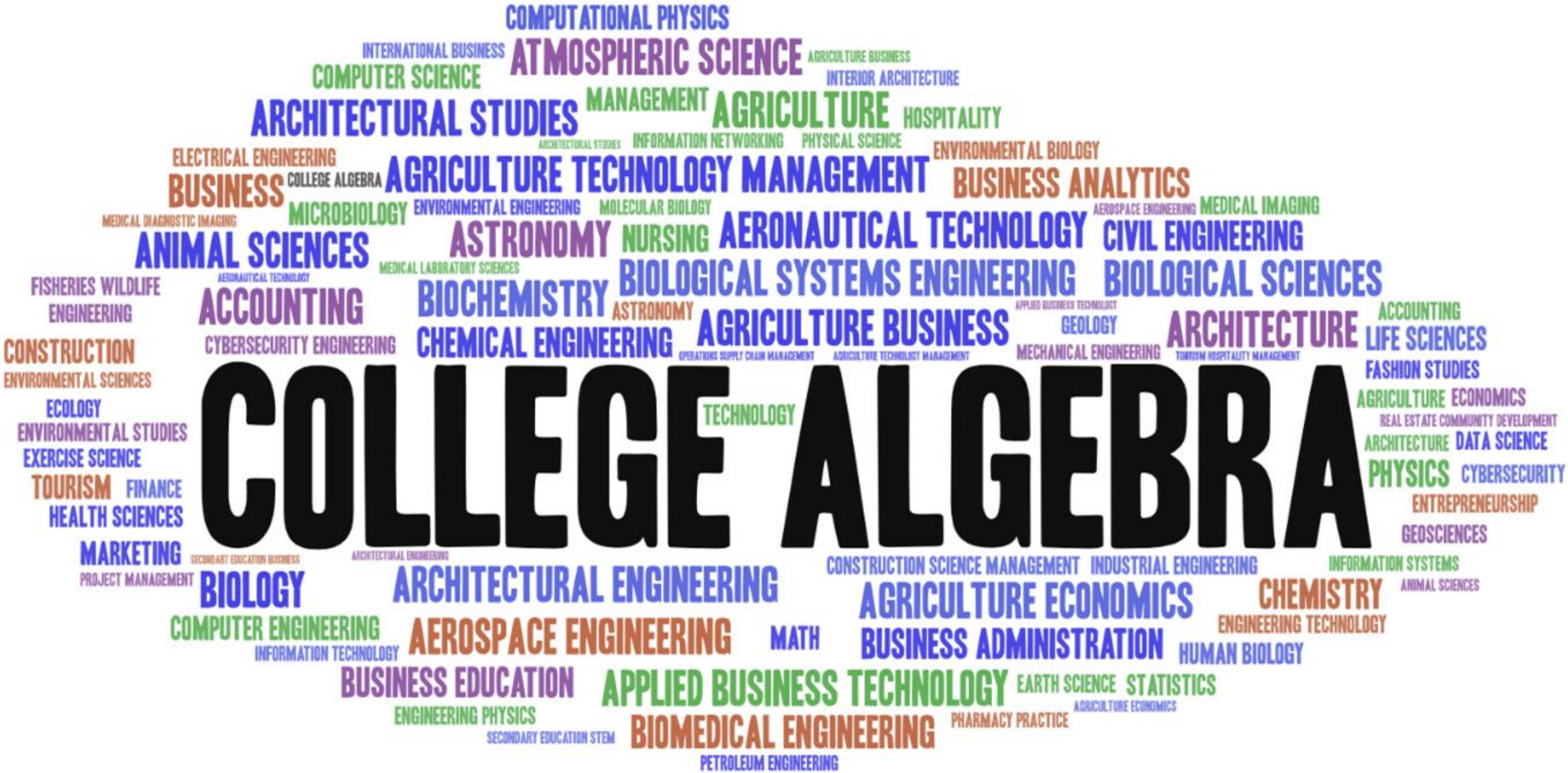


College Algebra



Majors Requiring Calculus

20% of All Majors


COMPUTATIONAL PHYSICS
INTERNATIONAL BUSINESS
ATMOSPHERIC SCIENCE
AGRICULTURE BUSINESS
COMPUTER SCIENCE
INTERIOR ARCHITECTURE
MANAGEMENT
AGRICULTURE
HOSPITALITY
ARCHITECTURAL STUDIES
ARCHITECTURAL STUDIES
INFORMATION NETWORKING
PHYSICAL SCIENCE
ENVIRONMENTAL BIOLOGY
ELECTRICAL ENGINEERING
AGRICULTURE TECHNOLOGY MANAGEMENT
BUSINESS
COLLEGE ALGEBRA
BUSINESS ANALYTICS
MICROBIOLOGY
ENVIRONMENTAL ENGINEERING
MOLECULAR BIOLOGY
AEROSPACE ENGINEERING
MEDICAL IMAGING
MEDICAL DIAGNOSTIC IMAGING
ASTRONOMY
NURSING
AERONAUTICAL TECHNOLOGY
CIVIL ENGINEERING
ANIMAL SCIENCES
MEDICAL LABORATORY SCIENCES
BIOLOGICAL SYSTEMS ENGINEERING
BIOLOGICAL SCIENCES
AERONAUTICAL TECHNOLOGY
FISHERIES WILDLIFE
ENGINEERING
ACCOUNTING
BIOCHEMISTRY
ASTRONOMY
APPLIED BUSINESS TECHNOLOGY
ACCOUNTING
AGRICULTURE BUSINESS
GEOLOGY
ARCHITECTURE
LIFE SCIENCES
CONSTRUCTION
CYBERSECURITY ENGINEERING
CHEMICAL ENGINEERING
OPERATIONS SUPPLY CHAIN MANAGEMENT
AGRICULTURE TECHNOLOGY MANAGEMENT
MECHANICAL ENGINEERING
TOURISM HOSPITALITY MANAGEMENT
FASHION STUDIES
ENVIRONMENTAL SCIENCES
COLLEGE ALGEBRA
AGRICULTURE ECONOMICS
ECOLOGY
TECHNOLOGY
REAL ESTATE COMMUNITY DEVELOPMENT
ENVIRONMENTAL STUDIES
ARCHITECTURE
DATA SCIENCE
EXERCISE SCIENCE
PHYSICS
CYBERSECURITY
TOURISM
FINANCE
ENTREPRENEURSHIP
HEALTH SCIENCES
GEOSCIENCES
MARKETING
SECONDARY EDUCATION BUSINESS
ARCHITECTURAL ENGINEERING
CONSTRUCTION SCIENCE MANAGEMENT
INDUSTRIAL ENGINEERING
INFORMATION SYSTEMS
PROJECT MANAGEMENT
BIOLOGY
ARCHITECTURAL ENGINEERING
AGRICULTURE ECONOMICS
CHEMISTRY
ANIMAL SCIENCES
COMPUTER ENGINEERING
AEROSPACE ENGINEERING
MATH
ENGINEERING TECHNOLOGY
BUSINESS ADMINISTRATION
INFORMATION TECHNOLOGY
HUMAN BIOLOGY
BUSINESS EDUCATION
APPLIED BUSINESS TECHNOLOGY
EARTH SCIENCE
STATISTICS
AGRICULTURE ECONOMICS
ENGINEERING PHYSICS
BIOMEDICAL ENGINEERING
PHARMACY PRACTICE
SECONDARY EDUCATION STEM
PETROLEUM ENGINEERING


HEALTH MANAGEMENT
PHILOSOPHY
GENERAL STUDIES
CLASSICS
ART HISTORY
PUBLIC HEALTH
SECONDARY EDUCATION ARTS
SOCIAL TRANSFORMATION STUDIES
PERFORMING ARTS
LEADERSHIP
ELEMENTARY EDUCATION
COMMUNICATION STUDIES
FAMILY SCIENCE
STUDIES
FINE ARTS
DANCE
AFRICAN AFRICAN AMERICAN STUDIES
SCIENCES
ENTOMOLOGY
VISUAL ART
FRENCH FRANCOPHONE ITALIAN STUDIES
HUMAN DEVELOPMENT
PARK MANAGEMENT
LIBERAL ARTS
SPANISH
NEWS
CONTEMPORARY MATH
THEATRE
MEDIA
LAW
THEATRE
SOCIETY
ORGANIZATIONAL LEADERSHIP
EARLY CHILDHOOD EDUCATION
HUMAN SERVICES
MODERN LANGUAGES
LEGAL STUDIES
AMERICAN SIGN LANGUAGE DEAF STUDIES
ADVERTISING
HISTORY
SPEECH
GLOBAL BUSINESS ENGLISH
CONSERVATION
WOMEN GENDER STUDIES
SLAVIC GERMAN EURASIAN
MUSIC
HEALTH STUDIES
ENGLISH
SPEECH COMMUNICATION
GRAPHIC DESIGN
UNIFIED EARLY CHILDHOOD
ADVERTISING PUBLIC RELATIONS
ART
RELIGION
FILM MEDIA STUDIES
JEWISH STUDIES
MUSIC PERFORMANCE
EAST ASIAN LANGUAGES CULTURES
HUMANITIES
SPORTS MANAGEMENT
HUMANITIES
AMERICAN ETHNIC STUDIES
COMMUNICATION
INTERIOR DESIGN
SPORTS MEDIA
RELIGIOUS STUDIES
ETHNICITY STUDIES
MASS MEDIA
DIGITAL INNOVATION MEDIA
HORTICULTURE
MUSIC THEATRE
HUMAN SEXUALITY


BAKERY SCIENCE MANAGEMENT
FOOD SCIENCE INDUSTRY
ENVIRONMENTAL STUDIES
GEOGRAPHY
HOMELAND SECURITY
INTERNATIONAL STUDIES
BAKERY SCIENCE MANAGEMENT
CRIMINAL JUSTICE
SPORTS NUTRITION
CRIMINOLOGY
SOCIAL SCIENCES
BEHAVIORAL SCIENCE
MILLING SCIENCE MANAGEMENT
KINESIOLOGY
ANTHROPOLOGY
DIETETICS
LAW ENFORCEMENT
ANTHROPOLOGY
SOCIAL WORK
ATHLETIC TRAINING
PSYCHOLOGY
AGRICULTURAL COMMUNICATIONS JOURNALISM
SOCIAL WORK
POLITICAL SCIENCE
GLOBAL INTERNATIONAL STUDIES
CORRECTIONS
CRIMINAL JUSTICE
ADDICTION COUNSELING
CORRECTIONS
ELEMENTARY STATISTICS
CRIME DELINQUENCY STUDIES
MUSIC THERAPY
SOCIOLOGY
ELEMENTARY STATISTICS
BAKERY SCIENCE MANAGEMENT
SECURITY ADMINISTRATION
DIETETICS
APPLIED CYBERSECURITY
ENVIRONMENTAL STUDIES
SOCIOLOGY
PUBLIC ADMINISTRATION
SOCIAL SCIENCES
ATHLETIC TRAINING
MUSIC THERAPY
POLITICAL SCIENCE
INTERNATIONAL STUDIES
SPORTS NUTRITION
KINESIOLOGY
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PUBLIC HEALTH
ELEMENTARY STATISTICS
LINGUISTICS
PUBLIC HEALTH
FEED SCIENCE MANAGEMENT
PROFESSIONAL STUDIES
ADDICTION COUNSELING
CRIMINOLOGY
GEOGRAPHY
AGRICULTURAL COMMUNICATIONS JOURNALISM
AGRONOMY
BEHAVIORAL NEUROSCIENCE
BEHAVIORAL NEUROSCIENCE
COMMUNICATION SCIENCES DISORDERS
AGRICULTURAL COMMUNICATIONS JOURNALISM
APPLIED LINGUISTICS
COMMUNICATION SCIENCES DISORDERS
CRIME DELINQUENCY STUDIES
ATHLETIC TRAINING
COMMUNICATION SCIENCES DISORDERS
HUMAN NUTRITION
APPLIED CYBERSECURITY
LINGUISTICS
CRIMINALISTICS
APPLIED LINGUISTICS
BEHAVIORAL SCIENCE
PUBLIC ADMINISTRATION
GLOBAL INTERNATIONAL STUDIES
BEHAVIORAL NEUROSCIENCE
CRIMINAL JUSTICE
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MILLING SCIENCE MANAGEMENT
CRIMINALISTICS
FOOD SCIENCE INDUSTRY
CRIME DELINQUENCY STUDIES
ADDICTION COUNSELING

Gateway Math Courses By Program

IN THIS SECTION:

- Academic Portfolio Reviews
- Adult Education
- Credit for Prior Learning
- Dual Credit Cooperative Agreements
- Developmental Education
- Employer Recognition
- Kansas EPSCoR/IDeA
- **Math Pathways**
  - **Gateway Math Course Decisions**
  - Math Pathways Professional Development
- Michael Tilford Conference
- New Program Approval
- Open Educational Resources
- Performance Agreements
- Program Search
- Private/Out-of-State
- Qualified Admissions

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GATEWAY MATH COURSE DECISIONS

What are Gateway Math Courses?
Gateway math courses form a conceptual framework designed to offer diverse and equitable pathways in mathematics education for students. Unlike the traditional one-size-fits-all approach, gateway math courses recognize that students have varied goals, interests, and strengths. This framework aims to provide a range of learning experiences aligned with students' future aspirations, whether academic, vocational, or technical. By catering to different learning styles and career objectives, this approach not only enhances student engagement but also increases the likelihood of success in both academic and real-world settings.

To that end, the state of Kansas will offer three gateway math courses at all public post-secondary institutions, giving programs greater flexibility in selecting a math course that aligns with the needs of students.

These three courses are:
- Elementary Statistics
- Contemporary Math
- College Algebra

How were the decisions made?
The following files contain the gateway math courses by program for each institution. These decisions were made by faculty members from various disciplines who gathered from across the state to discuss the different gateway math courses, review the learning outcomes for each, and select the course that best fits the needs of their students. Chief Academic Officers (CAOs) have confirmed these decisions.

Gateway Math Courses by Program **(All Programs/All Institutions)**

Gateway Math Courses by Gateway Math Course

- College Algebra
- Contemporary Math
- Elementary Statistics

Gateway Math Courses by Institution

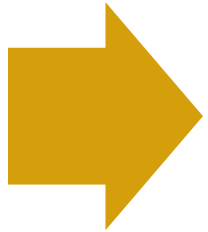
- Emporia State University
- Fort Hays State University

[Gateway Math Course Decisions]

Multiple Placement Measures

Course Placement

Standardized Tests – Narrow Evaluation



Multiple Measures – Holistic Approach

College Algebra

Math ACT: 22 or higher OR
Math SAT: 540 or higher OR
ALEKS PPL: 46 or higher OR
Accuplacer QAS: 263 or higher OR
HS GPA and Course Grade: 3.25 cumulative GPA **and** B- or higher in

Second semester Algebra 2 or Integrated Math 3 OR
Institutional Measure* (including professional discretion)

Contemporary Math & Elementary Statistics

Math ACT: 19 or higher OR
Math SAT: 510 or higher OR
ALEKS PPL: 30 or higher OR
Accuplacer QAS: 255 or higher OR
HS GPA and Course Grade: 3.00 cumulative GPA **and** C- or higher in

Second semester Algebra 2 or Integrated Math 3 OR
Institutional Measure* (including professional discretion)

Placement

- Each student who meets either a systemwide course placement measure OR an institutionally designated course placement measure should be eligible to enroll in a gateway course without developmental support
- Each student meeting neither of the above measures shall be placed into the gateway course with developmental support
- Each student who demonstrates proficiency at a higher level than the gateway math course for the student's major may be placed, as determined by the state university or coordinated institution, in a course that is more advanced than the gateway math course if that course fulfills the math requirement for general education and the student's major.

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  - Math Pathways Professional Development & Implementation
  - Math Pathways FAQs
  - **Multiple Measures Placement Decisions**
- Michael Tilford Conference
- New Program Approval
- Open Educational Resources
- Performance Agreements
- Program Search
- Private/Out-of-State
- Qualified Admissions
- Reverse Transfer
- SARA

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MULTIPLE MEASURES PLACEMENT DECISIONS

Background

Higher education institutions have traditionally relied on standardized testing to place students in gateway English and math courses. While these assessments have their place, using test scores as the sole placement tool provides a limited evaluation, as they measure a student's abilities based on one test taken on a single day. A more comprehensive approach incorporates multiple measures for course placement, such as ACT/SAT subject scores, completion of specific high school courses, and high school GPA. Research shows that using multiple measures is a more accurate predictor of student success and helps reduce unnecessary placements in developmental education.

In addition to overreliance on standardized tests, Kansas colleges and universities have historically operated with independent criteria for determining whether a student is eligible for gateway math or English courses. This lack of uniformity has led to up to 32 different standards across the state's higher education system, creating confusion for students, high school teachers, and counselors regarding college readiness expectations.

To address this, KBOR updated its policy on May 17, 2023 (Ch. III.A.14.), embracing a more cohesive and holistic approach to course placement.

KBOR policy (Ch. III.A.14.b.vii.) states:

"Systemwide course placement measure" is a high school performance grade standard, requisite ACT/SAT score, or other common assessment mechanism that is recognized by all coordinated and state university institutions to determine if a student is eligible to enroll in a gateway English or math course. These measures are informed by recommendations from the Systemwide Course Placement Math and English Committees and will require approval from the Board of Academic Affairs Standing Committee.

Systemwide Math Course Placement Committee

A Systemwide Math Course Placement Committee was first convened in February 2024. President Flanders attended the first meeting and charged the Committee with developing recommendations for systemwide multiple placement measures for three gateway math courses: College Algebra, Elementary Statistics, and Contemporary Math. The Committee convened on seven occasions this year (February 28, March 22, April 19, May 17, June 10, June 26, July 22) to reach consensus on the proposed recommendations.

The recommendations from the Committee, approved by BAASC in September and communicated by VP Monhollon, can be found in this issue paper.

Summary of Decisions

Per KBOR policy, each student who meets either a systemwide course placement measure OR an institutionally designated* course placement measure is eligible to enroll in a gateway course *without developmental support*. Each student meeting neither of the above shall be placed into the gateway course with developmental support.

College Algebra

Math ACT: 22 or higher OR

Application & Effective Date

The gateway and developmental course placement guidance, corequisite support section framework, **shall take effect during the Fall 2026 semester and continually apply thereafter.**

All policy slides reflect the **Gateway Course Placement & Developmental Education Policy** found in **Ch. III.A.14** of the **Board Policy Manual.**

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- Reverse Transfer
- SARA
- Systemwide General Education

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MATH PATHWAYS FAQS

The systemwide Math Pathways initiative in Kansas encompasses several key components, including gateway math courses, multiple placement measures, and corequisite developmental support. The Math Pathways Taskforce has developed this FAQ Guide to provide institutions with a comprehensive list of frequently asked questions and responses. As our work progresses, new questions and answers will be added!

1. Where can I find more information about Math Pathways in Kansas?

Information regarding Math Pathways in Kansas, along with a relevant webinar, can be found at the following website:
https://www.kansasregents.org/academic_affairs/math-pathways

2. Where can I find more information about Math Pathways at my institution?

Institutions are encouraged to provide relevant information for Math Pathways and / or link to the KBOR Math Pathways website. Math Pathways Task Force members and Chief Academic Officers are charged with this work.

3. When will Math Pathways be fully implemented in Kansas?

Math Pathways is scheduled to be fully implemented in Kansas by the fall semester of 2026.

4. Where can I find a timeline for Math Pathways in Kansas?

A timeline (slide 22) is contained within the webinar presentation available at the following website:

https://www.kansasregents.org/resources/PDF/Academic_Affairs/Math_Pres-September_15_2023_DrArcher.pdf

5. How will Math Pathways in Kansas be reviewed and adapted over time to ensure successful implementation and continued improvement?

The Math Pathways Task Force and Systemwide Math Course Placement Measures Committee are asked to make recommendations on how Math Pathways will be reviewed and adopted over time. These recommendations will be shared with the Board of Regents. The Board and Board staff will also review system data to assess the effectiveness of math pathways, corequisite support, and course placement measures.

6. What is a meta-major and where do I find which pathway course is assigned to which major?

A meta-major is a group of academic programs with common courses or occupations that help students enroll in relevant courses aligned with a coherent degree program. By August 2024, programs across the state will have selected gateway math courses and we anticipate these selections will have been confirmed by the Chief Academic Officers. After the confirmation occurs, KBOR will post the selected gateway math courses by programs on their website.

7. Is a Math Pathway course the same as a Kansas Quantitative General Education requirement?

The Math Pathway course selected by programs will satisfy the Systemwide General Education requirement.

Q & A

State Assessments Accommodations Changes for 2024-2025

Changes for 2024-2025

Student Personal Needs Profile (PNP)

- All text to speech accommodations previously marked in Kite will be removed for the upcoming school year.
- New guidance for TTS

TTS will be available for Science and Math for all students.

- **This is now a universal feature.**

PNP Planning Tool

KANSAS STATE DEPARTMENT OF EDUCATION

PNP Planning Tool for the Kansas Assessment Program (KAP)

Universal Features (available to all students)

- Breaks
- Calculator- Basic or TI-108 (Gr 6-8, 10)
- Calculator- TI Graphing (Gr 10)
- Calculator – TI Scientific (Gr 6-8)
- Eraser
- Expandable Passage/Questions
- Guideline
- Handheld Calculator – Designated Sessions Only
- Help
- Highlighter
- Keyboard Navigation
- Library
- Mark for Review
- Notes
- Periodic Table
- Pointer
- Printed Kite Math Resource Sheet
- Scratch Paper
- Screen Magnification
- Search
- Separate Setting
- Sketch Pad
- Striker
- Tags
- Text-to-speech – Directions & KAP Math and Science

Designated Supports (available to any student)

Embedded (available within Kite Student Portal (SP))

- ☐ Auditory Calming
- ☐ Color Contrast
- ☐ Color Overlay
- ☐ Magnifications (2x, 3x, 4x, 5x)
- ☐ Masking (Answer Masking or Custom Masking
- ☐ Reverse Contrast

Accommodations (students with an IEP, 504, or ILP)

Embedded (available within SP)

- ☐ American Sign Language (ASL)
- ☐ Single switches
- ☐ Keyword translation display (Spanish)
- ☐ Text to Speech–Questions & Responses (ELA)*
- ☐ Text to Speech – Passages & Graphics**

Non-Embedded (provided outside of SP)

- ☐ ASL Interpreter
- ☐ Braille Form – UEB (Order by Nov 30)
- ☐ Scribe
- ☐ Specialized Calculator

**Available to ELA Grades 6-8 and 10 students with an IEP, 504 plan, or ILP.*

*** Available to all students with an IEP or 504 plan who cannot access printed text and require accessible educational materials (AEM) due to their disability may have the Text-to-Speech for passages and graphics submitted for approval to TTSpassages@ksde.org by January 31st. This accommodation is appropriate for a student that has a specific disability that severely limits or prevents his or her ability to decode text, even after evidence-based instruction in reading for multiple years to teach the student to do so (i.e., not simply reading below grade level). For students using JAWS or NVDA, the screen reader will navigate the page while the Kite TTS will provide the audio of the page content.*

For more information about these tools and features and how they should be used with students, please see the Kansas Accessibility Manual and the Kite Accessibility Manual.

KANSAS STATE DEPARTMENT OF EDUCATION

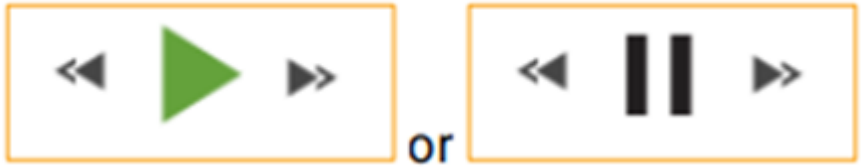
Kansas leads the world in the success of each student.

Kansas State Department of Education | 900 S.W. Jackson Street, Suite 102 | Topeka, Kansas 66612-1212 | (785) 296-3201 | www.ksde.org

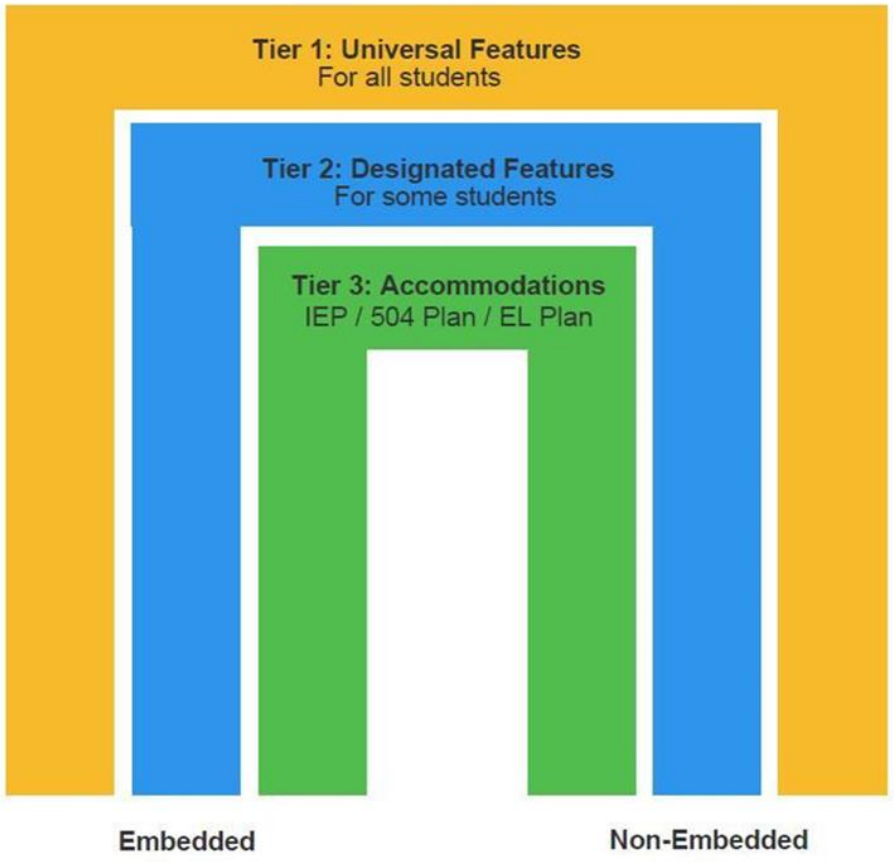
September 2024

Text to Speech (TTS)

- •Text-to-speech with computer-generated speech refers to technology that reads aloud written test items employing computer software to generate a synthesized voice. This is different than a human reader.
- •The text-to-speech (TTS) player plays audio files that correspond to the content on the screen. Content sections highlight on the screen as it is read by a synthetic voice.
- •Select the green play button to listen and select the black parallel lines to pause the TTS. Skip forward or back to the beginning of an audio segment using the double arrows.



TTS Options Available on the KAP



- Directions, math and science (available for all students)
- ELA test questions and responses- accommodations for students with IEP, 504, or ILP.
- ELA Passages and Graphics- accommodation for a few with approval from KSDE
  - Text-to-Speech Application must be completed and turned in by the district test coordinator by January 31st.

TTS Universal Features Changes for 2024-2025

- Universal feature – available for all students
  - Synthetic voice is available to read directions on all assessments.
  - Synthetic voice is available to read assessment content on KAP math and science assessments.

TTS Accommodations Changes for 2024-2025

- Accommodation – For students with an IEP, 504, or ILP
  - ELA test questions and responses (6th-8th and10th grade only –A synthetic voice will read test question and answer choices on ELA assessment.
  - TTS for passages and graphics- a synthetic voice reads assessment content in all grades and subjects including instructions, questions and responses, ELA passages and explanation of visuals (requires approval from KSDE).

The Why

- 3rd-5th grade focus on learning to read
- 4 fundamentals
- Text complexity
- Slow readers
- New test – not a timed test
- Standards - decoding

Fact Sheet on TTS

KANSAS STATE DEPARTMENT OF EDUCATION

FACT SHEET

Text-to-Speech Available on the Kansas Assessment Program (KAP)

Text-to-Speech (TTS)	English Language Arts (ELA)	Math	Science
Universal Feature	Not available.	Universal support available to all students.	Universal support available to all students.
Accommodations 1	Grades 6–8, and 10 ELA Questions and Responses.	Not available.	Not available.
Accommodations 2	Grades 3–8, and 10 read all text, including passages. Description of graphics.	Grades 3–8, and 10 all text read. Description of graphics.	Grades 5, 8, and 11 all text read. Description of graphics.

Universal Feature

Directions, Math and Science: The Kansas State Department of Education (KSDE) has moved Math TTS to a universal feature. All students can choose to have a synthetic voice read directions, test questions and answers choices on the math and science assessments.

Accommodations

1. **ELA Questions and Responses for 6–8, and 10 grades only:** Students with **Individualized Education Plan (IEP), 504 plan,** or English learners who qualify for ESOL services on an **Individual Learning Plan (ILP),** who need the test items and answer choices for the ELA assessment, a synthetic voice will read test questions and responses. KSDE's expectation is these students have received evidence-based instruction in reading for multiple years. The student must be using TTS or a screen reader as the primary mode of accessing grade level text during instruction and assessment. This accommodation must be selected on student's personal needs profile (PNP).
   Please note: This accommodation is not intended for students who are just slow readers. The read-aloud accommodation does not refer to an adult reading an occasional word, an occasional distractor, an occasional stem, or an occasional question to the student. However, an adult reading any words in the ELA passage is prohibited. **Students on SIT plans no longer qualify for this accommodation.**

2. **TTS passages and graphics:** For a very limited number of students with disabilities, TTS of reading passages in ELA may be permitted. A synthetic voice will read the text including ELA passages and detailed description of the graphics. **Students with an IEP or 504 plan who cannot access printed text and require accessible educational materials (AEM) due to their disability may have the Text-to-Speech Application submitted for approval to** ttspassages@ksde.org **by Jan. 31 annually.** This accommodation is appropriate for a student whose IEP/504 Plan explicitly indicates the student's primary mode of accessing printed materials is through text-to-speech or a screen reader.
   A student who has a specific disability that severely limits or prevents his or her ability to decode text, even after evidence-based instruction in reading for multiple years to teach the student to do so. Students using Job Access With Speech (JAWS®) or NonVisual Desktop Access (NVDA) – the screen reader will navigate the page while the Kite TTS will provide the audio of the page content.

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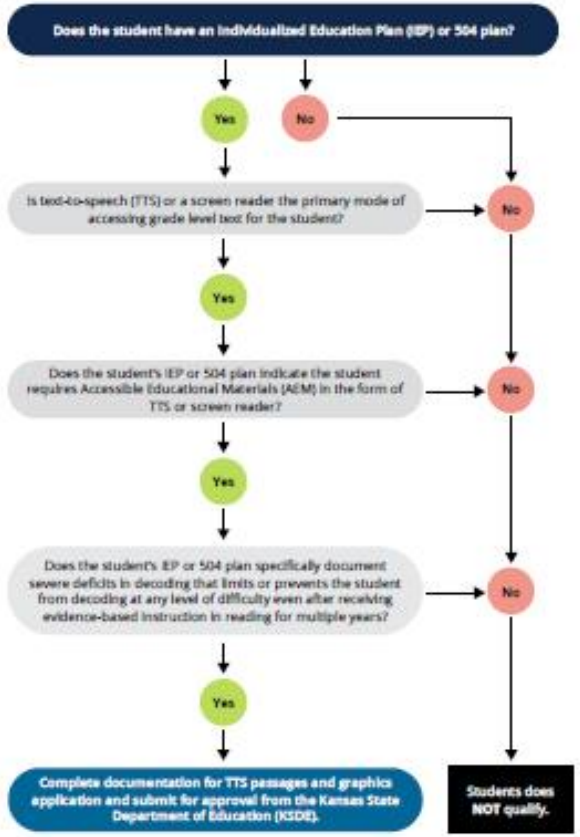
November 5, 2024

FACT SHEET TTS ON THE KAP



For more information, contact:

Cary Rogers
Education Program Consultant
Special Education and Title Services
785-296-0916
crogers@ksde.org

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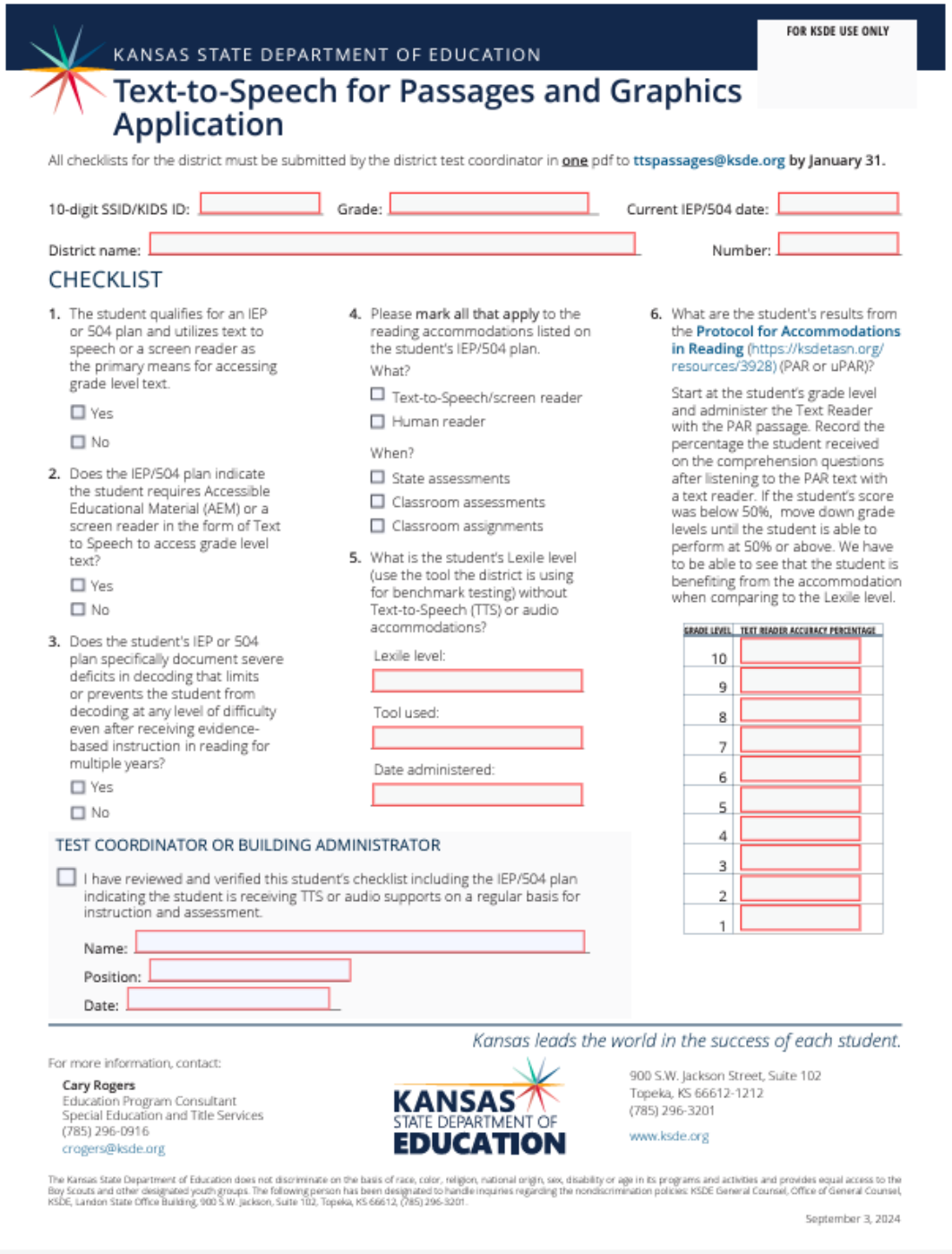
Topeka, Kansas 66612-1212
https://www.ksde.org

TTS for Passages and Graphics Application



KANSAS STATE DEPARTMENT OF EDUCATION

FOR KSDE USE ONLY

Text-to-Speech for Passages and Graphics Application

All checklists for the district must be submitted by the district test coordinator in **one** pdf to **ttspassages@ksde.org** by January 31.

10-digit SSID/KIDS ID: _____ Grade: _____ Current IEP/504 date: _____

District name: _____ Number: _____

CHECKLIST

1. The student qualifies for an IEP or 504 plan and utilizes text to speech or a screen reader as the primary means for accessing grade level text.
   - ☐ Yes
   - ☐ No
2. Does the IEP/504 plan indicate the student requires Accessible Educational Material (AEM) or a screen reader in the form of Text to Speech to access grade level text?
   - ☐ Yes
   - ☐ No
3. Does the student's IEP or 504 plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after receiving evidence-based instruction in reading for multiple years?
   - ☐ Yes
   - ☐ No
4. Please **mark all that apply** to the reading accommodations listed on the student's IEP/504 plan.

   What?
   - ☐ Text-to-Speech/screen reader
   - ☐ Human reader

   When?
   - ☐ State assessments
   - ☐ Classroom assessments
   - ☐ Classroom assignments
5. What is the student's Lexile level (use the tool the district is using for benchmark testing) without Text-to-Speech (TTS) or audio accommodations?

   Lexile level: _____

   Tool used: _____

   Date administered: _____
6. What are the student's results from the **Protocol for Accommodations in Reading** (https://ksdetasn.org/resources/3928) (PAR or uPAR)?

   Start at the student's grade level and administer the Text Reader with the PAR passage. Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader. If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above. We have to be able to see that the student is benefiting from the accommodation when comparing to the Lexile level.

GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

TEST COORDINATOR OR BUILDING ADMINISTRATOR

☐ I have reviewed and verified this student's checklist including the IEP/504 plan indicating the student is receiving TTS or audio supports on a regular basis for instruction and assessment.

Name: _____

Position: _____

Date: _____

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For more information, contact:

Cary Rogers
Education Program Consultant
Special Education and Title Services
(785) 296-0916
crogers@ksde.org

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Topeka, KS 66612-1212
(785) 296-3201
www.ksde.org

September 3, 2024

Question 1 and 2

The student qualifies for an IEP or 504 plan and utilizes text to speech or a screen reader as the primary means for accessing grade level text.

Yes

No

Does the IEP/504 plan indicate the student requires Accessible Educational Material (AEM)) or a screen reader in the form of Text-to-Speech to access grade level text?

Yes

No

Considerations for Accessible Educational Materials (PDF)

Question 3 and 4

Does the student's IEP or 504 plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after receiving evidence-based instruction in reading for multiple years?

Yes

No

Please mark all that apply to the reading accommodations listed on the student's IEP/504 plan.

What

- Text-to-speech/screen reader
- Human reader

When?

- State assessments
- Classroom assessments
- Classroom assignments

Accommodations Examples

- Example 1: Consistent with the accommodations that Sean is using in the classroom, he will receive the following accommodations on statewide assessments: Simultaneous visual and auditory access to text through the independent use of text-to-speech for all allowable parts of the assessment.
- Example 2: The district will apply for approval of TTS for ELA passages on the state assessment. If TTS for ELA passages is approved the student would receive TTS for the ELA passages, if it is not approved, the student would receive test questions and responses through TTS when allowed (grades 6-10).

Question 5

What is the student's Lexile level (use the tool the district is using for benchmark testing) without Text-to-Speech (TTS) or audio accommodations?

Lexile level

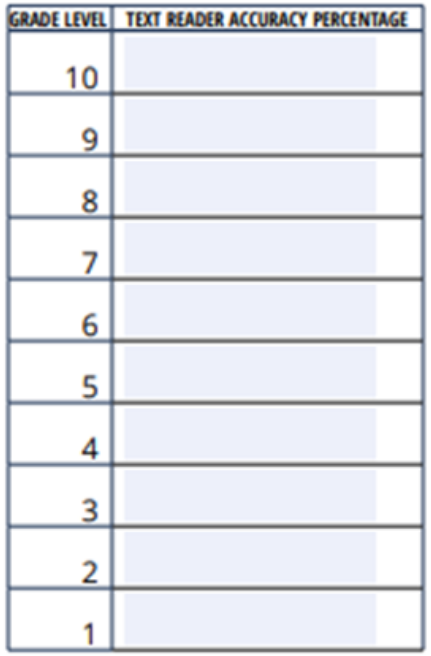
Tool used

Date administered

- Lexile level must be from current school year.
- Must provide Lexile not grade level.
- The Lexile level will help support severe deficits in decoding skills.
- A Lexile of 500 or above will not be approved.

Question 6

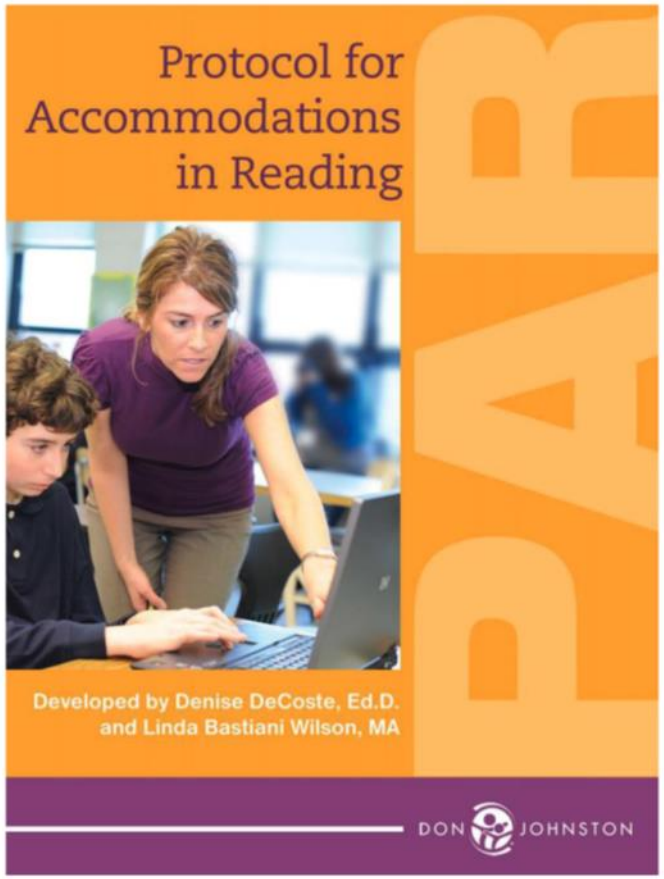
What are the student's results from the Protocol for Accommodations in Reading (PAR or uPAR)?



GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

- Start at the student's grade level and administer the Text Reader with the PAR passage.
- Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader.
- If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above.
- Student's not achieving a 50% at any grade level will not be approved.
- We have to see that the student is benefiting from the accommodation when comparing to the Lexile level.

Protocol for Accommodations in Reading (PAR)



- The Protocol for Accommodations in Reading (PAR) is **a formative assessment tool** that can be used with any student struggling with reading.
- The PAR is intended to help educators **make informed decision about reading accommodations.**

TASN Instruction within Inclusive Learning Environments Resources

Text to Speech Series (Slides) Presented by Christina Kerr, Infinitec Cadre Member

- Text to Speech: The What, Why & Who - In this session you will learn what is text to speech, why you should use text to speech with students and who can benefit from it.
- Considering Text-to-Speech: SETting the Stage for Tool Selection - In this session you will learn about the SETT framework and the importance of considering the student, environment and tasks before choosing a text to speech tool.
- Using the uPAR/PAR to Gather Data for Consider Text-to-Speech for Students - In this Session you will learn what is the uPAR/PAR, the basics of how to administer it and how to interpret the results.
- Selecting Text to Speech Tools to Meet Your Student's Needs - In this session you will learn about some of the most common differences between text to speech tools and learn about accessible for Inaccessible text. Included in the slides will be additional videos on some of the most commonly used text to speech tools that can be explored.
- Ideas for Getting Started with Text to Speech Tools - In this session you will learn about get inspiration and tips on getting started with the process. Included in the slides will some barriers and ways to overcome the barriers.

Contact Information

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Education Program Consultant
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crogers@ksde.org

Dr. Watson

KSDE Program Managers

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Service Center Collaboration

258 dates, 7 locations, 7 areas - November 2024 to January 2026

KSDE + Service Centers = Incredible Partnership

ESC/KSDE Collaboration Information

ESC/KSDE Collaboration

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

A

2017 Math Standards

Mathematics Standards Alignment Toolkit

A

2017 Math Standards Document

B

Kansas Math Standards Guidance Document

C

Unpacking the Kansas Math Standards and SMPs

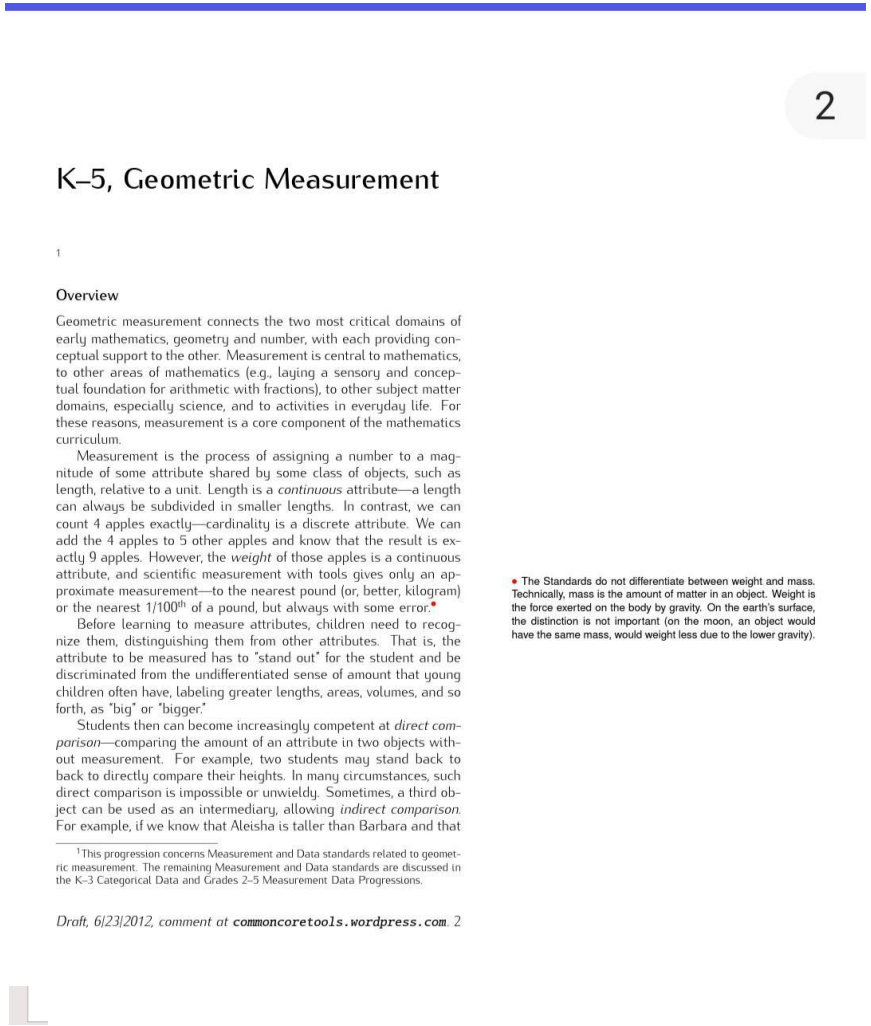
D

Curriculum Adoption Process and Evaluation Tool

E

Suggested Scope and Sequence

Kansas Math Standards Documents



2

K–5, Geometric Measurement

1

Overview

Geometric measurement connects the two most critical domains of early mathematics, geometry and number, with each providing conceptual support to the other. Measurement is central to mathematics, to other areas of mathematics (e.g., laying a sensory and conceptual foundation for arithmetic with fractions), to other subject matter domains, especially science, and to activities in everyday life. For these reasons, measurement is a core component of the mathematics curriculum.

Measurement is the process of assigning a number to a magnitude of some attribute shared by some class of objects, such as length, relative to a unit. Length is a *continuous* attribute—a length can always be subdivided in smaller lengths. In contrast, we can count 4 apples exactly—cardinality is a discrete attribute. We can add the 4 apples to 5 other apples and know that the result is exactly 9 apples. However, the *weight* of those apples is a continuous attribute, and scientific measurement with tools gives only an approximate measurement—to the nearest pound (or, better, kilogram) or the nearest 1/100th of a pound, but always with some error.•

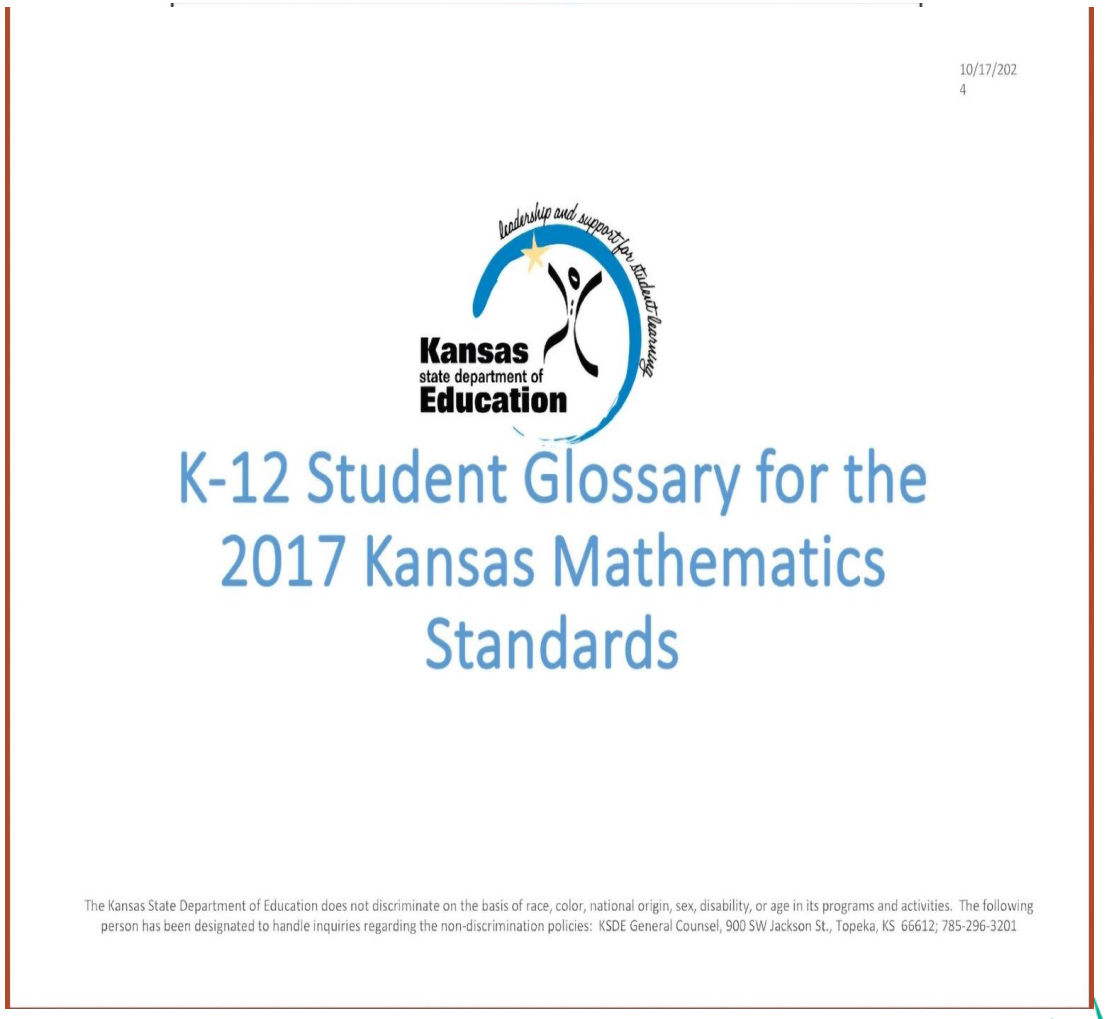
Before learning to measure attributes, children need to recognize them, distinguishing them from other attributes. That is, the attribute to be measured has to "stand out" for the student and be discriminated from the undifferentiated sense of amount that young children often have, labeling greater lengths, areas, volumes, and so forth, as "big" or "bigger."

Students then can become increasingly competent at *direct comparison*—comparing the amount of an attribute in two objects without measurement. For example, two students may stand back to back to directly compare their heights. In many circumstances, such direct comparison is impossible or unwieldy. Sometimes, a third object can be used as an intermediary, allowing *indirect comparison*. For example, if we know that Aleisha is taller than Barbara and that

• The Standards do not differentiate between weight and mass. Technically, mass is the amount of matter in an object. Weight is the force exerted on the body by gravity. On the earth's surface, the distinction is not important (on the moon, an object would have the same mass, would weight less due to the lower gravity).

[1]This progression concerns Measurement and Data standards related to geometric measurement. The remaining Measurement and Data standards are discussed in the K–3 Categorical Data and Grades 2–5 Measurement Data Progressions.

Draft, 6/23/2012, comment at **commoncoretools.wordpress.com**. 2



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4

leadership and support for student learning

Kansas state department of Education

K-12 Student Glossary for the 2017 Kansas Mathematics Standards

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. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 900 SW Jackson St., Topeka, KS 66612; 785-296-3201

KSDE - Kansas Math Standards Guidance Document

The major work of the grade level should focus on the major clusters. The supporting and additional clusters should support the major clusters and provide foundational ideas for future mathematics.

Major | Supporting | Additional | All

Kansas Math Standards | Mathematics Flipbooks | Student Glossary
Assessment Calendar Overview | Interim Blueprint | Resource Sheet
IXL | Educator Portal | Lexile/quantile.hub

Previous Grade(s) Standards	8th Grade Standards Taught in Advance	8th Grade Standard	8th Grade Standards Taught Concurrently	Building Toward Other 8th Grade Standards Horizontal Alignment	Future Grade Standard(s) Vertical Alignment	Standards of Mathematical Practice	Vocabulary	Resources	Notes
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison (Example: 6 times as many vs. 6 more than). (4.OA.2)		**8.EE.2** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.* (8.EE.3)	**8.EE.3** Read and write numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities *(e.g. use millimeters per year for seafloor spreading).* Interpret scientific notation that has been generated by technology. (8.EE.4)		**N.RN.1** (9/10) Know and apply the properties of integer exponents to generate equivalent numerical and algebraic expressions. (8.EE.1)	SMP 2: Reason abstractly and quantitatively. SMP 5: Use appropriate tools strategically. SMP 6: Attend to precision.	**Integer** **Scientific notation**	Integers: The set of whole numbers and their opposites: . . . ,-2, -1, 0, 1, 2, . . . Scientific notation: Where a number is written in two parts-A decimal point is placed after the first non-zero digit. This is followed by: ×10 to a power that will put the decimal point back where it should be.	
5.NBT.2 Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5.NBT.2)									
7.EE.3 Solve multi-step real-life and mathematical problems with rational numbers. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50.* (7.EE.3)		**8.EE.3** Read and write numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities *(e.g. use millimeters per year for seafloor spreading).* Interpret scientific notation that has been generated by technology. (8.EE.4)	**8.EE.2** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.* (8.EE.3)		**N.Q.1** (all) Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.★ (N.Q.1)	SMP 2: Reason abstractly and quantitatively. SMP 4: Model with mathematics. SMP 6: Attend to precision.	**Integer** **Scientific notation**		

Early Learning Standards | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Algebra 1 | Geometry | Algebra 2 | Edits

KSDE - Kansas Math Standards Guidance Document

The major work of the grade level should focus on the major clusters. The supporting and additional clusters should support the major clusters and provide foundational ideas for future mathematics.

Major | Supporting | Additional | All

Kansas Math Standards | Mathematics Flipbooks | Student Glossary
Assessment Calendar Overview | Interim Blueprint | Resource Sheet
IXL | Educator Portal | Lexile/quantile.hub

Previous Grade(s) Standards	7th Grade Standards Taught in Advance	7th Grade Standard	7th Grade Standards Taught Concurrently	Building Toward Other 7th Grade Standards Horizontal Alignment	Future Grade Standard(s) Vertical Alignment	Standards of Mathematical Practice	Vocabulary	Resources
	and the probability that a girl will be selected. (7.SP.7a) b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?* (7.SP.7b)							

Interim Assessment Blueprint

7.RP.1	Interim 1	Fall 10/14/24 to 11/1/24	7.NS.3	Interim 2	Spring 1/20/25 to 1/31/25	7.G.1	Not on an interim	Notes:
7.RP.2 a-d	Interim 1		7.EE.1 (needs to be taught before 7.EE.4 a-b)	Interim 2		7.G.2	Not on an interim	
7.RP.3	Interim 1		7.EE.2 (needs to be taught before 7.EE.4 a-b)	Interim 2		7.G.3	Not on an interim	
7.NS.1 a-e	Interim 1		7.EE.3	Interim 2		7.G.5 a-b	Not on an interim	
7.NS.2 a-d	Interim 1		7.G.4	Interim 2		7.G.6	Not on an interim	
7.EE.4 a-b	Interim 1		7.SP.5	Interim 2		7.SP.1 a-b	Not on an interim	
			7.SP.6	Interim 2		7.SP.2	Not on an interim	
			7.SP.7 a-b	Interim 2		7.SP.3	Not on an interim	
			7.SP.8 a-c	Interim 2		7.SP.4	Not on an interim	

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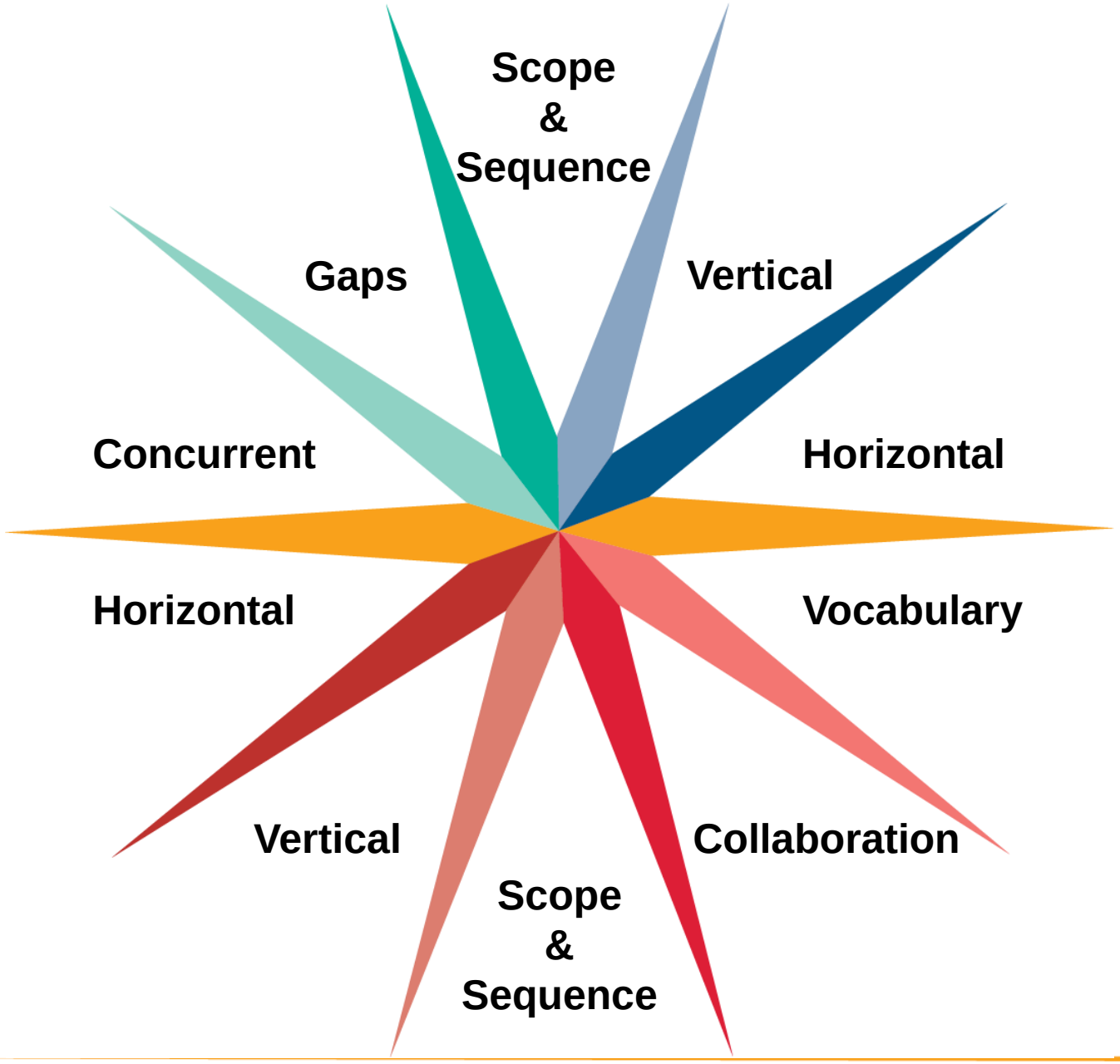
If you have any questions or edits, please contact J
or call 785-296-68

Add 1000 more rows at the bottom

Early Learning Standards | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Algebra 1 | Geometry | Algebra 2 | Edits



How can we use the Kansas Math Standards Guidance Document?

Topics at the Service Centers

- Standards Alignment Toolkit
- Unpacking the Kansas Math Standards
- Unpacking the Standards for Mathematical Practices
- Aligning the Kansas Standards to Curriculum
- Using a Balanced Assessment System to Drive Instruction

Kansas Math Standards Unpacking Template

GRADE	DOMAIN:
CLUSTER:	
Grade Level Standard:	

What do the students need to know?	What do the students need to be able to do?	ASPECTS OF RIGOR Procedural Conceptual Application
Key Vocabulary		Misconceptions
MATHEMATICAL PRACTICES 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Explanation	Examples
Alignment	Horizontal: Vertical:	

KSDE Math Newsletter

KSDE Math listserv

email: jhamlet@ksde.org

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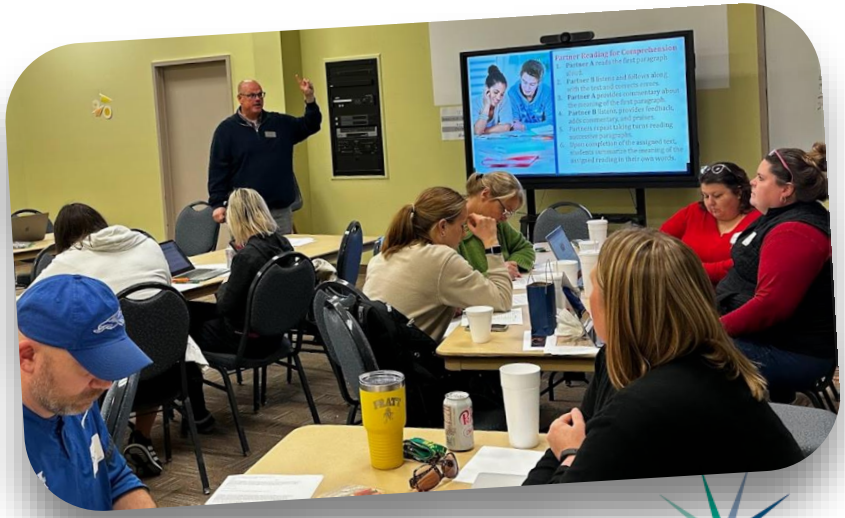
HGSS Teacher Leader Team



HGSS

Standards Alignment

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

in Social Studies.

NCHE
National Council for History Education

KSDE Partnership with the National Council for History Education

For Elementary Educators in grade 3-5

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Unit Planning Guidance

The work of each unit of study should be centered around a "**Focus Standard**", while building a depth of knowledge through scaffolded HGSS benchmarks connecting HGSS discipline literacies and skills.

HGSS Standards:

1. **Choices have consequences.**
2. **Individuals have rights and responsibilities.**
3. **Societies are shaped by identities, beliefs and practices of individuals and groups.**
4. **Societies experience continuity and change over time.**
5. **Relationships among people, places, ideas and environments are dynamic.**

HGSS Content and Skills Planning Tool for Units of Study

(The Unit plan of Study is designed to assist educators as they intentionally link the KSDE HGSS Standards with Units of Study in the classroom. **This is not meant to replace daily lesson planning**. Follow the steps below to complete this Unit Plan of Study.)

Step 1: Unit of Study:_____
(Identify the essential content covered in the unit. For example, The Vietnam Era, Bleeding Kansas, Regions of Kansas, etc.)

Step 2: HGSS Focus Standard: _____
(Select the HGSS Standard and Benchmarks that will inform the instruction for the Unit. Your instruction may change depending on the Focus Standard selected. Use the HGSS Benchmark sentence starters to aid in building your unit.)

1. The student will recognize and evaluate...
2. The student will analyze the context and draw conclusions about...
3. The student will investigate and connect ___ with contemporary issues.
4. The student will use their understanding of ___ to make a claim or advance a thesis using evidence and argument.

Step 3: HGSS Supporting Standard(s):
(Identify which HGSS Standards will best support the Unit. Not all remaining standards will be utilized.)

Step 4: Compelling question(s):
(As compelling questions typically focus on a narrow amount of content, you may have several compelling questions depending on the scope of the unit. Refer to page 7 of the Classroom Based Assessment Toolkit for Compelling Question ideas.)

Step 5: Assessment Connections:
(How does this unit prepare teachers and students for a Classroom Based Assessment?)

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

2024-25 HGSS Regional PLCs: Locations and Dates with Registration Links

Sublette, KS | Oakley, KS | Girard, KS | NE Kansas (KCK and Olathe) | Hutchinson, KS | Salina, KS

KSDE PLC Registration Page

2024-25 Social Studies PLCs: Join the KSDE Teacher Leaders for a wonderful year of learning focused on innovative instructional strategies and collaboration with fellow educators. **All built around the KSDE Four Fundamentals with a focus on Standards Alignment and High-Quality Instruction**

Northwest Educational SC in Oakley, KS Dates
Oakley: September 27, 2024
Oakley: November 22, 2024
Scott City: February 21, 2025 (LOC)
Oakley: March 28, 2025

Greenbush Education SC in Girard, KS Dates
October 5, 2024
December 6, 2024
February 28, 2025
April 7, 2025 (LOC)

SW Plains Regional SC in Sublette, KS Dates
Sublette: September 30, 2024
Sublette: December 2, 2024
Scott City: February 21, 2025 (LOC)
Sublette: April 15, 2025

ESSDACK in Hutchinson, KS Dates
October 16, 2024
December 11, 2024
February 19, 2025 (LOC)
April 16, 2025

NE KS Dates and Locations
October 4, 2024 (KCK Board Building)
December 11, 2024 (Olathe Resource Center)
February 14, 2025 (KCK Board Building)
April 3, 2025 (Olathe Resource Center) (LOC)

Smoky Hill in Salina, KS Dates
October 3, 2024
December 5, 2024
February 27, 2024
April 10, 2024

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)

Eighth Grade

Recommended standards bundling & course scope and sequence.

Force & Motion

MS-PS2-1
MS-PS2-2
MS-PS3-1

Waves

MS-PS4-1
MS-PS4-2
MS-PS4-3

Weather & Climate

MS-ESS2-5
MS-ESS2-6
MS-ESS3-5

Human Impact on Ecosystems

MS-ESS3-3
MS-ESS3-4
MS-LS2-4
MS-LS2-5

Change in Populations over Time

MS-LS4-4
MS-LS4-5
MS-LS4-6
MS-LS4-1
MS-LS4-2
MS-LS4-3

Standards Alignment Process Example

Students who demonstrate understanding can:

MS-PS2-2. **Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.** [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [*Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.*]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.

- Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Science knowledge is based upon logical and conceptual connections between evidence and explanations.

Disciplinary Core Ideas

PS2.A: Forces and Motion

- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
- All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.

Crosscutting Concepts

Stability and Change

- Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.

Analyze Vertical Alignment

Target SEP Progression: Planning and Carrying Out Investigations		
Below Grade Level *Copy and paste all K-8 element(s) from Appendix F.*	**Grade Level** • *Copy and paste element(s) from the foundation box.*	**Above Grade Level** • *Copy and paste element(s) from Appendix E or NSTA SEP Foundations.* • ***BOLD** or highlight an element that is similar to the targeted element.*
3-5 • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. K-2 • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	• Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded,	9-12 • Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. • Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.

Science & Engineering Practice (SEP) Unpacking

"Plan an investigation to provide evidence…"

BOX 1: **What ideas or skills are truly unique to this grade band?**
• Plan investigations individually • Identify independent and dependent variables and controls • Identify what tools are needed to do the gathering • Identify how measurements will be recorded • Identify how many data are needed to support a claim
BOX 2: **What are the key experiences students need access to, in this grade band, in order to successfully move to the next grade band?**

• Identify what variable they want to change in each part of the investigation (independent variable)
  ◦ Mass of object that will have the change in motion or force applied to object that will have change in motion
• Identify what variable to measure as a result of the change (dependent variable)
  ◦ How change in motion will be measured
• Identify all variables that must be kept constant for each part of the investigation (controls)
• Collect data that compares different independent variables (mass or force) in order to support a claim that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

Analyze Vertical Alignment

Target DCI Progression: PS2.A: Forces and Motion

Copy and paste element(s) from final release

Below Grade Level *Copy and paste element(s) from each grade level for specific DCI item here.*	Grade Level	Above Grade-Level
3-5 • Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1) • The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2) K-2 • Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)	• The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. • All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.	9-12 • Newton's second law accurately predicts changes in the motion of macroscopic objects. (HS-PS2-1) • Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. In any system, total momentum is always conserved. (HS-PS2-2) • If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2),(HS-PS2-3)

Disciplinary Core Idea (DCI) Unpacking

"an object's motion depends on the sum of the forces on the object and the mass of the object."

BOX 1: **What are foundational concepts necessary for success that are not covered in previous grade bands?**

- Mass is a measurement of the amount of matter
- Mass is constant regardless of the force acting on it (this is how mass is different than weight)
- When defining a frame of reference for force and motion the following must be defined
  - Initial position
  - Initial motion
  - Horizontal or vertical motion (dimension)
- There are multiple forces acting on an object at a given time but within a defined, one-dimensional frame of reference the relevant forces are only within that dimension
- When forces in the same dimension (horizontal or vertical, etc) sum to zero, the force is described as balanced and the object will not move
- An object in motion has unequal forces acting on it, with a larger force acting in the direction of the motion
- Qualitative changes in motion can be observed through change in speed, or change in distance of an object, or amount of time it takes an object to travel to a certain position (actual speed calculations are not required)

BOX 2: **What are the key ideas that students need to apply in this grade band in order to successfully move to the next?**

- Objects with more mass require a larger force to change their motion
- Objects with less mass require a smaller force to change their motion
- Regardless of mass, the larger the force applied, the larger the change in motion will be for a specific object

Analyze Vertical Alignment

Target CCC Progression: Stability and Change		
Below Grade Level • *Copy and paste element(s) from Appendix G*	**Grade Level** • *Copy and paste element(s) from the foundation box on the PE document.*	**Above Grade Level** • *Copy and paste element(s) from Appendix G*
3-5 • Change is measured in terms of differences over time and may occur at different rates. • Some systems appear stable, but over long periods of time will eventually change K-2 • Some things stay the same while other things change. • Things may change slowly or rapidly.	• Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.	9-12 • Much of science deals with constructing explanations of how things change and how they remain stable. • Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. • Feedback (negative or positive) can stabilize or destabilize a system. • Systems can be designed for greater or lesser stability.

Cross Cutting Concepts (CCC) Unpacking

"...the change in..."

BOX 1: **What ideas or elements are truly unique to this grade band?**
• Constructing explanations of stability and change • Systems can be natural or designed • Forces at different scales
BOX 2: **What are the key experiences students need access to, in this grade band, in order to successfully move to the next grade band?**
• Identify that an object not in motion (balanced forces) would be described as stable • Identify changes in motion as either: change in speed, or change in distance of an object, or amount of time it takes an object to travel to a certain position (actual speed calculations are not required) • Explain that in order to change the motion of an object an unbalanced force must be applied • Explain that in order to change the motion of an object with more mass a larger unbalanced force must be applied than for an object with less mass. • Explain that the change the motion of an object is dependent on both the mass of the object and the sum of the forces acting on the object

Standards Alignment –

How do the standards align with my students?

- What everyday experiences or knowledge from other content areas might students bring to help them develop the targets from the SEP, DCI, and CCC?
- Where are students using and experiencing these ideas, practices, and concepts outside of the science classroom?
- What questions may students have related to these ideas about how the world works?
- What scaffolding might my students need to fully understand this particular standard?
- What phenomena could capture students' interest and provide opportunities to use the science covered in this standard to understand the phenomena

Timeline

High School Standards Alignment Toolkits: November 2024*

Middle School Standards Alignment Toolkit: February 2025*

Elementary School Standards Alignment Toolkit: February 2025*

Standards Alignment Professional Development: Summer 2025

**toolkit dates are tentative as work is in progress*

Other Resources to support...

Is your curriculum resource standards aligned?

KSDE Science Instructional Material & Curriculum Evaluation Tool

tinyurl.com/KSDEsciHQIMtool

Use the SEPs from the standards to guide coaching conversations and cycles

KSDE Science Constructive Coaching Tool

tinyurl.com/KSDEscicoaching

KAP Balanced Assessment Components

Interims (5, 8) and Mini-Test Items (3-5)

KSDE Science Newsletter

English Language Arts
English Learners

KANSAS
STATE DEPARTMENT OF
EDUCATION
www.ksde.org | #KansansCan

Kansas leads the world in the success of each student.

English Language Arts/ English Learner Teacher Leader Consultants

Effie Conway

LuAnn Fox

Jennifer Hansen

Mary Lonker

Mary Williams

Denice Scott

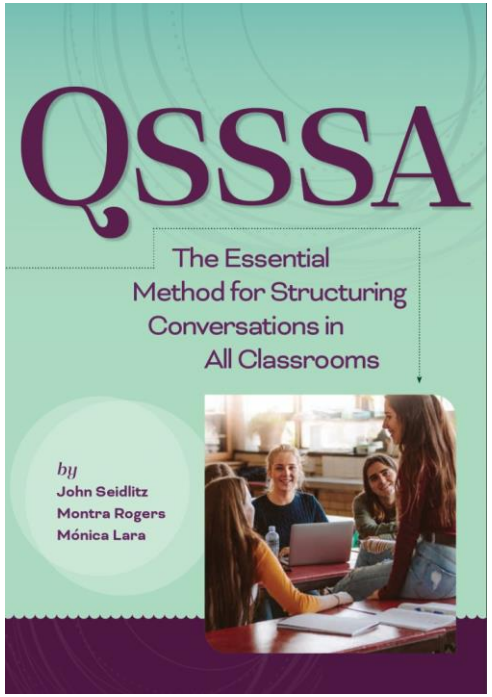
Tonya Martinez

English Language Arts/ English Learners Team

Work in support of Kansas School Improvement

- Creation of the English Language Arts Standards Alignment Toolkit
- Provision on-demand professional learning for educators, starting November
- Service Center Collaborative Effort

Share, Assess
English Learners TLC/ FE



This text-dependent study delves into the book

QSSSA: The Essential Method for Structuring Conversations in All Classrooms.

Meets on Thursdays from 6:00-7:30 p.m CST.

Will conclude December 12th

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

- Examining the importance of text complexity and analyzing how to use it to increase learning
- Engaging in deep learning of the Kansas ELA standards, including vertical alignment and the support provided by the KSDE mini-tests and interim assessments
- Examination of the KSDE Writing Tenets and application to all content areas

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

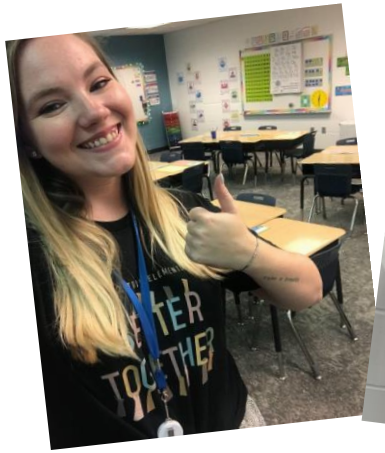
The Early Literacy/ Dyslexia Team

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

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








Kansas Dyslexia Initiatives

Universal screening- no anticipated changes

Newly revised Initial Dyslexia Modules were implemented this fall

Literacy Leadership Cadre to offer networking and support for Kansas LETRS facilitators as teachers implement LETRS within the district's curriculum

Literacy Lifeline is up and running…help for any and all via email, Zoom or information provided to all through the newsletter.

Kansas Literacy Blueprint meetings as scheduled or requested

Structured Literacy Toolkit

Structured literacy within school improvement

Clarification of terms

Process of reading acquisition

Principles and elements of structured literacy

Instructional shifts from balanced literacy to structured literacy

Aligned materials and practices

Using assessments to guide instruction/ intervention

Effective professional collaboration to support both students and teachers

Coherent professional learning and offerings from KSDE

How to remain aware of and connected to support at KSDE

Service Center Collaborative Efforts: Early Literacy/ Dyslexia Team

- Instructional shifts required to move from balanced literacy to structured literacy
- Effective use of literacy data to meet the needs of all students
- Evidence-based practices for teaching phonological awareness, decoding, and sight words
- Differentiation of phonics instruction and management of small-group literacy instruction

Service Center Collaborative Efforts: Early Literacy/ Dyslexia Team

- 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*
- *Listservs (Early Literacy/ Dyslexia)*
- *KSDE Dyslexia Webpage*
  - ELitDyslexia@ksde.org or lcurtis@ksde.org

KESA

Jay Scott

Hayley Steinlage

Data Review Guide

School Improvement Data Review Guide & Data Literacy

Data Literacy

Read – Explore data

Includes accessing data & taking time to review

Write – Collect and produce

Filling current data gaps

Communicate – Tell your story

Interpreting your data to understand what's happening

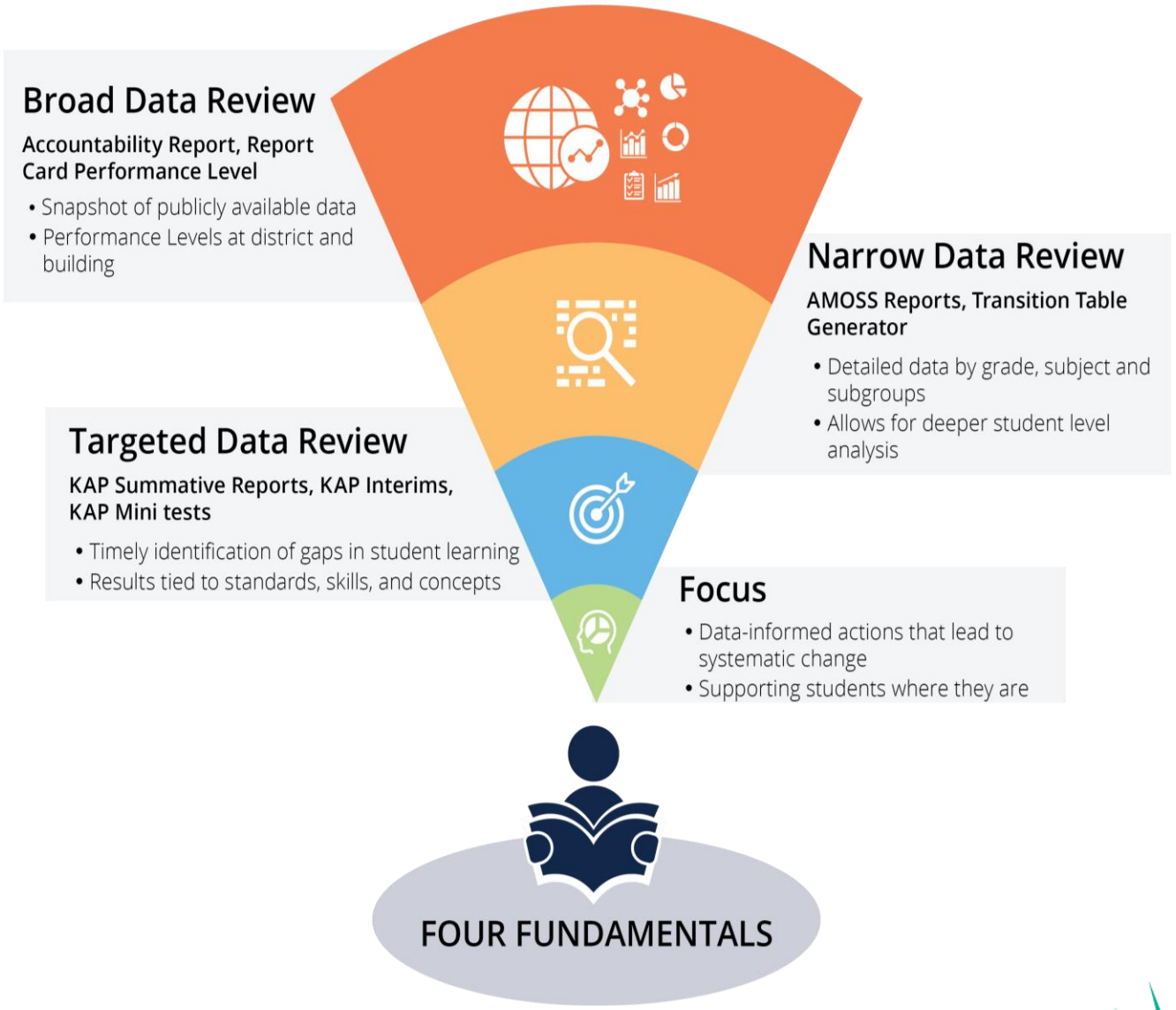
Reason – Use data to inform decisions appropriately

Data Review Guide

- Data Review Guide

- Nine key sources of data
  - **What** the data is
  - **Where** to access the data
  - Appropriate **uses**
  - **Who** can/should have access

- Focuses on standards-based assessment data sources
  - Also includes Universal and Dyslexia screener data



Action Plan Review

- Purpose, process, supports

Timeline

Implementation	School Year	Compliance	School Improvement	Outcomes
Year 1	2024-2025	Report Evaluate	Evaluate • Action Plan	Report
Year 2	2025-2026	Report Evaluate	Evaluate • Action Plan • Implementation	Report
Year 3	2026-2027	Report Evaluate	Evaluate • Action Plan • Implementation	Report Evaluate*

*We will begin evaluating outcomes in 2026-27 school year.

Support systems in developing a plan for which they are prepared to report and demonstrate implementation.

Purpose of the Action Plan Review Team

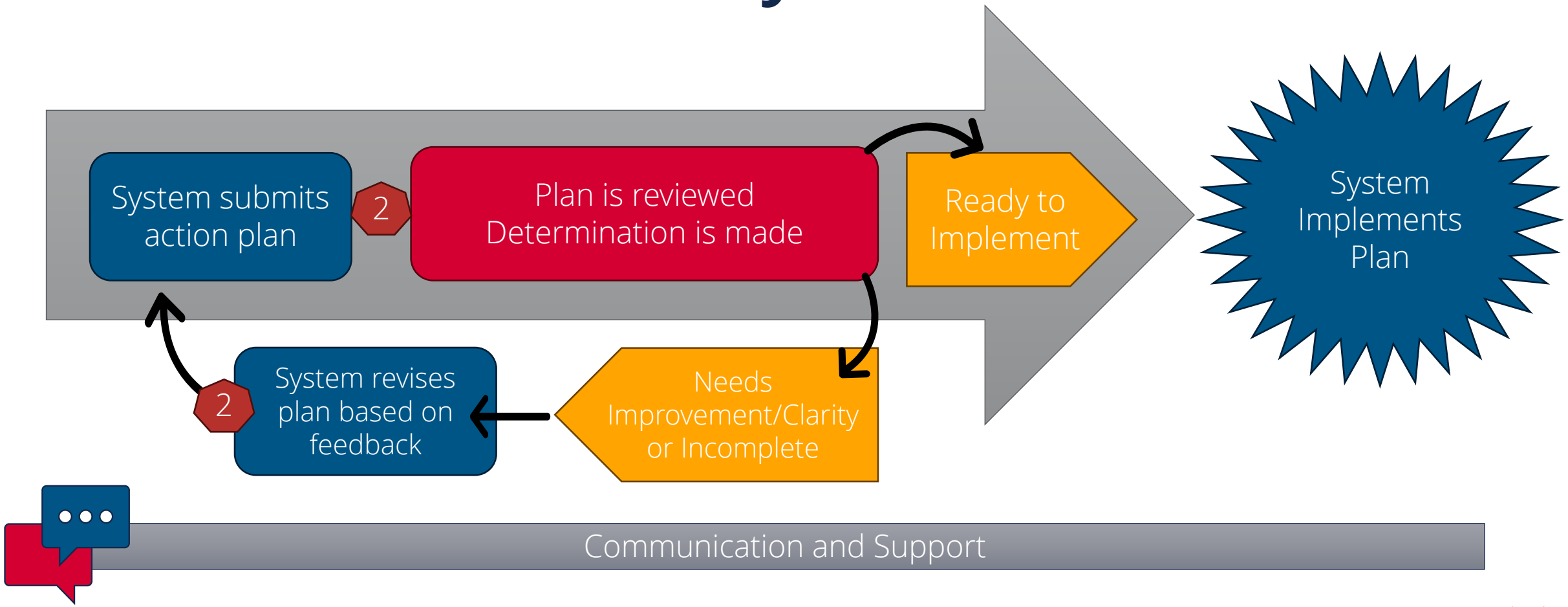
Review Questions

Questions for System Self-Review	
Criteria	Self-Review Questions
Clarity of action plan	• 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	• 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	• 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?

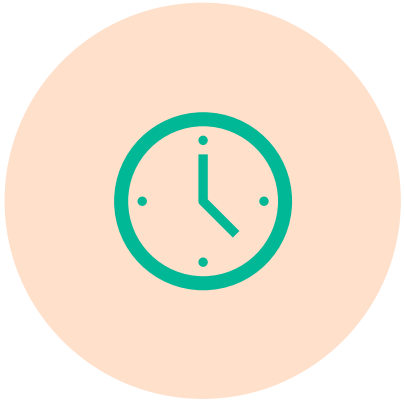
Review Rubric

Determination			
	Incomplete	Needs Improvement/Clarity	Ready to Implement
Criteria	No evidence of criteria	Some evidence of criteria	Clear evidence of criteria
Clarity of action plan	The action plan does not include clear description to understand what the system is doing or how they will measure progress.	The action plan includes some description of what the system is doing and/or how they will measure progress, but more clarity is needed to understand their actions fully.	The action plan includes clear description to understand what the system is doing and how they will measure their progress.
Alignment with the School Improvement Model	The actions described in the action plan do not demonstrate alignment with the fundamental(s), structure(s) and/or lead indicator(s).	The actions described demonstrate some alignment with the fundamental(s), structure(s) and/or lead indicator(s) but the relationship between these action plan elements requires more clarity.	The actions described in the action plan clearly demonstrate alignment with the fundamental(s), structure(s), and lead indicator(s) selected.
Evidence of Data-informed decision making	The action plan does not include current data and evidence, measures of progress and/or targets.	The system reported some evidence, measures of progress and/or targets, but more information is needed to understand how the information informed the selection of the lead indicator and/or how the system will monitor progress towards their reported targets.	The system reported all relevant current data and evidence that is clearly associated with the selected lead indicators. The system also reported measures of progress that will appropriately inform them of the progress towards the reported targets.

Action Plan Review Cycle



Action Plan Supports



MONTHLY OFFICE HOURS

RESOURCES

COMMUNICATE WITH KSDE REVIEW TEAM FEATURE

Action Plan Supports

- Action Plan Office Hours
  - Upcoming, 3:00 – 4:00 on Zoom
    - December 4th
    - January 8th
    - February 5th
    - March 5th
    - April 2nd
    - May 7th
    - June 4th
- Watch accreditation listserv and KSDEWeekly for announcements

Pre-submit your questions here.

Action Plan Supports

- Resources
  - Accreditation webpage
    - Ksde.org > Accreditation from righthand navigation menu
    - Scroll down to resources
  - Three to highlight
    - KESA Application Instructions
    - Action Plan Blank Template
    - Action Plan Guide

Action Plan Supports

- Communicate with KSDE Review Team
  - Send quick questions
  - Get feedback on your draft
  - Ask for clarifications on your revisions
  - Address technical difficulties in application
  - Request one-on-one support
    - We can coordinate a zoom or phone call to collaborate

Questions?

Hayley Steinlage
Sr. Education Research Analyst
Career, Standards and Assessment Services
(785) 296-6177
hasteinlage@ksde.org

Licensure News

Shane Carter

Licensure and Literacy Requirements Update

November 15, 2024

KANSAS
STATE DEPARTMENT OF
EDUCATION
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Kansas leads the world in the success of each student.

Agenda

- RTAP
- Review of Literacy Requirements for Veteran Educators.
- Review of Literacy Training Providers.
- Review of Test Options.
- Seal of Literacy.
- Tracking and Reporting
- Questions

RTAP

- Application window closed November 1, 2024.
  - 78 apprentices added.
  - Total of 173 apprentices.
  - District count is approximately 52.
- District Grant Awards will go to the December 2024 board meeting as a consent agenda item.
- Funds will be available NLT January.
- Youth apprenticeship pilot will start soon.

Science of Reading and Licensure Requirements

- Professional Licensure Renewal
  - Required for licensure renewal as of July 1, 2028 for educators actively serving as:
    - Elementary English Language Arts teachers.
    - Elementary History, Government and Social Studies teachers.
    - Special Education teachers who provide services to elementary students.
    - Reading Specialists who provide services to elementary students.
    - School Psychologists who provide services to elementary students.
    - Administrators assigned to elementary schools.
  - The current elementary endorsement is PrK-6; when the term Elementary is used above it indicates grades PreK-6.

Science of Reading and Licensure Requirements

- Professional Development Training
  - State Board approved.
    - **LETRS**. TASN works with technical assistance providers throughout Kansas. | KSDE TASN
      - The only training paid for by KSDE.
      - LETRS for Elementary Educators (Volumes 1 and 2). Required for Elementary K-6 educators and optional for administrators.
      - LETRS for Early Childhood Educators available for PreK teachers.
      - LETRS for Administrators. Administrators may complete this training or the LETRS for Elementary Educators.
      - Must complete training aligned to the position your employed.
      - Extensions available for $99; out of pocket payment required.
    - **AIMS Pathways to Proficient Reading.** https://institute.aimpa.org/aim-pathways/aim-pathways-landing-pages/kansas
      - Pathways to Proficient Reading. Available for all educators.
      - Pathways to Proficient Reading Secondary. An option for districts who want a training geared to Secondary teachers.
      - Pathways to Literacy Leadership. Available for administrators only.
    - **Keys to Literacy.** Kansas Science of Reading-Structured Literacy Licensure Requirements - Keys to Literacy
      - Keys to Beginning Reading. Available for all educators.

Science of Reading and Licensure Requirements

- Completion Requirements.
  - LETRS.
    - For Elementary Educators.
      - 80% Units 1-4 Post-Test.
      - 80% Units 5-8 Post-Test.
    - For Early Childhood Educators.
      - 80% Units 1-4 Post-Test
    - For Administrators.
      - 80% Units 1-5 Post-Test.

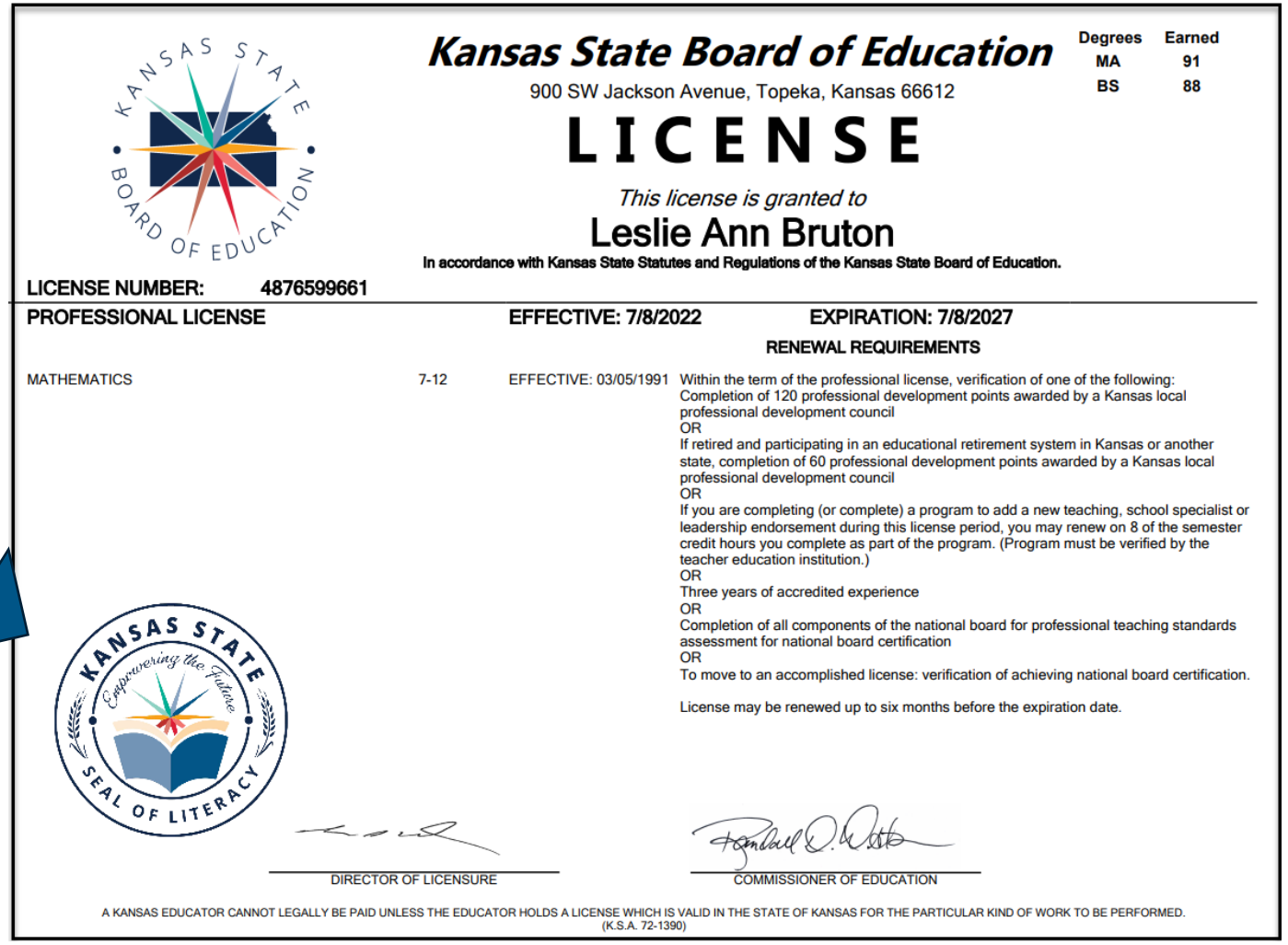
Science of Reading and Licensure Requirements

- Completion Requirements
  - AIMS Pathways.
    - Pathways to Proficient Reading.
      - 80% Post-Course Knowledge Inventory.
    - Pathways to Proficient Reading Secondary.
      - 80% Post-Course Knowledge Inventory.
    - Pathways to Literacy Leadership.
      - 80% Post-Course Knowledge Inventory.
  - Keys to Literacy.
    - Keys to Beginning Reading.
      - Certificate of Completion.

Science of Reading and Licensure Requirements

- **Test Options for Veteran Educators**
    - ETS
        - Elementary Educators- Teaching Reading (sub-test 7002).
            - Passing Score 143.
            - Cost $85.
    - Pearson
        - Pearson:190 Foundations of Reading.
            - Passing Score 140.
            - Cost $139.
    - Center for Effective Reading and Instruction
        - Knowledge and Practice Examination for Effective Reading Instruction (KPEERI).
            - Passing Score 500.
            - Cost $165.

Seal of Literacy



Kansas State Board of Education

900 SW Jackson Avenue, Topeka, Kansas 66612

Degrees	Earned
MA	91
BS	88

LICENSE

This license is granted to

Leslie Ann Bruton

In accordance with Kansas State Statutes and Regulations of the Kansas State Board of Education.

LICENSE NUMBER: 4876599661

PROFESSIONAL LICENSE **EFFECTIVE: 7/8/2022** **EXPIRATION: 7/8/2027**

RENEWAL REQUIREMENTS

MATHEMATICS	7-12	EFFECTIVE: 03/05/1991	Within the term of the professional license, verification of one of the following: Completion of 120 professional development points awarded by a Kansas local professional development council OR If retired and participating in an educational retirement system in Kansas or another state, completion of 60 professional development points awarded by a Kansas local professional development council OR If you are completing (or complete) a program to add a new teaching, school specialist or leadership endorsement during this license period, you may renew on 8 of the semester credit hours you complete as part of the program. (Program must be verified by the teacher education institution.) OR Three years of accredited experience OR Completion of all components of the national board for professional teaching standards assessment for national board certification OR To move to an accomplished license: verification of achieving national board certification.

License may be renewed up to six months before the expiration date.

DIRECTOR OF LICENSURE

COMMISSIONER OF EDUCATION

A KANSAS EDUCATOR CANNOT LEGALLY BE PAID UNLESS THE EDUCATOR HOLDS A LICENSE WHICH IS VALID IN THE STATE OF KANSAS FOR THE PARTICULAR KIND OF WORK TO BE PERFORMED. (K.S.A. 72-1390)

Seal of Literacy Required Position Tracking

- Educator Data Collection System.
  - Assignment verification use Licensed Personnel Guide: 2024-2025 Licensed Personnel Guide
    - Elementary Educators (Educator Type 1).
      - Subject Area (80).
      - Subject Area (81).
      - Subject Area (84).
    - Early Childhood Educators (Educator Type 1).
      - Subject Area(89). OR
      - Subject Areas (80), (81), (84) and PreK grade level only selected.
    - Special Education (Educator Type 4).
      - Subject (94) and Elementary Grade Level selected (Prk-6).

Seal of Literacy Required Position Tracking

- Educator Data Collection System.
  - Assignment verification use Licensed Personnel Guide: 2024-2025 Licensed Personnel Guide
    - School Specialists (Educator Type 6).
      - Reading Specialist (96001) and Elementary Grade Level selected (Prk-6).
      - School Psychologist (96004) and Elementary Grade Level selected (Prk-6).
    - Administrators (Educator Type 8).
      - Principal (91009) and Elementary Grade Level Selected (Prk-6).
      - Assistant Principal (91001) and Elementary Grade Level (Prk-6).
      - Building Level Supervisor – General Education (91011) and Elementary Grade Level (Prk-6).
      - Building Level Supervisor/Coordinator SPED (91012) and Elementary Grade Level (Prk-6).
      - Other Building Level Assistant Administrator (91007) and Elementary Grade Level (Prk-6).

Position Confusion

- Complete the training appropriate to the position in which you are serving.
- Once the Seal of Literacy is on your license, you will not be required to complete additional training for licensure renewal.
  - If you change positions after the Seal of Literacy is earned, your district may require additional professional development, but there will not be an additional requirement to renew a license.
- Elementary Educator vs Middle School Educator.
  - Elementary- Educator Type 1 and Subject Areas (80, 81, 84).
  - Middle School – Educator Type 2 and Subject Area (51,54).
  - Educators with Elementary PreK-6, K-6 and K-9 endorsements may teach middle school at the grade level.
  - If an individual is reported as Educator Type 2; qualification for the Seal of Literacy is optional at this time.

EDUCATOR TYPE 1
Elementary/Pre-School
(Pre-K - Grade 6)

ELEMENTARY SELF-CONTAINED

SUBJECT AREA 80	ELEMENTARY SELF-CONTAINED	ENDORSEMENT(S)
80001	Single grade self-contained classroom	Early Childhood Education (Pre-K-3) or Early Childhood Unified (B-K or B-3) or Elementary Education (PRK-6, K-6 or K-9) or Early-Late Childhood Generalist (K-6)
80002	Multi-grade self-contained classroom	Early Childhood Education (Pre-K-3) or Early Childhood Unified (B-K or B-3) or Elementary Education (PRK-6, K-6 or K-9) or Early-Late Childhood Generalist (K-6)

ENGLISH LANGUAGE ARTS (ELA)

SUBJECT AREA 81	ELA	ENDORSEMENT(S)
81001	ELA	Early Childhood Education (Pre-K-3) or Early Childhood Unified (B-K or B-3) or Elementary Education (PRK-6, K-6 or K-9) or Early-Late Childhood Generalist (K-6)
81002	Reading	Early Childhood Education (Pre-K-3) or Early Childhood Unified (B-K or B-3) or Elementary Education (PRK-6, K-6 or K-9) or Early-Late Childhood Generalist (K-6)
81003-81050	Language Arts	Early Childhood Education (Pre-K-3) or Early Childhood Unified (B-K or B-3) or Elementary Education (PRK-6, K-6 or K-9) or Early-Late Childhood Generalist (K-6)
81103-81150	Reading	Early Childhood Education (Pre-K-3) or Early Childhood Unified (B-K or B-3) or Elementary Education (PRK-6, K-6 or K-9) or Early-Late Childhood Generalist (K-6)
81200-81250	Composition/Writing	Early Childhood Education (Pre-K-3) or Early Childhood Unified (B-K or B-3) or Elementary Education (PRK-6, K-6 or K-9) or Early-Late Childhood Generalist (K-6)

MATHEMATICS

SUBJECT AREA 82	MATHEMATICS	ENDORSEMENT(S)
82001-82050	Mathematics	Early Childhood Education (Pre-K-3) or Early Childhood Unified (B-K or B-3) or Elementary Education (PRK-6, K-6 or K-9) or Early-Late Childhood Generalist (K-6)

EDUCATOR TYPE 2

Middle School Teacher (Grades 5-8)

ENGLISH LANGUAGE ARTS (ELA)

SUBJECT AREA 51	ELA	ENDORSEMENT(S)
51001	ELA	
51002	Developmental Reading	
51003	At-Risk ELA	
51007	IB Language A (English) Middle Years Program	
51008	English as a Second Language (ESOL)	
51009, 51991	Language Arts Laboratory	
51034-51037	Language Arts (grade 6, grade 7, grade 8)	
51046-51049	Reading (grade 6, grade 7, grade 8)	
51053, 51097	Literature/Independent Study	
51066-51068	Strategic, Assisted, Corrective Reading	
51103-51104	Composition/Creative Writing	
51136-51139	Writing (grade 6, grade 7, grade 8)	
51147, 51149	Composition-Independent Study/ Other	
51551	Public Speaking	
51155	Communications	
51197, 51199	Speech - Independent Study/Other	
51203	English - Test Preparation	
51992	English Proficiency Development	
51996-51999	ELA - Other	

The following may teach middle school if licensed at the grade level.
Elementary K-9,
Elementary K-6,
Elementary PrK-6
Middle Level Content area (5-8) ex: ELA (5-8)
Secondary Content area (6-12) ex: ELA (6-12).

MATHEMATICS

Subject Area 52	Mathematics
52001	Informal Mathematics

EDUCATOR TYPE 6

School Specialist

(Grades Pre-K-12)

SUBJECT AREA 96	SCHOOL SPECIALISTS	ENDORSEMENT(S)
96001	Library Media Specialist	Library Media Specialis
96002	Reading Specialist	Reading Specialist
96003	School Counselor	School Counselor
96004	School Psychologist	School Psychologist

EDUCATOR TYPE 8
Leadership/Administration

SUBJECT AREA 91	LEADERSHIP/ADMINISTRATION	ENDORSEMENT(S)
91001	Assistant Principal	Building Leadership, Building Administrator
91002	Assistant Superintendent	District Leadership, District School Administrator
91003	Assistant Director of SPED	District Leadership, Supervisor-SPED, Director of SPED, Program Leadership in SPED or {Building Leadership **AND** SPED endorsement}
91005	Director of SPED	District Leadership, Director of SPED
91007	Other Building Level Assistant Administrator	Building Leadership, Building Administrator
91008	Other District Level Assistant Administrator	District Leadership, District School Administrator
91009	Principal	Building Leadership, Building Administrator
91010	Superintendent	District Leadership, District School Administrator
91011	Building Level Supervisor - General Education	Building Leadership, Supervisor-Content Area, Program Leadership (with verifiable content background), Building Administrator
91012	Building Level Supervisor/Coordinator - SPED	Building Leadership, Supervisor/Coordinator-SPED, Director of SPED, Program Leadership
91014	District Level Supervisor/Coordinator-General Education	District Leadership, Supervisor-Content Area, Program Leadership (with verifiable content background), District School Administrator, Building Leadership
91015	District Level Supervisor/Coordinator-SPED	District Leadership, Supervisor/Coordinator-SPED (2900), Director of SPED, Program Leadership or {Building Leadership **AND** SPED endorsement}

Seal of Literacy Qualification Tracking Primary Method

- LETRS.
  - Teacher Licensure has Lexia LETRS management access.
  - Teacher Licensure will use Lexia data to add Seal of Literacy to qualified educators upon completion of training.
- AIMS Pathways.
  - Teacher Licensure will receive data from Pathways Points of Contact to add Seal of Literacy upon training completion.
- Keys to Literacy.
  - Teacher Licensure will work with Keys to Literacy team and district cohorts directly to receive training completion.

Seal of Literacy Primary Method

- ETS Elementary Teaching Reading exam (7002).
  - Teacher Licensure has data management access and will pull roster of test completers to add Seal of Literacy.
- Pearson Foundations of Reading (190) exam.
  - Teacher Licensure will receive data management access once all agreements are complete, and will pull roster of test completers to add Seal of Literacy.
- KPEERI exam.
  - An official score report will need to be submitted to Teacher Licensure with an application and the Seal of Literacy will be added.

LETRS Data Tracking Example

Participant	Location	Last Login	1-4 Pretest	U1	U2	U3	U4	1-4 Posttest	5-8 Pretest	U5	U6	U7	U8	5-8 Posttest
Average Scores			63%	93%	94%	96%	96%	95%	77%	97%	97%	97%	98%	97%
			67%	100%	94%	100%	96%	91%	73%	100%	100%	100%	100%	95%
			56%	96%	99%	98%	100%	98%						
			31%	100%	100%	S1								
			51%	90%	90%	100%	98%	96%	73%	100%	100%	98%	98%	95%
			58%	96%	87%	85%	84%							
			49%	100%	100%	100%	96%	100%						
			20%	73%	70%	82%	84%	67%	68%	70%	75%	78%	90%	75%
			64%	87%	92%	96%	88%	91%	83%	98%	85%	90%	88%	95%
			40%	81%	83%	76%	86%	76%	30%	83%	80%	80%	78%	68%
			76%	100%	100%	100%	100%	100%	65%	100%	100%	100%	100%	100%
			58%	88%	S2									

Seal of Literacy Alternative Method

- Submit training transcript and certificate of completion with professional license renewal application.

Additional Data Tracking

- Beginning 2025-2026 School Year, districts will be required to submit a Science of Reading training report via the Licensed Personnel Report.

Questions

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Final Thoughts and Questions

Next Meeting

January 30, 2025

Bishop Professional Development Center