

Curriculum Leaders Meeting

September 26, 2025

Bishop Professional Development Center

Topeka, KS





Kansas Instructional Leaders Association

Slides



Curriculum Leaders Meeting

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Welcome

Dr. Renee Nugent



Getting to Know You

Renee Nugent



From the Classroom to the Commissioner's Office:

Let this Chapter Begin

It all Started With a Classroom...

- South Sioux City, Nebraska: English & Coaching
- Dumas, Texas: English, Speech, Gifted Facilitator, Educational Diagnostician
- Garden City, Kansas: School Counselor, School Principal, Assistant Superintendent
- Atchison, Kansas: Superintendent



My Why

Every. Single. Day.





How I Make Decisions (and sleep at night)

Is it good for kids?

Can we support the adults who make change happen?

Can we afford it?

Connect with Others at Your Table

- What's something in your life that you feel most passionate or energized about?
- What's something you find draining, frustrating, or not at all exciting?





School Improvement

Renee Nugent

Where Have We Been?

KESA 1.0



- Lack of objective goals
- Focus on reporting
- 5-year cycle
- Feedback at end of cycle

KESA 2.0

- Specific action plans
- Focus on collaboration
- 1-year cycle
- Feedback, coaching, and support throughout planning process



Foundation to School Improvement

School Improvement in Kansas is...

a continuous, data-informed process designed to advance student success by strengthening the systems of quality instruction, standards alignment, structured literacy, and balanced assessment. It prioritizes support, collaboration, and sustained use of evidence-based practices to meet the unique needs of every school and community.

Goal

We want our students to develop more knowledge and skills leading to greater opportunities and fewer limitations.

The Theory of Action is how we believe the goal can be achieved...

Theory of Action

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.

The Fundamentals help realize the Theory of Action...

The Four Fundamentals

Structured Literacy
Standards Alignment
Balanced Assessment
Quality Instruction

The Kansas School Improvement Model moves the Fundamentals...

Kansas School Improvement Model

Fundamentals (The foundation for school improvement in Kansas schools)	Structures (Define lead indicators and monitor 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)
Structured Literacy We provide literacy instruction aligned to the science of reading and ensure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy.	Resource Allocation	Budget, emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Short-Term Target ● One-Year Target ● DLT Responsibilities
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 grades 4-12.	Educator Evaluation	Educator evaluation processes and conversations account for standards in grades 4-12 and operating conditions for learning in classrooms.	● Short-Term Target ● One-Year Target ● DLT Responsibilities
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 make achievement.	Professional Learning	Design professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Short-Term Target ● One-Year Target ● DLT Responsibilities
Quality Instruction We have a culture of high expectations in our classrooms and provide each student access to grade-level standards and content through high-quality instructional materials.	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.	● Short-Term Target ● One-Year Target ● DLT Responsibilities
	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.	● Short-Term Target ● One-Year Target ● DLT Responsibilities
	Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Short-Term Target ● One-Year Target ● DLT Responsibilities

How Do We Move School Improvement?

Mechanisms of School Improvement

- Kansas Education System Accreditation (KESA) (KSBOE)
- At-Risk Accountability (State Legislature)
- Legislative Needs Assessment (State Legislature)
- Title I ESEA (Federal Government)



How Do We Align School Improvement?

Integrated model: One combined system with aligned identification, plans, supports, and evaluation.

Current State



Ideal State

One system that captures state and federal requirements with a single Theory of Action driving improvement work, and one integrated identification system, plan, support system, evaluation, and data dashboard.



Aligning State and Federal School Improvement

- ESEA Waiver
 - US Department of Education is encouraging SEAs to request waivers from ESEA requirements that hinder state efforts to improve academic achievement
 - KSDE will be seeking a waiver to support alignment work between KESA and Title I School Improvement
 - If granted, this may have an impact on timelines for new identifications and exits, but we will prioritize ensuring 1003a funds remain available



Discussion

- Where are areas that you see misalignment or fragmentation in your school or district's improvement work?
- From your perspective, what state or federal requirements seem disconnected from your district's school improvement focus?
- What does it mean to you to have an integrated and aligned identification system, improvement plan, support system, and evaluation for state and federal school improvement?



School Improvement Working Group

- Lead major components of school improvement work
- Ensure alignment and coherence
- Tracking state/federal efforts, accountability, and projects
- History, current strategy, and future direction of fundamentals
- Unified processes and aligned expectations of school improvement mechanisms
- Data monitoring and evaluation systems
- Coordination and coherence of supports



Working Example with TNTP

Through Quality Instruction
& HQIM



TNTP Instructional Material Update

- Instruction Aligned with State Standards
 - Strong state standards are a starting point for quality instruction but are insufficient on their own. Additional supports are necessary.
 - In some cases, instructional materials—the textbooks and other materials that drive lesson content—may not be aligned or reflect the instructional shifts of state standards. This impacts instruction.
 - As a result, many states have focused on improving use of standards-aligned, high-quality instructional materials as a strategy to improve classroom instruction.



Why Focus on Instructional Materials?

A significant portion of teachers may lack access to standards-aligned, high-quality instructional materials, making it difficult to provide standards-based instruction.	States that have adopted college and career readiness standards identified a gap in deep understanding and instructional practice aligned with these standards.
Teachers lack access to professional learning that could fill this gap and help build their knowledge about aligned instructional practices.	Currently, instructional materials vary dramatically in level of standards alignment and quality.



Supporting Quality Instruction

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

Standards & Vision

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

- ✓ *IM Selection Guidance*

Instructional Materials

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

- ✓ *IM Implementation Guidance*

Implementation

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

- ✓ *Observation Tools*

Quality Instruction

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

Professional Learning for Teachers & Leaders

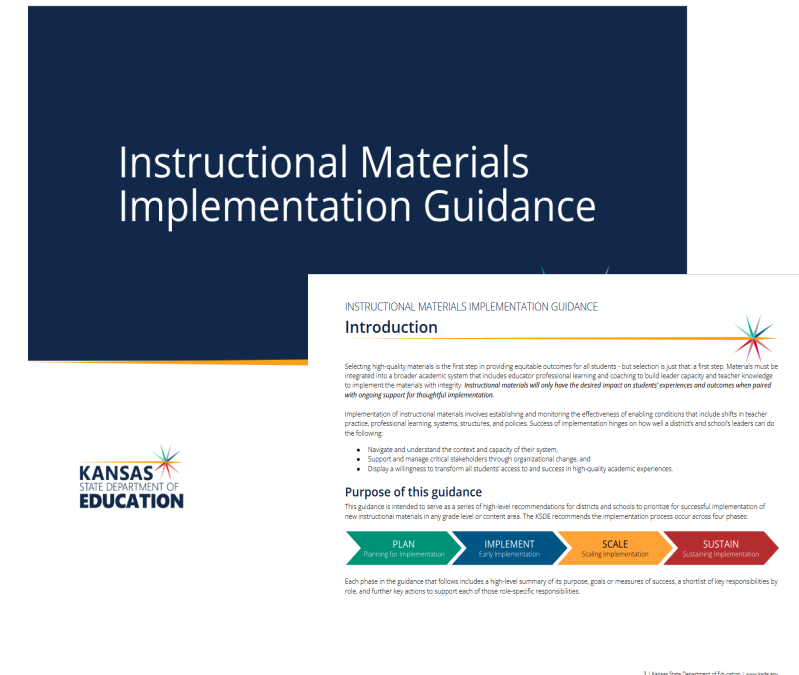
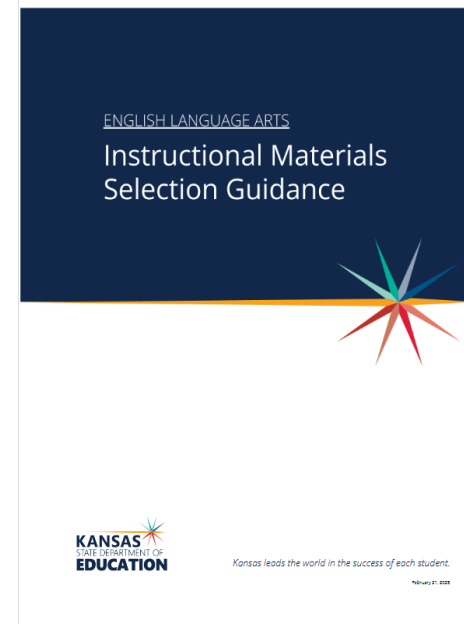
Data Collection Spring 2024

- Goal was to determine the IMs used by Kansas school districts and accredited private schools
- Districts were asked to identify:
 - IMs used for Tier 1 Instruction for K-12 ELA & Math, and K-8 Science
 - Adoption year
 - Primary screener for reading
 - Pre-K Ims
- 97% of KS School Districts and 82% of Private Accredited Schools responded



IM Selection & Implementation Guides

- KSDE developed guidance and supported pilot networks for each
- In addition to the guidance for Instructional Materials Selection and Implementation, Superintendents asked for shared information on Instructional Materials used across Kansas



Why Share IM Information?

- For Superintendents and Curriculum Directors
 - What are other districts like me, that are doing well, using?
 - Who can I collaborate with?
 - How can I anticipate challenges based on others experiences?
- For KSDE Staff
 - How can I better support the districts I serve?
 - Can I adapt my professional learnings to align with the materials our districts are using?
 - What districts need support most urgently?
- For Service Centers and Support Partners
 - How can we better support the districts we serve with instructional materials selection?
 - Are there districts that need more support who we should strategically invite to vendor fairs?
 - What materials do my schools use so I can be better prepared to support them during school visits?



Kansas Instructional Materials Tool

- **Location:** Website accessed through KSDE portal
- **How to Access:** Access will be granted to select users managed by KSDE
- **Frequency of updates:** The tool will be updated annually
- **Data Collection:** In 2025, there will be a separate data collection with a long-term goal of incorporating data collection in another annual collection process
- **Information storage:** KSDE servers



Who Will Have Access in Year 1?

- In the pilot year, the tool will be available to a select group of users, including:
 - KSDE Staff
 - Superintendents
 - Curriculum Directors
 - Select Education Service Center Staff



Next Steps in Process

- Launch the Fall 2025 Data Collection Survey October 10-31
 - Include the new question, “When is your next adoption cycle for each instructional material?”
 - Reduce the opportunity for districts to respond “other” – please, only put other if you are certain the material is not listed or you use teacher created IMs
 - Districts will have until the end of October to submit survey. Aiming for 98% participation!
- In December 2025, offer a preview of the tool and provide opportunities for feedback from a wider audience before formal release
- In early 2026, launch the data visualization tool to select users, including sessions to socialize the tool and answer questions





Kansas is moving from fragmentation toward coherence. This is not about more reporting—it's about *fewer, better systems* that are aligned, integrated, and focused on what matters most: student success!



Questions



KESA Update

Jay Scott

Objective for Today

- What's New with KESA 2.0 in 25-26
 - KESA Implementation Standards
 - School Improvement Day
 - Resources



Timeline

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

*We will begin evaluating outcomes in 2026-27 school year as we are making an investment in school improvement through implementation of four fundamentals. By delaying evaluation, we will be able to elevate the importance of high-leverage action.





KESA Implementation Standards

Plan Implementation

Each system will be evaluated using the following standards:

- Standard 1 – Plan (Ready to Implement Action Plan)
- *Standard 2 – Do
- *Standard 3 – Study
- *Standard 4 – Act

*Shared at School Improvement Day



Standard 1: Plan



The System develops a **clear, data-informed** action plan that is **aligned** to the School Improvement Model, describing the specific actions to enhance the Fundamentals by building upon coherent actions.



Standard 2: Do



The System implements the action plan through **clear steps, monitors progress, identifies barriers and communicates** with key stakeholders.



Standard 3: Study



The System collects, analyzes and applies data to monitor the implementation and impact of the action plan on professional action.



Standard 4: Act



The System utilizes data to **refine** strategies, **identify** and **sustain** effective practices and **plan** for future actions.





2025-2026 School Improvement Day

25-26 School Improvement Day

- System Report-outs on implementation of KESA Action Plan
- Collaboration on:
 - Data connections
 - Revised Guided Reflective questions
 - Radar graph activity
- DLT's will create and share a rough draft of their next KESA Action Plan



KESA Resources - New or Updated

- 25-26 School Improvement Day slides
- KESA School Improvement Day - Before, During, and After
- KESA Implementation Resource for Systems
- 25-26 KESA Action Plan Template

Accreditation webpage





State Assessments

Beth Fultz

Julie Ewing

Lunch





Curriculum Areas Program Managers

Where We Have Been

- Spring 2025 administered revised and enhanced summative assessments
 - ELA and Math grades 3-8, and 10
 - Science grades 5, 8, and 11
- Standard Setting
 - Over 150 educators across the state participated.
- State Board of Education Approved New Cut Scores
 - September 2025



Presentations to the SBOE

- [KSBOE Presentations on Assessment Literacy | Kansas Assessment Program](#)
 - Presentations given between March 2024 - September 2025
 -



2025 State Assessment Performance Level Descriptors

Level 1

A student at **Level 1** shows a **limited** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

Level 2

A student at **Level 2** shows a **basic** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

Level 3

A student at **Level 3** shows a **proficient** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

Level 4

A student at **Level 4** shows an **advanced** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.



Science 11th Grade Summative Assessment

- Summative state assessments that were given in the spring of 2025 had all new items with a revised testing blueprint.
- The bookmark method was used to establish new cut scores.
- When using the bookmark method, the assessment is given to all students before the standard setting occurs.
- Most of the time, cut scores can be set after the test is taken by all students.
- However, results of the 2025 Grade 11 Science assessment did not provide the range of scores needed to complete the establishment of cut scores and the reporting of performance levels.



What's Next for Science?

- Students received a Student Report in Kite explaining why there were no scores for 2025.
- KSDE and KU have worked together to revise/edit/replace items for 2025-2026 assessment.
- Science 11th grade assessment will be given in spring of 2026.
- Standard setting for science will take place in summer of 2026.
- Results will be released in fall of 2026.



Professional Development for Science?

- Need to know the targeted audience
 - 8th grade science teachers?
 - High school science teachers?
 - High school counselors?



What's New?

- Kite Educator Portal
 - Individual Student Reports
 - Building Reports
 - District Reports



KAP Website (ksassessments.org)

- Educators & Test Administrators

Assessment Development

Performance Level Descriptors by Standard

ELA and Math – grades 3-8, and 10

Science – grades 5, 8, and 11



Performance Level Descriptor (PLD)

Grade 5 Math - 5.OA.1: Use parentheses in numerical expressions and evaluate expressions with these symbols.

Level 1	Level 2	Level 3	Level 4
Students should be able to evaluate a numerical expression <u>without parentheses</u> .	Students should be able to evaluate a numerical expression that includes <u>one set of parentheses</u> .	Students should be able to evaluate a numerical expression that includes <u>two or more non-nested sets of parentheses</u> .	Students should be able to <u>explain how parentheses do or do not make a numerical expression different</u> than it would be without parentheses.



Grade 5 Math - 5.OA.1: Use parentheses in numerical expressions and evaluate expressions with these symbols.

Level 1	Level 2	Level 3	Level 4
Students should be able to evaluate a numerical expression <u>without parentheses</u> .	Students should be able to evaluate a numerical expression that includes <u>one set of parentheses</u> .	Students should be able to evaluate a numerical expression that includes <u>two or more non-nested sets of parentheses</u> .	Students should be able to <u>explain how parentheses do or do not make a numerical expression different</u> than it would be without parentheses.

What is the value of the expression shown?

$$(8 \times 4 + 2) \div 2$$

- A 24
- B 9
- C 17
- D 33

STAR Math Item



Grade 5 Math - 5.OA.1: Use parentheses in numerical expressions and evaluate expressions with these symbols.

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An expression is shown.

$$(1 + 5) + 4 \times (8 - 2) \div 2$$

What is the value of the expression?

- A 18
- B 21
- C 30
- D 39

Rhode Island Summative Math Item



Grade 5 Math - 5.OA.1: Use parentheses in numerical expressions and evaluate expressions with these symbols.

Level 1	Level 2	Level 3	Level 4
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What is the value of the expression?

- A 18
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- C 30
- D 39

Rhode Island Summative Math Item



KAP Website (ksassessments.org)

- Educators & Test Administrators

Assessment Development

Testing Blueprints

Summative

Interim



KAP Website (ksassessments.org)

- Educators & Test Administrators

Scoring and Reporting

Reporting

Concordance Tables

ELA and Math grades 3-8, and 10

Science grades 5, 8, ~~and 11~~



Concordance Table

- This concordance table provides a way to compare scale scores from the 2024 KAP assessments and the new 2025 KAP assessments for trend monitoring.
- It should NOT be used to compare individual scale scores from one grade to the next, but to understand the general relationship between scores on both assessments.



Concordance Table

- The table should only be used to convert 2024 scores to the 2025 scale.
- It **should NOT** be used to retrofit the 2025 scores to the 2024 scale.



Concordance Table

- The linkage was developed using an equi-percentile method, which assumes the student population distributions are the same between 2024 and 2025.
- Because the two assessments are **not** identical, the table shows concordant (linked) scores **not** interchangeable scores.



Concordance Table

- Linked scores should be interpreted as approximate equivalents and used for group-level decisions and trend monitoring.
- These linked scores **should not** be used to make high-stakes individual decisions.



KAP Website (ksassessments.org)

- Families
 - KAP Summative Parent Guide to Reports



KAP Assessment Results

Kite Educator Portal

- Individual Student Reports
- Building Reports
- District Reports

- AMOSS (KSDE Authenticated Web Application)
 - Performance By Grade
 - Participation Details
 - Ambiguous School Error
 - Complete Student Test
 - Complete Student Test Download
 - API Level Report





Beth Fultz
Director
Career, Standards, and
Assessment Services
(785) 296-4639
beth.fultz@ksde.gov

Julie Ewing
Assistant Director
Career, Standards, and Assessment
Services
(785) 296-2325
julie.ewing@ksde.gov

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Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction 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 through high-quality instructional materials.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

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

- 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



KSDE News

The July 10 KSDEweekly is available for viewing

Posted: Jul 14, 2025

Categories: [KSDE](#)

Author: [Angela Deines](#)



The [July 10 KSDEweekly](#) is now available for viewing. Read more about the Kansas State Board of Education's July 8-9 meeting, including a presentation on data collected from superintendents on their districts' policies for students' use of personal digital devices during the school day, registration information for the Counting KIDS workshops in August and September, a call for nominations to the Professional Practices Commission (PPC) and federal funding updates.

Never miss an issue of KSDEweekly. Email ksdeweekly@ksde.gov with questions, comments or story ideas.

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[KSDE Homepage](#)





School Improvement Resource

"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."

Division of Learning Services Theory of Action

Welcome!

To assist districts and schools in effectively implementing the **Four Fundamentals**, the Kansas State Department of Education (KSDE) has dedicated resources to developing toolkits, guidance documents, Professional Learning opportunities, and support systems. Through these efforts, KSDE is committed to fostering continuous improvement, ensuring that all schools have the knowledge, resources, and support needed to be successful.



KSDE and Service Center Collaboration

KSDE and the Service Centers across the state are joining forces to offer Professional Learning opportunities centered on the Four Fundamentals. Please see the link below for all the locations, dates, topics, content areas, and registration links.

[Service Center Professional Development](#)





Document tabs



ELA Professional Develop...

Structured Literacy

Mathematics



Science

HGSS

SEL/PE



Mathematics Collaborative Professional Learning Offerings

"Mastering Math Alignment: Connecting Standards to Classroom Success - Elementary"

This interactive workshop is designed to empower educators with the tools and resources needed to effectively align curriculum with math standards. Through collaborative activities, this workshop will equip educators to create a cohesive and rigorous mathematics program that fosters consistency and student achievement across all grade levels. **This session will be for elementary educators.** Please bring a device (laptop or tablet) to this session and a copy of your curriculum/resources. You will be exploring the KSDE Math Standards and participating in interactive activities.

Dates, Location and Registration:

October 1st, 2025 - Orion - Register [Here](#)

October 16th, 2025 - Greenbush (Girard) - Register [Here](#)

October 20th, 2025 - Greenbush (Lawrence) - Register [Here](#)

October 20th, 2025 - SW Plains - Register [Here](#)

November 4th, 2025 - Smoky Hill (Salina) - Register [Here](#)



Professional Learning

KSDE and the service centers across the state are joining forces to offer Professional Learning opportunities centered on the Four Fundamentals. We're thrilled about this collaboration and are committed to providing educators with top-notch support and resources. See below for our Professional Learning opportunities!

The Kansas State Department of Education (KSDE) offers free professional learning to support educators across all school systems in Kansas. This professional learning provides valuable resources, in-person and virtual training, and development opportunities to enhance teaching practices and improve student outcomes. KSDE's commitment to accessible professional growth ensures educators have the tools they need to succeed. If you would like KSDE to support your educators, please visit our contact page to connect with the appropriate content program manager.

English Language Arts

☒ Collapsible



Words Words Words: Vocabulary, Morphology, and Syntax: (grades 3-12) ^

October 2nd, 2025 - Smoky Hill - Register [HERE](#)

October 2nd, 2025 - ESSDACK - Register [HERE](#)

November 4th, 2025 - Greenbush Lawrence - Register [HERE](#)

November 6th, 2025 - Greenbush Girard - Register [HERE](#)

The KSDE Writing Tenets: (grades 3-12) v

Text Complexity 2.0: (grades 3-12) v

Making Data Work: Using KAP Assessment Results to Strengthen ELA Instruction: (grades 3-12) v





Professional Learning

KSDE and the service centers across the state are joining forces to offer Professional Learning opportunities centered on the Four Fundamentals. We're thrilled about this collaboration and are committed to providing educators with top-notch support and resources. See below for our Professional Learning opportunities!

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[KSDE District PD Request Form](#)



[KSDE District PD Request Form](#)



Updated Performance Level Descriptors



A student at Level 1 shows a **limited** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) Kansas standards.

A student at Level 2 shows a **basic** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) Kansas standards.

A student at Level 3 shows a **proficient** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) Kansas standards.

A student at Level 4 shows an **advanced** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) Kansas standards.



Updated Performance Level Descriptors

NEWLY RELEASED

PLD's available on KAP webpage

1. Go to <https://ksassessments.org/>
2. Click on Resources
3. Narrow by subject
4. Download appropriate grade level(s)

The screenshot shows the KAP website's 'Resources' page. The header includes the KAP logo, 'Roles', 'Resources' (highlighted with an orange arrow), 'About', and 'Kite Status'. Below the header, the 'Resources' section is visible with a breadcrumb 'Home / Resources'. The 'Filters' section on the left includes 'ROLE' (Families, Educators & Test Administrators, Technology Coordinators), 'ASSESSMENT', 'CATEGORY', 'SUBJECT' (Career Pathways, English Language Arts (checked with an orange arrow), English Learner, Mathematics, Science), 'KITE', and 'ARCHIVE'. A 'Reset' button is at the bottom of the filters. On the right, a search bar says 'Type to begin searching.' Below it, '1 - 12 of 12 results' is shown with an orange arrow pointing to the list. The list contains links to various documents, including 'Available ELA Instructional Mini Tests by Grade (pdf)', 'Grade 3 ELA Performance Level Descriptors (pdf)', 'Grade 4 ELA Performance Level Descriptors (pdf)', 'Grade 5 ELA Performance Level Descriptors (pdf)', 'Grade 6 ELA Performance Level Descriptors (pdf)', 'Grade 7 ELA Performance Level Descriptors (pdf)', 'Grade 8 ELA Performance Level Descriptors (pdf)', 'Grade 9-10 ELA Performance Level Descriptors (pdf)', 'Interim Blueprint for English Language Arts (pdf)', 'Kansas Curriculum Standards for English Language Arts', 'KAP Technical Manual 2024 (pdf)', and 'Predictive Interim Cluster Mapping'.



Updated Performance Level Descriptors

Cluster: Integration of Knowledge & Ideas

Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

Standard: RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

PLDs:

Evidence Statement		
1. The student will analyze two or more texts on the same topic.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
• Identify important points in two texts on the same topic. • Identify key details in two texts on the same topic.	• Compare and contrast the most important points in two texts on the same topic. • Compare and contrast key details in two texts on the same topic.	• Evaluate the author's use of text structure to determine which text best supports the main idea and justify the reason.

Cluster: Integration of Knowledge and Ideas

Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

Standard: RI.7.9

Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.

PLDs:

Evidence Statements		
1. The student will analyze how two or more authors writing about the same topic shape their presentations of key information. 2. The student will analyze how two or more authors emphasize different evidence. 3. The student will analyze how two or more authors advance different interpretations of facts.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
• Explain how different authors present key information differently. • Explain different types of evidence used by each author. • Explain how two or more authors interpret the same facts differently.	• Analyze how different authors' purposes or perspectives influence how they shape key information. • Analyze how each author selects and emphasizes different evidence to support a point. • Analyze how two or more authors interpret the same facts differently.	• Evaluate the effectiveness or credibility of how each author presents, emphasizes, or interprets information. • Evaluate how and why authors present facts differently to advance their interpretation.

Cluster: Integration of Knowledge and Ideas

Analyze various accounts of a subject told in different mediums, evaluating arguments and specific claims in a text, and analyzing documents of historical and literary significance.

Standard: RI.9-10.9

Analyze documents of historical and literary significance, including how they address related themes and concepts.

PLDs:

Evidence Statements		
1. The student will analyze documents of historical and literary significance. 2. The student will analyze how documents of historical and literary significance address related themes and concepts.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
• Describe how a document reflects its historical or cultural context. • Explain themes in a historical or literary document. • Compare themes across two related documents.	• Analyze how a document reflects its historical or cultural significance. • Analyze how two or more documents address related themes. • Compare perspective, style, or context.	• Evaluate how and/or why a document reflects its historical or cultural significance. • Synthesize ideas across multiple historical and literary documents to prove how related themes evolve over time or across contexts.



Cluster: 8.NS.A

Cluster Text: Know that there are numbers that are not rational, and approximate them by rational numbers.

Standards and Text:

8.NS.1 - Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

8.NS.2 - Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g. π^2). For example, for the approximation of $\sqrt{68}$, show that $\sqrt{68}$ is between 8 and 9 and closer to 8.

Revised PLDs:**Standard: 8.NS.1**

Standard Text: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.



Evidence Statement			
1. The student classifies real numbers as rational or irrational. 2. The student converts between fractions and decimals.			
Performance Level Descriptors (PLDs)			
Level 1	Level 2	Level 3	Level 4
Students at level 1 show a <i>limited</i> ability to demonstrate their knowledge and skills such as: - Students should be able to differentiate <u>among</u> terminating decimals, repeating decimals, and nonrepeating decimals. - Students should be able to convert terminating decimals to the <u>hundredths</u> place to fractions.	Students at level 2 show a <i>basic</i> ability to demonstrate their knowledge and skills such as: - Students should be able to classify numbers as rational or irrational and recognize that every rational number has a decimal expansion that terminates or repeats. - Students should be able to convert terminating decimals and repeating	Students at level 3 show a <i>proficient</i> ability to demonstrate their knowledge and skills such as: - Students should be able to classify numbers as rational or irrational and generate examples of irrational numbers. - Students should be able to convert repeating decimals to fractions.	Students at level 4 show an <i>advanced</i> ability to demonstrate their knowledge and skills such as: Students should be able to use conversion between fractions and decimals in real-world situations.



[Resources | Kansas Assessment Program](#)

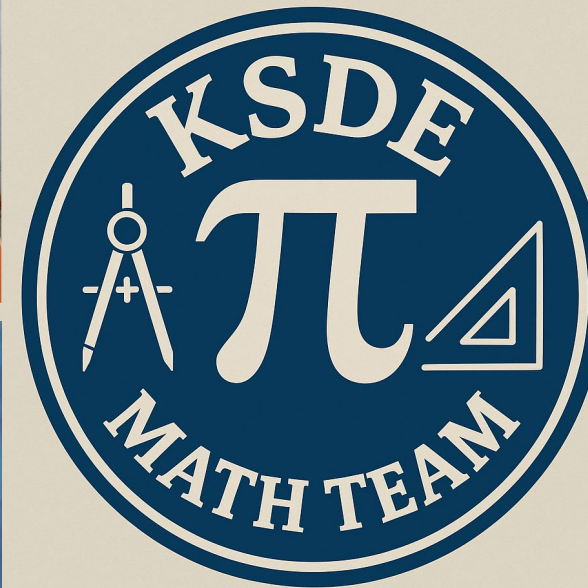




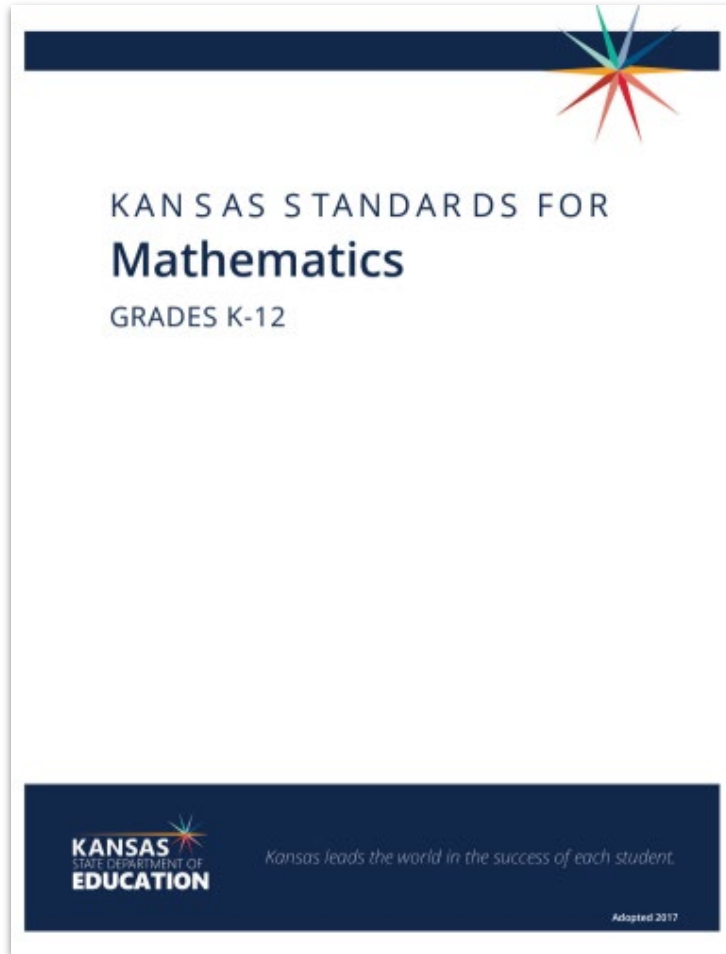
Mathematics

KSDE Math Team

- Jillian Kildow - Program Manager
- Jolene Goodheart Peterson - TLC
- Cherryl Delacruz - TLC
- Lara Staker - TLC
- Amber Boyington - TLC
- Todd Flory - TLC
- Shelly DeWeese - FE
- Luke Henke - FE
- Jennifer Walker - FE
- Samantha Wright - FE



Newly Branded Math Standards



<http://bit.ly/3K8eSwa>

Interim Blueprint Updates



Kansas Assessment Program

Interim Blueprint
Mathematics

GRADE 6 MATHEMATICS INTERIM ASSESSMENT BLUEPRINT							
Domain	Cluster	Standards Included		Cluster Point Range			
				Interim 1		Interim 2	
		Interim 1	Interim 2	Min	Max	Min	Max
Ratios and Proportional Relationships	6.RP.A	6.RP.1, 6.RP.2, 6.RP.3a, 6.RP.3b, 6.RP.3c		8	10	—	—
The Number System	6.NS.A	6.NS.1		2	4	—	—
	6.NS.B	6.NS.2, 6.NS.3, 6.NS.4		10	12	—	—
	6.NS.C	6.NS.5a, 6.NS.5b, 6.NS.6a, 6.NS.7c, 6.NS.7d	6.NS.7a, 6.NS.7b, 6.NS.8	8	10	6	8
Expressions and Equations	6.EE.A	6.EE.1, 6.EE.2a, 6.EE.2b, 6.EE.2c, 6.EE.3		—	—	6	8
	6.EE.B	6.EE.4, 6.EE.5, 6.EE.6, 6.EE.7		—	—	13	15
	6.EE.C	6.EE.8a, 6.EE.8b, 6.EE.8c		—	—	5	6
Total Points				28	36	30	37

IXL Updates

Reminder that the state is paying for IXL Math again this year!

- Beginning of the year checklist for admin
- KAP Mini-test Implementation Guide
- Monthly Town Halls - Oct 15 & Nov 19th

Administrator Checklist

Beginning-of-year IXL checklist for administrators



Set your year up for success! Use this checklist to refresh and start strong with your IXL beginning-of-year setup.

Account & roster setup

☐ Upload/import rosters [manually](#) or through one of our [autorostering](#) integrations.
☐ Tip: Include student demographic data to enable Analytics filters by demographic group.

☐ Verify teacher, co-teacher, and admin accounts; remove outdated users; confirm correct privileges.

☐ Set school hours and the academic calendar (first day of school, holiday/testing windows).

BOY readiness

☐ If you're using the IXL LevelUp™ Diagnostic, review the assessment [checklist](#).

☐ Set your benchmark window(s).

Teacher readiness

☐ Schedule [IXL professional development](#).

☐ Spotlight relevant [skill plans](#) for teachers and students by clicking on the lightbulb icon next to the skill plan.

☐ Set expectations with teachers about IXL usage.

☐ Mention research about [2 skills proficient per week](#).

☐ Remind teachers of [setting appropriate SmartScore goals](#).

☐ Review and share [what's changed on IXL](#).

For students and families

☐ Upload updated study plans (optionally archive last year's plans).

☐ Send the parent letter ([English/Spanish](#)) with ways to support practice at home.

Engagement & culture (optional)

☐ Set up a Back-to-School Blitz [leaderboard](#) to start the year with a fun, friendly competition!



*This professional learning brought to you through a collaboration of KSDE Program Managers, KSDE Teacher Leaders and Field Experts, and service center staff.



Professional Learning opportunity:

"Mastering Math Alignment: Connecting Standards to Classroom Success - Elementary & Secondary



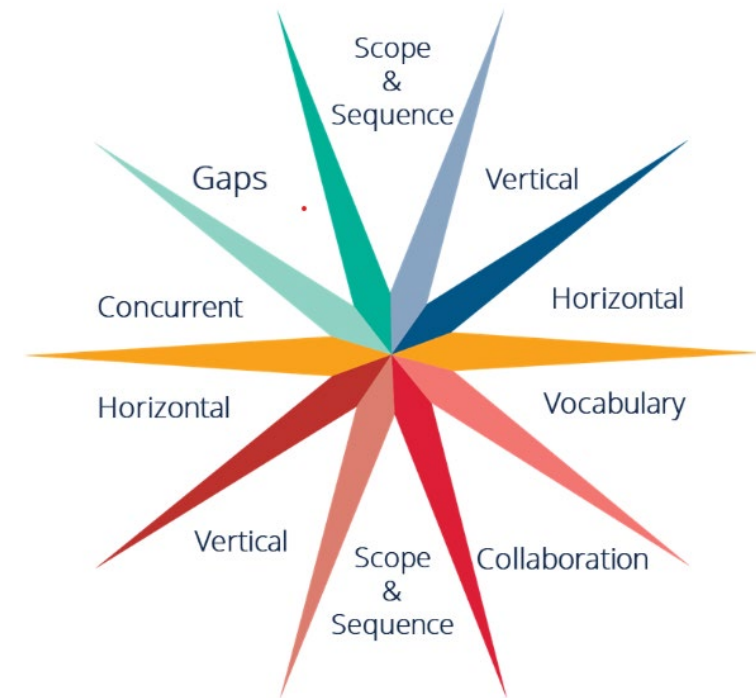
Session Overview:

This interactive workshop is designed to empower educators with the tools and resources needed to effectively align curriculum with math standards. Through collaborative activities, this workshop will equip educators to create a cohesive and rigorous mathematics program that fosters consistency and student achievement across all grade levels.

Note: Please bring a device (laptop or tablet), scope and sequence, and your instructional resource.

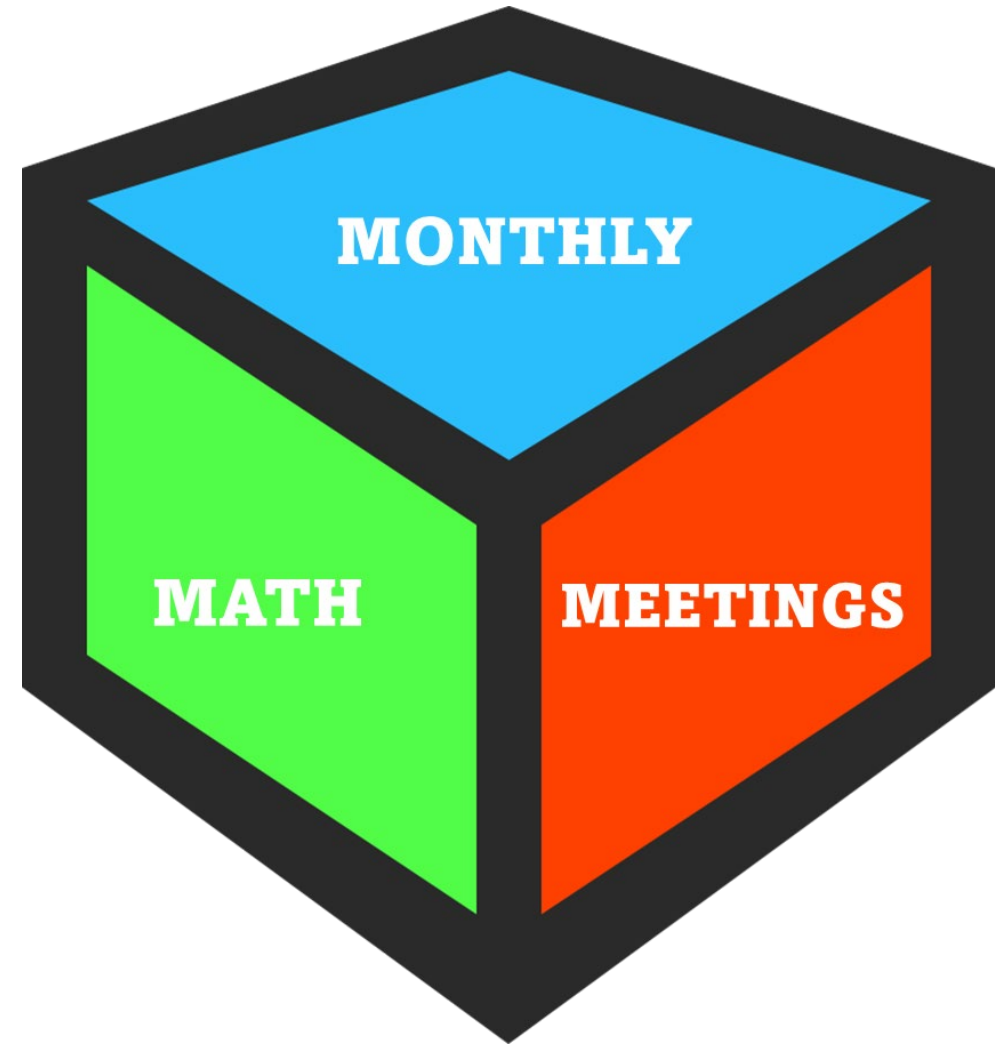
FREE to attend &
FREE graduate college
credit available!

Kansas Math Standards Guidance Document



Monthly Math Minutes

Please join us for our monthly professional development from the KSDE math team.





KSDE Math Newsletter

KSDE Math Listserv:
jillian.kildow@ksde.gov



Science

Science Team Updates

Science/STEM Program Manager

Stephanie Alderman-Oler

salderman-oler@ksde.org

Teacher Leader Consultants

Sarah Evans (USD 233)

Stacey Hart-Townsley (USD 259)

Hannah Neufeld (USD 313)

Betsy Lawrence (USD 231)

Jennifer Martinez (USD 265)



KSDE Science 2024-2025

84 Facilitated Professional Learning/Professional Collaboration

10 New Resources Published

186 Unpacked Standards

996 Teacher Contacts through PL & Collaboration



Standards Alignment Tools Updates

Standards Alignment Toolkit - published

(will update when Middle School & Elementary are finalized)

High School Unpacked Standards - published

Middle School Unpacked Standards - *pending final graphics approval*

Elementary Unpacked Standards - *pending final graphics approval*

Recommended Scope and Sequence - published

Curriculum Evaluation Tool - published

Student Standard Alignment Tool - published



Making Sense of the Science Standards

9/25 - [ESSDACK \(Hutchinson\) - SECONDARY Science](#)

9/30 - [Greenbush Lawrence - K-12 Science](#)

10/10 - [Southwest Plains \(Sublette\) - ELEMENTARY Science](#)

10/20 - [ESSDACK \(Hutchinson\) - ELEMENTARY Science](#)

10/22 - [Orion \(Clearwater\) - K-12 Science](#)

10/29 - [Smoky Hill Salina - K-12 Science](#)

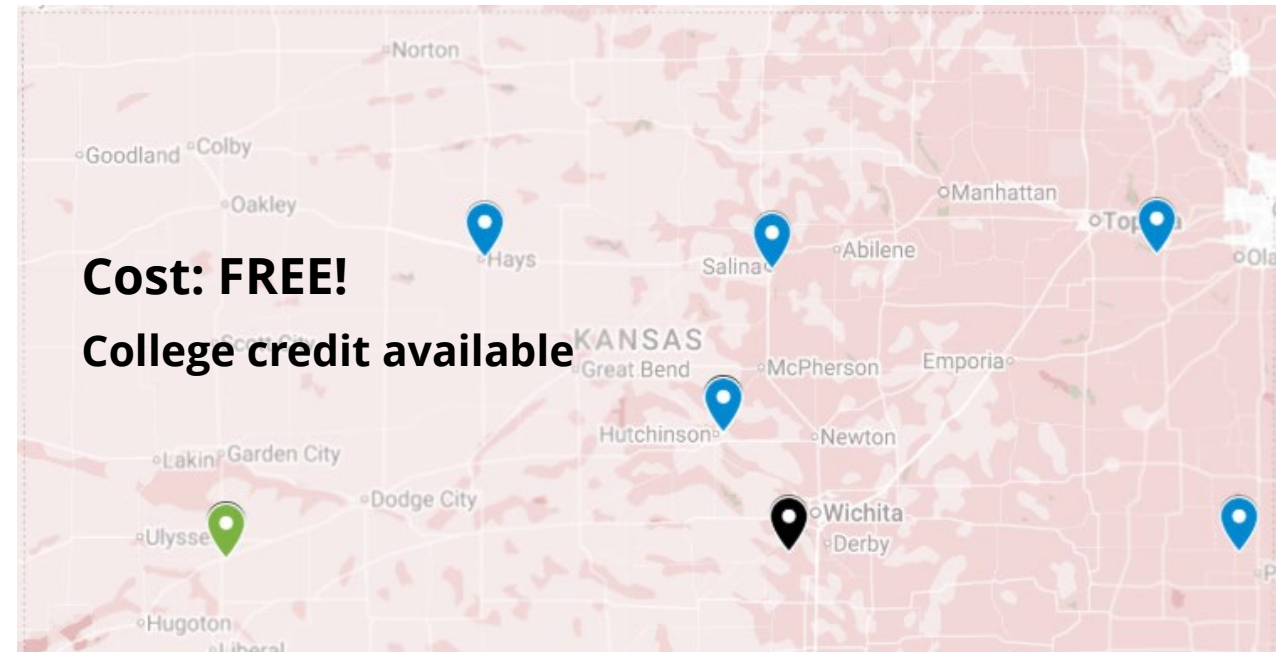
10/30 - [Smoky Hill Hays - K-12 Science](#)

11/14 - [Southwest Plains \(Sublette\) - MIDDLE SCHOOL Science](#)

12/1 - [Southwest plains \(Sublette\) - HIGH SCHOOL Science](#)

12/3 - [Greenbush Girard - K-12 Science](#)

**Click on a location for registration page (links will be added when available)*



Join us for an engaging and collaborative professional learning experience where we will dive into the Kansas State Department of Education (KSDE) Science Standards Alignment Tools. In this session, educators will gain valuable insights into how the standards alignment tools can enhance lesson planning and improve student outcomes in science education.



Quality Instruction Tools Updates

Vision for Quality Science Instruction - published

Curriculum Adoption Guidance - published

Curriculum implementation Guidance - published

***DRAFT* Observation tool - published**



Science Curriculum Adoption Support

- What role do instructional materials play in supporting quality instruction in MS Science?
- shared vision of quality science instruction provide a foundation for selecting instructional materials?
- Who should be involved in the instructional materials selection process, and how should the process be communicated?
- What information can be leveraged to help districts identify the best instructional materials for their students and teachers?
- What guiding questions should districts consider as they navigate the selection process for science instructional materials?

Virtually: October, December, January, February, March

In person: November 20 (Hays)

Interested? Fill out this form to receive more information: bit.ly/KSScienceHQIM

***Our focus will be on middle school science materials, but any district in science adoption is welcome to join*



OpenSciEd Implementation Network

- What role do IMs play in supporting quality instruction?
- What is quality science instruction, and how does the design of CKLA support that vision ?
- What is unit and lesson internalization, and why is it important for successful implementation?
- How do materials-focused professional learning communities improve implementation of OpenSciEd?
- What systems and structures, including classroom observations, are needed to monitor and continuously improve implementation of OpenSciEd.

In person: November 20 (Hays), January 29 (Topeka)

Virtually: TBD as a group December, February, March

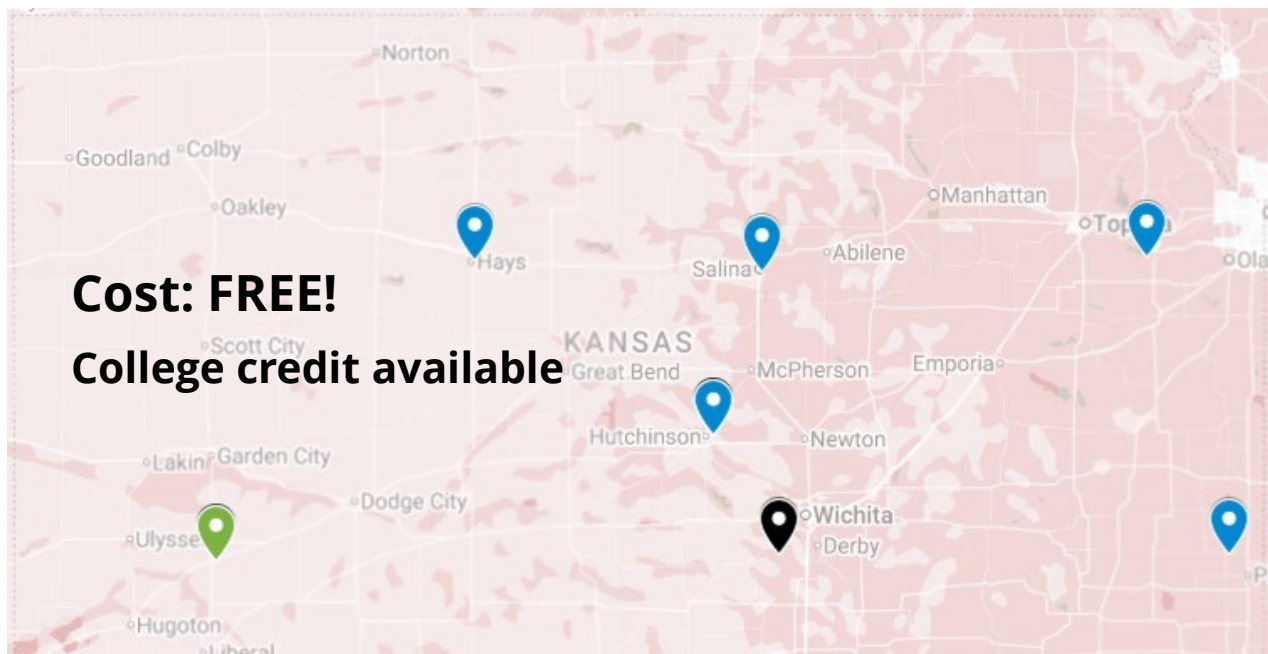
Interested? Fill out this form to receive more information:

<https://bit.ly/KSscienceHQIM> @[abit.ly/KSscienceHQIM](https://bit.ly/KSscienceHQIM)

***Our focus will be on middle school materials, but any district using OpenSciEd k-12 is welcome to join.*



Science in Focus: Putting the KSDE Vision for Quality Science Instruction into Practice



10/2 - [Greenbush Girard- K-12 Science](#)

10/23 - [ESSDACK \(Hutchinson\) - Elementary Science](#)

11/5 - [Smoky Hill Hays - K-12 Science](#)

11/6 - [Smoky Hill Salina - K-12 Science](#)

11/7 - [Greenbush Lawrence - K-12 Science](#)

11/12 - [Orion \(Clearwater\) - K-12 Science](#)

11/14 - [ESSDACK \(Hutchinson\) - Secondary Science](#)

**Click on a location listed above for registration page*

This session invites teachers to explore the Kansas State Department of Education's Vision for Quality Science Instruction and its key components: sensemaking, phenomena-based learning, three-dimensional instruction, discourse and collaboration, and local and cultural relevance. Participants will explore practical strategies to bring them to life in their own classrooms.



Let's Connect & Collaborate!

STEM - Science Program Manager:
stephanie.alderman-oler@ksde.gov

September Newsletter: bit.ly/KSDEscience925





English Language Arts

KSDE English Language Arts Team

Becky Alexander: Instructional Technology Coach, Garden City School District

Ryan Burrows: ELA teacher, Satanta High School

Effie Conway: Writing Curriculum Specialist, Wichita Public Schools

Jennifer Hansen: Instructional Coach, Geary County Schools

Mary Lonker: KSDE ELA Program Manager

Chelsea Todd: Instructional Coach, Geary County Schools

Mary Williams: ELA teacher, Jefferson West School Middle School

Amanda Witty: Literary Specialist, Blue Valley Northwest High School

Stacia Walters: ELA teacher, Mill Creek Middle School



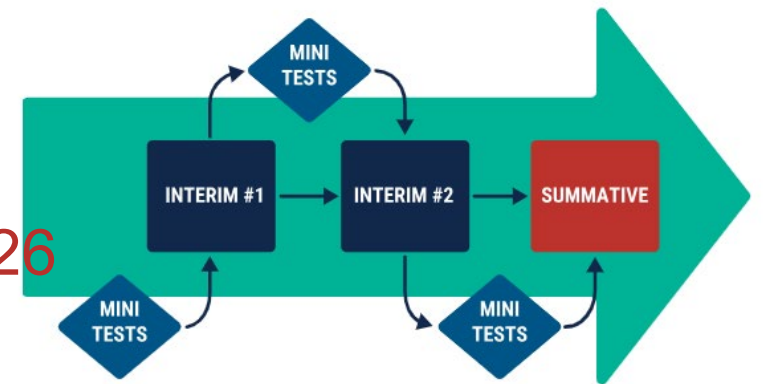
ELA Assessment Information

ELA cut scores developed in June and approved by the State BOE in August

2025 ELA assessment scores released September

New assessment windows:

- **Mini Tests:** All are open for use
- **Fall Interim:** October 6 - 31, 2025
- **Spring Interim:** January 12 - February 6, 2026
- **ELA State Assessment:** March 23 - April 24, 2026



For instructional videos, mini test lists, and assessment information, please visit the KAP Website



ENGLISH LANGUAGE ARTS

Standards Alignment Toolkit



You can find our
Toolkits at the [KSDE
School Improvement
Resource Website](https://www.ksde.org/school-improvement-resource-website)



Kansas leads the world in the success of each student.

Jan. 24, 2025

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6	Standards Alignment
8	Understanding the Standards
9	Breaking Down the Standards
9	<i>Vertical Alignment</i>
10	<i>Horizontal Alignment</i>
11	<i>Webb's Depth of Knowledge</i>
12	Standard Alignment Documents and Examples
13	Writing Guidance Documents
13	The KSDE Writing Tenets
19	Grammar and Syntax Instructional Guidance
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22	Reading Guidance Documents
22	Text Complexity (Literary)
23	Text Complexity (Informational)
24	<i>Lexile® for Text Complexity</i>
25	Determining Text Complexity
25	<i>Text Complexity and Professional Learning Communities</i>
27	<i>Directed Reading-Thinking Activity</i>
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ELA Standards Alignment

Horizontal

- Focus on a consistency within a grade level
- Collaboration between teachers of the same grade level
- Collaboration can be in same subject area or various subject areas
- Helps connects subjects within a grade level

Vertical

- Focus on progression of learning from one grade level to the next
- Collaboration is between teachers of multiple grade levels
- Collaboration is teachers of the same subject or curriculum area
- Ensures skills are following a progressive line



Value of Vertical Alignment

- Understand how standards change, progress, and increase complexity.
- Identify the variations and nuances between each grade level.
- Align standards through *all* grade levels to *ensure progression* of learning
- Help develop research based strategies and practices to *progress students through* each skill and grade level.

Remember:

teaching a standard should be a recursive and not a “one and done” item to check



ELA Standards Guidance Document

- **ELA Vertical Guidance Document ready to pilot.**
- Make a copy to share in your district or use as an example.
- Please provide feedback - not an official release.

Essential Criteria	Standards Progression	Resources compiled by ESSDGE						
		Notices between grade levels	What will students do? (list verb/actions)	With what knowledge or concepts? (skills)	Identify instructional strategies to move students through learning (i.e. explain, analyze, synthesis)	Academic vocabulary that must be taught	How do students show success?	District approved resources, activities, units, assessments, etc.
Readiness Endurance Assessed Leverage	KANSAS STATE DEPARTMENT OF EDUCATION							
	Reading Literature / Reading Informational							
	Key Idea and Details							
	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.							
	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
	RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.							
	RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.							
	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.							
	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).							
	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.							
	RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.							
	Craft and Structure							
	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.							



ELA Guidance Document

A	B	I	J	K	L	M	N	O	P	Q
Essential Criteria	 Standards Progression									
Readiness Endurance Assessed Leverage		Identify instructional strategies to move students through learning (ie: explain, analyze, synthesis)	Academic vocabulary that must be taught	How do students show success?	District approved resources, activities, units, assessments, etc.					
	Reading Literature / Reading Informational									
	Key Idea and Details									
	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.									
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.									
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.									



School Improvement Supports

Resources for Quality Instruction

- [Vision for Quality Instruction ELA 3-12 \(draft form\)](#)
- [Observation Tool ELA 3-12 \(draft form\)](#)
 - Piloted this week at various grades
- [Instructional Materials Implementation Guidance](#)



KANSAS STATE DEPARTMENT OF EDUCATION

VISION FOR QUALITY INSTRUCTION

3-12 English Language Arts

Introduction

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

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

Share feedback on this draft tool here: [KSDE Quality Instruction Resource Help](#)

KANSAS STATE DEPARTMENT OF EDUCATION

3-12 ELA OBSERVATION TOOL

ELA Observation Tools

This is one of three observation tools to support K-12 literacy instruction:

K-2 Foundational Skills	K-2 ELA (Knowledge)	3-12 ELA
Can be used to observe instruction specific to foundational skills, including instruction on print concepts, phonological awareness, phonics, and fluency. Though the tool is labeled for K-2, it may also be used to foundational skills blocks in later elementary grades.	Can be used to observe ELA instruction in grades K-2 that is not specific to foundational skills. Often, this is referred to as the "knowledge block" where students read, talk about, and write about grade-appropriate texts that build knowledge.	Can be used to observe any ELA instruction in grades 3-12 where students read, talk about, and write about grade-appropriate texts that build knowledge.

About the Tool

The KSDE 3-12 ELA Observation Tool illustrates the most important elements of quality ELA instruction as articulated in the [Vision for Quality Instruction in 3-12 ELA](#). It provides a common language to articulate what quality ELA instruction looks like in practice for each focus area.

The tool consists of two components:

- **Focus Area:** Core component, or element, of quality instruction as defined by the instructional vision
- **Indicators:** Brief descriptions of observable teacher *and* student actions that best illustrate the focus area. The indicators are written with both teacher- and student-facing look-fors to emphasize the student-level impact of instructional decisions.

Recommended Use

School, district, and regional leaders (including instructional coaches and mentors) may use this tool to narrow their focus during classroom observations, prepare for observation debriefs with teachers, conduct walkthroughs focused on particular focus areas and/or indicators, or collect formative data on the quality of instruction across a school, district or system. **Teachers** may choose to use these tools to self-identify strengths and goals for continuous improvement, or to conduct peer observations.

Observations should be no shorter than 10 minutes, though a minimum of **15-20 minutes** is recommended. Note that observers may not observe evidence for all indicators in a single observation. Use the note-taking templates to make note of the lesson's topic and objectives, target standard(s), number of students and curricular materials being used (if any). Take [low-inference notes](#) to reduce the influence of assumptions, opinions, and judgment on your ratings.

Professional Learning

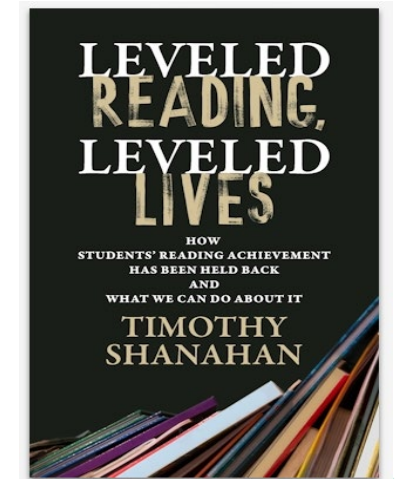
Over 50 Professional Learning opportunities for ELA and Structure Literacy across the state!

- [**KSDE ELA Collaborative PD Sessions Links**](#)

Combined ELA and HGSS professional development at ESSDACK.

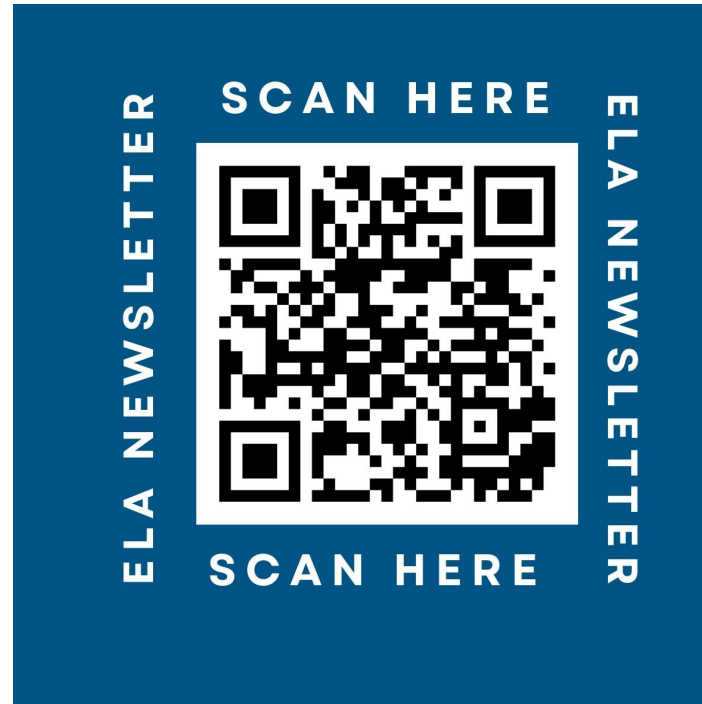
- [**Effective HGSS and ELA Integration**](#)

SL and ELA Online Text Based Learning Opportunity over Tim Shanahan's *Leveled Reading Leveled Lives* next semester.



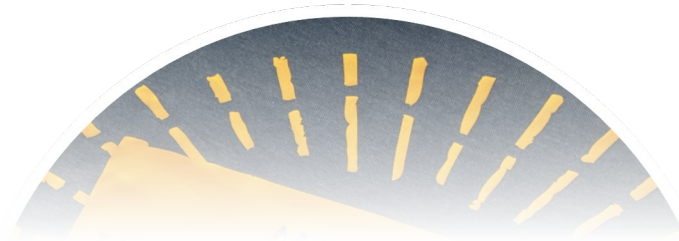
ELA Newsletter and Listserv

Contact:
Mary Lonker
(785) 296-2144

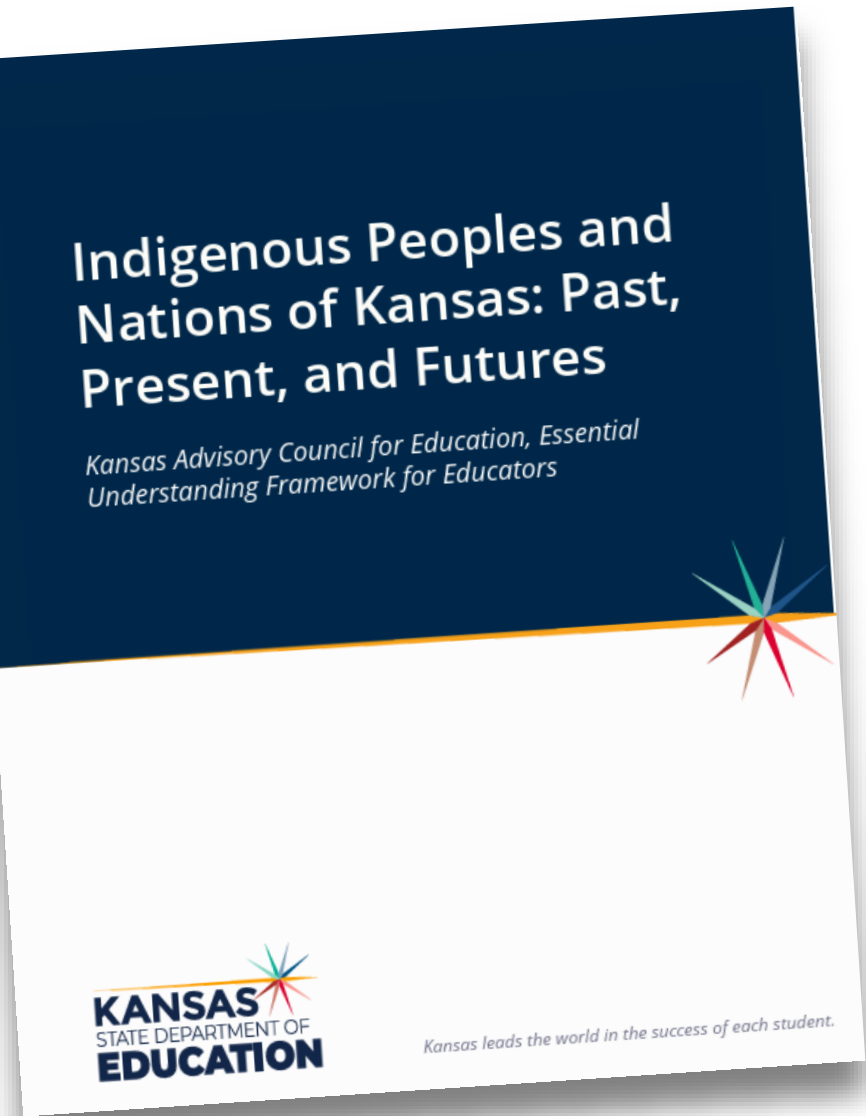




Updates from HGSS



Essential Understanding Framework



HGSS Outreach, 2025-26

Beyond the Textbook:
Primary Voices, Teaching
Native Histories with the
Library of Congress



LIBRARY LIBRARY OF CONGRESS

To apply scan the QR code or click
on the form to apply:

This year-long (**Paid**) PD program focuses on best practices for incorporating Native narratives, histories, and accurate information to enlighten and inform teaching and learning about, for, and with Native Peoples and Nations utilizing the Library of Congress resources. Educators will explore Tribal Sovereignty and Federal Indian Policy through hands-on exploration of primary and secondary sources, specific laws, executive orders, Supreme Court cases, and provide more authentic and nuanced ways of knowing and connecting historical realities with contemporary experiences.



National Indian
Education Association



KANSAS
STATE DEPARTMENT OF
EDUCATION



KANAe
Kansas Association for Native American Education

Professional Learning Cohort
for Kansas Teachers,
Grades 3-5



NATIONAL COUNCIL FOR HISTORY EDUCATION



KANSAS
STATE DEPARTMENT OF
EDUCATION

HISTORY FOR ALL:

ELEMENTARY SOCIAL STUDIES
AND STRUCTURED LITERACY

ncheteach.org/historyforall

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

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

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

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

Dates and Locations:
Oct. 8: Fort Scott
Oct. 9: Wichita
Oct. 10: Scott City
Jan. 27: Lawrence
Jan. 28: Salina
Jan. 29: Colby

Webinars: Dates TBD

NCHE conference:
Montgomery, Alabama
March 26-28, 2026

Applications due Sept. 15, 2025

Participants are eligible for:

- a \$500 stipend upon completion of the cohort programming
- a mileage stipend for attending in-person events
- registration fees and a travel stipend to attend the NCHE annual conference in Montgomery, Ala. (March 26-28, 2026)



Apply online:
bit.ly/KSDE2526



HGSS Outreach, 2025-26

KANSAS SOCIAL STUDIES CONFERENCE

SAVE THE DATE!

**LOCATION: THE NEWLY
RENOVATED KANSAS
HISTORICAL SOCIETY!!**

SATURDAY
FEBRUARY
21
2026

**KEYNOTE SPEAKER:
GLENN WIEBE**

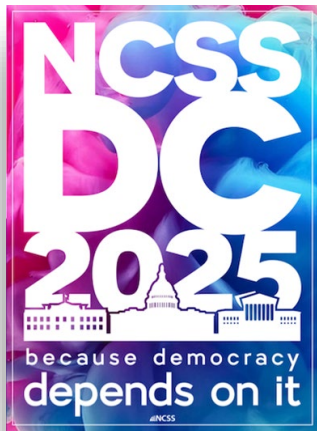


**HGSS/ELA
K-5 PLC**



GREENBUSH
THE EDUCATION SERVICE CENTER





Center for
Civic Education

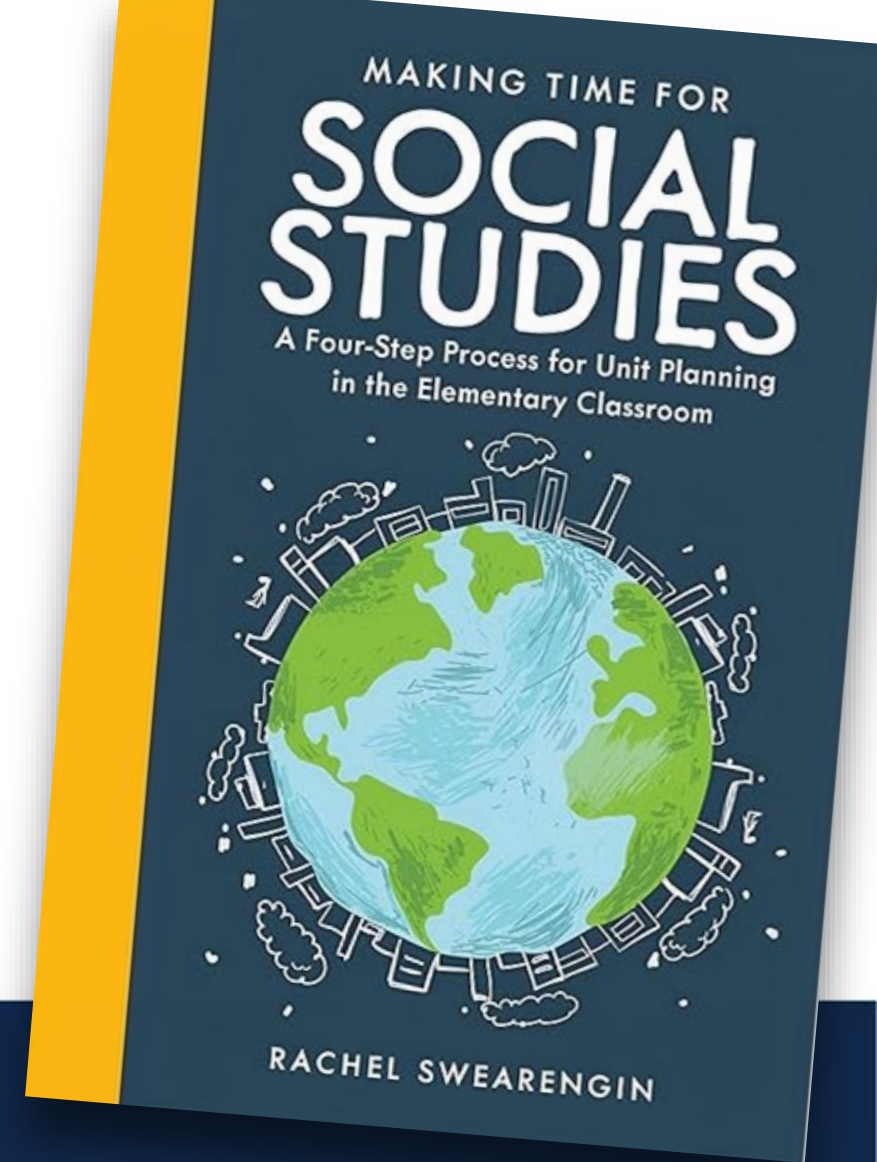
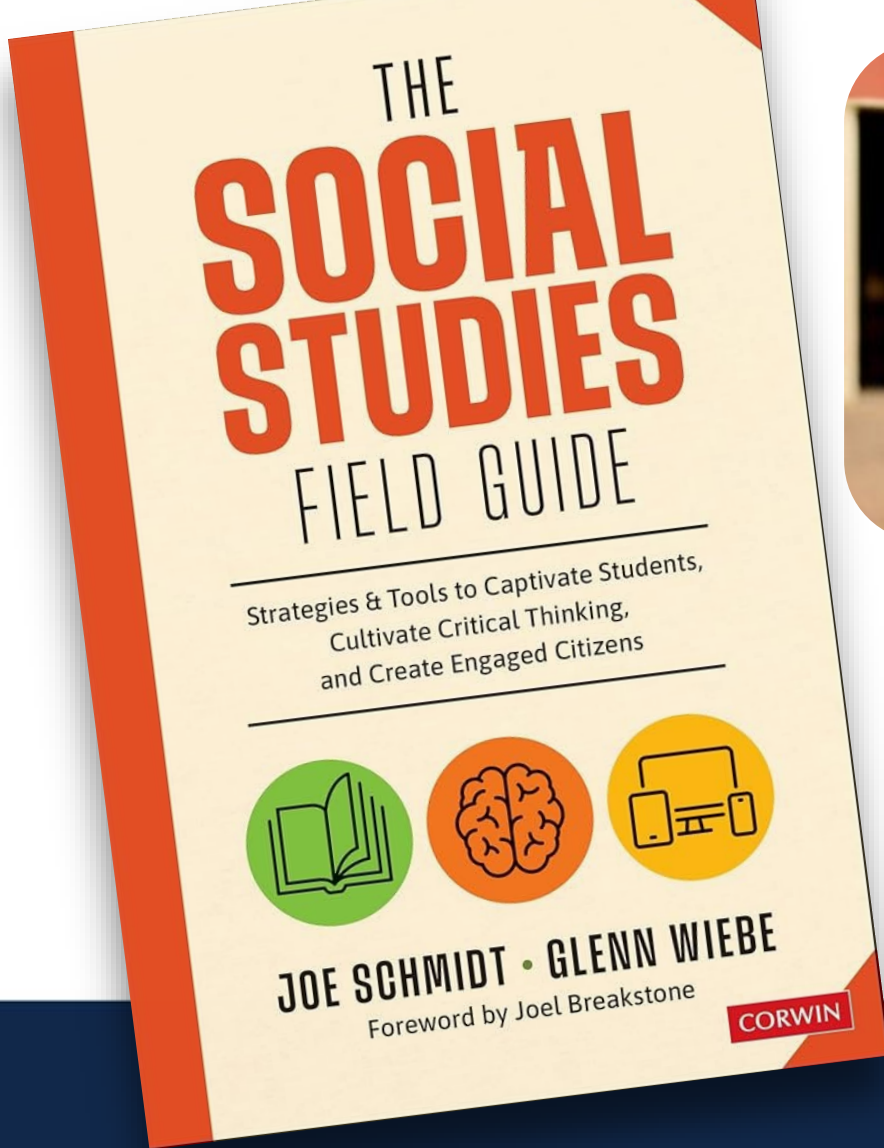


National Indian
Education Association



HGSS Connections: State and National





HGSS on the State and National Stage



	Claim/Thesis	Evidence	Reasoning
% in Level 1	9.4	9.46	11.7
% in Level 2	19.64	26.65	27.53
% in Level 3	41.29	39.88	38.34
% in Level 4	29.54	23.47	21.75

	Claim/Thesis	Evidence	Reasoning
% in Level 1	6.9	8.0	8.9
% in Level 2	19.9	25.3	26.1
% in Level 3	37.8	37.2	38.6
% in Level 4	35.4	29.5	26.4

HGSS CBA State Data

	Claim/Thesis	Evidence	Reasoning
% in Level 1	7.87	8.78	9.81
% in Level 2	20.06	25.45	26.17
% in Level 3	36.87	36.19	37.15
% in Level 4	34.63	28.52	25.76

	Claim/Thesis	Evidence	Reasoning
% in Level 1	7.14	8.29	9.76
% in Level 2	19.18	24.19	25.61
% in Level 3	37.06	36.63	37.84
% in Level 4	36.62	30.89	26.79

Ka

HGSS Update Newsletter!!



HGSS Update Newsletter!!

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

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Early Literacy/ Dyslexia

Amy Bybee

Melissa Brunner

Casey Peine

Your KSDE Early Literacy/ Dyslexia Team



Katie Orr
DeAnna Frost
Taylor Fegan
Hailey Hawkinson
Mary Larkin
Melissa Brunner
Laurie Curtis
Casey Peine
Amy Bybee
Samantha (Sam) Cool
Jeri Powers



Initial Dyslexia Training

KSDE Dyslexia Training Modules

These are the approved KSDE Dyslexia Training Modules. When providing this professional learning, these approved slide decks should be used accompanied with the KSDE provided, participant handouts and Padlet. Facilitators providing this training (without the use of the provided KSDE recordings) should utilize the provided Facilitator guide when presenting.

Participants should be provided time and opportunity to pause, discuss and process this information. Additional/ supplemental activities, determined by the district, are welcomed to add relevance and local context to this training.

These modules were revised and updated in 2024

KANSAS
STATE DEPARTMENT OF
EDUCATION

I'm the early literacy dyslexia
program manager at the Kansas

KSDE Required Dyslexia Modules

For More Information:

Dyslexia Modules & Requirements:
Dr. Laurie Curtis
elitdyslexia@ksde.org

Infinitec Services:
Beth Zillinger
bzillinger@ucpnet.org

MyInfinitec.org

Modules are available on [MyInfinitec.org](https://myinfinitec.org) for all Kansas School districts.

Requirement for receiving this

Module 1

KSDE Requirements and District Expectations

Module 2

Introduction to Dyslexia. What It Is... and What It Is Not

Module 3

How the Brain Learns to Read

Module 4a (Elementary)

Part 1: Structured Literacy - Elementary

Part 2: Structured Literacy - Elementary

Part 3: Structured Literacy - Elementary

Part 4: Structured Literacy -

Module 4b (Secondary)

Part 1: Structured Literacy - Intermediate/Secondary

Part 2: Structured Literacy - Intermediate/Secondary

Part 3: Structured Literacy - Intermediate/Secondary

Part 4: Structured Literacy - Intermediate/Secondary

Module 4c (Combined)

Part 1: Structured Literacy - Combined

Part 2: Structured Literacy - Combined

Part 3: Structured Literacy - Combined

Part 4: Structured Literacy -

Facilitated Training by license Elementary PK-6; early childhood unified, high incidence SPED, ELA 5-12, reading specialists, school psychologists. Due via survey by March 1st



Required Annual Training (SL/ Dys)

Training by license

Elementary PK-6; early childhood unified, high incidence SPED, ELA 5-12, reading specialists, school psychologists. Due via survey by March 1st.

Flexible training that system determines will best meet the needs of educators

LETRS or other approved training for the Kansas Seal of Literacy can be used for this if district chooses

Not all educators must do the same training, but topic should be structured literacy and/ or dyslexia:

- Hands-on

- Evidence-based

- Dyslexia, procedures to identify

- Structured literacy

- Intervention structures/ routines/ progress monitoring practices



Dyslexia Screening

- No changes in screening protocol
 - K-8, fall of 9th+ those not at 40th percentile, 3 times a year
 - No changes in reporting expectations
 - K
 - 1st
 - 2nd (rate and accuracy)
 - 3rd (rate and accuracy)
 - 8th (comprehension)

Remember to use the alternate screener for those that qualify for the DLM and how to report data for K,1,2,3,and 8th grade.

For the 8th grade comprehension requirement on the EOYA districts for students who qualify for the DLM, systems should use the results from the spring DLM testlet for EE.RI.8.5 that is required for all 8th graders. Questions about the DLM or Alternate screener? Contact Cary.Rogers@ksde.gov.



2nd Grade Assessment

Optional assessment

Contact your system's assessment coordinator

Test provided in two sessions (25-30 minutes each)

Spring window 3/23/26 through 4/24/ 26

More information:

[Kansas Assessments Overview Calendar](#)



School Improvement Supports

Literacy Lifeline

Vision for Early Literacy

Observation/Coaching Tools

K-2 Knowledge Building

K-2 Skills Lesson



KSDE Literacy Leadership Cadre

LETRS Local Facilitator (2nd Tuesdays)

Over 200 trained facilitators

Reading Specialist PLC (4th Tuesdays)

41 currently registered

Monthly Meetings

Virtual Networking

Coaching Focus

Support Implementation of LETRS into Curriculum

Reading and Discussion of Research

KSDE Literacy Leadership Summit (July 2025- Over 100 attended)



LETRS Courses/ Assessment Update

What has changed?

- 1 question per page
- Additional items per objectives (3) to accommodate multiple forms
- Items are randomized

What remained the same?

- This is not a timed assessment
- This is an open book assessment- use manuals, note from online course, notes from facilitated training days and the work done in the Bridge to Practice

What to do if you have a concern:

- If a participant believes a question was scored incorrectly, or does not match what is taught in the units or sessions, they should send an email to Lexia support: support@lexialearning.com, preferably with screenshots, so Lexia can review it on a case-by-case basis.

Dr. Curtis and TASN LETRS Team is in frequent communication with Lexia

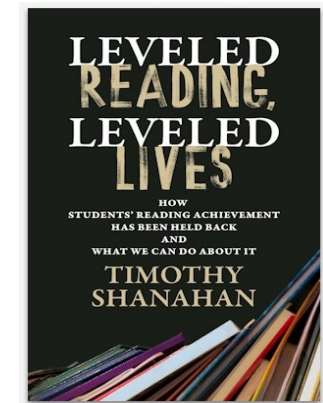


Professional Learning

TNTP Support for Structured Literacy



Collaborative PD Sessions around the state are HERE





Dr. Laurie Curtis
Early Literacy/ Dyslexia Program Manager
Career Standards and Assessment Services
Division of Learning Services
Laurie.Curtis@ksde.gov
785-296-2749

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Early Childhood

Amanda.Petersen@ksde.gov – 913.961.8355 (cell)

Kansas leads the world in the success of each student.



Kansas leads the world in the success of each student.



A child's earliest years are an incredible opportunity to support later success.

- More than 90% of a child's brain architecture develops by age five.
- One million new neural connections happen every second during the first few years of life.
- Families are children's first and most important teachers. For many Kansas families, early childhood care and education programs support their children's learning.
 - 7 out of 10 Kansas children under the age of 6 live in households where all available parents work.





Think and then share with a partner:
How are you engaging early childhood educators in your district's school improvement work?

OR

How would you like to improve your district's early childhood programming in the future?

Kindergarten Readiness Snapshot

- **Building strong relationships with families prepares children, families, and schools for kindergarten.** All Kansas elementary schools are required to partner with families of kindergarten students to complete the Ages & Stages Questionnaires®, Third Edition (ASQ-3) and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2) by **Sept. 22, 2025**.
 - Enter all data into ASQ Online by **Sept. 26, 2025**.
 - Register for the KSDE Kindergarten Readiness Snapshot authenticated application to access KSDE analysis in mid-October.
- Visit agesandstages.com/ks to access the [Kindergarten Readiness Snapshot Fact Sheet](#) with helpful action steps and resources. Contact Amanda.Petersen@ksde.gov and Stacy.Clarke@ksde.gov with questions.



Early Childhood School Improvement

- **Standards Alignment** – Visit kels.ksde.gov for Kansas Early Learning Standards resources:
 - Curriculum Alignment Toolkit, Crosswalks, and Alignments
- **Quality Instruction and Balanced Assessment**
 - [Kansas Prekindergarten Guide](#)
 - [Kansas Kindergarten Guide](#)
- **Coming soon** to the KSDE School Improvement Resource site – Vision for Quality Instruction and Balanced Assessment documents (see the Kansas Prekindergarten Guide and Kansas Kindergarten Guide for more detailed information)



Kinders Can! Conferences

- ESSDACK, Greenbush and Southwest Regional Plains Service Centers will once again host the Kinders Can! conferences. Early childhood educators come together to learn, connect, and celebrate the power of play, regulation, and purposeful instruction. [Learn more here.](#)
 - December 2 – Girard ([register](#))
 - December 4 – Lawrence ([register](#))
 - December 11 and 12 – Hutchinson ([register](#))
 - April 10 – Sublette



Fall Local Interagency Coordinating Council Retreat

- October 24, 2025 – Virtual, 8:30 a.m. – 12:30 p.m.
 - [Register at ksdetasn.org/events](https://ksdetasn.org/events)
- Screen Time and Young Minds: What's the Real Impact – And What Can We Do Instead?
 - Screen Time: Considerations for Building a Child's Brain for Learning by Angie Neal, Policy Advisor for Speech-Language Services and Early Literacy in the South Carolina State Department of Education
 - Screentime Effects on Early Childhood Attachment Trust by Elizabeth Brunscheen-Cartagena, Family Life & Resource Management Extension Agent, K-State Research & Extension Sedgwick County



Professional Learning & Collaboration

- [The Kansas Division for Early Childhood \(KDEC\) Conference](#) is Feb. 26-27 in Wichita.
- **Greenbush Early Childhood Forums** are free, virtual opportunities to collaborate in group discussions, share experiences and resources, ask questions and discuss trending early childhood topics. Forums are from 3:30-4:30 p.m. on Oct. 7, Nov. 11, Dec. 9, Jan. 13, Feb. 10, March 10, April 7 and May 12. Register at events.greenbush.org.
- The state of Kansas has launched the **Cape portal**, an online training directory for early childhood professional learning. Visit www.yourcape.org to create an account and view upcoming courses.





Amanda Petersen
Director
Early Childhood
(913) 961-8355 (cell)
amanda.petersen@ksde.gov

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Listening Session

Renee Nugent

KSDE Support and Impact

- In the past year, what KSDE supports have most helped you advance curriculum, instruction, or assessment in your district?
- What types of support from KSDE should we keep investing in for curriculum and instruction?



Needs and Gaps

- What additional support or resources would help you strengthen curriculum and instructional practices?
- What barriers or challenges most get in the way of your work with curriculum and instruction?



School Improvement and Student Learning

- How do you see curriculum leadership contributing to school improvement and student success in your district?
- Are there practices that you believe are underutilized or undervalued across the state?



Collaboration and Alignment

- What would help create greater alignment between curriculum, instruction, assessment, and school improvement efforts?
- What communication from KSDE would help you most in your role?



Closing and Reflection

- What's one thing you want me to carry forward from this conversation?
- What would meaningful support from the Deputy Commissioner and KSDE look like for curriculum leaders?





Connect to KSDE Information

Pat Bone

How do I connect

- KSDEweekly Newsletter from the department. Email: ksdeweekly@ksde.gov
- Curriculum Leaders Listserv (connect with Curriculum Leaders information) Email: pat.bone@ksde.org
- Website: <https://www.ksde.gov/Agency/Division-of-Learning-Services/Curriculum-Leaders>

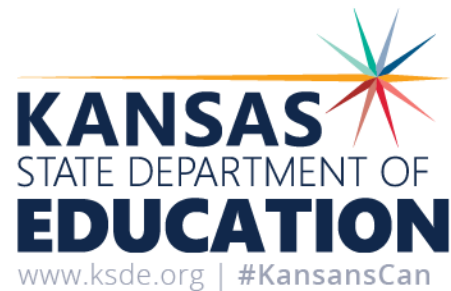




Next Meeting

November 21, 2025

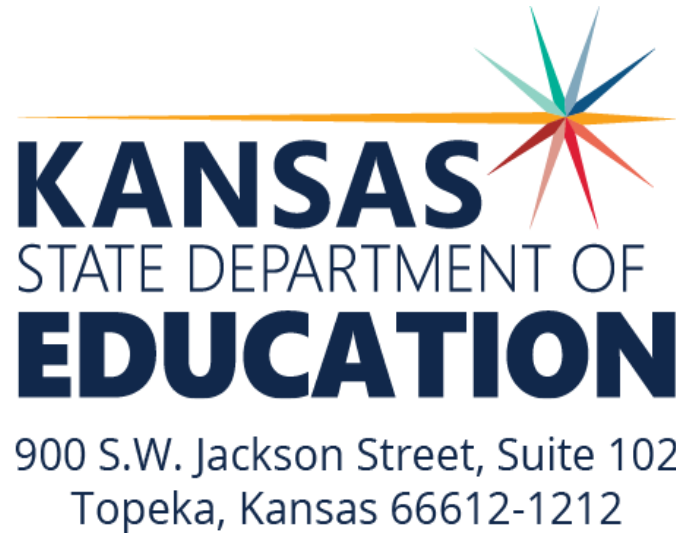
Fort Hays State University



Kansas leads the world in the success of each student.



Renee Nugent
Deputy Commissioner
Division of Learning
Services
(785) 296-2303
Renee.nugent@ksde.gov
www.ksde.gov



Pat Bone
Senior Administrative
Specialist
Division of Learning
Services
785-296-2303
Pat.bone@ksde.gov
www.ksde.gov

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