

ANNUAL SYSTEMWIDE ANALYSIS OF CURRICULUM MAPS REPORT

April 18, 2025

This report fulfills the requirements of K.S.A 74-32-290 requiring each postsecondary institution (b) shall appoint one representative from each postsecondary educational institution to conduct an annual systemwide analysis of the curriculum maps across all literacy courses. Such analysis shall include identifying clear evidence of instructional approaches and the core components of reading development; (c) present a report on such systemwide analysis and any results from such analysis to the literacy advisory committee.

The director of literacy determined to review all literacy courses contained in the Elementary Education program would be part of the initial review conducted between February 2025 and April 30, 2025. Additional program will be reviewed beginning May 1, 2025 with the analysis and reports completed during the third quarter of the calendar year.

EXECUTIVE SUMMARY

As part of the implementation of the *Kansas Blueprint for Literacy*, a comprehensive curriculum review was conducted across 11 educator preparation programs (EPPs) in Kansas, including members from the Kansas independent colleges association (KICA). The goal was to evaluate alignment to literacy standards and identify clear evidence of instructional approaches and core components of reading development that prepare teacher candidates to implement structured, evidence-aligned literacy instruction.

Purpose and Process

The review used a modified CAPT (Content Analysis of Program Tools) rubric, aligned with both Kansas State Department of Education (KSDE) literacy standards and the International Dyslexia Association (IDA) Knowledge and Practice Standards. Each literacy objective was rated by instructional depth (introduced, explored, reviewed) and delivery method (reading, evaluation/assignment, lecture, field experience—RELF).

Key Findings

- *Depth of Instruction*: all four KSDE literacy domains—foundational knowledge, content-specific instruction, assessment & data use, and professionalism & collaboration—were addressed with layered instructional depth, reflecting a strong integration of research-based practices.
- *Instructional Methods*: programs utilized a variety of teaching methods, promoting deeper learning and real-world application. assignments and evaluations were commonly used, complemented by field-based experiences.
- *Consistency across Institutions*: the analysis revealed a coherent statewide approach, with balanced and reinforced coverage across domains.

Impact and Implications

The findings confirm that Kansas EPPs are effectively equipping teacher candidates to implement Structured Literacy practices. The process fostered transparency, reflection, and a foundation for a *statewide community of practice*. This group is positioned to share strengths, address challenges, and sustain collaborative innovation.

Future Directions

Emerging priorities include:

- strengthening the link between coursework and classroom practice.
- encouraging institutional exchange of best practices and growth areas.
- facilitating dialogue among literacy methods instructors to enhance alignment and readiness.

Conclusion

This initiative illustrates Kansas's leadership and commitment to high-quality literacy instruction at the teacher preparation level. Through collaborative review and intentional design, the state is advancing its goal of equipping educators to meet the literacy needs of every student.

Curriculum Analysis Review

Purpose

As part of the Kansas' ongoing efforts to strengthen literacy instruction across the state, the **Kansas Blueprint for Literacy** calls for an in-depth review of educator preparation programs (EPPs). This initiative focuses on ensuring that all teacher candidates receive high-quality, evidence-aligned preparation in structured literacy.

Process

To support this charge, a collaborative **curriculum review analysis** was conducted. **Seven EPPs across Kansas**—along with representatives from the **Kansas Independent Colleges Association (KICA)**—participated in this effort. Each institution completed a comprehensive self-study of their **initial licensure elementary education programs**, using a modified version of the **Content Analysis of Program Tools (CAPT)** rubric.

This adapted tool was intentionally aligned to both the **KSDE Literacy Standards** and the **International Dyslexia Association (IDA) Knowledge and Practice Standards**, ensuring consistency with state expectations and national best practices.

To support a nuanced understanding of literacy preparation, each objective in the curriculum review was evaluated along two dimensions: **instructional depth** and **instructional approach**. Depth was assessed using a three-level scale:

- **1 = Introduced:** The concept is presented to candidates for the first time, often through reading or lecture.
- **2 = Explored:** The concept is engaged with in greater depth, typically through guided practice, assignments, or class discussion.
- **3 = Reviewed:** The concept is revisited or applied in a way that supports mastery, often in field experiences or summative assessments.

In addition to depth, reviewers indicated the **instructional method** used to teach each standard:

- **R = Reading** (assigned texts or scholarly literature)
- **E = Evaluation/Assignment** (homework, quizzes, or projects)
- **L = Lecture** (direct instruction or classroom delivery)
- **F = Field Experience** (application in practicum or student teaching)

By capturing both the depth and method of instruction, the analysis offers a comprehensive view of how well teacher candidates are prepared to implement structured literacy practices across diverse settings.

Evidence

In addition to the modified CAPT rubric, each educator preparation program submitted **multiple sources of supporting evidence** to ensure a comprehensive and accurate analysis of literacy content coverage. These artifacts provided essential context and validation for how objectives were taught, assessed, and reinforced.

Evidence included:

- **Course syllabi** outlining scope, sequence, and instructional methods
- **Embedded assessments** used to measure candidate understanding and application
- **Scoring rubrics** aligned to literacy objectives and depth of learning
- **Assignments and projects** demonstrating engagement with structured literacy practices
- **Field experiences documentation** highlighting application in authentic settings

This triangulation of evidence allowed for a more complete understanding of each program's approach to structured literacy instruction and ensured that the findings reflect both the **intent and implementation** of literacy preparation efforts across institutions.

Analyses

To examine the implementation of literacy standards across Kansas educator preparation programs, the submitted curriculum review forms were aggregated and analyzed using both **quantitative frequency methods** and **visual data displays**. The core of the analysis focused on the **distribution of instructional depth levels**—introduced (1), explored (2), and reviewed (3)—across the four KSDE literacy domains. A **frequency table** was generated to display the number of times each depth level appeared within each domain, allowing for identification of patterns and potential gaps in emphasis.

To support interpretation and comparison, the data were **normalized** (i.e., converted to percentages within each domain) and displayed using **stacked bar graphs**, which allow viewers to easily assess the relative emphasis on each depth level across domains, regardless of the number of standards. In addition, **pie charts** were used to examine the **distribution of instructional approaches** (Reading, Evaluation/Assignment, Lecture, and Field Experience—RELF) used to deliver literacy content, giving insight into the variety and mode of instruction utilized across institutions.

These analysis methods were chosen for their **clarity, comparability, and validity**. Frequency tables provide a transparent, replicable summary of coded data; normalization supports fair comparison across domains with different numbers of objectives; and visual displays such as stacked bar charts and pie charts help stakeholders quickly grasp strengths and gaps in implementation. Together, these methods provide a robust, accessible way to evaluate how comprehensively and deeply teacher candidates are being prepared in evidence-based literacy practices statewide.

Findings

Instructional Depth Coverage by Domain

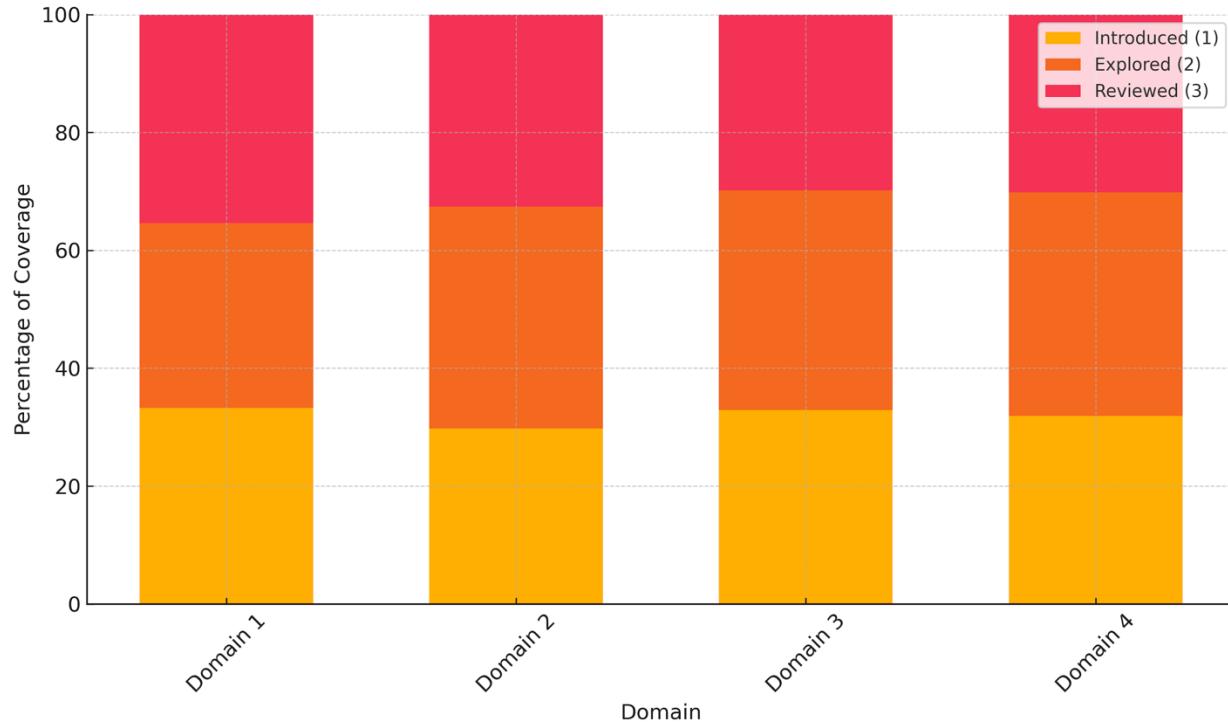
This chart displays the **percentage distribution** of instructional depth across each KSDE Literacy Domain as reported by 11 educator preparation programs (EPPs) across Kansas. The three levels of depth are:

- **Introduced (1)** – foundational exposure to the concept
- **Explored (2)** – deeper learning and application
- **Reviewed (3)** – reinforcement or mastery-level integration

Frequency Distribution

Domain	Introduced (%)	Explored (%)	Reviewed (%)
Domain 1	33.3	31.3	35.4
Domain 2	29.8	37.6	32.6
Domain 3	32.9	37.3	29.8
Domain 4	31.9	37.9	30.2

Stacked Bar Graph by Domain



Key Insights

- **Domain 1 (Foundational Knowledge)** is consistently covered across all institutions, with a well-balanced distribution of **introduced**, **explored**, and **reviewed** content. This indicates that foundational literacy concepts—such as phonological awareness and

language structures—are being taught in a layered, scaffolded manner across coursework and field experiences.

- **Domain 2 (Content-Specific Instruction)** shows a strong emphasis on **exploration**, reflecting deep engagement with structured literacy components like phonics, fluency, vocabulary, and comprehension. The presence of both review and introduction further confirms the comprehensive instructional approach taken by Kansas EPPs.
- **Domain 3 (Assessment & Data Use)** continues to display a high level of **exploration**, indicating that candidates are being taught how to interpret and apply assessment data meaningfully. The inclusion of reviewed content suggests that this skill is not only taught but reinforced across the program.
- **Domain 4 (Professionalism & Collaboration)** features an even and consistent spread across **introduced**, **explored**, and **reviewed** levels. This reflects the emphasis institutions place on developing professional behaviors, collaborative skills, and ethical dispositions throughout the teacher preparation process.

Together, these data confirm that **Kansas educator preparation programs are providing a comprehensive, research-aligned, and layered approach to literacy instruction**. Each domain is not only covered but revisited and reinforced, aligning with the goals of the **Kansas Blueprint for Literacy** and positioning candidates for success in supporting student learning.

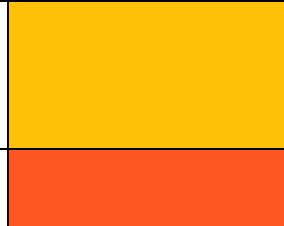
Instructional Methods Used by Domains

Each literacy standard was coded for the **instructional approach** used to deliver the content, categorized by the RELF framework:

- **R = Reading:** Candidates engage with assigned texts, scholarly articles, or research-based resources.
- **E = Evaluation/Assignment:** Candidates demonstrate understanding through tasks such as quizzes, written assignments, or projects.
- **L = Lecture:** Direct instruction provided through professor-led sessions, class discussions, or multimedia presentations.
- **F = Field Experience:** Application of knowledge in authentic settings, such as practicum, student teaching, or classroom observations.

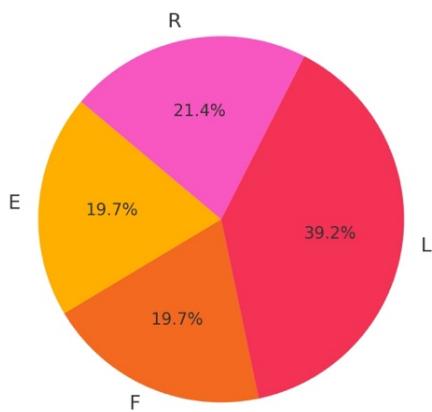
Color Key for Instructional Methods (RELF)

Instructional Method	Code	Description	Color
Reading	R	Assigned texts, scholarly articles, or research-based resources	
Lecture	L	Instructor-led sessions, direct instruction, class presentations	

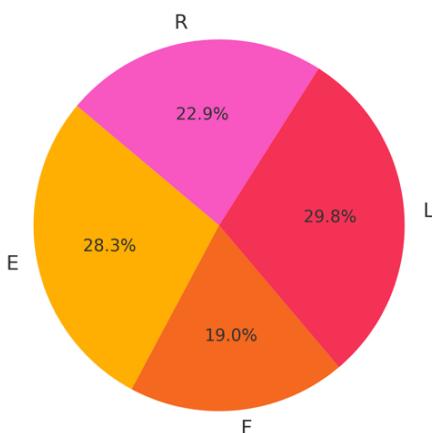
Evaluation/Assignment	E	Exams, quizzes, written assignments, applied projects	
Field Experience	F	Practicum, student teaching, or applied classroom experience	

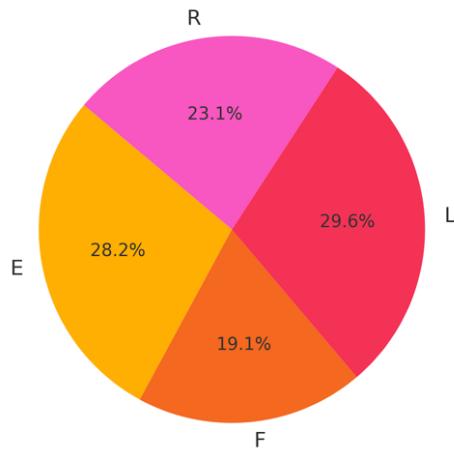
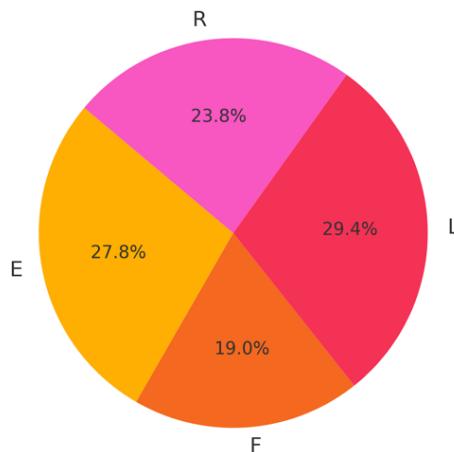
These instructional method codes provide insight into **how candidates are learning** literacy content—not just what is covered, but whether the delivery model supports practical application, deeper engagement, or theoretical understanding.

Pie Chart Illustration Instructional Method Domain 1: Foundational Knowledge



Pie Chart Illustration Instructional Method Domain 2: Content Specific Instruction



Pie Chart Illustration Instructional Method Domain 3: Assessment & Data Use***Pie Chart Illustration Instructional Method Domain 4: Professionalism & Collaboration*****Key Findings**

The aggregated review of instructional methods—categorized as **Reading (R)**, **Evaluation/Assignment (E)**, **Lecture (L)**, and **Field Experience (F)**—demonstrates that Kansas educator preparation programs are using a **purposeful and layered approach** to support teacher candidate development across all literacy domains.

- **Instruction Is Delivered Through Multiple, Complementary Methods**
Across domains, teacher candidates encounter literacy content through a **variety of**

instructional approaches, ensuring that concepts are not only introduced but actively practiced, discussed, and applied. This diversity of delivery methods supports deep learning and aligns with structured literacy principles.

- **High Use of Assignments and Evaluations**

Assignments and evaluative tasks are consistently utilized, showing that programs prioritize **active engagement and formative assessment**. Candidates are frequently expected to demonstrate understanding through written work, applied projects, or case-based analysis—reinforcing conceptual mastery.

- **Applied Learning Is Embedded and Intentional**

Field-based learning is evident across all four domains. This signals that programs are preparing candidates to **translate coursework into practice**, developing their confidence and competence in real-world educational settings.

- **Intentional Design Supports Deep Learning**

The distribution of instructional approaches shows that Kansas EPPs are not relying on a single mode of instruction. Instead, they are **strategically combining readings, lectures, performance tasks, and hands-on experience** to ensure candidates have multiple, meaningful opportunities to internalize and apply literacy knowledge.

Community of Practice Forecast

This curriculum review process has not only illuminated the strengths of Kansas educator preparation programs—it has also laid the foundation for a **statewide community of practice** committed to advancing structured literacy and evidence-based teacher preparation. Through shared reflection, transparent data analysis, and cross-institutional collaboration, Kansas EPPs are now more intentionally positioned to **learn from one another**, co-design improvements, and sustain meaningful alignment with the Kansas Blueprint for Literacy.

As this community of practice continues to take shape, several **topics for deeper exploration and collaboration** have emerged:

- **Bridging Coursework and Classroom Realities**

Explore how classroom teachers and administrators experience the implementation of strategies learned through teacher preparation or professional development. Identify common barriers and generate actionable ideas for how higher education institutions can offer meaningful, capacity-aligned support.

- **Sharing Strengths and Growth Opportunities Across Institutions**

Create space for each EPP to highlight one area of programmatic strength and one area for potential growth. This exchange will foster peer learning, spark innovation, and provide opportunities to collaboratively problem-solve shared challenges in program design or delivery.

- **Collaborative Dialogue Among Methods Instructors**

Convene instructors of literacy and content-specific methods courses to examine common

problems of practice, share instructional strategies, and reflect on how coursework translates into classroom readiness for teacher candidates.

This evolving community of practice will serve as a **sustained space for dialogue, innovation, and alignment**, ensuring that Kansas continues to lead the way in preparing teachers who are ready to meet the literacy needs of every learner.

Summary

As part of the implementation of the **Kansas Blueprint for Literacy**, Educator Preparation Programs (EPPs) across the state—including both KBOR institutions and KICA members—engaged in a collaborative, in-depth curriculum review of their **initial licensure elementary education programs**. This cross-institutional effort reflects a shared commitment to ensuring teacher candidates are prepared with the knowledge and skills needed to deliver structured, evidence-based literacy instruction to all students.

Each program used a modified version of the CAPT (Content Analysis of Program Tools) rubric, aligned to **KSDE Literacy Standards** and the **IDA Knowledge and Practice Standards**, to analyze where and how literacy objectives were taught. Institutions identified the instructional depth of each objective—whether it was **introduced, explored, or reviewed**—as well as the instructional methods used, including **reading, evaluation/assignment, lecture, and field experience (RELF)**.

The aggregated analysis shows clear strengths across the state:

- All four literacy domains are covered in a **multi-layered and intentional way**, with consistent evidence that objectives are not only introduced, but also explored in depth and reinforced through practice.
- Each domain reflects a **varied use of instructional approaches**, indicating that candidates are learning through readings, applied assignments, direct instruction, and hands-on fieldwork.
- The high degree of **alignment, reflection, and transparency** in this process showcases Kansas EPPs' commitment to continuous improvement and their readiness to meet the evolving needs of students and schools.

This work affirms that Kansas is building a **strong, structured literacy foundation** at the preparation level, and that its institutions are collaboratively rising to meet the goals of the Kansas Blueprint with **rigor, coherence, and a shared vision for student success**.