**Template Revised September 13, 2024**

**Program Report Format**

**Elementary Education,**

**PreK-6**

 **Kansas State Department of Education**

**COVER SHEET**

**Education Preparation Provider (EPP):** \_\_\_\_\_\_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Name of Preparer(s):** \_\_\_\_\_\_\_\_\_\_

**EPP Unit Head Name:** \_\_\_\_\_\_\_\_\_\_

**Unit Head Phone Number:** \_\_\_\_\_\_\_\_\_\_ **Email:** \_\_\_\_\_\_\_\_\_\_

**Level of the Program:** \_\_ Initial \_\_ Advanced

**Grade levels for which candidates are being prepared:**

☐ PreK-6

**Program Report Status:**

☐ New Program ☐ Continued Program

**(NEW PROGRAMS MUST SUBMIT SYLLABI)**

**Reminder:**

**By regulation initial-level programs must include**

**a plan of study that constitutes a major in the subject at the institution or that is equivalent to a major;**

**at least 12 weeks of student teaching; and**

**a validated preservice candidate work sample.**

**See the template instructions for directions on completing the form.**

**Required materials:**

**Program of Study required of all candidates in the program.**

**Course syllabi for course grades used as key assessment, and/or used for Science of Reading.**

**Summary of Standards and Assessments**

| **Standard****The teacher of** **Elementary Education PreK-6** | **Key assessment(s) for each standard** **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Professional Practice****The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.** | Ex: A, B |
| **Standard 2: Mathematics** **The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.** | Ex: C |
| **Standard 3: Science****The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.** | Ex: D, E |
| **Standard 4: Social Studies****The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.** |  |
| **Standard 5: Theoretical and Foundational Knowledge of Literacy****The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough’s Reading Rope, Ehri’s Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.** |  |
| **Standard 6: Structured Literacy Instruction (Elements and Principles)****The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.** |  |
| **Standard 7: Literacy Assessment and Evaluation of Diverse Learners****The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students’ language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.** |  |
| **Standard 8: Creative Experiences****The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.** |  |

 **EVIDENCE FOR MEETING STANDARDS**

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| **Standard 1: Professional Practice**The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.**Evidence for meeting the standard:**[enter text here] |

**\_\_ Assessment rubrics are included.**

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| **Standard 2: Mathematics** The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.**Evidence for meeting the standard:**[enter text here] |

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| **Standard 3: Science**The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving. **Evidence for meeting the standard:**[enter text here] |

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