**Template Revised September 13, 2024**

**Program Report Format**

**History, Government, and Social Studies,**

**5-8**

 **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:**

☐ 5-8

**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** **History, Government, and Social Studies 5-8** | **Key assessment(s) for each standard** **(please label ex. A, B, C)** |
| --- | --- |
| **Standard #1** **The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.** | Ex: A, B |
| **Standard #2** **The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.** | Ex: C |
| **Standard #3** **The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.** | Ex: D, E |
| **Standard #4** **The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.** |  |
| **Standard #5** **The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.** |  |
| **Standard #6** **The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.** |  |
| **Standard #7** **The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth’s surface and the relationships among people, places, and physical and human environments.** |  |
| **Standard #8** **The teacher of comprehensive history has knowledge and understanding of social systems and interactions.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard #1** The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.**Evidence for meeting the standard:**[enter text here] |

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

|  |
| --- |
| **Standard #2** The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.**Evidence for meeting the standard:**[enter text here] |

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

|  |
| --- |
| **Standard #3** The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.**Evidence for meeting the standard:**[enter text here] |

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

|  |
| --- |
| **Standard #4** The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.**Evidence for meeting the standard:**[enter text here] |

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

|  |
| --- |
| **Standard #5** The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.**Evidence for meeting the standard:**[enter text here] |

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

|  |
| --- |
| **Standard #6** The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.**Evidence for meeting the standard:**[enter text here] |

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

|  |
| --- |
| **Standard #7** The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth’s surface and the relationships among people, places, and physical and human environments.**Evidence for meeting the standard:**[enter text here] |

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

|  |
| --- |
| **Standard #8** The teacher of comprehensive history has knowledge and understanding of social systems and interactions.**Evidence for meeting the standard:**[enter text here] |

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

[T:\Teacher Education\Program Review\Institutional Templates\2024-2025]