**Template Revised September 25, 2025**

**Program Report Format**

**Deaf or Hard-of-Hearing,**

**Birth to Grade 3, PreK-12**

**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:**

☐ Birth to Grade 3 ☐ PreK-12

**Program Report Status:**

☐ New Program ☐ Continued Program

**(NEW PROGRAMS MUST SUBMIT SYLLABI)**

**Program Uniqueness:**

☐ Only program in this license/endorsement area offered by the EPP

☐ Has a distinct plan of study from other programs in the same license/endorsement area offered by the EPP

☐ Has an Innovative/Experimental format: \_(identify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ Other distinctive feature: \_(identify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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. :**

**https://www.ksde.gov/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Educator-Prep-Landing-Page/Higher-Education-Resources**

**Required materials:**

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

**Course syllabi for new programs.**

**Summary of Standards and Assessments**

| **Standard**  **The teacher of**  **Deaf or Hard-of-Hearing**  **Birth to Grade 3; PreK-12** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Characteristics/Legal/Historical/Philosophical**  **The educator of DHH learners understands the historical and philosophical foundations of deaf education; characteristics of deaf gain and hearing loss including co-occurring conditions; legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each DHH learner’s educational and social needs; and understands the legal rights of families.** | Ex: A, B |
| **Standard 2: Assessment**  **The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions; instructional planning; progress monitoring; and to determine the efficacy of the learning environment for effective instructional planning and implementation.** | Ex: C |
| **Standard 3: Child Development and Learning**  **The educator of DHH learners is grounded in the development of young children including typical language development as it applies to DHH children and values learner differences; uses the knowledge of development for facilitating language acquisition and for both incidental and explicit learning; and uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners.** | Ex: D, E |
| **Standard 4: Planning & Instruction with Evidence-Based Strategies**  **The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to DHH learners, including cultural and ethnic diversities, for early intervention and academic and social-emotional development; DHH learning environments; teacher knowledge of subject matter; and technology for effective instructional planning and implementation.** |  |
| **Standard 5: Professional Collaboration**  **The educator of the DHH learner demonstrates effective communication skills (i.e., fluency in American Sign Language and English is imbedded in each function) to enhance collaboration and consultation among school professionals to improve DHH learner outcomes while planning for and implementing effective instruction and services; and to implement the IEP, deliver instruction, and evaluate IEP implementation.** |  |
| **Standard 6: Family & Community Engagement**  **The educator of DHH learners understands the importance of family and community in the deaf education and special education process; is aware of and understands the importance of deaf culture for DHH learners and their families; and works to actively engage and empower families as partners in the education of the DHH learner.** |  |
| **Standard 7: Behavior & Classroom Management**  **The educator of DHH learners demonstrates knowledge and skill in the use of problem-solving models including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) frameworks; demonstrates cultural sensitivity in the access and development of language and communication skills of DHH learners; demonstrates sensitivity to cultural factors that would influence classroom management; uses social skills curricula to address specific needs of DHH learners; and promotes the self-determination of DHH learners.** |  |
| **Standard 8: Transition**  **The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings; and to access information and appropriate resources to support all transitions.** |  |
| **Standard 9: Professional & Ethical Practice**  **The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession; is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions; and advocates for sound educational practices and policies and maintains activity in the deaf community.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard 1: Characteristics/Legal/Historical/Philosophical**  The educator of DHH learners understands the historical and philosophical foundations of deaf education; characteristics of deaf gain and hearing loss including co-occurring conditions; legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each DHH learner’s educational and social needs; and understands the legal rights of families.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 2: Assessment**  The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions; instructional planning; progress monitoring; and to determine the efficacy of the learning environment for effective instructional planning and implementation.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 3: Child Development and Learning**  The educator of DHH learners is grounded in the development of young children including typical language development as it applies to DHH children and values learner differences; uses the knowledge of development for facilitating language acquisition and for both incidental and explicit learning; and uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 4: Planning & Instruction with Evidence-Based Strategies**  The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to DHH learners, including cultural and ethnic diversities, for early intervention and academic and social-emotional development; DHH learning environments; teacher knowledge of subject matter; and technology for effective instructional planning and implementation.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 5: Professional Collaboration**  The educator of the DHH learner demonstrates effective communication skills (i.e., fluency in American Sign Language and English is imbedded in each function) to enhance collaboration and consultation among school professionals to improve DHH learner outcomes while planning for and implementing effective instruction and services; and to implement the IEP, deliver instruction, and evaluate IEP implementation.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 6: Family & Community Engagement**  The educator of DHH learners understands the importance of family and community in the deaf education and special education process; is aware of and understands the importance of deaf culture for DHH learners and their families; and works to actively engage and empower families as partners in the education of the DHH learner.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 7: Behavior & Classroom Management**  The educator of DHH learners demonstrates knowledge and skill in the use of problem-solving models including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) frameworks; demonstrates cultural sensitivity in the access and development of language and communication skills of DHH learners; demonstrates sensitivity to cultural factors that would influence classroom management; uses social skills curricula to address specific needs of DHH learners; and promotes the self-determination of DHH learners.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 8: Transition**  The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings; and to access information and appropriate resources to support all transitions.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 9: Professional & Ethical Practice**  The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession; is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions; and advocates for sound educational practices and policies and maintains activity in the deaf community.  **Evidence for meeting the standard:**  [enter text here] |

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

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