**Template Revised September 13, 2024**

**Program Report Format**

**Early Childhood Unified,**

**Birth to Grade 3**

**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

**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 and Science of Reading.**

**Summary of Standards and Assessments**

| **Standard**  **The teacher of**  **Early Childhood Unified Birth to Grade 3** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Child Development and Learning:**  **Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.** | Ex: A, B |
| **Standard 2: Content Knowledge:**  **Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.** | Ex: C |
| **Standard 3: Application of Content Knowledge:**  **Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.** | Ex: D, E |
| **Standard 4: Observing, Documenting, and Assessing to Support Young Learners and Families:**  **Candidates prepared in early childhood B – G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.** |  |
| **Standard 5: Planning for Instruction:**  **Candidates prepared in early childhood B – G3 degree programs use their knowledge of pre-academic / academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.** |  |
| **Standard 6: Using Developmentally Effective Strategies:**  **Candidates in early childhood B – G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learners’ ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner’s development and learning.** |  |
| **Standard 7: Professional and Ethical Practice:**  **Candidates prepared in early childhood B – G3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.** |  |
| **Standard 8: Leadership and Collaboration:**  **Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners’ families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners’ development and learning.** |  |
| **Science of Reading objectives 2025:**  **1)       Understand the four-part language processing model for of proficient reading and writing.**  **2)       Identify and explain aspects of cognition and behavior that affect reading and writing development.**  **3)       Explain major research findings (i.e., The Simple View of Reading, Scarborough's Rope) regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.**  **4)       Understand/apply in practice the general principles of structured literacy, including explicit, systematic, cumulative, interactive, prompt and accurate feedback, and data-driven  instruction.**  **5)       Understand that higher levels of literacy include academic vocabulary, syntax, paragraph organization, and discourse structure.** |  |

**EVIDENCE FOR MEETING STANDARDS**

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| --- |
| **Standard 1: Child Development and Learning:**  Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 2: Content Knowledge:**  Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 3: Application of Content Knowledge:**  Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 4: Observing, Documenting, and Assessing to Support Young Learners and Families:**  Candidates prepared in early childhood B – G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 5: Planning for Instruction:**  Candidates prepared in early childhood B – G3 degree programs use their knowledge of pre-academic / academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
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| **Standard 6: Using Developmentally Effective Strategies:**  Candidates in early childhood B – G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learners’ ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner’s development and learning.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 8: Leadership and Collaboration:**  Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners’ families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners’ development and learning.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Science of Reading objectives:**  1) Understand the four-part processing system of proficient reading and writing.  2) Identify and explain aspects of cognition and behavior that affect reading and writing development.  3) Explain major research findings (i.e., The Simple View of Reading, Scarborough's Rope) regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.  4) Understand/apply in practice the general principles of structured literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.  5) Understand that higher levels of literacy include syntax, paragraph organization, and discourse structure.  **Evidence for meeting the standard:**  [enter text here] |

**\_\_ Course syllabi and/or assessment rubrics are included.**

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