**Template Revised September 25, 2025**

**Program Report Format**

**Elementary Education Unified,**

**K-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:**

☐ K-6

**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**  **Elementary Education Unified K-6** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Characteristics/Legal/Historical/Philosophical Foundations**  **The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.** | Ex: A, B |
| **Standard 2: Assessment**  **The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.** | Ex: C |
| **Standard 3: Planning Instruction considering individual learner characteristics**  **The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation.** | Ex: D, E |
| **Standard 4: Professional & Family Collaborations**  **The Elementary Education Unified (EEU) K-6 teacher candidate engages, empowers, and partners with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration, IEP development and implementation, building relationships, program development and implementation, to fully meet the needs and rights of all students.** |  |
| **Standard 5: Behavior and Classroom Management**  **The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.** |  |
| **Standard 6: English Language Arts**  **The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) --as well as individual performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.** |  |
| **Standard 7: Mathematics**  **The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures 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) as well as individual performance data to plan, implement, and assess mathematical learning experiences that engage all students to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.** |  |
| **Standard 8: Science**  **The Elementary Education Unified (EEU) K-6 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 elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.** |  |
| **Standard 9: Social Studies**  **The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.** |  |
| **Standard 10: Creative Expression in Art, Music, and Physical Education**  **The Elementary Education Unified (EEU) K-6 teacher candidates understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and/or theatre), physical education, and wellness to plan, implement, and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity, and collaborative problem-solving.** |  |
| **Standard 11: Professional and Ethical Practice**  **The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.** |  |
| **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: Characteristics/Legal/Historical/Philosophical Foundations**  The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 2: Assessment**  The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.  **Evidence for meeting the standard:**  [enter text here] |

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| **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.**

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