**Template Revised September 25, 2025**

**Program Report Format**

**English Language Arts,**

**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)**

**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**  **English Language Arts 5-8** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1:**  **The teachers of English language arts 5-8 demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.** | Ex: A, B |
| **Standard 2:**  **The teachers of English language arts 5-8 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.** | Ex: C |
| **Standard 3:**  **The teachers of English language arts 5-8 plan instruction and design assessments for reading and the study of literature to promote learning for all students.** | Ex: D, E |
| **Standard 4:**  **The teachers of English language arts 5-8 plan instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.** |  |
| **Standard 5:**  **The teachers of English language arts 5-8 plan, implement, assess, and reflect on research-based instruction that responds to students’ diverse context-based needs.** |  |
| **Standard 6:**  **The teachers of English language arts 5-8 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students’ opportunities to learn in English Language Arts.** |  |
| **Standard 7:**  **The teachers of English language arts 5-8 are prepared to interact and collaborate knowledgeably with students, families, and colleagues, and actively develop as professional educators.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard 1:**  The teachers of English language arts 5-8 demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 2:**  The teachers of English language arts 5-8 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 3:**  The teachers of English language arts 5-8 plan instruction and design assessments for reading and the study of literature to promote learning for all students.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 4:**  The teachers of English language arts 5-8 plan instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 5:**  The teachers of English language arts 5-8 plan, implement, assess, and reflect on research-based instruction that responds to students’ diverse context-based needs.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 6:**  The teachers of English language arts 5-8 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students’ opportunities to learn in English Language Arts.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 7:**  The teachers of English language arts 5-8 are prepared to interact and collaborate knowledgeably with students, families, and colleagues, and actively develop as professional educators.  **Evidence for meeting the standard:**  [enter text here] |

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

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