**Template Revised September 13, 2024**

**Program Report Format**

**English Language Arts,**

**6-12**

**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

**Grade levels for which candidates are being prepared:**

☐ 6-12

**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 new programs and Science of Reading.**

**Summary of Standards and Assessments**

| **Standard**  **The teacher of**  **English Language Arts 6-12** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1:**  **The teachers of English language arts 6-12 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 6-12 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 6-12 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 6-12 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 6-12 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 6-12 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 6-12 are prepared to interact and collaborate knowledgeably with students, families, and colleagues, and actively develop as professional educators.** |  |
| **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 STANDARDS**

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| --- |
| **Standard 1**:  The teachers of English language arts 6-12 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.**

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| **Standard 2:**  The teachers of English language arts 6-12 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 6-12 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.**

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| **Standard 4**:  The teachers of English language arts 6-12 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 6-12 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.**

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| **Standard 6**:  The teachers of English language arts 6-12 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 6-12 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.**

|  |
| --- |
| **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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