**Template Revised September 25, 2025**

**Program Report Format**

**Gifted,**

**K-6, 5-8, 6-12, 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:**

K-6  5-8  6-12  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**  **Gifted K-6, 5-8, 6-12, PreK-12** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Learner Development and Individual Learning Differences.**  **The gifted education teacher applies understanding of cognitive, social and emotional development and individual differences to provide appropriate learning experiences for diverse individuals identified as gifted.** | Ex: A, B |
| **Standard 2: Learning Environments.**  **The gifted education teacher creates learning environments that are responsive to the cognitive, social and emotional needs of diverse individuals identified as gifted.** | Ex: C |
| **Standard 3: Curricular Content and Instruction Planning.**  **The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of diverse individuals identified as gifted.** | Ex: D, E |
| **Standard 4: Assessment.**  **The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of diverse individuals identified as gifted.** |  |
| **Standard 5: Professional Learning and Ethical Practice.**  **The gifted education teacher uses foundational knowledge to advance professional learning and inform ethical practice.** |  |
| **Standard 6: Communication and Collaboration.**  **The gifted education teacher communicates and collaborates with stakeholders to address the cognitive, social and emotional needs of diverse individuals identified as gifted in the school, home, and community.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard 1: Learner Development and Individual Learning Differences.**  The gifted education teacher applies understanding of cognitive, social and emotional development and individual differences to provide appropriate learning experiences for diverse individuals identified as gifted.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 2: Learning Environments.**  The gifted education teacher creates learning environments that are responsive to the cognitive, social and emotional needs of diverse individuals identified as gifted.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 3: Curricular Content and Instruction Planning.**  The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of diverse individuals identified as gifted.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 4: Assessment.**  The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of diverse individuals identified as gifted.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 5: Professional Learning and Ethical Practice.**  The gifted education teacher uses foundational knowledge to advance professional learning and inform ethical practice.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 6: Communication and Collaboration.**  The gifted education teacher communicates and collaborates with stakeholders to address the cognitive, social and emotional needs of diverse individuals identified as gifted in the school, home, and community.  **Evidence for meeting the standard:**  [enter text here] |

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

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