**Template Revised September 13, 2024**

**Program Report Format**

**History, Government, and Social Studies,**

**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)**

**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**  **History, Government, and Social Studies 5-8** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.** | Ex: A, B |
| **Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).** | Ex: C |
| **Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).** | Ex: D, E |
| **Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.** |  |
| **Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard 1:**  The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 2:**  History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 3:**  History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 4:**  HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 5:**  The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.  **Evidence for meeting the standard:**  [enter text here] |

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

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