**Template Revised September 25, 2025**

**Program Report Format**

**Low Incidence Special Education,**

**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**  **Low Incidence Special Education**  **K-6, 5-8, 6-12, PreK-12** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Professional Learning & Ethical Practice**  **The special educator of students with low incidence disabilities demonstrates understanding and use of philosophical, historical, legal, professionalism and ethical practices.** | Ex: A, B |
| **Standard 2: Learner Development and Individual Learning Differences**  **The special educator of students with low incidence disabilities demonstrates understanding of how disabilities may impact development and learning and use of this knowledge to provide meaningful and challenging learning experiences.** | Ex: C |
| **Standard 3: Assessment**  **The special educator of students with low incidence disabilities demonstrates understanding and use of multiple and collaborative methods of formal and informal assessment in making educational decisions.** | Ex: D, E |
| **Standard 4: Curricular Content Knowledge**  **The special educator of students with low incidence disabilities demonstrates understanding and use of general and specialized curricula to individualize learning.** |  |
| **Standard 5: Instructional Planning & Strategies**  **The special educator of students with low incidence disabilities demonstrates understanding and use of planning, selecting, adapting, accommodating, and implementing researched and evidence-based instructional strategies and technologies to promote learning.** |  |
| **Standard 6: Learning Environments**  **The special education teacher of students with low incidence disabilities demonstrates understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.** |  |
| **Standard 7: Collaboration**  **The special educator of students with low incidence disabilities understands the roles and uses strategies of effective consultation, collaboration and communication with family members, professionals, teaching assistants, students, and community organization members.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard 1: Professional Learning & Ethical Practice**  The special educator of students with low incidence disabilities demonstrates understanding and use of philosophical, historical, legal, professionalism and ethical practices.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 2: Learner Development and Individual Learning Differences**  The special educator of students with low incidence disabilities demonstrates understanding of how disabilities may impact development and learning and use of this knowledge to provide meaningful and challenging learning experiences.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 3: Assessment**  The special educator of students with low incidence disabilities demonstrates understanding and use of multiple and collaborative methods of formal and informal assessment in making educational decisions.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 4: Curricular Content Knowledge**  The special educator of students with low incidence disabilities demonstrates understanding and use of general and specialized curricula to individualize learning.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 5: Instructional Planning & Strategies**  The special educator of students with low incidence disabilities demonstrates understanding and use of planning, selecting, adapting, accommodating, and implementing researched and evidence-based instructional strategies and technologies to promote learning.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 6: Learning Environments**  The special education teacher of students with low incidence disabilities demonstrates understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 7: Collaboration**  The special educator of students with low incidence disabilities understands the roles and uses strategies of effective consultation, collaboration and communication with family members, professionals, teaching assistants, students, and community organization members.  **Evidence for meeting the standard:**  [enter text here] |

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

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