**Template Revised September 25, 2025**

**Program Report Format**

**Reading Specialist,**

**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:**

☐ 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 and Science of Reading.**

**Summary of Standards and Assessments**

| **Standard****The teacher of** **Reading Specialist PreK-12** | **Key assessment(s) for each standard** **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1:** **Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.** | Ex: A, B |
| **Standard 2:** **Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.** | Ex: C |
| **Standard 3:** **Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.** | Ex: D, E |
| **Standard 4:** **Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.** |  |
| **Standard 5:** **Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.** |  |
| **Standard 6:** **Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.** |  |
| **Standard 7:** **Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.** |  |
| **Science of Reading objectives 2025:****1)       Understand the four-part language processing model for 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, including explicit, systematic, cumulative, interactive, prompt and accurate feedback, and data-driven  instruction.****5)       Understand that higher levels of literacy include academic vocabulary, syntax, paragraph organization, and discourse structure.** |  |

**EVIDENCE FOR MEETING STANDARDS**

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| **Standard 1:** Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools. **Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 2:** Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 3:** Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 4:** Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 5:** Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 6:** Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 7:** Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.**Evidence for meeting the standard:**[enter text here] |

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

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| --- |
| **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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