

INSTRUCTIONS



Program Report Template Instructions

2024 TEMPLATE

To ensure each program is using the most current standards and review expectations, EPPs should download the most recent template for each program from KSDE's website at:

<https://www.ksde.gov/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Educator-Prep-Landing-Page/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA>

Make note of when newly adopted standards are required for reviews. Program areas with standards currently being phased in are allowed to be reviewed under old standards during the phase-in window. **All programs** are expected to be aligned to new adopted standards by the end of the phase-in window.

The 2024 revised program template does not include directions in the form. Directions are provided below instead.

Program coversheet

Identify the report writers and EPP head.

Program level refers to the licensing level: initial license or advanced license.

Required materials

Reminder: 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.

Each complete program review submission will contain the completed program report template, a program of study, scoring guides/rubrics for key assessments, and course syllabi for course grade key assessments used for the Science of Reading (for designated Science of Reading license/endorsement areas). New program submissions will also include course syllabi for required courses in the program.

Summary of Standards and Assessments table

Identify the key assessments designated by the program for addressing each standard. Standards are to be addressed and aligned to at the standard-level. A standard can be addressed by a single key assessment **except the Praxis content test and/or subtests** which

cannot be the sole assessment of a standard. Please make sure each key assessment, its rubric, and its alignment to the standard are clear and fully described for an outside reader.

Evidence for Meeting Standards:

Key assessments must be required of all candidates in the program and should be used by the program to determine candidate proficiencies toward the standards.

In each Standard assessment box following the Summary table, the program is to fully describe the assessment(s) or course-grade(s) relevant to the standard, how each assessment(s) is/are aligned to the standard and is a good measure of the standard, and how each standard is fully addressed.

For each assessment excluding whole courses, the program needs to provide the rubric/scoring guide as a separate evidence item. Rubrics/scoring guides or explanatory narratives must identify the minimum acceptable performance level for each standard addressed by the assessment.

A course can be used as evidence for addressing multiple standards, with sufficient explanation of alignments. Alignment explanations need to clearly define whether an assessment is a whole course grade or a specific activity/project/assignment. If the latter, refer to the assessment by the activity/project/assignment name, not the course in which it occurs. Alignment explanations of courses used as key assessments must identify the minimum acceptable course grade performance for the standard addressed by the course.

There is no limit on the number of assessments allowed. Be attentive to naming consistency of assessments between the Summary Table, Standards Evidence explanation, and rubric/scoring guide evidence items. Assessments can be numbered or lettered to clearly identify which assessment(s) are used for which standard(s).

File names

Programs must use a consistent naming practice for assessment rubrics, including the nature of the file (assessment, rubric, syllabus) and letter label, such as "Assessment A," "Assessment A Rubric," "Assessment B," "Assessment C Course #####," etc. Each assessment should be given a unique identification letter. Do not repeat letters for different assessments. A single assessment can be used to address multiple standards, with each alignment fully described.

Data

Data is not required for the program review. *(Three cycles of data are required for educator preparation providers [EPP] accreditation Standard R1.2/RA1.2.)*

Science of Reading

Key assessments used as evidence of addressing the Science of Reading have the same expectations as assessments for program standards: fully describe the assessment(s) or course(s) relevant to the objective(s), how each assessment(s) is/are aligned to the objective(s) and is a good measure of the objective(s), and how each objective is fully addressed.

Programs must provide syllabi for courses used as assessments of the Science of Reading objectives.

Rejoinders

Each program will have the opportunity to reply to the review team's initial recommendations with a rejoinder response addressing any Areas for Improvement and standard Met/Not Met status. Programs may choose to respond to team Notes comments.

Continuous Improvement

Continuous improvement is not included in the program review. *Continuous improvement information is required for KSDE/CAEP accreditation standards 1 and 5.*

- A report will not be reviewed until it is complete.
- Programs will not be moved forward to the Evaluation Review Committee or the State Board of Education until all standards are Met. A standard can be Met with Areas for Improvement.
- Standards define the knowledge and skills of the just-qualified completer. Programs are expected to fully prepare candidates to fully meet the program standards.

Continuing Programs Estimated Timeline:

EPP notifies KSDE of program(s) planned for submission	90 days before review semester
Materials submission	February 15 or September 15
Review team roster to EPP for conflict-of-interest check	45 days before review
EPP to notify KSDE of conflicts of interest on proposed review team	30 days from receipt of proposed team roster
Program reviewed	30 days after submission
Initial report to program	Within 10 working days
Rejoinder response to initial report	Within 30 days for continuing programs
Final report from team	Within 15 working days
Final report to program and Evaluation Review Committee	30 days in advance of ERC meeting
ERC initial recommendations to EPP	Within 10 working days of ERC meeting
EPP reply to ERC initial recommendations	Within 30 days
ERC hearing requested (if desired by EPP)	Within 30 days of receipt of initial recommendation
ERC hearing held	Hearing held as soon as possible
ERC final recommendations to EPP	30 days in advance of State Board of Education meeting

State Board of Education decision to EPP	Within 5 working days
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For more information, contact:

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