**Template Revised September 25, 2025**

**Program Report Format**

**Visually Impaired,**

**Birth to Grade 3, 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:**

☐ Birth to Grade 3 ☐ 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**  **Visually Impaired**  **Birth to Grade 3, PreK-12** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard #1**  **The teacher of the visually impaired demonstrates understanding of philosophical, historical, and legal foundations of education for individuals who are blind or visually impaired.** | Ex: A, B |
| **Standard #2**  **The teacher of the visually impaired demonstrates understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.** | Ex: C |
| **Standard #3**  **The teacher of the visually impaired demonstrates assessment, diagnostic, and evaluation knowledge and skills related to infants and children who are visually impaired and their families.** | Ex: D, E |
| **Standard #4**  **The teacher of the visually impaired demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of subject matter, child needs, the general curriculum goals, school environment, and community.** |  |
| **Standard #5**  **The teacher of the visually impaired promotes learning by working in collaboration with other educators, professionals, and parents, to establish school and classroom learning environments conducive to learning by infants and children with visual impairments.** |  |
| **Standard #6**  **The teacher of the visually impaired demonstrates knowledge and skill in addressing behavioral concerns, facilitating problem solving, and developing the social skills of infants and children with visual impairments.** |  |
| **Standard #7**  **The teacher of the visually impaired demonstrates effective communication and collaborative skills and knowledge related to working with parents, instructional teams, and other professionals and service providers to address the overall educational, social, and health needs of infants and children with visual impairments.** |  |
| **Standard #8**  **The teacher of the visually impaired demonstrates professional and ethical practices consistent with the highest standards of pedagogy, confidentiality, and commitment to continued professional growth.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard #1**  The teacher of the visually impaired demonstrates understanding of philosophical, historical, and legal foundations of education for individuals who are blind or visually impaired.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard #2**  The teacher of the visually impaired demonstrates understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard #3**  The teacher of the visually impaired demonstrates assessment, diagnostic, and evaluation knowledge and skills related to infants and children who are visually impaired and their families.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard #4**  The teacher of the visually impaired demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of subject matter, child needs, the general curriculum goals, school environment, and community.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard #5**  The teacher of the visually impaired promotes learning by working in collaboration with other educators, professionals, and parents, to establish school and classroom learning environments conducive to learning by infants and children with visual impairments.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard #6**  The teacher of the visually impaired demonstrates knowledge and skill in addressing behavioral concerns, facilitating problem solving, and developing the social skills of infants and children with visual impairments.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard #7**  The teacher of the visually impaired demonstrates effective communication and collaborative skills and knowledge related to working with parents, instructional teams, and other professionals and service providers to address the overall educational, social, and health needs of infants and children with visual impairments.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard #8**  The teacher of the visually impaired demonstrates professional and ethical practices consistent with the highest standards of pedagogy, confidentiality, and commitment to continued professional growth.  **Evidence for meeting the standard:**  [enter text here] |

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

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