**Template Revised September 25, 2025**

**Program Report Format**

**World Languages,**

**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.**

**Summary of Standards and Assessments**

| **Standard****The teacher of** **World Languages PreK-12** | **Key assessment(s) for each standard** **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Language Proficiency:** **Interpersonal, Interpretive, and Presentational****Candidates in world language teacher preparation programs possess proficiency in the target languages they will teach. They possess receptive and productive skills in the target language at a minimum proficiency level that equates to Advanced-Low on the ACTFL rating scale or 3+ on the ASLPI rating scale.** | Ex: A, B |
| **Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts****Candidates select and make accessible authentic and relevant products, practices, and perspectives from the target culture appropriate to the developmental needs and interests of learners.** | Ex: C |
| **Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning****Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.** | Ex: D, E |
| **Standard 4: Planning and Instruction****Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners’ knowledge and skills towards meeting the Kansas World Language Standards.** |  |
| **Standard 5: Assessment of Learning****Candidates design formative and summative assessments using authentic sources, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.** |  |
| **Standard 6: Learner Development and Diverse Needs****Candidates understand patterns of child and adolescent development, recognize individual differences in learners’ learning profiles, and provide world language learning opportunities that address the diverse needs of learners.** |  |
| **Standard 7: Creating a Supportive Learning Environment****Candidates create a safe and supportive learning environment that fosters active learning and positive social interaction.** |  |

**EVIDENCE FOR MEETING STANDARDS**

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| --- |
| **Standard 1: Language Proficiency:** Interpersonal, Interpretive, and PresentationalCandidates in world language teacher preparation programs possess proficiency in the target languages they will teach. They possess receptive and productive skills in the target language at a minimum proficiency level that equates to Advanced-Low on the ACTFL rating scale or 3+ on the ASLPI rating scale.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts**Candidates select and make accessible authentic and relevant products, practices, and perspectives from the target culture appropriate to the developmental needs and interests of learners.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning**Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 4: Planning and Instruction**Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners’ knowledge and skills towards meeting the Kansas World Language Standards.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 5: Assessment of Learning**Candidates design formative and summative assessments using authentic sources, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.**Evidence for meeting the standard:**[enter text here] |

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

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| --- |
| **Standard 6: Learner Development and Diverse Needs**Candidates understand patterns of child and adolescent development, recognize individual differences in learners’ learning profiles, and provide world language learning opportunities that address the diverse needs of learners.**Evidence for meeting the standard:**[enter text here] |

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

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| --- |
| **Standard 7: Creating a Supportive Learning Environment**Candidates create a safe and supportive learning environment that fosters active learning and positive social interaction.**Evidence for meeting the standard:**[enter text here] |

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

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