**Template Revised September 25, 2025**

**Program Report Format**

**Agricultural Education,**

**6-12**

**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:**

☐ 6-12

**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**  **Agricultural Education 6-12** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Learner Difference**  **The teacher of agriculture provides opportunities for learners who bring unique individual differences to the learning process and provides learners with supportive individual experiential learning opportunities through the National FFA Organization (FFA) and supervised agricultural experience (SAE), to ensure that each student learns new knowledge and skills.** | Ex: A, B |
| **Standard 2: Content Knowledge**  **The teacher of agriculture will possess knowledge of agriculture in the areas of animal systems, plant systems, power, structural and technical systems, agribusiness systems, environmental service and natural resource systems, biotechnology systems, and food products and processing systems.** | Ex: C |
| **Standard 3: Content Knowledge**  **Knowledgeable teachers of agriculture are able to integrate reading, writing, mathematics, and science content into instruction in agriculture.** | Ex: D, E |
| **Standard 4: Content Knowledge**  **Knowledgeable teachers of agriculture are able to apply knowledge in real world agricultural settings and address life and career skills, critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content.** |  |
| **Standard 5: Instructional Practice**  **Effective instructional practice requires that teachers of agriculture are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, and practice instructional strategies in classroom and laboratory settings within the areas of animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.** |  |
| **Standard 6: Professional Responsibility**  **Teachers of agriculture engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard 1: Learner Difference**  The teacher of agriculture provides opportunities for learners who bring unique individual differences to the learning process and provides learners with supportive individual experiential learning opportunities through the National FFA Organization (FFA) and supervised agricultural experience (SAE), to ensure that each student learns new knowledge and skills.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 2: Content Knowledge**  The teacher of agriculture will possess knowledge of agriculture in the areas of animal systems, plant systems, power, structural and technical systems, agribusiness systems, environmental service and natural resource systems, biotechnology systems, and food products and processing systems.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 3: Content Knowledge**  Knowledgeable teachers of agriculture are able to integrate reading, writing, mathematics, and science content into instruction in agriculture.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 4: Content Knowledge**  Knowledgeable teachers of agriculture are able to apply knowledge in real world agricultural settings and address life and career skills, critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 5: Instructional Practice**  Effective instructional practice requires that teachers of agriculture are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, and practice instructional strategies in classroom and laboratory settings within the areas of animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 6: Professional Responsibility**  Teachers of agriculture engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.  **Evidence for meeting the standard:**  [enter text here] |

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

[T:\Teacher Education\Program Review\Institutional Templates\2024-2025]