**Template Revised September 25, 2025**

**Program Report Format**

**Biology,**

**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

**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** **Biology 6-12** | **Key assessment(s) for each standard** **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1: Content Pedagogy:** **Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.** | Ex: A, B |
| **Standard 2: Learning Environments:** **Teachers work with students and others to create and manage environments that support learning.** | Ex: C |
| **Standard 3: Safety:** **Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).** | Ex: D, E |
| **Standard 4: Impact on Student Learning:** **Science teachers provide evidence that students’ understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.** |  |
| **Standard 5: Professional Knowledge and Skills:** **Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.** |  |
| **Standard 6: Engineering, Technology, and the Applications of Science:** **The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.** |  |
| **Standard 7: From molecules to organisms: Structures and processes:** **Effective biology teachers demonstrate an understanding of how organisms live and grow.** |  |
| **Standard 8: Ecosystems: Interactions, energy, and dynamics:** **Effective biology teachers demonstrate an understanding of how and why do organisms interact with their environment, and what are the effects of these interactions.** |  |
| **Standard 9: Genetics and Heredity:** **Effective biology teachers demonstrate an understanding of how characteristics of one generation passed to the next and how individuals of the same species and even siblings have different characteristics.** |  |
| **Standard 10: Biological Evolution:** **Unity and diversity: Effective biology teachers demonstrate an understanding of evolution and evidence shows that different species are related.** |  |

 **EVIDENCE FOR MEETING STANDARDS**

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| **Standard 1: Content Pedagogy**: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 2: Learning Environments**: Teachers work with students and others to create and manage environments that support learning.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 3: Safety**: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 4: Impact on Student Learning**: Science teachers provide evidence that students’ understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 5: Professional Knowledge and Skills**: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 6: Engineering, Technology, and the Applications of Science**: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 7: From molecules to organisms: Structures and processes:** Effective biology teachers demonstrate an understanding of how organisms live and grow.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 8: Ecosystems: Interactions, energy, and dynamics:** Effective biology teachers demonstrate an understanding of how and why do organisms interact with their environment, and what are the effects of these interactions.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 9: Genetics and Heredity**: Effective biology teachers demonstrate an understanding of how characteristics of one generation passed to the next and how individuals of the same species and even siblings have different characteristics.**Evidence for meeting the standard:**[enter text here] |

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

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| **Standard 10: Biological Evolution: Unity and diversity:** Effective biology teachers demonstrate an understanding of evolution and evidence shows that different species are related.**Evidence for meeting the standard:**[enter text here] |

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

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