**Template Revised September 25, 2025**

**Program Report Format**

**Chemistry,**

**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**  **Chemistry 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 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 in developing instruction for students.** |  |
| **Standard 7: Structure and Properties of Matter:**  **Effective teachers understand the structure of matter on the atomic and macroscopic levels, and the relationship between structure and properties of matter, engaging students in using the periodic table as a model to predict the properties of elements based on the patterns of valence electrons as well as facilitating student investigations to gather evidence to compare trends in the periodic table and knowledge of the patterns of chemical properties.** |  |
| **Standard 8: Matter and Its Interactions: Effective teachers will engage students in developing models that illustrate the release or absorption of energy from a chemical reaction system as well as investigating reaction rates and equilibrium states.** |  |

**EVIDENCE FOR MEETING STANDARDS**

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| **Standard 1: Content Pedagogy:**  Effective science teachers understand how students learn and develop science 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 in developing instruction for students.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 7: Structure and Properties of Matter**:  Effective teachers understand the structure of matter on the atomic and macroscopic levels, and the relationship between structure and properties of matter, engaging students in using the periodic table as a model to predict the properties of elements based on the patterns of valence electrons as well as facilitating student investigations to gather evidence to compare trends in the periodic table and knowledge of the patterns of chemical properties.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 8: Matter and Its Interactions**:  Effective teachers will engage students in developing models that illustrate the release or absorption of energy from a chemical reaction system as well as investigating reaction rates and equilibrium states.  **Evidence for meeting the standard:**  [enter text here] |

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

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