**Template Revised September 25, 2025**

**Program Report Format**

**Science,**

**5-8**

**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:**

☐ 5-8

**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**  **Science 5-8** | **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 in developing instruction for students.** |  |
| **Standard 7: Middle Level Physical Science:**  **The teacher of middle school science can demonstrate an understanding of concepts and practices of physical science in developing instruction for students, including knowledge of atomic structure, molecular structure, states of matter, chemical reactions, energy, motion and stability of objects, forces, and waves.** |  |
| **Standard 8: Middle Level Life Science:**  **The teacher of middle school science can demonstrate an understanding of concepts and practices of biological science in developing instruction for students, including knowledge of cell theory, structure and function of organisms, populations of organisms, biodiversity, ecosystems, genetics, and evolution.** |  |
| **Standard 9: Middle Level Earth and Space Science:**  **The teacher of middle school science can demonstrate an understanding of concepts and practices of earth and space science in developing instruction for students, including knowledge of the universe and solar system, Earth’s geologic history and processes, Earth’s structure and processes, water cycle, weather and climate, natural resources, natural hazards and catastrophes, and human influences on Earth’s systems.** |  |
| **Standard 10: Middle Level Unifying Concepts/Interdisciplinary Perspectives:**  **The teacher of middle school science can demonstrate an understanding and be able to infuse into science teaching the crosscutting concepts of science and the interdisciplinary perspectives among the sciences.** |  |

**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 in developing instruction for students.  **Evidence for meeting the standard:**  [enter text here] |

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

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| **Standard 7: Middle Level Physical Science:**  The teacher of middle school science can demonstrate an understanding of concepts and practices of physical science in developing instruction for students, including knowledge of atomic structure, molecular structure, states of matter, chemical reactions, energy, motion and stability of objects, forces, and waves.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 8: Middle Level Life Science:**  The teacher of middle school science can demonstrate an understanding of concepts and practices of biological science in developing instruction for students, including knowledge of cell theory, structure and function of organisms, populations of organisms, biodiversity, ecosystems, genetics, and evolution.  **Evidence for meeting the standard:**  [enter text here] |

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

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| --- |
| **Standard 9: Middle Level Earth and Space Science:**  The teacher of middle school science can demonstrate an understanding of concepts and practices of earth and space science in developing instruction for students, including knowledge of the universe and solar system, Earth’s geologic history and processes, Earth’s structure and processes, water cycle, weather and climate, natural resources, natural hazards and catastrophes, and human influences on Earth’s systems.  **Evidence for meeting the standard:**  [enter text here] |

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

|  |
| --- |
| **Standard 10: Middle Level Unifying Concepts/Interdisciplinary Perspectives:**  The teacher of middle school science can demonstrate an understanding and be able to infuse into science teaching the crosscutting concepts of science and the interdisciplinary perspectives among the sciences.  **Evidence for meeting the standard:**  [enter text here] |

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

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